

# **METUCHEN PUBLIC SCHOOLS**

## **World Language Task Force**

**Final Report: January, 2013**

**Part 1: Co-Chairs, Administrators, Board of Education Members, Staff and Community**

**Part 2: Current Program**

**Part 3: Explanation of Process**

**Part 4: District Comparisons**

**Part 5: Survey Results**

**Part 6: Findings**

**Part 7: Recommendations**

**Part 8: Internal Audit**

**Part 9: Student Experiences**

**Part 1**  
**METUCHEN PUBLIC SCHOOLS**

**World Language Task Force**

**March 2012 to January 2013**

**Final Report**

**Staff Members:**

Laura Camargo, Spanish Instructor, EMS

Laura Hale, Spanish Instructor, EMS

Dr. Rosann Kamin, Spanish Instructor, MHS

Sviatlana Khalpukova, German Instructor, EMS & MHS

Karin Flores, Spanish Instructor, MHS

Patricia Fonseca, Spanish Instructor, MHS

Anna Girin, French Instructor, MHS

Danielle Scala, Spanish Instructor, MHS

Audra Smith, Spanish Instructor, EMS

Pamela Stead, French Instructor, EMS

Linda Wagenblast, Spanish Instructor, CES & EMS

**Co-Chairs:**

MaryLou Roma, Supervisor of World Languages K-12

Susan LaFauci, Vice Principal, MHS (Former W.L. Instructor)

**Curriculum Director:**

Richard Cohen

**Board of Education Members:**

Lea Lanton

Aileen McGuire

**Community Members:**

Rosa Festa

Dora Labate

Angelica Lignell

Mary McKenzie

Johanna Mills

**Participation by District Administrators:**

Florence Carter: Principal, Campbell School

Kathryn Glutz: Principal, Edgar Middle School

Bruce Peragallo: Principal, Metuchen High School

**Part 2**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012-January 2013**  
**Final Report**  
**Current World Language Program**

**Spanish Inclusion Program K-2:** The Spanish Inclusion Program supports the classroom teachers with infusing Spanish into their current curricular offerings. The program has been in existence in the district for more than 10 years. The Spanish Inclusion Program was re-written twice in the last eight years to keep abreast of the changing technology and to attempt to make it user friendly. On the first revision, CD's were provided to the teachers with recorded phrases in Spanish. A separate song CD was also provided. Currently, any kindergarten through 2<sup>nd</sup> grade teacher can access the program on the district server. This program contains simple greetings and phrases in the target language, songs of general interest, including body parts in Spanish, and additional materials such as poems, and calendars for students to assemble with authentic Hispanic art.

**Spanish Grades 3, 4, & 5:** Students in grades 3, 4, and 5 receive Spanish instruction one period a week as a 'special' subject. This year, the students in these grades have focused on anti-bullying and have learned Spanish vocabulary associated with this subject. There is a geography component to this program, as students are introduced to Spanish speaking countries around the world. Students at this level can identify the weather, days of the week, months of the year and can name their subjects in school.

**Spanish Grades 6 & 7:** Spanish in grades 6 and 7 is taught as a semester course on alternating cycles. There are four cycles per year and the students have Spanish for two of the four cycles. During these grades, students use the district wide, on line, text and workbook series published by Holt called *Expresate !IA*. More in-depth learning in the areas of culture and geography is presented along with more sophisticated vocabulary and verb conjugations. Subject/verb agreement is a continuing topic as are subject pronouns.

**World Languages, Grade 8:** By the end of the 7<sup>th</sup> grade, students have the opportunity to choose to remain in the Spanish program or to study French, or German. During 8<sup>th</sup> grade, students have Spanish, French, or German as a full academic subject, 5 days per week for the entire year. In Spanish, the students complete the *Expresate! IB* book. The French and German students complete 9 chapters of the books, *Bien dit!* and *Kom mit!*, respectively. All textbooks are available on-line. Classes cover topics such as foods, clothing, basic communication, and cultural traditions in countries speaking the target languages. The 8<sup>th</sup> grade year is the equivalent of one year of high school world language study. Over 80% of students are recommended to enter the level 2 of the high school program. Numerous factors are used for high school placement; marking period, mid-term and final exam grades, understanding of the reading, writing and speaking aspects of the language and the academic maturity level of each student with regard to foreign language learning.

**World Languages, Grades 9-12:** Metuchen High School offers a full complement of Spanish, French, and German from levels 1 through 5, with the 4 and 5 levels of each section being designated as Honors. The Spanish 5 class is designated Advanced Placement (AP) for Literature and Culture. After the level 4 Spanish Honors (H) class, the students are encouraged and prepared to take the Advanced Placement (AP) exam for Language. The high school offers additional upper level Spanish classes with the Communications 4 and 5. These courses explore grammar concepts in some depth and are encouraged for those students that may need additional

support before moving to level 4 Honors or 5 Advanced Placement. French and German students are encouraged to take the Language exam after level 5. The AP Language exam is the only exam offered for students in these languages. The high school has been offering ICS (In Class Support) sections of Spanish levels 1 and 2. Two instructors co-teach these sections aimed at providing additional support for all students. The high school also offers skills level Spanish classes called, "Communications and Cultures". This is a two year program, allowing the students to complete their high school language requirement.

All classes, at all levels stress the importance of reading, writing, speaking and listening in the target languages and are closely tied to the New Jersey Core Curriculum Content Standards for World Languages and 21<sup>st</sup> Century Skills. Additionally, almost all texts are available on-line.

**World Language Honor Societies:** After 10 semesters of any of the world languages, students with at least a B+ average, including midterms and finals, a strong interest in the culture of the target language countries, and a plan to proceed with world language study, are inducted into the World Language Honor Society. Each language has a national parent organization that specifies particular requirements for acceptance into the languages' society. This induction usually takes place during March of any given year. This honor is reserved for only the most serious language student.

**World Travel:** Although some languages take periodic trips to study language and culture, it is not a requirement of the program.

**Independent Study Italian:** For the last several years, Italian Independent Studies has been offered to serious high school students during their lunch break. A significant commitment is required on the part of the students and the program is generally encouraged for juniors and seniors who have a proven track record with the study of a world language. For the 2011-2012 school year, 25 students were enrolled in the program. For the 2012-2013 school year 40 students are currently enrolled in the program.

**Virtual High School (VHS):** Virtual High School is an option for upper level high school students who are strongly motivated and have a history of successful independent work habits. For the 2011-2012 school year, 2 students studied Mandarin Language & Culture (1/2 year), 2 students studied Latin 1 (full year) and 1 student studied AP French (full year). Currently at the high school 4 students are enrolled in VHS. 2 students are studying Latin 2 (full year), 1 student is studying Latin 1 (full year), 1 student is studying Italian Language & Culture (1/2 year).

**Clubs Associated with World Languages & Culture:**

**Spanish Club:** Edgar Middle School offers a Spanish Club which is open to all students. The group meets regularly to explore different facets of Hispanic culture. A visit to an authentic restaurant or a *Zumba* dance class, which is rich in Hispanic symbolism are some former activities.

**German Club:** The 8<sup>th</sup> graders take part in the German Club at MHS and participate in the *Oktoberfest* in the fall. Students research, prepare and serve authentic German food.

**Spanish Club, French Club and German Club:** These clubs are closely tied to the World Language Honor Society Program and Induction Ceremony. They also afford the students the opportunity to explore enriching cultural and language experiences.

**Italian Club:** The Italian Club meets on a regular basis. Students learn the Italian language and study Italian culture.

**Multi-Cultural Club:** The Multi-Cultural Club meets weekly to discuss and celebrate the cultures around the world. Many of the discussions and presentations center on the diverse cultures represented in the high school.

**Graduation Requirements:** The Metuchen Public Schools has a two year world language graduation requirement which exceeds the New Jersey State requirement of one year. To satisfy the district requirement, two years of study of the same language must be completed.

**Part 3**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012-January 2013**  
**Final Report**  
**The Process**

This community and staff task force began in March of 2012 to determine and study the current world language program in the district. This was done in the following way:

- A document was developed that outlined the current offerings
- World Language offerings were and are posted on the district web site (March 2012-Present)
- World Language staff developed a Parent/Community Survey
- World Language staff developed a Student Survey
- Surveys were entered into the on-line survey program, "Survey Monkey"
- Both surveys were made available through the district web site
- Surveys were posted and available from May 2012 to August 2012
- The Parent/Community Survey had 91 respondents
- The Student Survey had 192 respondents
- Staff and Co-Chairs of the Committee surveyed districts around the state with a District Factor Group (DFG) of G-H, I, or J
- 12 schools for each area (elementary, middle, and high school) were compared to Metuchen
- Community Members were invited to meetings for input and ideas
- Four Community/Staff meetings were held during and after survey results
- All data was made available to the staff and committee members
- Staff World Language meetings were held on a monthly basis
- Some input from community/parent or Board of Education members was informal
- An "Internal Audit" was suggested in October, 2012
- World Language teachers were surveyed to choose from a long list, three areas of focus
- Technology/ Collaboration/Resources for teachers will be a focus for the 2013-2014 year
- A list of possible recommendations was compiled
- Final Report was presented to the Metuchen Board of Education on February 12, 2013

**Topics discussed at meetings included:**

- Explaining the current course of study
- Early Childhood language learning
- Expanding language offerings at the middle school level
- Expanding Virtual High School (VHS) offerings
- Examining the Advanced Placements (AP) offerings at the high school
- Tracking graduates that continue to study world languages
- The popularity of certain languages and their application in society
- The popularity of the Spanish language and its applications in the current global society
- Infusing another language at the lower elementary levels
- Supporting the Spanish Inclusion Program currently in place
- Adding formal Spanish instruction in the lower elementary grades

**Part 4**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**District Comparisons**

**Comparison of Programs:** Twelve school districts around the state and at each grade level (elementary, middle & high school) were surveyed and were compared to corresponding Metuchen schools. Schools were chosen based on their District Factor Grouping (DFG) of G-H, I or J, to reflect a population similar to Metuchen.

**The following factors were noted:**

- Name
- Grades
- Town
- Number of students
- County
- DFG
- Languages & Levels Offered
- Frequency of Instruction

**ELEMENTARY SCHOOL COMPARISON INFORMATION**

**A. Hubbard Elementary School**

Grades K-3  
Ramsey  
420  
DFG: I  
No formal world language program

**B. Wesley Tisdale School**

Grades K-5  
Ramsey  
458  
DFG: I  
Spanish Inclusion

**C. Somerville School**

Grades K-5  
Ridgewood  
502  
DFG: J  
Spanish through Rosetta Stone  
Once per week/ no formal instruction

**D. Orchard School**

Grade K-5  
Ridgewood  
506  
DFG: J

- Spanish Inclusion K-2  
Spanish once per week 3-5
- E. J. Ackerman Coles**  
Grades K-4  
Scotch Plains  
519  
DFG: J  
Spanish once a week Grades 2-4
- F. New Albany Public School**  
Grades K-2  
Cinnaminson  
511  
DFG: G-H  
Spanish through videos/ no formal program
- G. Eleanor Rush School**  
Grades 3-5  
Cinnaminson  
DFG: G-H  
536  
Spanish instruction once per week
- H. Mountain Way School**  
Grades K-2  
Morris Plains;  
DFG: I  
Spanish CD Program/ no formal instruction
- I. Crescent School**  
Pre-K-5  
Waldwick  
360  
DFG: G-H  
No world language instruction
- J. North End Elementary School**  
K-4  
Cedar Grove  
DFG: I  
No world language instruction
- K. Anna C. Scott**  
K-5  
Leonia  
664  
DFG: G-H  
No world language instruction
- L. Murray A. Chittick**  
Grades K-5  
East Brunswick  
1,452  
DFG: I

Spanish or French once per week in Grades 3-5  
No world language instruction K-2

**Campbell Elementary School**

Grades 1-4  
Metuchen  
706  
DFG: I  
K-2 Spanish Inclusion Program  
Grades 3-5 Spanish instruction once per week

**MIDDLE SCHOOL COMPARISON INFORMATION**

**A. Eric S. Smith Middle School**

Grades 6-8  
Ramsey  
740  
DFG: I  
Languages Offered: Spanish/French  
Grade 6 cycle of each language  
Grades 7/8 choice of a full year of French or Spanish

**B. Washington Middle School**

Grades 6-8  
Ridgewood  
702  
DFG: J  
Languages Offered: Spanish/ French/ Latin  
Grade 6 cycle of each language  
Grades 7/8 full year choice of Spanish/ French/ Latin

**C. Terrill Middle School**

Grades 5-8  
847  
Scotch Plains  
DFG: I  
Languages Offered: Spanish, /French/ Italian  
Grade 5 instruction once per week  
Grades 6, 7, 8 full year choice of Spanish/ French/ or Latin

**D. Cinnaminson Middle School**

Grades 6-8  
532  
Cinnaminson  
DFG: G-H  
Languages: Spanish/French (Introduced 9/12)  
Rotation cycle classes

**E. Borough School**

Grades 3-8  
403  
Morris Plains  
DFG: I  
Language(s) Offered: Spanish



Once or twice per week all grades

**F. Waldwick Middle School**

Grades 6-8

378

Waldwick

DFG: G-H

Languages Offered: Spanish/French

Grade 6 Spanish cycle class

Grades 7/8 full year of Spanish or French

**G. Cedar Grove Middle School**

Grades 5-8

517

Cedar Grove

Language Offered: Spanish

Cycle course all grades

**H. Leonia Middle School**

Grades 6-8

489

Leonia

DFG: G-H

Languages Offered: Spanish/French

Grade 6 Spanish cycle classes

Grades 7/8 choice of French or Spanish

**I. Hammarskjold Middle School**

Grades 6-7

1,452

East Brunswick

DFG: I

Languages Offered: Spanish/ French/ German/ Italian/ Latin

Grades 6-8 Level 1 of the language taught

**J. JP Case Middle School**

Grades 7 &8

828

Flemington

DFG: I

Languages Offered: Spanish/ French

A/B Block Schedule

**K. Reading Fleming Intermediate School**

Grades: 5-6

801

Flemington

DFG: I

Languages Offered: Spanish/ French

Frequency: twice per week

**L. Marlboro Middle School**

Grades 6-8

1,169

Marlboro  
DFG: I  
Languages Offered: Spanish/ French  
Grade 6: Spanish or French as a cycle course  
Grades 7 & 8: Spanish or French daily

**Edgar Middle School**

Grades 5-8  
702  
Metuchen  
DFG: I  
Languages Offered: Spanish/ French/ German  
Grade 5 Spanish once per week  
Grades 6/7 Spanish/ semester course on alternating cycles  
Grade 8 choice of a full year of Spanish/ French/ or German

**HIGH SCHOOL COMPARISON INFORMATION**

*Virtual High School=VHS    Independent Study =IS*

**A. Ramsey High School**

Grades 9-12  
1,000  
Ramsey  
DFG: I  
Languages Offered: Spanish/ French/ German/ Latin/ Chinese  
Levels 1-5: Spanish/ French/ German  
Levels 1-4: Latin/ Chinese  
AP: Latin/ Chinese  
VHS/ IS: specified, but not for World Languages

**B. Ridgewood High School**

Grades 9-12  
1,320  
Ridgewood  
DFG: J  
Languages Offered: Spanish/ French/ German/ Latin/ Chinese  
Levels 1-5: Spanish/ French/ German  
Levels 1-4: Latin/ Chinese  
Levels 4-5: Honors  
AP: Spanish Language  
VHS/IS: not specified

**C. Cinnaminson High School**

Grades 9-12  
828  
Cinnaminson  
DFG: G-H  
Languages Offered: Spanish/ French  
Levels: 1-5  
AP: Spanish Language  
VHS/IS: not specified

**D. Morristown High School**

Grades 9-12

1,496

Morristown

DFG: G-H

Languages Offered: Spanish/ French/ Latin/ Italian/ Mandarin

Levels 1-5: All languages

AP: Spanish Language, Spanish Literature & Culture; Latin/ French Language

Other: Interdisciplinary Latin

VHS/IS: not specified

**E. Waldwick High School**

Grades 9-12

447

Waldwick

DFG: G-H

Languages Offered: Spanish/ French

Levels: 1-5

Levels 4-5: Honors

AP: none

VHS/IS: not specified

**F. Cedar Grove High School**

Grades 9-12

440

Cedar Grove

DFG: I

Languages Offered: Spanish/ Italian

Levels: 1-4

AP: Spanish Language

VHS/IS: not specified

**G. Leonia High School**

Grades 9-12

489

Leonia

DFG: G-H

Languages Offered: Spanish/ French/ Latin/ Chinese

Levels: Not determined

AP: Spanish Language

VHS/IS: not specified

**H. JP Stevens**

Grades 9-12

2,168

Edison

DFG: G-H

Languages Offered: Spanish/ French/ Latin/ Hindi

Levels Offered: 1-4

AP: Spanish Language, French

VHS/IS: not specified

**I. East Brunswick High School**

Grades 10-12

2,039

East Brunswick

DFG: I

Languages Offered: Spanish/ French/ German/ Italian

Levels Offered: Spanish/French Business and Medical

AP: Spanish Language, Spanish Literature & Culture/French Language

VHS/IS: not specified

**J. Rumson-Fairhaven High School**

Grades 9-12

990

DFG: J

Fairhaven

Languages Offered: Spanish/ French/ Chinese

Levels: 1-4

AP: Spanish Language/ French Language

VHS/IS: not specified

**L. Millburn High School**

Grades 9-12

1,379

Millburn

DFG: J

Languages Offered: Spanish/ French/ Italian/ Latin/ Chinese

Levels: 1-4

AP: Spanish Language & Spanish Literature & Culture, French Language, Latin

No VHS/Korean Independent Study

**M. Hunterdon Central Regional High School**

Grades 9-12

2,891

Hunterdon

DFG: I

Languages Offered: Spanish/ French/ German/ Latin/ Chinese

Levels: 1-4

AP: Spanish Language/ French/ German/ Latin/ Chinese

**Metuchen High School**

Grades 9-12

642

Metuchen

DFG: I

Languages Offered: Spanish/ French/ German

Levels: 1-5 all languages

Levels 1 & 2 Spanish In Class Support (ICS)

Spanish Communication & Cultures 1&2

Levels 4: Spanish Honors

Level 4/5: Spanish Conversation

Level 4-5: French, German Honors

AP: Spanish 5 Literature & Culture

**Part 5**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**Survey Results/ fall 2012**

**Parent/Community Survey/ 91 Respondents**

1. Are you the parent of a student (or students) currently enrolled in the Metuchen Public Schools?

YES **84.6%**                      NO 15.4 %

2. If yes, please list the grade(s):\_\_**91 answers/ cross section of grades**

3. Can you identify the world language offerings in the Metuchen School District?

YES **85.7%**                      NO 14.3%

4. Do you speak a language other than English?

YES **57.1%**                      NO 42.9%

If yes, what language? Spanish, Chinese, French

5. How did you acquire your language skills?

- |                                    |              |
|------------------------------------|--------------|
| a. Home                            | 25.3%        |
| b. Public School                   | 40.7%        |
| c. Private School                  | 11.0%        |
| d. Special Language School         | 1.1%         |
| e. Neighborhood                    | 1.1%         |
| f. On the Job                      | 4.4%         |
| g. Other                           | 4.3%         |
| h. I do not speak another language | <b>41.8%</b> |

6. In your current job do you communicate in a language other than English?

YES 19.8%                      NO **80.2%**

7. In the past, have you spoken other languages in the workplace?

YES 31.9%                      NO **68.1%**

Spanish, German, French, Chinese, Russian

8. Please rate the following languages on a scale from 1-5.

*5= Extremely Important*  
*4= Important*  
*3=Somewhat Important*  
*2=Somewhat Unimportant*  
*1= Not Important*  
*0=N/A*

- |                                |              |
|--------------------------------|--------------|
| a. Spanish-Extremely Important | <b>57.1%</b> |
| b. French -Somewhat Important  | <b>39.8%</b> |
| c. German-Somewhat Important   | <b>38.5%</b> |
| d. Italian-Somewhat Important  | <b>39.6%</b> |
| e. Japanese Somewhat Important | <b>35.2%</b> |
| f. Chinese-Mandarin Important  | <b>41.8%</b> |

- g. Chinese-Cantonese-Important 35.2%
- h. Arabic Important 26.4%
- i. ASL (Am. Sign Language)Somewhat Important 26.4%
- j. Russian-Somewhat Important 35.2%
- k. Urdu-Not Important 31.9%
- l. Latin-Somewhat Important 27.5%

**Comments:** improved communication and necessity in the workplace; Spanish is noted most often as an important language in the United States and beyond; French and German were noted as being important European languages; Chinese was noted a few times as necessary for work place communications; business travel; world economy perspective, Spanish, Chinese and Japanese were noted; Latin is important in understanding Romance languages and SAT preparation; wide application of Latin and ASL; community interest in Italian; needs of students in the future

9. **For your high school students:** How important is an Advanced Placement-AP designation in an upper level (4-5) world language class?

- a. Extremely Important 37.4%
- b. Important 27.5%
- c. Somewhat Important 23.1%
- d. Somewhat Unimportant 7.7%
- e. Not Important 4.4%

10. **For your high school students:** How important is an Honors designation in an upper level (4-5) world language class?

- a. Extremely Important 39.6%
- b. Important 30.8%
- c. Somewhat Important 19.8%
- d. Somewhat Unimportant 4.4%
- e. Not Important 5.5%

11. If you speak another language, what were your strongest motivators in learning the language?

- a. Family Background 41.8%
- b. Desire to travel 50.5%
- c. Desire to obtain a job using another language 28.6%
- d. Attraction to the sound of the language 20.9%
- e. Friends speaking the language 24.2%
- f. Other 35.2%

12. At home, have you discussed learning a world language?

YES 59.3% NO 40.7%

13. How might the Metuchen School District more effectively include your participation in world language learning for students?

**Comments:** 41 answers/ homework assignments; offering a parent class in a language; earlier learning opportunities; more extensive programming; exchange programs; more language programs; more intense classes; more travel; demonstrate how adults use different language skills; importance of World Language Clubs; add more languages; virtual workshops for students; creating conversation groups.

14. Would you like students to study multiple world languages?

YES 49.5% NO 14.3%

Unsure 36.3%

Spanish, Chinese, French, German, Japanese, Russian

15. What are your perceived gains from having students study a world language?

- |  |              |
|--|--------------|
| a. Ability to speak with family members    | 35.2%        |
| b. Making new friends from other countries | 45.1%        |
| c. Enriching background                    | 74.7%        |
| d. Job opportunities                       | <b>93.4%</b> |
| e. Travel opportunities                    | 74.7%        |
| f. All of the Above                        | 18.7%        |

16. Did you study a world language in school?

**YES 95.6%**                      **NO 4.4%**

17. Did you continue to study a world language in college?

**YES 59.3%**                      **NO 40.7%**

18. Did you study or are you currently studying a world language as an adult?

**YES 25.3%**                      **NO 74.7%**

19. If yes, what personal benefits have you derived from your knowledge?

Broader view of the world; interactions in another language; increased tolerance; successful in a global economy; job opportunities; improved test scores.

20. Do you consider your household multi-cultural?

**YES 42.9%**                      **NO 57.1%**

**Comments:** different backgrounds in one family; heritage is multi-cultural; culturally mixed families; speak other languages at home

21. Do you think the existing world language programs in the Metuchen Public Schools are meeting the needs of today's students?

**YES 40.7%**                      **NO 59.3%**

**Comments:** more AP classes; many Metuchen students went on to study a World Language after HS; immersion method of teaching; public language immersion; learning a language at the kindergarten level; implementation of languages at the HS level; need more options; not enough focus on conversation; excellent Spanish program; Mandarin is essential; strong, diverse program; study more than one language

22. Do you think that the Metuchen community members are represented by the current language offerings? (Spanish, French, German, Italian (independent study) Mandarin (Virtual HS/on-line), Latin (Virtual HS/on-line))

**YES 59.3%**                      **NO 40.7%**

23. When do you think students are able to begin 'virtual' (on-line) study of a world language?

- |                      |              |
|----------------------|--------------|
| As young as possible | <b>30.8%</b> |
| Elementary School    | 15.4%        |
| Middle School        | 17.6%        |
| High School          | 19.8%        |
| Other                | 19.8%        |

24. If you speak another language, would you be willing to share your expertise with the Metuchen students?

**YES 30.8%**    **NO 18.7%**    **DO NOT SPEAK ANOTHER LANGUAGE 50.5%**

25. Would you be interested in attending the next meeting of the World Language Task Force?

**YES 28.6%**                      **NO 71.4%**

## Survey Results/ fall 2012

### Student Survey/ 192 Respondents

1. Please check the school you are currently attending:
 

a. Moss	1.6%
b. Campbell	9.9%
c. Edgar Middle School	42.2%
d. Metuchen High School	<b>46.4%</b>
  
2. What is your current grade in school?
 

K.	1.6%
1.	0.0%
2.	0.5%
3.	5.2%
4.	4.7%
5.	7.3%
6.	4.2%
7.	1.6%
8.	<b>29.2%</b>
9.	23.4%
10.	7.3%
11.	15.1 %
12.	0.0%
  
3. Can you identify the world language offerings in the district?
 

YES	<b>84.4%</b>	NO	15.6%
-----	--------------	----	-------
  
4. Do you speak a language other than English?
 

YES	<b>51.6%</b>	NO	48.4%
-----	--------------	----	-------

If yes, what language(s) Spanish-54; Chinese-8; French-5; German-3; Gujarati-2; Urdu-4; Hindi-4; Slovak-1; Greek-1; Arabic-1;
  
5. How did you acquire your language skill(s)?
 

i. Home	33.3%
j. Public School	30.7%
k. Private School	2.1%
l. Special Language School	5.2%
m. Neighborhood	3.6%
n. Other	<b>44.3%</b>
  
6. What drives your choice of which world language to study?
 

a. Family Background	31.8%
b. Friends and neighbors speak the language	14.6%
c. Friends are enrolling in the language	21.9%
d. Job opportunities of a specific language	<b>39.1%</b>
e. Parent Preference	27.1%
f. Other _____	24.5%
  
7. What language skills would you like to learn in the future?
 

a. Speaking the language	<b>85.4%</b>
b. Reading the language	58.3%
c. Writing the language	54.7%
d. All of the above	9.4%



- e. None of the above
8. Please rate the following languages on a scale from 1 to 5.
- 5-Extremely Important*  
*4-Important*  
*3-Somewhat Important*  
*2-Somewhat Unimportant*  
*1-Not Important*  
*0-Don't Know*

***Please explain your answers.***

a. Spanish	Extremely Important	<b>65.6%</b>
b. French	Important	30.2%
c. German	Somewhat Important	31.3%
d. Italian	Somewhat Important	34.9%
e. Portuguese	Somewhat Important	28.1%
f. Japanese	Somewhat Important	35.9%
g. Chinese-Mandarin	Extremely Important	25.5%
h. Chinese-Cantonese	Somewhat Important	29.7%
i. Hindi	Somewhat Important	26.0%
j. Arabic	Somewhat Important	29.71
k. ASL (Am. Sign Language)	Somewhat Important	28.6%
l. Russian	Somewhat Important	32.3%
m. Urdu	Not Important	45.8%
n. Latin	Extremely Important	21.4%
o. Other(s)	Not Important	47.4%

9. If you are learning to speak another language, what are your strongest motivators?

g. Importance to family/family background	39.6%
h. Desire to travel	<b>62.5%</b>
i. Desire to obtain a job using another language	48.4%
j. Attraction to the sound of the language	27.1%
k. Friends studying the language	25.0%
l. Inspiring teacher(s)	27.1%
m. Don't know/Other	8.9%

10. Have you discussed learning a world language at home?

YES **63.0%** NO 37%12.

12. How might the school district more effectively engage you in your world language education?

**Comments:** cultural events; exchange programs; start at a younger age; computer learning

13. Would you like to study multiple world languages?

YES **50.0%** NO 19.8%  
 Unsure 30.2%

14. What do you think you gain from studying a world language?

a. The ability to speak with family members	40.6%
b. Making new friends from other countries	50.9%
c. Enriching background	46.4%
d. Employment opportunities	69.3%

- e. Travel opportunities **76.0%**  
 f. All of the Above/Other 10.4%
15. Do you think that the Metuchen community members are represented by the current language offerings? [Spanish, French, German, Italian (Independent Study) Mandarin (Virtual HS/on-line), Latin (Virtual HS/on-line)]  
 YES 37.0% NO 19.8% DO NOT KNOW **40.6%**
16. Are you currently studying a world language?  
 YES **92.7%** NO 7.3%
17. Do you plan to continue to study a world language in college & beyond?  
 YES **51.0%** NO 15.6% Not Sure 33.3%
18. Do you think there are personal benefits from studying a world language?  
 YES **91.7%** NO 8.3%
19. Do you consider your household multi-cultural?  
 YES 46.9% NO **53.1%**
20. When do you think students are able to begin 'virtual' (on-line) study of a world language?  
 a. As young as possible 26.0%  
 b. In elementary school 12.0%  
 c. In middle school **31.3%**  
 d. In high school 27.1%  
 e. Other 3.6%

**FOR HIGH SCHOOL STUDENTS ONLY!**

21. How important is an Advanced Placement (AP) designation in an upper level world language class?  
 a. Extremely Important 13.0%  
 b. Important 17.7%  
 c. Somewhat Important 16.1%  
 d. Somewhat Unimportant 4.2%  
 e. Not Important 4.7%  
 f. I am not in high school **45.3%**
22. How important is an Honors (H) designation to you in an upper level class?  
 a. Extremely Important 26.6%  
 b. Important 20.8%  
 c. Somewhat Important 6.3%  
 d. Somewhat Unimportant 6.3%  
 e. Not Important 3.1%  
 f. I am not in high school **45.3%**
23. Would you be interested in taking another world language through Virtual High School (on-line)?  
 YES 26.6% NO 26.0% Unsure **47.4%**

**FOR ALL STUDENTS!**

24. Would you be interested in attending the next meeting of the World Language Task Force?  
 YES 10.9% NO **50.5%** Unsure 38.5%

**Part 6**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**Findings**

The **District Comparison** data presented in **Part 4** of this document provides information that the Metuchen Public Schools meet or exceed the programs from other districts with a similar District Factor Grouping (DFG).

**Elementary Findings:** A number of school personnel reported that the budget cuts imposed from the state in 2010 had a negative impact on the lower grade elementary world language programs surveyed stating that the elementary programs were either entirely eliminated or replaced by a computer program, such as Rosetta Stone. Since that time, the Edison district has reinstated the lower elementary program.

**District Comparisons: ELEMENTARY SCHOOLS**

**Campbell Elementary School's World Language Program:**

**Spanish Inclusion Program**

**Grades K-2 :** Materials available on district server include: simple phrases, counting, days of the week, months of the year, and colors/ Spanish songs include parts of the body, days of the week, months of the year, and various other types of songs.

**Grades 3-5:** Spanish instruction once a week as part of their regular programming

**Comparisons of Other Districts (Refers to schools noted in Part 4)**

- A. Grades K-3: no world language instruction
- B. Grades K-5: Spanish Inclusion
- C. Grades K-5: Spanish through Rosetta Stone/ once per week
- D. Grades K-5\* : Spanish Inclusion K-2/Spanish instruction once per week Grades3-5 (Mirrors Metuchen's offerings) \*
- E. Grades 2-4: Spanish once per week /no Spanish instruction K-1
- F. Grades K-2: no formal Spanish instruction/ videos used periodically
- G. Grades3-5: Spanish once a week
- H. Grades K-2: no formal instruction/ Spanish CD's used periodically
- I. Grade Pre K-5: no world language instruction
- J. Grades K-4: no world language instruction
- K. Grades K-5: no world language instruction
- L. Grades K-2 no world language/ Grades3-5 Spanish or French once a week

**Overall Findings:**

**Grades K-2:**

- *8 of the 12 districts have no formal world language instruction in place*
- *4 districts have inclusion or informal instruction*

**Grades 3-5:**

- *3 districts have an informal or inclusion program that includes CDs or computer programs*
- *5 districts have world language instruction once per week \**
- *4 districts provide no formal world language instruction*

## District Comparisons: MIDDLE SCHOOLS

### Edgar Middle School's World Language Program:

Grade 5: Spanish Instruction Once per Week

Grades 6-7: Spanish is semester course on alternating cycles

Grade 8: Spanish, French or German/ Full Year

### Comparisons of Other Districts (Refers to schools noted in Part 4)

- A. Grade 6: Spanish, French/ cycle of each  
Grades 7-8 Spanish or French/ full year
- B. Grade 6 : Spanish, French and Latin/cycle of each  
Grades 7-8: Spanish, French or Latin/full year
- C. Grade 5: Spanish/once per week  
Grades 6, 7, &8: Spanish, French, or Latin/ full year
- D. Grades 6-8: Spanish or French Language (French is a new program as of 9/12)
- E. Grades 3-8 : Spanish once or twice per week depending on the grade
- F. Grades 6: Spanish/ cycle class  
Grades 7-8: Spanish or French/ full year
- G. Grades 5-8: Spanish/cycle class
- H. Grade 6: Spanish/ cycle class  
Grades 7-8: Spanish or French/full year
- I. Grades 6-8: Spanish, French, German or Latin/level 1 completed over 3 years
- J. Grades 7-8: Spanish, French/ A-B block schedule
- K. Grades 5-6: Spanish or French/ twice per week
- L. Grade 6: Spanish/ cycle class  
Grades 7-8: Spanish or French/full year

#### **Grade 6:**

- *6 districts instruct World Language as a cycle program*

#### **Grade 7:**

- *7 district instruct World Language as a full year program*

#### **Grade 8:**

- *7 districts instruct World Language as a full year program \**

#### **Grades 6-8:**

- *1 district instructs Spanish or French on a block A-B schedule*
- *1 district instructs World Language as a level 1 course over 3 years*
- *2 districts instruct World Language a few times per week*

## District Comparisons: HIGH SCHOOLS

### Metuchen High School's World Language Program: (642 students)

Spanish, French and German: Levels 1-5

Spanish 1 & 2/ In Class Support

Spanish Communications and Cultures 1 & 2

Spanish, French: Levels 4 & 5 Honors

Spanish Level 4: Honors

Spanish Communication 4/5

Spanish 5 AP Literature & Culture

Italian Independent Studies: 40 students

Virtual High School (VHS): Latin 1 (2 students)

Latin 2 (1 student)

Mandarin Language and Culture (1 student)

Italian Language & Culture (1 student)

### ***High School Comparison Data***

- *All 12 districts offer Spanish on multiple levels \**
- *11 of the 12 districts offer Spanish & French on multiple levels \**
- *5 of the 12 districts offer German at multiple levels \**
- *7 districts offer Latin*
- *7 districts offer Chinese*
- *4 districts offer Italian*
- *1 district offers Hindi*
- *8 districts offer AP Spanish Language*
- *3 districts offer AP Spanish Literature & Culture \**
- *One district offers Independent Study for Korean*
- *VHS was not discernible for any districts for World Language*
- *Of the 5 districts with enrollments under 1,000 students/  
3 offered only 2 language choices*
- *Spanish and French were the most popular languages offered*  
\*Mirrors the Metuchen program

### ***Virtual High School Courses Available for World Languages***

#### ***Full Year Courses:***

*Latin 1 & 2*

*French Language and Culture AP*

*Spanish Language and Culture AP Language*

*Portuguese 1*

#### ***Half Year Courses:***

*French Language and Culture*

*German Language and Culture*

*Italian Language and Culture*

*Mandarin Language and Culture*

*Russian Language and Culture*

*Spanish Culture and 20<sup>th</sup> Century Hispanic Literature*

### ***Highlights from Parent/ Community Survey***

*91 Respondents*

- *Almost 85% of parents taking the survey have/had children in the schools*
- *57% of respondents speak another language*
- *Most learned their other language in the home*
- *Almost 20% of respondents use another language on the job*

- *Spanish, German & French were the top languages listed for current or past job needs*
- *Spanish was listed as “Extremely Important” by the largest margin*
- *After Spanish & French, German & Italian were listed most frequently*
- *Chinese & Arabic were listed as “Important “ languages*
- *Latin , Japanese, Russian & American Sign Language were listed as “Somewhat Important”*
- *AP designation was listed as “Extremely Important” by 37% of respondents*
- *“Honors” designation was listed as “Extremely Important” by 40% of respondents*
- *A desire to travel was listed as the strongest motivator for 50% of respondents*
- *40.5 % of respondents would like students to study multiple languages*
- *Job Opportunities was reported as the #1 gain from studying a world language (93.4%)*
- *95% of respondents studied a world language in school*
- *Personal Benefits from study of a world language were:*
  1. *Broader view of the world*
  2. *Interactions with people*
  3. *Increased tolerance*
  4. *Success in a global economy*
  5. *Job opportunities*
  6. *Improved test scores*
- *59% of respondents felt the Metuchen Community was represented by the current World Language Program*

### ***Highlights from the Student Survey***

*192 Respondents*

- *87% of respondents were in middle and high school*
- *84% said they knew the offerings of the World Language Program*
- *52% said they speak another language*
- *Top languages spoken were:*
  1. *Spanish*
  2. *Chinese*
  3. *French*
  4. *Hindi/Slovak*
  5. *German*
- *Job opportunities was listed as the #1 reason for studying a specific language*
- *Speaking another language (as opposed to reading, or writing) was listed as the most important skill*
- *Spanish was listed as “Extremely Important” by 66% of the students*
- *French, German & Italian were listed as either “Somewhat Important” or “Important”*
- *Latin was listed as “Extremely Important” by 20% of respondents*
- *“Desire to Travel” was listed as the #1 motivator for learning another language*
- *The #1 perceived gain from learning another language is “Job Opportunities” (76%)*

**Part 7**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**Recommendations**

*In order to retain a strong World Language Program, the following will remain in place:*

- *Spanish Inclusion for Grades K-2*
- *Spanish instruction once a week for Grades 3,4,& 5*
- *Spanish instruction as a semester program taught on alternating cycles in Grades 6 & 7*
- *Spanish, German or French as a full year course beginning in Grade 8*
- *Spanish, German, and French Levels 1-5 at MHS*
- *Spanish 1 & 2 In Class Support Sections*
- *Spanish Communications and Cultures 1 & 2*
- *Spanish 4 Honors, Spanish 4/5 Communications, French and German Levels 4 & 5 Honors*
- *AP Spanish Literature & Culture Level 5*
- *Italian Independent Study*
- *Virtual High School*

***Recommendations:***

- ✓ *Add formal instruction of Spanish to 2nd grade classes (Times TBD)*
- ✓ *Add to the VHS offerings as needed*
- ✓ *Continue to offer Italian as an Independent Study Course that enriches language and student exposure to culture*
- ✓ *Separate the Spanish 4 and Spanish 5 Communications Class into 2 levels (September, 2013)*
- ✓ *Internal Audit of the Departmental Offerings (In Process/ 3 aspects of the department as a focus)*
- ✓ *World Language Club at Campbell School (Meeting once per month in conjunction with parent/community members willing to share their culture)*
- ✓ *Multi Cultural Club for Edgar Middle School*

## Rationale for AP Designations

### **AP Spanish 5: Literature: & Culture**

Metuchen High School is one of only 3 of the 12 districts surveyed that offers an AP designation for Spanish Literature & Culture. Although the AP designation for the Language test is not in place, the district has had strong numbers of students taking the AP Language exam and receiving high scores. Many of these students come from the Spanish 4/5 Communication classes. Both the Spanish 4 Honors students and the Spanish 4/5 Communication students receive instruction strong enough to develop AP tested skills. If an AP designation were to be put into place for the Spanish 4 Honors class, a strictly AP Curriculum would have to be submitted and approved. Currently, as stated in the high school Course of Studies Booklet, the Spanish 5 AP curriculum readings are assigned over a two year period beginning in the Spanish 4 Honors class. Additionally, the current Spanish 4 Honors course is taught by Dr. Rosann Kamin, a specialist in literature from Spain. The level 5 instructor, Karin Flores is a specialist in Latin American literature. These instructors have worked on the curricular offerings so that students receive instruction from both in their areas of specialty. If MHS were to designate AP for Language in place of the Spanish 4 Honors class, this would force the curriculum to focus on the structure of the language instead of the literature. As a result, this may negatively impact the current AP Spanish Literature & Culture offering.

### **French & German AP Designation:**

The number of students for the French and German upper levels is as follows:

2011-2012

French 4-13 students

French 5--7 students

German 4 -8 students

German 5 -8 students

2012-2013

French 4- 9 students

French 5- 10 students

German 4- 6 students

German 5-4students

For the 2011-2012 school year, the German 4 & 5 classes were combined.

For the 2012-2013 school year, both the French and German classes were taught separately.

If an AP designation were to be considered for these classes, the numbers would have to consistently support separate instruction for each of these courses. Since that is not guaranteed, at this point, it is advisable to keep the Honors designation for both courses and work towards preparation for AP exams. Two upper level world language instructors have attended Professional Development sessions for AP classes. Both reported back that the AP World Language tests, at this point in time are in the process of major revisions. It may be a prudent decision to reconsider this designation on a year by year basis and consistently work towards continuing to infuse AP materials into each course, and encouraging students to take the AP exams.



**Part 8**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**Internal Audit**

While the overall findings of all of the data when measured against Metuchen's World Language offerings seemed unremarkable, the world language staff met and brainstormed ways to assure continued growth and maintenance of rigor. The 35 items listed below were identified as a means of addressing student needs and strengthening delivery of instruction in all classes. The staff was surveyed and chose three areas from the list to focus on during the 2013-2014 school year.

*The three areas of focus for the 2013-2014 school year, which may be incorporated into the departmental goal are:*

- 1. Technology*
- 2. Collaboration*
- 3. Resources for instructors*

*Numbers 1 and 2 are directly tied to 21<sup>st</sup> Century skills as outline in the New Jersey Core Curriculum Content Standards (NJCCCS).*

- Number 1 directly involves the delivery instruction to current digital learners.*
- Number 2 is tied to cooperative and collaborative learning on the part of both the instructors and the students. (K-12 collaboration has been a target of growth in the department and will continue to be examined and fostered. This vertical and horizontal articulation will be used to examine areas of need throughout the program.)*
- Number 3 is aimed at assisting the teachers with the latest and most productive means of communicating and teaching world languages in the Metuchen Public Schools.*

**World Language Task Force – Areas Considered for Focus**

- Linking instruction to Common Core Standards
- Interdisciplinary Offerings
- Inter-class offerings (i.e. “Language Buddies”)
- Technology’s changing role in the world language classroom
- Using Data to support instruction
- Linking standards to lesson planning
- Communication with parents
- Reflecting all 3 modes of communication (Interpretive, Interpersonal, Presentational)
- Rubrics for assessment
- ACTFL(American Council of Teachers of Foreign Languages) proficiency scale reflected in assessment
- Incorporating culture

- Using the target language at least 90% of time in class
- Students' ability to write in the target language
- Students' ability to read the target language
- Student's ability to speak the target language (speaking assessments, general language use in class, etc.)
- Students' ability to comprehend the spoken target language
- Differentiation
- Student-centered learning (group/pair work)
- Authentic, meaningful activities
- Emphasizing meaningful communication rather than simply memorizing rules.
- Students', parents', community's needs being met
- Collaboration among colleagues
- Transitions between levels
- Assessments
- Sequence/course offerings
- Technology
- Teacher resources (texts, videos, CDs, supplemental materials, etc.)
- Link between school and community (cultural events, study abroad, etc.)
- Scheduling
- Teacher/administrator relationship
- Time management
- Class size
- Special education
- Professional development
- Teacher observations using the Stronge Model

**Part 9**  
**METUCHEN PUBLIC SCHOOLS**  
**World Language Task Force**  
**March 2012 -January 2013**  
**Final Report**  
**Student Experiences**

Graduates of the Metuchen Public Schools

On a recent January morning, MHS graduate Safi Ali-Khan (2012) came to visit Dr. Rosann Kamin with a gift. He held a book in his hands and explained he had changed his major at New York University to Romance Languages. During the fall semester, he had a class called, "Spanish Poetry". Aside from reading Spanish poetry, the students had to write their own book of poems. Safi proudly handed his completed book of poems to Dr. Kamin. On opening the book, he had dedicated it to *Señora Rosann Kamin*. He told her how much she had influenced his life.

The parents of Daniel Bish (MHS 2012) were anxious to tell me about Daniel's recent experience with a course at Columbia University. As he was scrambling to complete his schedule for the fall semester, he thought it might be interesting to take a course in Spanish Cultures. When he got to the class, to his great surprise, the class was taught entirely in Spanish. He realized he could understand and participate easily and credited the fine training he had in the Metuchen Public Schools.

***Listed are just a few of the students who are using a world language in their everyday lives:***

- Elizabeth Becker- Studying Spanish in college
- Emily Chen- Studying Spanish in college and traveled recently to Argentina
- Aarthe Chezian-Studying Arabic this semester in college
- Caitlin Cleary
- Henry Clemens- Spent a semester studying in Paris and recently shared his experiences with MHS students
- Johan Derflinger-Traveled to France recently and reported comfort with using the language
- Hollyn DeVries- Holds a Bachelor's degree in Spanish Linguistics and is working on her Master's degree and certification to teach English Language Learners
- Theresa Donohue- Working on a Master's degree in Bi-Lingual Education
- Elizabeth Durst-Continues with German studies
- Caroline Finden-Studied French in Paris
- Chelsea Fisher-Archeological digs in Spanish speaking countries
- Katie Graziano- Graduate studies in a Spanish speaking countries
- Sam Hetzel-Continues with German studies
- Lucia Hong- Studying Linguistics at Rutgers
- Nicole Kay- Studying French at Rutgers

- Christopher Kish-Continues with German studies
- Sunjay Kuman-Spent 5 weeks in Mexico this past summer
- Marcus Lampert
- Christina Mancheno- Majoring in Spanish in college
- Christina Marsh
- Brianna Myrick- Studying French at Montclair University
- Laura Nemer-Hale- Spanish instructor at Edgar Middle School
- Daniel Ostermuller
- Chris Pisano- Has a Spanish teaching degree and has been hired by the government in Galicia, Spain
- Frances Reading
- Jonathan Rice-Continues to study German in college
- Erica SantoPietro- Currently living and working in Hong Kong
- David Scott- Uses Spanish in his job and is learning Brazilian Portuguese
- Danisa Shiff-Studying at McGill in Montreal
- Rebecca Sher-Spanish Education Major teaching Spanish in the NJ public schools
- Sarah Templeton- Travels widely
- Nicholas Vosinas- Majoring in Spanish in college
- Maria Zullo- Studied at the University of Valencia and is a Spanish major at The College of New Jersey

Unexpected language exchange:

From an aid on the Campbell School Special Education Bus:

“Anna the driver for the students, is, as you may know, Polish. Anna is teaching Ryan Walsh Polish words; he is, according to Anna, loving it and remembering the Polish words.”

Respectfully submitted: MaryLou Roma

February 12, 2013



