



**Status of K-12  
World Language  
Education in  
Minnesota**

**February 2008**

**Report  
To the  
Legislature**

**As required by  
Minn. Laws 2007  
Regular Session  
Chapter 146  
Article 2  
Section 43**

**COMMISSIONER:**

**Alice Seagren**

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**As required by  
Minn. Laws 2007  
Regular Session  
Chapter 146  
Article 2  
Section 43**

Upon request, this report can be made available in alternative formats.

## **ESTIMATED COST OF PREPARING THIS REPORT**

This report provides information, which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$19,612.84.

## **ACKNOWLEDGEMENTS**

The Minnesota Department of Education would like to thank participating superintendents or administrative designees and their staffs who spent a considerable amount of time and energy responding to this survey and providing data.

This report will be available to the public on the Minnesota Department of Education website: <http://education.state.mn.us>

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# STATUS OF K-12 WORLD LANGUAGE EDUCATION IN MINNESOTA 2008

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## PURPOSE AND EXECUTIVE SUMMARY

National, state, and local educational conversations are all clinging to the phrase “preparing students for the 21<sup>st</sup> century.” The ability to communicate with others and to interact with cultural sensitivity are keys for every student’s future. The purpose of this legislative report, the first of five annual reports, is to present a picture of the current status of K-12 world language education in Minnesota. We need to know our current reality in order to plan and prepare for the future. What languages are being taught? How many levels? Which grades are involved? Who are the teachers? Do we have enough language teachers? World languages are no longer an “extra elective.” How can we teach to reach all kinds of learners? What is our collective vision for Minnesota’s students? What innovations will take us past obstacles to realize that vision?

The Minnesota Education Act of 2007 required the Minnesota Department of Education to conduct a survey of all school districts and charter schools in preparation of this report on the status of K-12 world language education in the state.

The survey results indicate that:

- Minnesota is teaching a variety of less commonly taught languages as well as traditional languages.
- More opportunity to study languages exists in the grades 9-12 and in urban/suburban areas.
- 22% of Minnesota districts offer an opportunity to begin language learning in grades K-3.
- A wide range of program models exists for K-8 language instruction: exploratory, sequential elementary instruction, immersion and secondary coursework.
- 38% of Minnesota districts offer language learning in grades 4-8.
- About half of the 262 responding districts indicated that they would like to extend world language study to the middle and/or elementary grades.
- Greater Minnesota faces challenges to offer extended programs in small schools and in attracting highly qualified teachers to their areas.
- Urban school populations do not elect world language study to the same extent as rural and suburban school populations.
- Comparing 2000-01 to 2006-07, French and German programs have lost enrollment despite the fact that overall there is a rise in both the total student population and world language teaching positions in the same time frame.
- Technology integration, strategies for teaching all learners, curriculum development and assessment top the list of professional development needs.
- Minnesota faces several challenges for offering more equitable language learning opportunities to all kinds of students in all parts of the state.
- School districts agree, “World language study is a critical component to prepare students for the 21<sup>st</sup> century.”

**A Report on the  
STATUS OF K-12 WORLD LANGUAGE EDUCATION IN MINNESOTA 2008**

**Overview of Study**

**A. Legislative Requirement**

In compliance with Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 43, the Minnesota Department of Education contacted all public school districts and charter schools in January 2008 in an attempt to determine the status of world language education across the state.

**Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 43, states:**

[The World Language Coordinator] shall...survey Minnesota charter schools and school districts to (i) determine the types of existing world languages programs including, among others, those that use information technology to provide high-quality world language instruction, (ii) identify exemplary model world language programs, and (iii) identify and address staff development needs of current world languages teachers, pre-service teachers, and teacher preparation programs.

**B. The K-12 World Language Survey 2008**

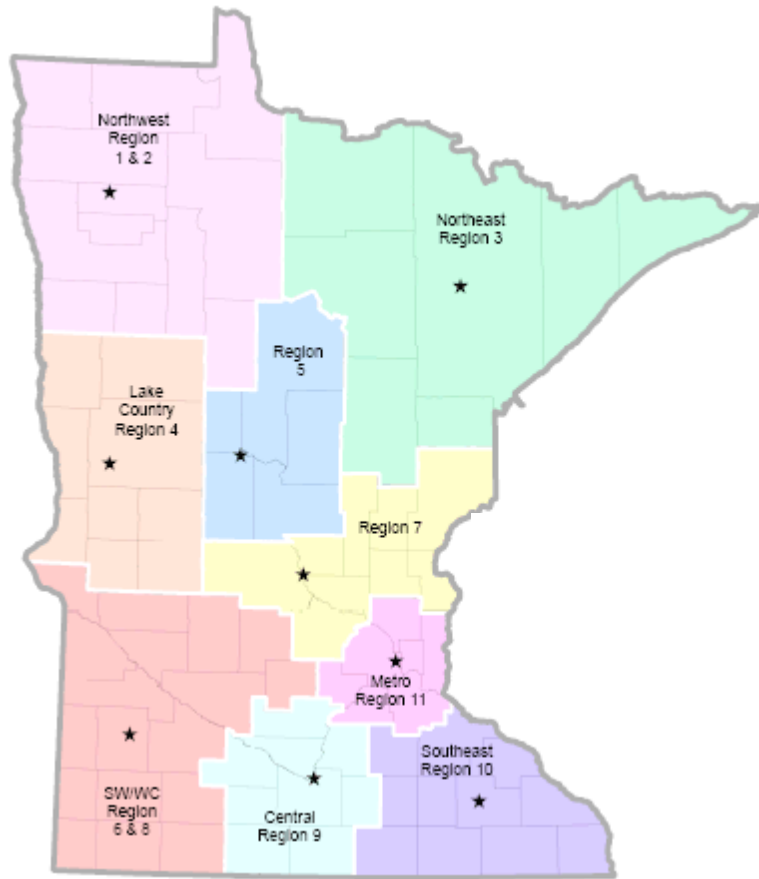
The survey asked districts to supply information on the languages, levels and/or program models for world language programs in grades K-3, 4-8 and 9-12. It also gathered information on how programs are staffed, instructional delivery systems, details about the student populations who elect language study, recent enrollment trends, professional development needs and views on the future role of world languages in the district and statewide curriculums. A copy of the district survey instrument is available in Appendix A.

**C. Data Collection**

All Minnesota school districts and charter schools were electronically sent the K-12 World Language Survey in January 2008. Of the 520 survey invitations, 262 were returned, a response rate of 50%. Each service cooperative region is represented in the respondent group. See Appendix B for a list of participating school districts and charter schools from each region.

<b>Region Number</b>	<b>Location</b>	<b>Number of Respondents</b>
1 and 2	Northwest	25
3	Northeast	19
4	Lake Country	21
5	Central	18
6 and 8	Southwest and West Central	31
7	East Central	37
9	South Central	18
10	Southeast	27
11	Metro	59
	Anonymous responders	7





The following chart shows the distribution of types of communities in the total respondent group.

Demographics of the Respondent Group		
Which descriptor best fits your school district?	Percentage	Response Count
Urban	8.4%	22
Suburban	19.4%	51
Rural	69.1%	181
Skipped question	3.1%	8
<b>Total</b>	<b>100%</b>	<b>262</b>

#### D. Study Limitations

The survey tool can help to begin the process of identifying model programs but cannot be the sole tool for selection. Model programs have defined extensions of time and intensity so that learners can acquire language skills and progress in their development. The survey can identify programs where these criteria are met. However, further investigation needs to take place before a program is labeled as a model for others to follow. Student achievement, teaching practices and curriculum that exemplify the *National Standards for Foreign Language Learning* are some of the factors that will take closer study before model programs are identified.

The Minnesota Legislature requires surveys of public school districts to gain information about the status of world language education. Consequently, much of this report includes perceptions of Minnesota superintendents or administrative designees and data reported by districts to the Minnesota Department of Education.

The collection of data about immersion program teachers and students will be more accurate in the future with refinements in the Staff Automated Reporting System (STAR), the system school districts use to report annual data to the Department of Education. Currently, immersion teachers are reported according to the content assignment without reference to the immersion environment, making the data difficult to track on a statewide level.

## Report of Findings

### Section A: World Languages in Grades K-3

Of the 262 responding districts, 54 (22%) reported some type of world language programming in grades K-3. This also means that 78% of Minnesota's children do not have any opportunity to begin language learning in the early grades. Table 1 outlines the number of programs reported by language and by program model.

Spanish is the predominant language choice, followed by Chinese, French, and Ojibwe. Full-year FLES (Foreign Language in Elementary School) is the predominant model followed by full-year exploratory and total immersion.

Exploratory and FLES models are selected by districts wanting to offer a language experience for all of their students. Exploratory programs do exactly what their name implies; introduce the student to the world of other languages and cultures. FLES programs are more intense allowing students to develop language skills. Often a FLES program reinforces the content from other subjects at the same grade level. For example, music, geography, science, math or art concepts are taught in the language being studied. The class time spent serves dual purposes. The content of the language lesson dovetails the core curriculum while acquiring new language skills at the same time.

Minnesota has seen an extraordinary growth in immersion. As parents and school policymakers become more aware of the benefits of early language learning, the student success in these programs and the cost effectiveness of the immersion model, more districts are providing this opportunity.

When asked what districts would like to do to enhance their current world language programs, 46% of the respondents said they would like to extend world languages into the elementary grades and 20% would like to add or increase immersion settings.

### Section B: World Languages in Grades 4-8

Of the 262 responding districts, 94 (38%) reported some type of world language programming in grades 4-8. Spanish is the predominant language choice followed by French, German, Chinese, American Sign, Japanese, Arabic, Ojibwe and Latin. Survey data for grades 4-8 is found in Table 2.

Programs represent a wide range of program models. It is common for programs that began as total immersion in grades K-3 to continue with total immersion or blend into a partial immersion model. The exploratory philosophy of middle years schooling explains a predominance of FLES, exploratory and introductory sampling courses. Some districts elect to make use of the middle years to begin a more solid world language program that articulates into the high school course sequence. Students are able to complete a full or partial level one language course before they begin grade 9.

When asked what districts would like to do to enhance their current world language programs, *57% of the survey respondents said that they would like to extend the number of years that language can be studied to the middle years.* Of the 262 participating districts, only 38% said that they offered world language in grades 4-8. This means that in 62% of Minnesota districts, students do not get the opportunity to *begin* language study until high school. Starting earlier means that more students will have the potential of completing advanced language coursework at the end of their high school career. An earlier start results in a stronger finish.

## Section C: World Languages in Grades 9-12

Minnesota school districts are required to offer the chance for students to take at least two years of a single world language. Of the 262 survey respondents, 219 reported Spanish programs, followed by German (94), French (83), American Sign Language (43), Chinese (35), Japanese (13), Ojibwe (9), Latin (8), Arabic (3), Hebrew (1) and others not listed (12). Table 3 shows the number of language programs reported for each level of secondary instruction. Levels 1 - 5 (and sometimes above) are offered throughout Minnesota's high schools. Schools offer the language course sequence(s) that can be supported by student enrollment, staffing, scheduling parameters and district finance. Discussion on the shift in language populations is found in Section E, Recent Enrollment Trends.

## Section D: Equitable Access and Opportunity for All Students

Looking at statewide averages can mask hidden issues. Table 4 compares the survey data separated out by the type of community: urban, suburban and rural. There are several notable differences that warrant further discussion.

Schools in greater Minnesota face unique challenges in offering equitable opportunity to study world languages. Smaller student populations, smaller overall district budgets, and remote location are some of the contributing factors. Attracting and retaining highly qualified teachers to a small district that may not be able to offer a full-time position is another hurdle. Sharing teachers among districts and making use of interactive television are two ways that these districts are making world language study possible. Still, survey results show that rural schools offer far fewer opportunities to start language learning in elementary or middle years, or to take advanced level coursework. Generally, a learner needs to study a language for four years or more to attain communicative competency in a language. See Table 4 for the comparative survey data provided from urban, suburban and rural districts. Sixty-nine percent of the responding rural districts reported that fewer than 10% of their graduating seniors completed four years or more of a language. Rural schools with smaller student populations find it a challenge to get sufficient student enrollment for offering these courses.

Urban districts as well have their unique challenges. Urban school populations do not elect world language study to the same extent as rural and suburban school populations. Table 4 shows this comparative data. Seventy-five percent of the responding urban districts reported that fewer than 10% of their graduating seniors completed four years or more of a language. Urban schools with larger student populations find it a challenge to get sufficient student enrollment as fewer students are electing language courses.

*When asked if world language study is a critical component to prepare students for the 21<sup>st</sup> century, survey participants overwhelmingly said "yes" (91%). There was little difference in responses to this question among the geographic areas: urban (100%), suburban (98%) and rural (88%). If world language and cultural study are critical to every student's future, then we have several challenges before us to meet the needs of every learner in every part of the state.*

## Section E: Recent Enrollment Trends

Table 5 shows a comparison of teacher and pupil data between the academic years 2000-01 and 2006-07. Total student enrollment and the number of full-time teaching positions have risen. There were 15,644 *more* Minnesota students studying languages in 2006-07 and 46.03 *more* FTE (full-time equivalent) teachers that same year.

At the same time, not all languages rose or fell equally. Spanish grew by 19%. Several less commonly taught languages also grew: Chinese (164%), Japanese (76%), Latin (65%), and Ojibwe (272%). Some languages experienced a decrease in student enrollment. French and

German, long-time traditional courses in Minnesota schools, decreased by 19% and 18% respectively. Russian, listed by the US Government as one of the “critically needed” languages, decreased by 78%.

## **Section F: Teachers and Professional Development**

Survey data showing the numerous licensure backgrounds of K-12 world language teachers is shown in Table 6. It is more common for teachers of K-3 students to be credentialed outside of the field of world languages. Often a licensed classroom teacher delivers language instruction along with other subject areas.

The ranking and response counts of the top 10 professional development topics are found in Table 7. The professional development needs reported in the survey reflect the changing dynamics of world language education. It is not surprising to see *technology integration* as the number one answer. Not only is technology an efficient teaching tool, it can make real-world global communication possible in ways never conceived just a few years ago. World language educators are striving to reach a broader base of student population than recent common practice. All of this requires a continuous retooling of our current methods and practices. Curriculum development, assessments, and teaching strategies can assist teachers in creating multiple pathways for students to succeed in developing proficiency in a new language. As standards for students have risen, so have the standards for teachers. World language teachers need to attain and maintain a high level of language proficiency and continuously work on the depth and breadth of cultural knowledge connected to the speakers of world languages.

## **G. Vision for the Future of World Languages in Minnesota**

Education decision-makers look to the future and predict what type of learning experiences will best benefit today’s K-12 students decades from now. They do know that students will be living and working in a world even more globally connected than our world today. Again, survey respondents overwhelmingly agreed (91%) that world language study is a critical component to prepare students for the 21<sup>st</sup> century. Yet, when asked if world languages should be a requirement, only 51% gave an affirmative answer. Several survey participations added comments about their fears of being able to finance a program, find a teacher and develop a curriculum where all students can find a level of success. These then become our challenges in achieving a vision where all Minnesota students are provided an equal opportunity to the education they need to thrive in the future.

## Recommendations

The 2007 Minnesota Legislature addressed several world-language related items.

- Legislation in 2007 established and provided funding for five world language pilot program grants for school districts intending to develop a new world languages program or expand an existing one. The Department of Education received 25 applications for the 5 grants. There have been numerous requests from schools districts inquiring about assistance to enhance their programming. It is recommended that the legislature continue and expand on the pilot world language grant program.
- The legislative report, Chinese Language Programs and Curriculum Development Project, provided a K-12 Chinese curriculum model and resource handbook.
- The Chinese legislative report also outlined several recommendations for world languages in general. These recommendations are found on pages 86-96 of that report.
- Legislation established a full-time World Language Coordinator at the Department of Education and outlined the duties related to the position.
- A high school world language graduation requirement was proposed. A legislative report on that topic will be submitted by February 15, 2008.
- Another legislative report will outline the standards and process for awarding bilingual and multilingual certificates to K-12 students who demonstrate and maintain a requisite level of proficiency in multiple languages. This will also be submitted by February 15, 2008.

# Minnesota K-12 World Languages 2008

## Introduction

### MINNESOTA K-12 WORLD LANGUAGE SURVEY 2008

The Minnesota Education Act of 2007, Section 42 directs the Department of Education to present a Legislative Report on the state of world language education in Minnesota. The data and survey responses will be used for this purpose. A prompt response is greatly appreciated.

The report will be published online on the Minnesota Department of Education's Website: [www.education.state.mn.us](http://www.education.state.mn.us) in February 2008. Follow-up annual Legislative Reports will be done from 2008-2012. The report will present a comprehensive and concise picture of the study of languages other than English in Minnesota's K-12 schools: current status, visions, challenges and recommendations. Educational leadership and policymakers need your district's information and viewpoints to inform their decision-making about preparing our students for the 21st century.

Please complete this survey or designate the task to the person who best understands your district's world language programs (eg. Curriculum Director, World Language Chair).

Response deadline: Tuesday, January 15, 2008.

Estimated time: 15 minutes.

Thank you for your cooperation in the collection of this data.

Direct questions to:

Janice Holter Kittok  
World Language Coordinator  
Minnesota Department of Education  
[janice.h.kittok@state.mn.us](mailto:janice.h.kittok@state.mn.us)

## Minnesota K-

### Introduction

#### MINNESOTA K-12

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[www.education.st](http://www.education.st)  
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Minnesota's K-12  
policymakers need  
students for the 2

Please complete t  
language program

Response deadline

Estimated time: 15

Thank you for you

Direct questions to  
Janice Holter Kitto  
World Language C  
Minnesota Depart  
[janice.h.kittok@st](mailto:janice.h.kittok@st)

## Minnesota K-12 World Languages 2008

### Survey Instructions

- Click NEXT to continue to the next section of the survey.
- Click PREVIOUS to return to the previous page.
- Click DONE when you are finished with the survey.

#### Notes

- The survey tool is designed so that it must be completed on the same computer where the survey response was started.
- You can stop the survey and continue at a later time if you are using the same computer.
- Prior to the January 15 deadline, you can re-enter the survey to modify an answer. Again, use the same computer.

## Minnesota K-

### Survey Instructi

- Click NEXT to co
- Click PREVIOUS I
- Click DONE when

#### Notes

- The survey tool i
- was started.
- You can stop the
- Prior to the Janu
- computer.



## School District Demographics

### 1. Enter the contact information for the person completing this report.

First Name

Last Name

Position

Email address

Phone

### 2. Enter information about the school district.

District Number

District Name

### 3. In which region (Service Coop Center) is your district located?

Reference map on the MDE Website:

<http://education.state.mn.us/mdeprod/groups/InformationTech/documents/Maps/032992.pdf>

- |  |   |
|--|---|
| <input type="radio"/> Regions 1 & 2 Northwest MN               | <input type="radio"/> Region 7: East Central MN |
| <input type="radio"/> Region 3: Northeast MN                   | <input type="radio"/> Region 9 South Central MN |
| <input type="radio"/> Region 4: Lake Country (West Central MN) | <input type="radio"/> Region 10: Southeast MN   |
| <input type="radio"/> Region 5: North Central MN               | <input type="radio"/> Region 11: Metro          |
| <input type="radio"/> Region 6 and 8: Southwest MN             |   |

### 4. Which descriptor best fits your school district?

- Urban                       Suburban                       Rural

### 1. Enter the con

First Name

Last Name

Position

Email address

Phone

### 2. Enter informa

District Number

District Name

### 3. In which regio

Reference map o

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- |                                     |
|-------------------------------------|
| <input type="radio"/> Regions 1 & 2 |
| <input type="radio"/> Region 3: Nor |
| <input type="radio"/> Region 4: Lak |
| <input type="radio"/> Region 5: Not |
| <input type="radio"/> Region 6 and  |

### 4. Which descrip

- Urban

# Minnesota K-12 World Languages 2008

## Your District's World Language Programs 2007-08

Grades K-3

**1. Are world languages offered during the regular school day in grades K-3?**

Yes

No

# Minnesota K-

## Your District's W

Grades K-3

**1. Are world lan**

Yes

# Minnesota K-12 World Languages 2008

## World Languages in Grades K-3

**1. SCHEDULING: Is world language a part of every student's required curriculum in grades K-3?**

Yes  No

**2. TEACHERS: Who teaches your language program(s) in grades K-3? (Check all that apply)**

<input type="checkbox"/> Licensed K-12 world language teacher	<input type="checkbox"/> Teacher under community expert permission
<input type="checkbox"/> Licensed elementary classroom teacher with world language endorsement	<input type="checkbox"/> Instruction primarily delivered via distance learning
<input type="checkbox"/> Licensed elementary classroom teacher - no world language endorsement	<input type="checkbox"/> Instruction primarily delivered via media-based curriculum
<input type="checkbox"/> Teacher on a variance	

**3. PROGRAM MODELS: Which most closely describes your district's language program(s)? Select options to describe the model for each world language offered in grades K-3. If more than one model is used, up to two models can be reported for each language.**

### PROGRAM MODEL DEFINITIONS

- **TOTAL IMMERSION** (Whole day in the target language)
- **DUAL IMMERSION** (Whole day in one of two designated target languages)
- **PARTIAL IMMERSION** (50% or less of the day in the target language)
- **FLES - Foreign Language in the Elementary School** (One language taught for a minimum of 3 class sessions per week totaling at least 90 minutes)
- **EXPLORATORY** (One language taught less than the required minimum frequency and time of a FLES program, commonly referred to as FLEX)
- **INTRODUCTORY SAMPLING** (Minimal introductory sampling of two or more languages)

## Minnesota K-12 World Language

**1. SCHEDULING:**

Yes

**2. TEACHERS: W**

Licensed K-12 world language teacher  
 Licensed elementary classroom teacher with world language endorsement  
 Licensed elementary classroom teacher - no world language endorsement  
 Teacher on a variance

**3. PROGRAM MODEL options to describe used, up to two**

### PROGRAM MODEL

- **TOTAL IMMERSION**
- **DUAL IMMERSION**
- **PARTIAL IMMERSION**
- **FLES - Foreign Language in the Elementary School** (One language taught for a minimum of 3 sessions per week totaling at least 90 minutes)
- **EXPLORATORY program, commonly referred to as FLEX**
- **INTRODUCTORY SAMPLING** (Minimal introductory sampling of two or more languages)

K-3 Program Models

K-3 Program Models

American Sign Language	<input type="text"/>	<input type="text"/>
Arabic	<input type="text"/>	<input type="text"/>
Chinese	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>
German	<input type="text"/>	<input type="text"/>
Hebrew	<input type="text"/>	<input type="text"/>
Japanese	<input type="text"/>	<input type="text"/>
Latin	<input type="text"/>	<input type="text"/>
Ojibwe	<input type="text"/>	<input type="text"/>
Spanish	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

American Sign Language

Arabic

Chinese

French

German

Hebrew

Japanese

Latin

Ojibwe

Spanish

Other

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

# Minnesota K-12 World Languages 2008

## Your District's World Language Program(s) 2007-08

Grades 4-8

**1. Are world languages offered during the regular school day in grades 4-8?**

- Yes
- No

# Minnesota K-

## Your District's W

Grades 4-8

**1. Are world lan**

- Yes
- No

# Minnesota K-12 World Languages 2008

## World Languages in Grades 4-8

**1. SCHEDULING: Is world language a part of every student's required curriculum in grades 4-8?**

Yes  No

**2. TEACHERS: Who teaches your language program(s) in grades 4-8? (Check all that apply)**

<input type="checkbox"/> Licensed K-12 world language teacher	<input type="checkbox"/> Teacher on a variance
<input type="checkbox"/> Licensed 7-12 world language teacher	<input type="checkbox"/> Teacher under community expert permission
<input type="checkbox"/> Licensed elementary classroom teacher with world language endorsement	<input type="checkbox"/> Instruction primarily delivered via distance learning
<input type="checkbox"/> Licensed elementary classroom teacher - no world language endorsement	<input type="checkbox"/> Instruction primarily delivered via media-based curriculum

**3. PROGRAM MODELS: Which most closely describes your district's language program(s)? Select options to describe the model for each world language offered in grades 4-8. If more than one model is used, up to two models can be reported for each language.**

### PROGRAM MODEL DEFINITIONS

- **TOTAL IMMERSION** (Whole day in the target language)
- **DUAL IMMERSION** (Whole day in one of two designated target languages)
- **PARTIAL IMMERSION** (50% or less of the day in the target language)
- **FLES - Foreign Language in the Elementary School** (One language taught for a minimum of 3 class sessions per week totaling at least 90 minutes)
- **EXPLORATORY** (One language taught less than the required minimum frequency and time of a FLES program, commonly referred to as FLEX)
- **INTRODUCTORY SAMPLING** (Minimal introductory sampling of one or more languages)
- **SECONDARY COURSE** (Equivalent to a complete course at the high school level)
- **PARTIAL SECONDARY COURSE** (Partial completion of a course that is continued in high school)

Program Models Grades 4-8

Program Models Grades 4-8

	Program Models Grades 4-8	Program Models Grades 4-8
American Sign Language	<input type="text"/>	<input type="text"/>
Arabic	<input type="text"/>	<input type="text"/>
Chinese	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>
German	<input type="text"/>	<input type="text"/>
Hebrew	<input type="text"/>	<input type="text"/>
Japanese	<input type="text"/>	<input type="text"/>
Latin	<input type="text"/>	<input type="text"/>
Ojibwe	<input type="text"/>	<input type="text"/>
Spanish	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

### 1. SCHEDULING:

Yes

### 2. TEACHERS: W

Licensed K-12  
 Licensed 7-12  
 Licensed elem  
language endorse  
 Licensed elem  
language endorse

### 3. PROGRAM MO options to descr used, up to two

### PROGRAM MODE

- **TOTAL IMMERS**
- **DUAL IMMERSI**
- **PARTIAL IMME**
- **FLES - Foreign**  
sessions per we
- **EXPLORATORY**  
program, comm
- **INTRODUCTOR**
- **SECONDARY C**
- **PARTIAL SECO**

American Sign  
Language

Arabic

Chinese

French

German

Hebrew

Japanese

Latin

Ojibwe

Spanish

Other

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

# Minnesota K-12 World Languages 2008

## Your District's World Language Program(s) 2007-08

World Languages in Grades 9-12

**1. Are world languages offered during the regular school day in grades 9-12?**

Yes

No

Minnesota K-

Your District's W

World Languages

**1. Are world lan**

Yes

# Minnesota K-12 World Languages 2008

## World Languages in Grades 9-12

1. Is world language a part of every student's required curriculum at some time during grades 9-12?

- Yes  No

2. Who teaches your language program(s) in grades 9-12? (Check all that apply)

- Licensed K-12 world language teacher  
 Licensed 7-12 world language teacher  
 Teacher on a variance  
 Teacher under community expert permission  
 Instruction primarily delivered via distance learning  
 Instruction primarily delivered via media-based curriculum

3. Does your district share licensed world language personnel with another district?

- Yes  No

4. Which languages and levels are offered in grades 9-12? Check each course that is offered.

	Level 1	Level 2	Level 3	Level 4	Level 5+
American Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hebrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ojibwe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What size was your 2007 senior graduating class?

- Under 100  300-399  
 100-199  400-499  
 200-299  Over 500

6. What percentage of the 2007 senior graduating class completed 2 years or more of high school world language credit?

- Under 10%  51% - 75%  
 10% - 25%  76% - 100%  
 26% - 50%  Data not available

7. What percentage of the 2007 senior graduating class completed 4 years or more of high school world language credit?

- Under 10%  51% - 75%  
 10% - 25%  76% - 100%  
 26% - 50%  Data not available

## Minnesota K-12 World Language

1. Is world language a part of every student's required curriculum at some time during grades 9-12?

- Yes  No

2. Who teaches your language program(s) in grades 9-12? (Check all that apply)

- Licensed K-12 world language teacher  
 Licensed 7-12 world language teacher  
 Teacher on a variance  
 Teacher under community expert permission  
 Instruction primarily delivered via distance learning  
 Instruction primarily delivered via media-based curriculum

3. Does your district share licensed world language personnel with another district?

- Yes  No

4. Which languages and levels are offered in grades 9-12? Check each course that is offered.

- American Sign Language  
 Arabic  
 Chinese  
 French  
 German  
 Hebrew  
 Japanese  
 Latin  
 Ojibwe  
 Spanish  
 Other

5. What size was your 2007 senior graduating class?

- Under 100  300-399  
 100-199  400-499  
 200-299  Over 500

6. What percentage of the 2007 senior graduating class completed 2 years or more of high school world language credit?

- Under 10%  51% - 75%  
 10% - 25%  76% - 100%  
 26% - 50%  Data not available

7. What percentage of the 2007 senior graduating class completed 4 years or more of high school world language credit?

- Under 10%  51% - 75%  
 10% - 25%  76% - 100%  
 26% - 50%  Data not available

## Minnesota K-12 World Languages 2008

8. Does your district offer world language courses where students can potentially earn college credit? (Advanced Placement, International Baccalaureate, College in the Schools, etc.)

Yes

No

## Minnesota K-

8. Does your dist  
(Advanced Place

Yes



# Minnesota K-12 World Languages 2008

## World Language Program Planning in Your District

### Trends and Decision-making

#### 1. Do all students in your district have the opportunity to elect world language study?

- Yes, world language is required for all students.
- Yes, world language is an elective open to all students.
- No, some students do not have the option of studying a language. List these subgroups.

List groups who cannot opt to study languages

#### 2. How closely does the enrollment in your world language program(s) reflect the makeup of your total student population? Do all subgroups of your student population equally access world language study opportunities? (Check all that apply)

- Yes, all subgroups present in our student population equally access world language program(s)
- No, our Asian and Pacific Islander population does not equally access world language study
- No, our Black population does not equally access world language study
- No, our Hispanic population does not equally access world language study
- No, our American Indian population does not equally access world language study
- No, our White population does not equally access world language study
- No, our Free or Reduced Lunch population does not equally access world language study
- No, our IEP (Special Education) population does not equally access world language study
- No, our LEP (Limited English Proficiency) population does not equally access world language study

#### 3. Does your district offer courses specifically designed for heritage language learners to study their native language? (Heritage learners – Native speakers of a language other than English)

- Yes (List languages below)
- No

Languages

#### 4. How is world language instruction delivered in your district? (Check all that apply)

- A. Teacher in the classroom
- B. Interactive TV
- C. Online with a non-language teacher in the classroom
- D. Web or media-based curriculum in place of an instructor

If you selected B-D, which course(s) use these delivery systems?

#### 5. How has world language enrollment changed or not changed since 2000?

- Increased greatly in relation to the district's overall demographics
- Increased somewhat in relation to the district's overall demographics
- Decreased somewhat in relation to the district's overall demographics
- Decreased greatly in relation to the district's overall demographics
- No significant changes in relation to the district's overall demographics
- Data not available

#### 6. Have any world language program offerings been reduced or eliminated since 2000?

- Yes
- No (Skip the next question)

#### 1. Do all student

- Yes, world lan
- Yes, world lan
- No, some stu

List groups who c

#### 2. How closely d student populati opportunities? (

- Yes, all subgr
- No, our Asian
- No, our Black
- No, our Hispa
- No, our Ameri
- No, our White
- No, our Free o
- No, our IEP (S
- No, our LEP (

#### 3. Does your dis native language

- Yes (List lang

Languages

#### 4. How is world

- A. Teacher in
- B. Interactive
- C. Online with
- D. Web or me

If you selected B-

#### 5. How has world language enrollment changed or not changed since 2000?

- Increased greatly in relation to the district's overall demographics
- Increased somewhat in relation to the district's overall demographics
- Decreased somewhat in relation to the district's overall demographics
- Decreased greatly in relation to the district's overall demographics
- No significant changes in relation to the district's overall demographics
- Data not available

#### 6. Have any world language program offerings been reduced or eliminated since 2000?

- Yes
- No (Skip the next question)

# Minnesota K-12 World Languages 2008

7. If yes, list languages, levels and primary reason for reduction/elimination.

	Level	Reason
American Sign Language	<input type="text"/>	<input type="text"/>
Arabic	<input type="text"/>	<input type="text"/>
Chinese	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>
German	<input type="text"/>	<input type="text"/>
Hebrew	<input type="text"/>	<input type="text"/>
Japanese	<input type="text"/>	<input type="text"/>
Latin	<input type="text"/>	<input type="text"/>
Ojibwe	<input type="text"/>	<input type="text"/>
Spanish	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

8. Have any world language program offerings been added or extended since 2000?

- Yes  No (Skip the next question)

9. If yes, what was added? (Check all that apply)

- Extended a previously offered sequence to the middle school level (Grades 5-8)
- Extended a previously offered sequence to the elementary level (Grades K-4)
- Extended a previously offered sequence to a more advanced high school level
- An additional language

List added languages

10. Is your district interested in enhancing its current world language program(s)?

- Yes (Please give details in the next question)  No

11. If yes, what would your district like to do? (Check all that apply)

- Expand the number of languages offered
- Add or increase immersion settings.
- Extend the number of years that languages can be studied to middle school/junior high students
- Extend the number of years that languages can be studied to elementary students
- Extend the number of years that languages can be studied for more advanced levels of study at the high school level
- Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)
- Other

Comment

## Minnesota K-

7. If yes, list lan

American Sign Language

Arabic

Chinese

French

German

Hebrew

Japanese

Latin

Ojibwe

Spanish

Other

8. Have any wor

Yes

9. If yes, what v

Extended a pi

Extended a pi

Extended a pi

An additional

List added langua

10. Is your distr

Yes (Please g

11. If yes, what

Expand the ni

Add or increas

Extend the nu

Extend the number of years that languages can be studied to elementary students

Extend the number of years that languages can be studied for more advanced levels of study at the high school level

Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)

Other

Comment

Planning for World Languages in Minnesota

1. What areas of professional development are needed by your district's world language teachers? (Check all that apply)

- World Language Standards
- Curriculum development and curriculum writing
- Developing language proficiency assessment
- Developing classroom-based assessments
- Update knowledge of second language acquisition
- Methods and strategies for teaching all learners
- Classroom behavior management
- Opportunities to maintain or improve target language proficiency
- Opportunities to broaden knowledge of target cultures
- Integrating technology into world language instruction
- Licensure for less commonly taught languages
- Other

Other (please specify)

2. In your opinion, is world language study a critical component to prepare students for the 21st century?

- Yes
- No

3. In your opinion, should world language be a Minnesota high school graduation requirement?

- Yes
- No

Comment

1. What areas of (Check all that a

- World Language
- Curriculum de
- Developing lai
- Developing cla
- Update knowl
- Methods and
- Classroom beh
- Opportunities
- Opportunities
- Integrating te
- Licensure for
- Other

Other (please spe

2. In your opinio century?

- Yes

3. In your opinio

- Yes

Comment

Planning for World Languages in Minnesota

1. What areas of professional development are needed by your district's world language teachers? (Check all that apply)

- World Language Standards
- Curriculum development and curriculum writing
- Developing language proficiency assessment
- Developing classroom-based assessments
- Update knowledge of second language acquisition
- Methods and strategies for teaching all learners
- Classroom behavior management
- Opportunities to maintain or improve target language proficiency
- Opportunities to broaden knowledge of target cultures
- Integrating technology into world language instruction
- Licensure for less commonly taught languages
- Other

Other (please specify)

2. In your opinion, is world language study a critical component to prepare students for the 21st century?

- Yes
- No

3. In your opinion, should world language be a Minnesota high school graduation requirement?

- Yes
- No

Comment

1. What areas of (Check all that a

- World Langua
- Curriculum de
- Developing la
- Developing cl
- Update knowl
- Methods and
- Classroom bel
- Opportunities
- Opportunities
- Integrating te
- Licensure for
- Other

Other (please spe

2. In your opinio century?

- Yes

3. In your opinio

- Yes

Comment

## Minnesota K-12 World Languages 2008

### Thank you

Thank you for completing this survey. This information will help Minnesota better plan for world language instruction. The legislative report will be published on the Minnesota Department of Education Website in February 2008.

Direct questions to Janice Holter Kittok at [janice.h.kittok@state.mn.us](mailto:janice.h.kittok@state.mn.us)

## Minnesota K-

### Thank you

Thank you for com  
instruction. The le  
February 2008.

Direct questions t

**APPENDIX B**  
**Respondents: K-12 World Language Survey 2008**  
**School Districts and Charter Schools by Region**

**Region 1 and 2**

31 Bemidji Public School District  
36 Kelliher Public School District  
38 Red Lake Public School District  
306 Laporte Public School District  
308 Nevis Public School District  
356 Lancaster Public School District  
363 South Koochiching School District  
390 Lake Of The Woods School District  
432 Mahnommen Public School District  
435 Waubun Public School District  
564 Thief River Falls School District  
593 Crookston Public School District  
600 Fisher Public School District  
627 Oklee Public School District  
630 Red Lake Falls Public School District  
676 Badger Public School District  
682 Roseau Public School District  
2171 Kittson Central School District  
2215 Norman County East School District  
2358 Tri-County School District  
2609 Win-E-Mac School District  
2683 Greenbush-Middle River School District  
928 Region 1 & 2-Northwest Svc. Coop

**Region 3**

1 Aitkin Public School District  
99 Esko Public School District  
100 Wrenshall Public School District  
166 Cook County Public Schools  
318 Grand Rapids Public School District  
319 Nashwauk-Keewatin School District  
361 International Falls School District  
381 Lake Superior Public School District  
696 Ely Public School District  
698 Floodwood Public School District  
701 Hibbing Public School District  
704 Proctor Public School District  
706 Virginia Public School District  
2142 St. Louis County School District  
2154 Eveleth-Gilbert School District  
4020 Duluth Public Schools Academy  
4084 North Shore Community School  
4085 Harbor City International Charter

**Region 4**

22 Detroit Lakes Public School District  
23 Frazee-Vergas Public School District  
146 Barnesville Public School District  
150 Hawley Public School District  
213 Osakis Public School District  
261 Ashby Public School District  
264 Herman-Norcross School District  
542 Battle Lake Public School District  
544 Fergus Falls Public School District  
545 Henning Public School District

547 Parkers Prairie Public School District  
548 Pelican Rapids Public School District  
549 Perham Public School District  
550 Underwood Public School District  
553 New York Mills Public School District  
611 Cyrus Public School District  
768 Hancock Public School District  
769 Morris Public School District  
771 Chokio-Alberta Public School District  
801 Browns Valley Public School District  
803 Wheaton Area Public School District  
846 Breckenridge Public School District  
850 Rothsay Public School District  
852 Campbell-Tintah Public School District  
914 Ulen-Hitterdal Public School District  
2149 Minnewaska School District  
2164 Dilworth-Glyndon-Felton  
2342 West Central Area  
2889 Lake Park Audubon School District  
4045 Lakes Area Charter School  
6014 Runestone Area Ed. District  
6016 Pomme De Terre Ed. District  
926 Region 4-Lakes Country Service Coop

**Region 5**

118 Northland Community Schools  
181 Brainerd Public School District  
186 Pequot Lakes Public Schools  
485 Royalton Public School District  
487 Upsala Public School District  
786 Bertha-Hewitt Public School District  
787 Browerville Public School District  
818 Verndale Public School District  
820 Sebeka Public School District  
821 Menahga Public School District  
2155 Wadena-Deer Creek School District  
2170 Staples-Motley School District  
2174 Pine River-Backus School District  
2753 Long Prairie-Grey Eagle School District  
2759 Eagle Valley Public School District  
4059 Crosslake Community Charter School  
4080 Pillager Area Charter School

**Region 6 and 8**

62 Ortonville Public School District  
330 Heron Lake-Okabena School District  
345 New London-Spicer School District  
347 Willmar Public School District  
417 Tracy Public School District  
423 Hutchinson Public School District  
465 Litchfield Public School District  
466 Dassel-Cokato Public School District  
505 Fulda Public School District  
511 Adrian Public School District  
514 Ellsworth Public School District  
518 Worthington Public School District

640 Wabasso Public School District  
775 Kerkhoven-Murdock-Sunburg  
777 Benson Public School District  
891 Canby Public School District  
2159 Buffalo Lake-Hector School District  
2169 Murray County Central School District  
2180 M.A.C.C.R.A.Y. School District  
2184 Luverne Public School District  
2190 Yellow Medicine East  
2534 Bird Island-Olivia-Lake Lillian  
2689 Pipestone Area School District  
2754 Cedar Mountain School District  
2887 Mcleod West Public School District  
2890 Renville County West School District  
2895 Jackson County Central School District  
2897 Redwood Area School District  
2898 Westbrook-Walnut Grove Schools  
4093 New Century Charter School

### **Region 7**

47 Sauk Rapids Public School District  
51 Foley Public School District  
138 North Branch Public Schools  
139 Rush City Public School District  
332 Mora Public School District  
477 Princeton Public School District  
577 Willow River Public School District  
578 Pine City Public School District  
726 Becker Public School District  
738 Holdingford Public School District  
739 Kimball Public School District  
741 Paynesville Public School District  
742 St. Cloud Public School District  
743 Sauk Centre Public School District  
745 Albany Public School District  
748 Sartell-St. Stephen School District  
750 Rocori Public School District  
876 Annandale Public School District  
877 Buffalo Public School District  
881 Maple Lake Public School District  
882 Monticello Public School District  
883 Rockford Public School District  
885 St. Michael-Albertville School District  
911 Cambridge-Isanti Public School District  
912 Milaca Public School District  
2144 Chisago Lakes School District  
2165 Hinckley-Finlayson School District  
2364 Belgrade-Brooten-Elrosa School Dist  
2687 Howard Lake-Waverly-Winsted  
4095 Trio Wolf Creek Distance Learning  
4137 Swan River Montessori Charter School  
6026 West Central Education District

### **Region 9**

75 St. Clair Public School District  
77 Mankato Public School District  
81 Comfrey Public School District  
88 New Ulm Public School District  
507 Nicollet Public School District  
508 St. Peter Public School District

2134 United South Central School District  
2143 Waterville-Elysian-Morristown  
2310 Sibley East School District  
2397 Lesueur-Henderson School District  
2752 Fairmont Area School District  
2835 Janesville-Waldorf-Pemberton  
4066 Riverbend Academy  
4127 Team Academy  
4144 Green Isle Community School  
4151 Edvisions Off Campus School

### **Region 10**

227 Chatfield Public Schools  
238 Mabel-Canton Public School District  
239 Rushford-Peterson Public Schools  
241 Albert Lea Public School District  
242 Alden-Conger Public School District  
252 Cannon Falls Public School District  
253 Goodhue Public School District  
255 Pine Island Public School District  
294 Houston Public School District  
297 Spring Grove School District  
299 Caledonia Public School District  
300 Lacrescent-Hokah School District  
492 Austin Public School District  
495 Grand Meadow Public School District  
499 Leroy Public School District  
531 Byron Public School District  
534 Stewartville Public School District  
535 Rochester Public School District  
659 Northfield Public School District  
756 Blooming Prairie Public School District  
763 Medford Public School District  
857 Lewiston-Altura Public School District  
2172 Kenyon-Wanamingo School District  
2198 Fillmore Central  
4001 Bluffview Montessori

### **Region 11 – Metro**

1 Minneapolis Public School District  
11 Anoka-Hennepin Public School District  
12 Centennial Public School District  
14 Fridley Public School District  
15 St. Francis Public School District  
16 Spring Lake Park Public Schools  
108 Norwood Public School District  
111 Watertown-Mayer Public School District  
112 Chaska Public School District  
192 Farmington Public School District  
194 Lakeville Public School District  
196 Rosemount-Apple Valley-Eagan  
197 West St. Paul-Mendota Heights.-Eagan  
199 Inver Grove Heights Schools  
270 Hopkins Public School District  
271 Bloomington Public School District  
273 Edina Public School District  
276 Minnetonka Public School District  
277 Westonka Public School District  
279 Osseo Public School District  
280 Richfield Public School District  
281 Robbinsdale Public School District

283 St. Louis Park Public School District  
284 Wayzata Public School District  
621 Mounds View Public School District  
622 North St Paul-Maplewood School District  
623 Roseville Public School District  
624 White Bear Lake School District  
625 St. Paul Public School District  
716 Belle Plaine Public School District  
717 Jordan Public School District  
719 Prior Lake-Savage Area Schools  
721 New Prague Area Schools  
831 Forest Lake Public School District  
832 Mahtomedi Public School District  
833 South Washington County School District  
834 Stillwater Public School District  
287 Intermediate School District 287  
917 Intermediate School District 917  
4015 Community Of Peace Academy  
4029 New Spirit Schools  
4038 Sojourner Truth Academy  
4039 High School For Recording Arts  
4042 Twin Cities Academy  
4043 Math & Science Academy  
4097 Partnership Academy, Inc.  
4101 Minnesota North Star Academy  
4112 St Paul Conservatory Performing Art  
4116 Lakes International Language Academy  
4119 River Heights Charter School  
4132 Twin Cities Academy High School  
4150 Minnesota Online High School  
6065 Metropolitan Learning Alliance  
6067 East Metro Integration Dist



**TABLE 1****REPORTED WORLD LANGUAGE PROGRAMS IN GRADES K-3**

<b>World Language Programs Reported in Grades K-3</b>								
	Total Immersion	Dual Immersion	Partial Immersion	FLES Full Year	FLES Partial Year	Exploratory Full Year	Exploratory Partial Year	Introductory Sampling
American Sign (ASL)	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0
Chinese	2	1	0	4	0	1	0	0
French	2	0	0	0	0	0	0	0
German	0	0	0	0	0	0	0	0
Hebrew	0	0	0	0	0	0	0	0
Japanese	0	0	0	0	0	0	0	0
Latin	0	0	0	0	0	0	0	0
Ojibwe	0	0	0	0	0	0	1	1
Spanish	9	4	1	13	0	16	6	4
Other	1	0	1	2	0	0	1	0

Of the 262 respondents, 54 have world language programs in grades K-3. Some districts may offer more than one language and more than one model. The table shows the number of programs reported from these 54 districts.

**PROGRAM MODEL DEFINITIONS**

- TOTAL IMMERSION (Whole day in the target language)
- DUAL IMMERSION (Whole day in one of two designated target languages)
- PARTIAL IMMERSION (50% or less of the day in the target language)
- FLES – Foreign Language in the Elementary School (One language taught for a minimum of 3 class sessions per week totaling at least 90 minutes)
- EXPLORATORY (One language taught less than the required minimum frequency and time of a FLES program, commonly referred to as FLEX)
- INTRODUCTORY SAMPLING (Minimal introductory sampling of two or more languages)

Source: Minnesota Department of Education, K-12 World Language Survey 2008

**TABLE 2**

## REPORTED WORLD LANGUAGE PROGRAMS IN GRADES 4-8

World Language Programs Reported in Grades 4-8										
Language (Total)	Total Immersion	Dual Immersion	Partial Immersion	FLES Full Year	FLES Partial Year	Exploratory Full Year	Exploratory Partial Year	Introductory Sampling	Secondary Course	Secondary Course - Partial
American Sign (4)	0	0	0	1	1	1	0	1	0	0
Arabic (3)	0	0	0	1	1	0	0	1	0	0
Chinese (15)	0	0	0	3	0	1	1	2	3	5
French (43)	2	0	0	4	1	1	6	9	13	7
German (34)	1	0	0	1	0	1	6	7	9	9
Hebrew (0)	0	0	0	0	0	0	0	0	0	0
Japanese (4)	0	0	0	1	1	0	0	1	0	1
Latin (1)	0	0	0	0	0	0	0	0	0	1
Ojibwe (3)	0	0	0	0	0	0	1	1	0	1
Spanish (118)	7	1	2	10	3	11	27	21	21	15
Other (10)	0	0	2	2	0	0	0	0	2	4

Of the 262 respondents, 94 have world language programs in grades 4-8. Some districts may offer more than one language and more than one model. The table shows the number of programs reported from these 94 districts.

### PROGRAM MODEL DEFINITIONS

- TOTAL IMMERSION (Whole day in the target language)
- DUAL IMMERSION (Whole day in one of two designated target languages)
- PARTIAL IMMERSION (50% or less of the day in the target language)
- FLES – Foreign Language in the Elementary School (One language taught for a minimum of 3 class sessions per week totaling at least 90 minutes)
- EXPLORATORY (One language taught less than the required minimum frequency and time of a FLES program, commonly referred to as FLEX)
- INTRODUCTORY SAMPLING (Minimal introductory sampling of two or more languages)
- PARTIAL SECONDARY COURSE (Partial completion of a course that is continued in high school)

Source: Minnesota Department of Education, K-12 World Language Survey

**Table 3**

**Reported High School World Language Programs  
K-12 World Language Survey 2008**

<b>Reported High School World Language Programs</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5+</b>
American Sign Language	43	36	13	5	0
Arabic	3	2	2	1	0
Chinese	35	15	9	8	1
French	78	79	63	45	22
German	86	87	74	58	20
Hebrew	0	1	1	1	1
Japanese	13	10	9	7	1
Latin	7	5	5	3	1
Ojibwe	9	5	4	2	0
Spanish	218	216	168	117	43
Other	12	9	5	2	0

Source: Minnesota Department of Education, K-12 World Language

**Table 4**

**World Language Program Comparisons by Type of Community**

Points of comparison		Urban	Suburban	Rural			
Programs Offered	World languages in grades K-3	35%	30%	18%			
	World languages in grades 4-8	52%	69%	28%			
	Potential college-credit world language course	29%	75%	34%			
	Courses specifically designed for heritage language learners to study their native language	25%	2%	11%			
	Added to program(s) since 2000	40%	65%	41%			
	Reduced or eliminated to program(s) since 2000	30%	50%	30%			
Teachers and Instruction	Teacher is shared by more than one district	0%	14%	30%			
	Language instruction delivery systems						
	1) Teacher in the classroom	1). 83%	1). 98%	1). 64%			
	2) Interactive TV	2). 0%	2). 2%	2). 37%			
	3) Online with a non-language teacher in the classroom	3). 11%	3). 8%	3). 6%			
4) Web or media-based curriculum in place of an instructor	4). 17%	4). 9%	4). 3%				
Level of Student Participation	World language is <b>required</b> curriculum for all students at some time in grades 9-12	40%	15%	5%			
	Percentage of the 2007 senior graduating class completed 2 years or more of high school world language	<10%	25 %	<10%	0 %	<10%	5 %
		10-25%	0 %	10-25%	8 %	10-25%	19 %
		26-50%	17 %	26-50%	11 %	26-50%	27 %
		51-75%	8 %	51-75%	32 %	51-75%	33 %
		75-100%	25 %	75-100%	18 %	75-100%	11 %
		No data	25 %	No data	32 %	No data	6 %
	Percentage of the 2007 senior graduating class completed 4 years or more of high school world language	<10%	75 %	<10%	21 %	<10%	69 %
		10-25%	0 %	10-25%	33 %	10-25%	22 %
		26-50%	0 %	26-50%	10 %	26-50%	3 %
51-75%		0 %	51-75%	5 %	51-75%	0 %	
75-100%		0 %	75-100%	0 %	75-100%	0 %	
No data		25 %	No data	31 %	No data	6.7 %	
All student subgroups equally access languages	72%	76%	85%				
Vision	Want to enhance current program(s)?	85%	87%	63%			
	In your opinion, is world language study a critical component to prepare students for the 21 <sup>st</sup> century?	100%	98%	88%			
	In your opinion, should world language be a Minnesota high school graduation requirement?	85%	68%	42%			

Source: Minnesota Department of Education, K-12 World Language Survey 2008

Table 5

**WORLD LANGUAGE TEACHER AND STUDENT DATA  
COMPARED OVER LAST 5 YEARS**

Language	FTE 2000-01	FTE 2006-07	Difference	
Chinese	7.05	15.3	8.25	117%
French	214.71	170.48	-44.23	-21%
German	168.96	138.21	-30.75	-18%
Hebrew	0	.6	0.6	-----
Italian	.2	0	-0.2	-100%
Japanese	8.86	13.04	4.18	47%
Latin	6.84	10.71	3.87	57%
Ojibwe	2.44	7.8	5.36	220%
Others not listed	3.27	6.02	2.75	84%
Russian	4.75	1.59	-3.16	-67%
Spanish	737.16	828.2	91.04	12%
<b>TOTALS</b>	<b>1,147.19</b>	<b>1,193.22</b>	<b>46.03</b>	<b>4%</b>

Language	Students 2000-01	Students 2006-07	Difference	
Chinese	838	2,216.00	1,378.00	164%
French	24,084	19,562.00	-4,522.00	-19%
German	16,985	14,200	-2,785.00	-16%
Hebrew	0	39	39.00	-----
Italian	15	0	-15.00	-----
Japanese	897	1,579	682.00	76%
Latin	880	1,451	571.00	65%
Ojibwe	309	1,150	841.00	272%
Others not listed	413	1,295	882.00	214%
Russian	684	150	-534.00	-78%
Spanish	97,996	116,188	18,192.00	19%
<b>TOTALS</b>	<b>142,263</b>	<b>157,907</b>	<b>15,644.00</b>	<b>11%</b>

Source: Minnesota Department of Education, Staff Automated Report (STAR) 2000-01 and 2006-07

**TABLE 6**

**WHO IS TEACHING WORLD LANGUAGE IN MINNESOTA?\***

<b>Who is teaching world language in grades K-3?</b>		
	<b>Response percent</b>	<b>Response count</b>
Licensed K-12 world language teacher	67%	32
Licensed elementary teacher with world language endorsement	19%	9
Licensed elementary teacher – no world language endorsement	29%	14
Teacher on a variance	33%	16
Teacher under community expert permission	27%	13
Instruction primarily delivered via distance learning	2%	1
Instruction primarily delivered via media-based curriculum	0%	0
	Answered question	48
	Skipped question	214

<b>Who is teaching world language in grades 4-8?</b>		
	<b>Response percent</b>	<b>Response count</b>
Licensed K-12 world language teacher	54	52
Licensed 7-12 world language teacher	50	48
Licensed elementary classroom teacher with world language endorsement	12	12
Licensed elementary classroom teacher – no world language endorsement	10	10
Teacher on a variance	17	16
Teacher under community expert permission	6	6
Instruction primarily delivered via distance learning	0	0
Instruction primarily delivered via media-based curriculum	2	2
	Answered question	97
	Skipped question	165

<b>Who is teaching world language in grades 9-12?</b>		
	<b>Response percent</b>	<b>Response count</b>
Licensed K-12 world language teacher	38%	83
Licensed 7-12 world language teacher	75%	166
Teacher on a variance	10%	23
Teacher under community expert permission	8%	17
Instruction primarily delivered via distance learning	6%	13
Instruction primarily delivered via media-based curriculum	5%	11
	Answered question	222
	Skipped question	40

\*Respondents could check all answered that applied. They skipped this question if world language is not offered in those grades in their district.

Source: Minnesota Department of Education, K-12 World Language Survey 2008

**Table 7**

**World Language Professional Development Needs**

<b>Professional Development Needs</b>			
<b>Rank</b>	<b>Topic</b>	<b>Response percentage</b>	<b>Response count</b>
1	Integrating technology	49 %	105
2	Strategies for teaching all learners	46 %	98
3	Curriculum development & writing	46 %	99
4	Developing proficiency assessments	46 %	98
5	World language standards	39 %	84
6	Classroom-based assessments	34 %	73
7	Teacher's language proficiency	31 %	66
8	Second language acquisition knowledge	21 %	45
9	Broaden target culture knowledge	22 %	47
10	Licensure for less commonly taught languages	17 %	36