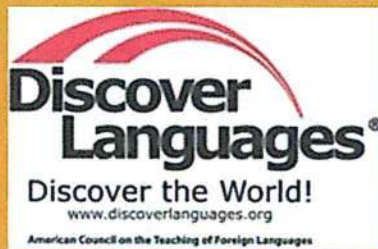




Review of World Language Program

Ms. Rita Oleksak is the district's consultant on this project. Ms. Oleksak is the Director of Foreign Languages/ELL for the Glastonbury, CT Public Schools, which is celebrating over 50 years of world language instruction in their schools. Previously, Ms. Oleksak was the K-12 Coordinator for World Language with the Springfield, MA Public Schools.



BROOKFIELD PUBLIC SCHOOLS
BROOKFIELD, CONNECTICUT

Board of Education

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At the request of the Brookfield Board of Education, the district undertook a review of the World Language Program. Hiring Consultant, Rita Oleksak of the Glastonbury Public Schools, to work with our World Language staff, together, they have produced a comprehensive review of our current program and made some recommendations to improve our program and to better prepare our students for work in our 21st century global community.

This report includes commendations and recommendations in the following areas: curriculum, instruction, assessment, facilities, leadership and advocacy. The entire report was shared at the December 5, 2012 BOE meeting and will be available on the district's website.

Major Recommendations of the Report:

- Expansion of elementary Spanish program to begin in Kindergarten
- Introduction of Mandarin beginning in grade 7
- Establishment of multimedia language labs
- Revision of curriculum units to align to Common Core State Standards and the Standards for Foreign Language Learning

Program Goal:

To graduate students who are *proficient* in at least one language in addition to English.



Brookfield has a dedicated foreign language staff who has a strong desire to improve the foreign language program.

—Rita Oleksak, Consultant

Standards for Foreign Language Learning

Communication:
Communicate in language other than English

Cultures:
Gain knowledge and understanding of other cultures

Connections:
Connect with other disciplines and acquire information

Comparisons:
Develop insight into the nature of language and culture

Communities:
Participate in multilingual communities at home and around the world



Why Mandarin?

- ❑ One quarter of the world's population speaks Chinese. It is recognized as one of the critical languages that is in high demand.
- ❑ An official language of the United Nations, Chinese is the most widely spoken first language in the world, extending beyond the People's Republic of China and Taiwan to Indonesia, Thailand, Malaysia, Singapore, Brunei, to the Philippines, and to Mongolia.
- ❑ In the United States the Asian and Pacific Islander population is projected to grow 213 percent, from 10.7 million to 33.4 million, in the next 50 years, a substantial demographic shift. Their share of the nation's population will double, from 3.8 percent to 8 percent.
- ❑ The rise of China presents new economic, political and social realities that demand greater U.S. engagement at every level. As the foundation of that engagement, we need to raise the number of Americans who can demonstrate a functional proficiency in Chinese.
- ❑ China's tremendous economic growth creates new opportunities and challenges for U.S. businesses. Between 1978 and 2002, China's annual GDP growth reached three times the world's average, and in recent years China accounted for one third of global economic growth.
- ❑ As the most enduring world civilization, China has a major international cultural presence, in literature and cuisine, in music and film, dance and art, religion and philosophy, drawing on its tremendous heritage to enrich our present.

In a survey of Connecticut Public Schools

- 30 districts include Chinese among their world language offerings
- 12 districts offering Chinese have added it within the last three years
- 18 districts plan to add Chinese/Mandarin within the next two years

WHAT DOES PROFICIENCY MEAN?

Collaboration
Productivity
21st Century Skills
Adaptation
Media Literacy
Creativity/Innovation
Critical Thinking
Communication
Leadership
Accountability
Information Literacy
Self-Directed Learning
Flexibility
Problem Solving
Social/Cross-Cultural Skills
Technology Literacy
Responsible
Initiative

Visual Representation of Anticipated Performance Outcomes As Described in the ACTFL Performance Guidelines for K-12 Learners¹

