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IEPS Forum Talking Points
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Opening Introduction and Identification of Perspectives:

- K-16 “pipeline” Oregon Chinese Flagship Program
- Major work focus on PreK-12 articulation in immersion and collaboration with UO and PSU around Japanese, Chinese and now Russian
- Long term collaboration with CASLS at UO

What steps can schools, colleges, and state departments of education take to implement articulated programs for students?

- Start backwards: work collaboratively with major stake holders (i.e. parents, community leaders, businesses, governmental agencies, etc.) to identify meaningful and significant language proficiency outcomes desired and necessary to meet the needs of our linguistically diverse and demanding local community and world – not just high flying business people, but the restaurant worker interacting with customers and fellow workers.
- Set proficiency based outcome benchmarks with serious carrots at the high school and university levels (i.e. dual credits, scholarships, etc.); back those proficiency based outcomes down through to the lowest grade level.
- Develop curriculum frameworks that guide curriculum and instruction towards meeting these outcomes – standards tend to be too general/big picture.
- Find ways to move foreign language education or international education into the “keep of the castle” of the educational system instead of remaining outside the castle – in other words connect and integrate language learning into the core subjects through content based language instruction – high level outcomes should be for all students, not just foreign language majors
- Avoid the “pipeline” metaphor – too closed; look for a diverse set of pathways for students to move towards the high level outcomes
- Establish capstone experiences along the way that help students make strong personal connections with language and culture – affect is key
- Balance content based instruction with explicit language instruction and experiential learning

How can K-12 schools and districts successfully collaborate with higher education on the articulation issue?

- Talk to Carl Falsgraf at UO
- Reverse the question.
- Work collaboratively around identifying common assessments and outcome/entrance expectations – work towards implementing portfolios.
- Invite university professors to come teach rigorous high school courses – offer dual credit
- Invite university/college students in high level language courses (i.e. Flagship scholars) to volunteer, present, participate in a panel discussion, etc. for K-12 learners – PSU Capstone Project for Foreign Language Majors
- Work collaboratively to establish summer language learning experiences/institutes for high school students either at a university and/or in country that have significant language proficiency outcomes and make a strong connection for high school students to higher ed.
- Collaborate to examine student work
- Have higher education involve K-12 teachers in the selection process of students into special language learning programs.
- Identify aspiring educators – teachers of the future

How can K-12, higher education institutions, and state departments of education work together to promote higher levels of language proficiency?

What can be done to ensure that proficiency levels are measured at the K-12 level and that colleges and universities award credit and/or advanced standing for students who demonstrate proficiency?

- Develop curriculum frameworks that make the link between standards and curriculum units/lessons and set targeted proficiency levels for each grade level – most assessments should be performance based tasks that are curriculum embedded and inform instruction.
- Develop better and affordable proficiency assessments that can be used at the various levels.
- Establish professional learning communities that regularly and carefully examine student work.
- Universities need to offer rigorous content courses in targeted languages.
- Develop pre-service teacher certification programs that require applicants to be superior level and committed to teaching in two languages; program needs to provide training in how to teach both content and language simultaneously – building teaching capacity is key
- Set long term hiring goals for all people who work in these educational institutions to be at least bilingual and bi-literate (i.e. secretaries, principals, teachers, curriculum specialists, administrators, deans, etc.) –

multilingualism needs to be a value that permeates the entire organization,
not just the classroom.