



**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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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.

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

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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 21st 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 21st 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.

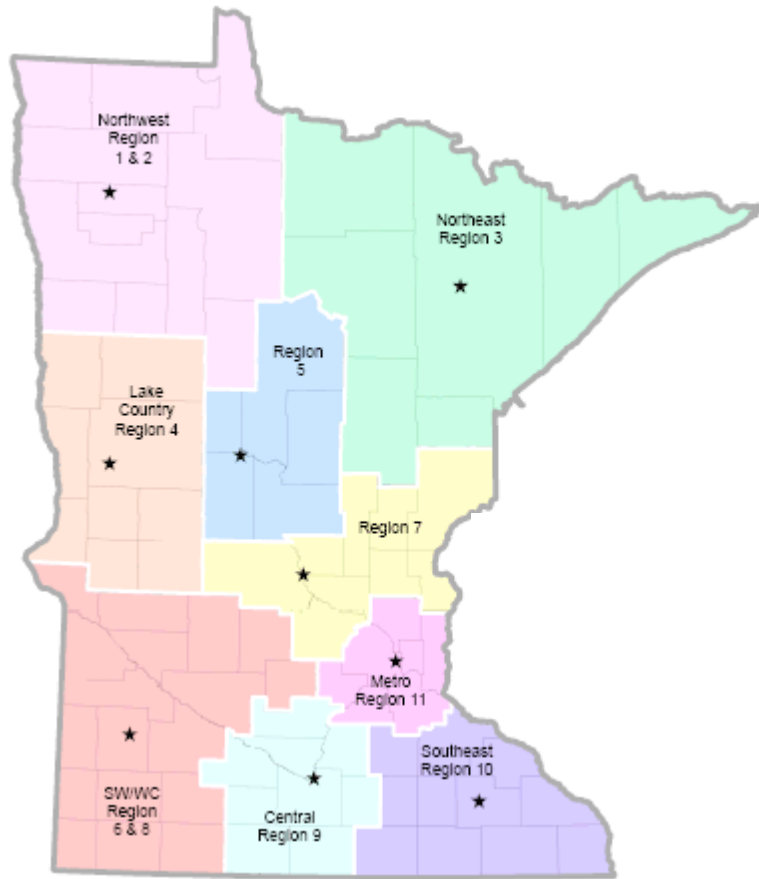
B. The K-12 World Language Survey 2008

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.

Region Number	Location	Number of Respondents
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
Total	100%	262

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 21st 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 21st 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 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

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.

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

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-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)

	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"/>

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-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
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"/>

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-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 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

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)

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

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

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

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

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**

World Language Programs Reported in Grades K-3								
	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**

Reported High School World Language Programs					
	Level 1	Level 2	Level 3	Level 4	Level 5+
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 required 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 st 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%
TOTALS	1,147.19	1,193.22	46.03	4%

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%
TOTALS	142,263	157,907	15,644.00	11%

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

TABLE 6

WHO IS TEACHING WORLD LANGUAGE IN MINNESOTA?*

Who is teaching world language in grades K-3?		
	Response percent	Response count
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

Who is teaching world language in grades 4-8?		
	Response percent	Response count
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

Who is teaching world language in grades 9-12?		
	Response percent	Response count
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

Professional Development Needs			
Rank	Topic	Response percentage	Response count
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