

0676-A

OREGON SECOND LANGUAGE TEACHER SURVEY

[part of the statewide study of second languages in Oregon]

Undertaken for the
Joints Boards of Education
[Board of Education and Board of Higher Education]

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January 30, 1998

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Appendix A: Copy of Survey Instrument

1. EXECUTIVE SUMMARY

In September 1997, the Oregon Joint Boards of Education (Board of Education and Board of Higher Education) approved the conduct of a statewide study on second languages. The purpose of the study is to consider the implications of K-12 school reform on present and future second language study within all the educational sectors — K-12, community colleges, and four-year colleges and universities. During 1997-1998, the study has been collecting data from a variety of sources for inclusion in a major report to be completed by summer 1998 (*Study of Second Language Education in Oregon: Implications of School Reform*). This report summarizes one of the studies that is part of the larger statewide study.

During the fall 1997 annual conference of the Confederation in Oregon for Language Teaching (COFLT), second language teachers were asked to complete a survey to provide preliminary information for the statewide second language study. (See attachment A for a copy of the survey instrument.) Sixty-eight second language teachers completed a survey at the conference, held on the weekend of October 10, 1997. Although the 68 respondents should not be viewed as a statistically representative sample of COFLT members (respondents represent only about 10 percent of the COFLT membership), important information nonetheless has been provided about second language teaching in Oregon schools from a diverse number of teachers from throughout the state.

Findings in this study are divided into the three categories included in the survey instrument: district/school information; teacher information; and professional development issues/trends.

The overall picture portrayed by the respondents to this study is one of change, brought about in large part by the K-12 school reform environment and national changes in second language education; resource constraints in K-12 budgets; the advent of technology; and a first-time university second language admissions requirement in Oregon. Key findings indicate that:

- ▶ Enrollments in K-12 second language classes are on the rise in school districts throughout the state.
- ▶ Class sizes in second language courses have increased in many schools over the past three years, particularly in first- and second-year courses.
- ▶ Language programs appear to be in transition in many school districts — some schools are adding new language programs (mostly in Spanish) and eliminating others (mostly in German and French). This shifting of language programs among languages appears to be occurring in response to both demand by students (increasingly for Spanish) and resource constraints.
- ▶ Many school districts have in place or are planning to add early grade second language programs. There is recognition by many teachers that for students to eventually reach PASS second language proficiencies, two years of high school language will not suffice

for most students. Earlier language study is mentioned by many teachers as an important approach to help address the achievement of higher performance standards.

- ▶ Some schools are turning to postsecondary institutions (primarily community colleges) to assist in the teaching of advanced language courses, presumably as K-12 resources are being focused upon increased enrollments in the introductory level courses.
- ▶ The Oregon University System's first-time admissions requirement (implemented for freshmen beginning in 1997) has had an impact on schools, primarily to cause increased high school-level enrollments in second language classes.
- ▶ The new national and state proficiency movement is effecting the teaching of second languages in many Oregon schools; for example, there is more emphasis on oral proficiency, portfolio assessment, and assessment through oral interviews).
- ▶ Many teachers will need professional development within the next several years in a variety of areas, key among them: teaching in the proficiency environment and responding to school reform's emphasis upon standards; effective classroom management; and the uses of technology.
- ▶ Technology is impacting second language instruction in virtually all parts of the state particularly in high school programs. Many schools have gained quite a bit of capacity in the technology area in the last several years, particularly video and Internet capabilities. However, many schools are still without, though there are plans to connect to Internet in many of these schools in the near future.
- ▶ Block scheduling reforms (longer class times but fewer meeting times per week) generally are perceived to be negative to second language programs.
- ▶ Teacher preparation programs are generally perceived to be preparing qualified new second language teachers, but programs must be vigilant in preparing them for the proficiency environment (high levels of language competence coupled with knowledge of how to teach in proficiency environment are needed).
- ▶ More opportunities for discussion about curricula and articulation of programs are needed among language teachers, by level (elementary, middle, high school, college) and across sectors (K-12, community college, university). Those that have occurred are seen as very beneficial to improving articulation among second language programs.
- ▶ The biggest challenges facing second language educators over the next five years in Oregon include: having a sufficient number of well-trained teachers, particularly in Spanish as enrollments in Spanish increase; issues surrounding implementation of the standards in second language; classroom management issues particularly related to students who are not really interested in studying a second language, but will be required to enroll in classes; providing information about language education needs to School Boards, administrators, and the public who will in turn be making key decisions about resource allocations affecting language programs; having sufficient funding to

2. FINDINGS

A. District/School Information

Participants in survey, by school

Teachers from the following school districts participated in the study (total = 68):

<i>District</i>	<i>#</i>	<i>District</i>	<i>#</i>	<i>District</i>	<i>#</i>
Ashland	1	Lake Oswego	1	Private Catholic	1
Astoria	1	McMinnville	1	Riverdale	1
Beaverton	4	Medford	1	Roseburg	3
Bend-La Pine	2	Molalla River	2	Salem/Keizer	5
Bethel	3	Newport	1	Sherman	1
Central Point	1	North Clackamas	1	Spencer Butte	1
Corvallis	1	Oregon City	1	Springfield	1
David Douglas	3	Oregon Episcopal	1	Three Rivers	2
Eugene 4J	2	Parkrose	3	Tillamook	2
Greater Albany	2	Pendleton	1	Vale	2
Hermiston	1	Perrydale	1	West Linn-Wilsonville	5
Hood River	2	Pleasant Hill	1	Woodburn	1
Jesuit	1	Portland	4		

Characteristics of school

Respondents were equally divided between rural, suburban, and urban schools: rural, 24; suburban, 24; and urban, 20.

Geographical area of school

About half of the respondents (43 percent) teach in Portland metropolitan area schools and almost one-third (29 percent) in the mid-Willamette valley, with representation as follows:

<i>Area</i>	<i>#</i>	<i>Area</i>	<i>#</i>
Ashland/Medford/Coos Bay	5	Portland Metro/Including Astoria	29
Bend/Redmond/Central Oregon	2	Salem/Albany/Corvallis/Newport	12
Eugene/Springfield/Florence	8	Hood River	2
Klamath Falls	0	Roseburg	3
Ontario/Southeastern	2	Coastal North Central/Tillamook	2
Pendleton/LaGrande/Northeast	3		

Recent addition/elimination of second Languages at school district

According to respondents, many school districts have recently added and/or eliminated second language programs. Although the number of schools reported to have either

recently added or eliminated language programs were roughly equivalent, there is a shifting toward the addition of Spanish programs and elimination of other language programs. For example, German and French were eliminated the most frequently among districts; Spanish and Japanese were the most frequently added among school districts.

<u>Eliminated:</u>	<u>#</u>	<u>Added:</u>	<u>#</u>
German	10	Spanish	11
French	8	Japanese	7
Russian	4	Russian	2
Japanese	4	German	2
Spanish	2	French	2
Latin	2	Italian	1
Total:	30	Total:	25

Plans to eliminate or add languages

Most respondents (80 percent) indicated they were unaware of discussions or plans for their districts to eliminate or add any second languages in the near future. About 20 percent were aware of plans within their districts to eliminate or add languages. Among those districts planning to add second language, Spanish was the most frequently mentioned.

Class size of second language classes taught by respondents

Class sizes for second languages varied widely, with the most commonly mentioned class size(s) as follows:

- ▶ for early elementary classes, most commonly mentioned class size was 30
- ▶ for high school I classes, the most commonly mentioned class sizes were 31 and 34
- ▶ for high school II classes, the most commonly mentioned class size was 28
- ▶ for high school III classes, the most commonly mentioned class size was 14
- ▶ for high school IV classes, the most commonly mentioned class size was 20.

<u>Levels</u>	<u>Range of Class Sizes</u>		<u>Most Commonly Occurring</u>
	<u>Low</u>	<u>High</u>	
Early (elementary)	5	37	30
Immersion	24	32	31
I	12	41	34
II	10	35	28
III	4	38	14
IV	1	39	20

Average class size

The majority of respondents (63 percent) indicated that class size numbers have increased over the past three years; 31 percent, remained stable; and 7 percent, declined.

Elementary level second language programs at school districts

Forty-four percent of respondents indicated that their school districts do offer elementary level second language programs; 56 percent that their districts do not offer second language programs in elementary schools.

Plans for districts to offer new or additional elementary level language programs in the next five years

The majority of respondents were unaware of district plans to offer new or additional elementary second language programs within the next five years. Nine respondents indicated their districts plan to add a new program and eight respondents indicated their districts planned to additional programs.

Standards for students for second language

Sixty-four percent of the respondents indicated that their school district has not set standards for all students for second language; 36 percent indicated that their districts have set standards for all students for second language.

Student teachers in school districts in second languages

About half of the respondents (54 percent) indicated that their school had student teachers in second languages within the past three years. The following comments indicated how well prepared they generally were and in what areas they should have been stronger:

- ▶ *Well prepared.*
- ▶ *Well prepared but not assigned to the best mentor teachers.*
- ▶ *Last year's student teacher was poorly equipped, student only taught 6-8 weeks! Not enough time!*
- ▶ *They were fairly well prepared. They could have been stronger in classroom management (but any new teacher only learns through experience). Their level of French was very good.*
- ▶ *No proficiency training or information. No understanding of assessment beyond grammar/translation.*
- ▶ *Academically yes ... and they come to the high school for a reality check.*
- ▶ *Academically prepared; needs class experience.*
- ▶ *Only one this fall and she is very good.*
- ▶ *Problem with professionalism - arriving late, dress. However, a fluent speaker.*
- ▶ *They have varied a lot. Generally strong in the target language. Generally they have*

been observing in schools as part of their course work.

- ▶ Major concern: I see many people not trained in second languages "acquiring" certification by taking NTE test. I am worried that many students will be in classes with teachers who have language skills but no idea how to teach language.
- ▶ Well prepared.
- ▶ Fine.
- ▶ I was a student teacher 2 years ago in the same school that I am now teaching at.
- ▶ Varied. Generally need more proficiency or more detailed knowledge of language. All have been good to excellent.
- ▶ My student teacher was fluent in German, close to a native speaker. Had good organizational skills, though at age 21 very young!
- ▶ Excellent!
- ▶ Stronger in classroom management, language proficiency, working with students who are at risk. (I have had several student teachers and about 50 percent should not have reached student teaching level as they were not qualified.)
- ▶ Could have been quite a bit more trained in how to get students to use oral skills.
- ▶ Organizational - class set-up issues.
- ▶ Somewhat prepared.
- ▶ Alright. One was native speaker, but needed more educational background. One could have stronger language skills. (Make sure all student teachers pass a second language proficiency test BEFORE being allowed into student teaching, not after, etc.)

Use of block scheduling by schools

Sixty-two percent of the respondents indicated that their school does use block scheduling, 38 percent indicated their school does not use block scheduling. The majority of classes are scheduled for 90 minutes (13 respondents); a number of classes are scheduled for between 80-90 minutes (9); with other blocks mentioned such as 65 minutes, 30-50 minutes, 72 minutes, 79 minutes, 50 minutes, 75 minutes, 80-110 minutes, 55 minutes.

Both positive and negative effects of block scheduling were noted regarding the quality of second language instruction: no effects, 4; negative effects, 23; positive effects, 21.

The following examples of some effects of block scheduling on second language instruction were provided:

Positive effects

- ▶ Positive effect!
- ▶ Positive effect as far as in-class capabilities are concerned. But students do not fulfill their responsibilities for outside of class review.
- ▶ Positive effect - I enjoy the longer periods of time.
- ▶ Positive effect. Would prefer to be treated like academic subjects rotating schedule - see all classes 3 or 4 days out of 5 each week - now alternating days.

Negative effects

- ▶ Negative effect. Retention is lower; skill building is slower.

- ▶ We had two years of block scheduling and it had a negative effect.
- ▶ Have looked into programs where a one year class is condensed to one semester; a disaster!
- ▶ When there is a 3 day weekend, it hurts!
- ▶ Negative effect on schedule at middle school.
- ▶ Negative effect. Students need to be exposed to language on a daily basis.
- ▶ I think daily is better, don't know — haven't done it — but there is a saturation point and 50 minutes seems long enough!
- ▶ Negative effect because we don't see students every day. It's an every other day block.
- ▶ Negative effect; every other day instruction is even more unnatural for language learning.
- ▶ Negative effect because there is an embedded 12-week "gap" in one year of instruction for the student.
- ▶ Negative effect. I have taught blocks for 12 years at college and 3-4 at high school, but I really believe this has a negative effect at high school.
- ▶ No effect on advanced classes; but negative effect on beginners.

Both positive and negative

- ▶ Has a different effect, both positive and negative.
- ▶ Negative effect for 1st and 2nd year; but positive effect for 4th year.

School/district participation in partnership arrangements with community colleges, other K-12 schools, and/or universities in making additional second language opportunities available to students in the school

Thirty-eight percent of respondents indicate that their school and/or district does participate in partnership arrangements to make additional language opportunities available to students in their school; 62 percent do not. Many of the partnership arrangements provide opportunities for students at the more advanced language levels to study second languages at nearby community colleges or four-year colleges/universities. Examples of partnerships were cited:

- ▶ Students completing Yr 4 before senior year can enroll at Southern Oregon University.
- ▶ Advanced high school students may enroll in second language classes at the community college (Central Oregon CC).
- ▶ High school has equivalent classes with Mt. Hood CC (cited 2 times).
- ▶ Cooperative credit through Linn-Benton CC for seniors in German 3/4; they receive grades and transfer credit for 1st year college German.
- ▶ Cooperative credit for seniors of 3/4. Spanish/community college collaboration.
- ▶ Some high school students come to Linfield.
- ▶ Students get college credit for 3rd year Spanish in the high school (cited 2 times).
- ▶ Work with Chemeketa CC to offer college credit.
- ▶ Foreign exchange programs, partner schools (cited 4 times).

- ▶ With Blue Mountain CC for college credit to high school students in Spanish.
- ▶ Students travel to two adjoining high schools, and/or take Chemeketa CC courses.
- ▶ Willamette U, Chemeketa CC, night classes, summer classes.
- ▶ Occasionally take classes at Willamette U, especially at higher levels.
- ▶ We send our middle school students to high school for German and Japanese.
- ▶ Lane CC Japanese class offered to students/community during regular class schedule.
- ▶ Can take tests and get credit at community college.
- ▶ 2+2 program with Rogue CC.
- ▶ With Clackamas CC, Portland CC, and Portland State University (cited 2 times).

Impact on second language education in your district from the new second language requirement for admission for freshmen beginning fall of 1997 to the public four-year universities in Oregon

Eighty-two percent of respondents noted that the new second language requirement for admission of freshmen to Oregon University System institutions has had an impact on language education in their district; 18 percent has not. Respondents' comments generally fell into one of the following categories: there has been limited impact; the school is in the planning stages regarding how to respond; there have been curricular impacts, particularly toward more proficiency-oriented teaching; there has been an impact on enrollments, mostly in terms of increased enrollments; there has been an impact on early language programs — primarily to add new programs or increase the size of current programs.

Limited impact

- ▶ My district is trying to ignore this because the state says they have till 2003.
- ▶ Our school still hopes standards will be lowered or postponed again.
- ▶ No impacts, other than discussions will begin
- ▶ Two years is already required in our high school so no new impact.

Impacts on school planning

- ▶ There's a committee developing a district plan.
- ▶ We are working on a master plan
- ▶ We've had special planning meetings trying to prepare for the changing standards.
- ▶ Second language restructuring committee on the district level.

Impacts on curricular approaches

- ▶ Most classes are more proficiency oriented.
- ▶ PASS workshops; unofficial "clout" of second language offerings.
- ▶ More oral emphases in the future
- ▶ We emphasize oral proficiency.
- ▶ Kids are more serious — more willing to practice oral proficiency.
- ▶ My methods are becoming more and more proficiency-oriented.
- ▶ Changing teaching strategies and textbook adoptions.

Impacts on enrollments

- ▶ Increased enrollment (cited 17 times).
- ▶ All college prep students go through second language classes.
- ▶ Increased parental inquiries for their children.
- ▶ Students more interested in learning another language. We had one full time Spanish teacher in 1990 — now have 1.5 — in Spanish.
- ▶ Increased numbers overall; some increases at 3rd year, decreases at 4th year.
- ▶ Increased enrollment; increased staff; increased concern over standards; more discussion of what we can do (without real \$).
- ▶ Hired two new Spanish teachers in the last 3 years.
- ▶ College-bound students now take Spanish (not offered previously).
- ▶ Increased enrollment, larger classes, and more discipline issues in the classrooms.
- ▶ More students but not much more funding (larger class sizes). More students who really don't have a personal interest in the language they are learning.
- ▶ More classes, larger classes.
- ▶ More students wanting to take second language than we have teachers.
- ▶ More students taking language at younger age (freshman). They should not wait until their junior and senior year!
- ▶ Will add upper level year 3 and year 4.
- ▶ Haven't terminated programs that otherwise would've been terminated (French).
- ▶ Greater enrollment of lower-level students in second language classes.
- ▶ 100 percent taking second language; more are continuing for more years.

Impacts on early grade programs

- ▶ Starting the elementary program.
- ▶ Spanish required from 6-8 grades.
- ▶ 6th grade has Spanish as a requirement for the first time.
- ▶ Motivated administration to implement the FLES K-5 program.
- ▶ Started new K-5 program.
- ▶ We've added programs at the elementary level.
- ▶ They have established a Spanish junior high curriculum.
- ▶ We stopped funding of the elementary second language programs.
- ▶ Increased district commitment to middle school second language instruction.
- ▶ Allowed us to add FLES program.

B. Teacher information

Native language of teachers

Seventy-eight percent of the respondents indicated that English is their native language; 22 percent indicated that English is not their native language.

Language endorsements held in Oregon and basis for receiving endorsement

The majority of respondents indicated they had received their language endorsement(s) by completing a college preparation program. Other methods for receiving the

endorsement were through certificates of accomplishment or taking the National Teacher Exam to use the Teacher Standards and Practices Commission policy to add-on the endorsement. The majority of NTE add-on endorsements were in Spanish.

<u>Endorsement In</u>	<u>College Program</u>	<u>Cert. Accomp.</u>	<u>NTE Add-on</u>
Spanish	29	9	11
French	21	7	3
German	7		2
Japanese	1	3	
Russian	1		
Latin	1		
English SL	3		

Number of years teaching second language in Oregon, any other state or country

Fifty-six percent of respondents have been teaching second language courses for eleven or more years; 18 percent for 6-10 years; 9 percent for 3-5 years; and 18 percent for only 1-2 years.

ACTFL proficiency level in each of the languages taught

The majority of respondents indicated that they are at the ACTFL Advanced or above level. A number of respondents (19) indicated that they did not know their ACTFL level; 6 respondents were not familiar with ACTFL.

Self-reported ACTFL Level

Superior	7
Advanced	32
Intermediate	10
Novice	4
Don't know level	19
Not familiar with ACTFL	6

Percentage employed by school

The majority of respondents (88 percent) are employed by their school district full time; 72 percent of respondents indicated that 100 percent of their employment involves teaching a second language. Only 8 percent of respondents indicated that their employment involves teaching the second language at half or less time.

Level of language taught

The majority of respondents are teaching language at the high school level (45 are teaching I; 40, II; 35, III; and 31, IV). Among the other respondents, 15 were teaching

language at the middle school level, 7 at the elementary school level, and 4 at the college level.

Prior training in ACTFL assessment techniques

About half of respondents (46 percent) indicated they have received no training in ACTFL assessment techniques. About half (51 percent) have not been trained in PASS assessment techniques.

C. Professional Development Issues/Trends

Areas of professional development in which respondents would most like assistance in the next 3-5 years

Many teachers identified areas in which they would most like professional development assistance within the next several years. Key among them are: assistance with proficiency approaches to second language instruction; areas impacted by school reform requirements; classroom management; uses of technology; and practice opportunities.

Professional development on proficiency-based teaching

- ▶ Oral proficiency testing
- ▶ PASS assessment techniques for reading and writing
- ▶ How to teach to proficiency
- ▶ How to fit oral interviews into the curriculum
- ▶ ACTFL skills of assessment
- ▶ Effective classroom techniques for oral proficiency (how to get students speaking languages)
- ▶ Portfolio development/assessment
- ▶ How to start elementary/jr high school programs testing oral proficiency

School reform issues

- ▶ Help in developing CIM tasks
- ▶ How to make second language classes more student centered
- ▶ How to have high standards and allow for individual differences
- ▶ How to adjust methods for block schedule
- ▶ How to build in activity-based thematic units

Classroom management issues

- ▶ Activities for large classes (more than 35 students)
- ▶ How to teach high school students who are marginal but required to be in language classes and are unmotivated
- ▶ Motivating students to take second language

Use of technology

- ▶ Integrating technology into curriculum (Internet, computers with sound capabilities)
- ▶ How to develop a distance-wide second language proficiency program

Practice opportunities

- ▶ Off campus opportunities to use language
- ▶ Getting the most out of group travel abroad with students

Other

- ▶ What are FLES/FLEX programs?
- ▶ How to increase my own proficiency
- ▶ Adding ESL/bilingual
- ▶ Research for second languages

Teaching second languages differently compared to 5-10 years ago

The majority of respondents (86 percent) indicated they are teaching second languages differently than they did 5-10 years ago. Most commonly mentioned were:

- ▶ much more emphasis on oral skills and oral assessments
- ▶ cooperative learning
- ▶ proficiency assessments and portfolios
- ▶ being more involved in immersion programs
- ▶ changes as a result of ACTFL training
- ▶ use of new and better texts
- ▶ increased use of technology
- ▶ greater emphasis on culture and conversation
- ▶ less grammar driven.

Changing the way second languages are taught within the next 3-5 years

Many respondents noted they expect to change the way second languages are taught in the next 3-5 years. Most commonly mentioned were:

- ▶ many more will be teaching to the CIM/CAM tests
- ▶ they will be teaching increasing numbers of non-college bound students in their classrooms
- ▶ will be more interview practice with their students (proficiency interviews)
- ▶ will be more teaching of Spanish to all students from early grades on up into middle school which will have an impact on high school language courses
- ▶ will be more emphasis on teaching to the Benchmarks
- ▶ there will be more teaching of second languages at the lower grades
- ▶ greater use of technology in the classroom, particularly using multi-media
- ▶ need will increase for more teachers who are attuned to teaching to proficiency

- ▶ will be need to look at schedules so that languages are taught on an on-going basis with no interruptions

Interest among students in travel abroad/study abroad opportunities while in K-12

The majority of respondents (62 percent) indicated there is increasing interest among students with whom they work in travel abroad/study abroad opportunities while in K-12. No respondents indicated there was declining interest, and 38 percent noted there is stable interest. An important barrier for students participating in travel abroad/study abroad opportunities are the lacking funds.

Participation in discussions with postsecondary education faculty in second languages in the past 5 years to compare what is taught at the high school-level to what is taught in college-level language classes

About half of respondents (49 percent) indicated they have participated in discussions with postsecondary education faculty in the past five years compared to 51 percent who have not. Where discussions have occurred, opportunities have arisen at college/university language days; related to work on curricular collaborations; at workshops/classes offered by the colleges/universities, particularly PASS workshops; and at professional meetings. Generally, these discussion have been thought to be beneficial.

Discussions with college/university faculty

- ▶ *Good dialogue between Southern Oregon University French faculty and myself; we're across the street from one another.*
- ▶ *Discussions among different level German teachers at meetings/private(Several students recently placed in 3rd year college German at University of Portland, Whitman College, after 3 years of high school study.)*
- ▶ *Portland State University offered workshops for language teachers. Curriculum was discussed.*
- ▶ *Challenge Program at Portland State University. I teach a Challenge course and we are in contact with our coordinators and attend a workshop during the year.*
- ▶ *They were with faculty who also feel that higher education must adjust their methods and content to student need, not continue what they have done for the past half century.*
- ▶ *I taught at University level myself and am aware of differences. I have contact with teachers and professors at both levels at professional conferences and OATG immersion weekend. University of Oregon German department currently starting a dialogue with high school teachers at University of Oregon request. We need more of this discussion.*
- ▶ *Somewhat, with Mt. Hood Community College re: Early College Opportunity program.*
- ▶ *I was part of the OSSHE committees in 1993-1994 and in 1995-1996.*
- ▶ *Albany/Corvallis/Oregon State University project on articulation/implications of PASS.*

- ▶ Yes, loosely. At University of Oregon language day luncheon
- ▶ First by working at Portland State University and Chemeketa Community College and through the challenge program at Portland State University. Also by taking a class at Eugene School District (Cadre I and II) initiated by district.
- ▶ At AP readings; higher level of second language at high school appreciated at colleges.
- ▶ Yes, it's been helpful because high school/FLES teachers want their students to be prepared for college.
- ▶ At Eastern Oregon University every spring we have a second language academic alliance where we exchange ideas and listen to presentations.
- ▶ I teach at both levels and constantly compare notes, ideas, problems. It is very beneficial to me.
- ▶ My conclusions are that postsecondary still emphasizes literature, generally several centuries old. (Some newer postsecondary profs do teach proficiency.) Not helpful.
- ▶ Portland State University Challenge Program.
- ▶ Most conversations have been about class size and the changing population of those who take a language. In many ways a second language is now not an elective so we are seeing all facets of high school students. Very interesting, little help.

Discussion at PASS workshops

- ▶ PASS workshops. We need more such dialog.
- ▶ PASS training sessions.
- ▶ On PASS/STEP teams.
- ▶ PASS workshops.
- ▶ Very briefly, at a one-day PASS conference.
- ▶ PASS Project — grant through ODE very helpful.
- ▶ PASS training workshops. These have been helpful, but to be frank I still feel that the colleges/universities want us to send them students who are "proficient," yet when the students get to the university they find that many (or most) are still grammar-based.
- ▶ They have been part of OSSHE PASS workshops - interesting.
- ▶ PASS Project. Not enough interaction.
- ▶ PASS
- ▶ Talked about CIM, Benchmark, requirement for 1999.

Have not had such contact

- ▶ I have talked with students but not faculty.
- ▶ No, would be a good idea.
- ▶ No. However, my daughter has just completed 2 years at the University of Oregon — the university instruction is doing a better job of helping students meet oral proficiency.

Discussions at professional association meetings

- ▶ COFLT
- ▶ I've participated in several articulation meetings among Japanese higher educators and pre-collegiate teachers sponsored by ATJ and NCSTJ. They are very helpful to start discussion among professionals. Currently the group is working on language specific

national standard

Other

- ▶ *With college student teaching supervisor, extremely helpful.*

Participation in discussions with K-12 second language teachers in the past 5 years to compare what is taught at elementary schools, middle schools, and high schools in second languages in your districts

The majority of respondents (61 percent) indicated they have participated in discussions with other K-12 second language teachers addressing articulation of second languages between elementary, middle schools, and high schools in second languages; 39 percent have not participated in such discussions. Where discussions have occurred, opportunities have arisen at school district meetings; and professional development workshops. Generally, these discussions have been thought to be beneficial.

School meetings

- ▶ *Language restructuring committee met monthly last year. Very informative, helpful.*
- ▶ *Two meetings. Limited conversations.*
- ▶ *Informal and formal gatherings on CIM, changes in curriculum and assessment.*
- ▶ *Discussions usually to compare what material has been covered at the various levels. Share ideas/sponsor joint middle school/high school France Summer trip with ACIS.*
- ▶ *High school with middle schools (very helpful). Teachers/principals worked together.*
- ▶ *Designing a district program instigated by both teachers/district personnel. Very helpful.*
- ▶ *My meetings have been mostly with other immersion teachers from our three immersion programs to talk about curriculum, resources, material.*
- ▶ *High school adapting assessment methods to grades of: in progress, meets, exceeds.*
- ▶ *1996-97 choice of curriculum materials decided by all second language teachers in the district — 2 from middle school and 3 from high school.*
- ▶ *Meetings of interested teachers helpful ... good articulation, need more \$ for action.*
- ▶ *Just beginning this — my middle school students will need to know enough to survive in high school — we are beginning to coordinate materials and ideas.*
- ▶ *Through curriculum committee meetings.*
- ▶ *Instigated by district staff development time, have been helpful to talk about material to be covered and articulation.*
- ▶ *To talk about slope and sequence.*
- ▶ *Group of us have been meeting monthly to share ideas for the last 5 years. They are informal gatherings, anyone invited. Extremely invaluable — a way to network.*
- ▶ *Informal; work together; very helpful — we're starting a new program!*
- ▶ *These are very helpful and directly benefit my teaching.*
- ▶ *I teach middle school through college levels. Very beneficial to each of my programs. I can see first hand how one level compares with another.*
- ▶ *We have an elem. program — have worked on occasion with teacher of K-5 program..*
- ▶ *Yes. Talks about differences in curriculum because of 1A/1B and first year classes.*

Again very interesting but raised more questions especially about scheduling.

- ▶ Instigated by teachers district 2nd language administrator (does not speak a second language!) Slightly helpful. There are huge variations in abilities of teachers and what they cover. Defending turf is more important than trying to get agreement.
- ▶ Yes, teachers in our district agree that second languages (all of them, not just Spanish) should be offered earlier than 9th grade. This is necessary for student to be successful in reaching proficiency before they graduate from high school.
- ▶ Just middle school and high school.
- ▶ Served on middle school district curriculum committee. Wrote standards for district.
- ▶ Curriculum coordinator implemented the discussions at district meetings.
- ▶ District meetings to establish curriculum and adopt textbooks.
- ▶ It's good to see what others are doing — gain consistency, aim for similar goals. Department teachers/chair and district curriculum director instigated them. Articulation of curriculum content, equating credit earned, text alignment/adoption discussions.
- ▶ Rewrote high school curriculum/study. With textbook adoption, discussion of implementing 2nd language, requiring 2nd language for all students in middle school.
- ▶ Initiated by administration. Helpfu!. No meetings of this kind for many, many years. District has many building-initiated short term elementary programs but no one is keeping track (for students, opportunities vary) Good to start looking at these issues.

Workshops

- ▶ I teach FLES training workshops around the state.
- ▶ At every COFLT conference there are sessions for an interchange of ideas.
- ▶ At PASS workshops.
- ▶ County-wide inservice days.
- ▶ State workshops and locally.
- ▶ Classes have been set up to teach elementary teachers Spanish (to teach students in class and work with Spanish -peaking students).

Other

- ▶ No. Let's do more. We need more cooperation/teamwork!
- ▶ Not yet. This is my first year of teaching at my high school.
- ▶ No, talked about doing it.
- ▶ No. I'd love it. Since I teach in a private school, the opportunity does not naturally present itself.
- ▶ No, because there isn't any French at the lower levels.
- ▶ No.
- ▶ There are no others here — just one high school, no middle or elementary program.

The use of instructional technology in second language classes

Respondents indicated that there is quite a bit of use of various modes of technology in place or planned in their school such as Internet/world wide web, videotape/film, distance education from satellite broadcast, etc. However, where technology is available at schools,

there appears to be uneven use among the languages. Many factors are impacting upon the use of technology — equipment availability, accessible phone lines, block scheduling issues, teacher time to plan units, etc.

Using technology - but use uneven

- ▶ Internet access in classroom, have created own Web page with 2nd language links. My classroom computer is out-of-date/will not load software to run Netscape 3.0 or higher or programs for adding sound capabilities. Have TV/VCR assigned to room (finally) and regularly use videos. Had satellite access briefly but part-time technician position to plot coordinates and tape programs was eliminated.
- ▶ Internet this fall, videos often used for cultural enrichment and listening comprehension.
- ▶ Internet, Web, videotapes, CD ROM.
- ▶ Middle school doesn't have easy access to computers with Internet. French program has terrific video program (we use/love); Spanish, poor program, so will not be used much.
- ▶ French films, Internet/Web for research of foreign country, interaction CD's with audio.
- ▶ Networked at high school; email for pen pals, no time to search out valuable WWW sites/design units. Would like to use resource but will not sacrifice class time to tech for tech sake. Plan to use OPB, need time to design/plan units. Video/film occasionally.
- ▶ Internet on projects; more use planned. Video/film used 2-4 times a year. Distance ed planned but probably year+ away. OPB- none. Tape/Audio - used every other week.
- ▶ Language lab, includes video/audio tape/overhead, WWW, films. Various electronic research engines through Internet.
- ▶ High School has computer lab for Internet. Hard to get computer use during day.
- ▶ Music, videos. Classes 30-40 minutes long, 1 day/week. Not enough time to get every child on computer when I'm there. Children have time 2x/week in their computer lab
- ▶ Videotape students' oral presentations. Students watch/evaluate. Use word-processing to write papers/essays; Scanners; Internet for research (e.g., prehistoric caves on French sites). Software games to conjugate verbs; CD ROMS. Documentaries .
- ▶ WWW, e-mail, and video disc.
- ▶ Videotape/film. Some OPB; Internet use by a few individuals — not class-wide yet!
- ▶ Have Web page use for French 5. Rely on students' access at home because we do not have sufficient monitors/hook up at school.
- ▶ Internet connections are part of new text materials. Have not yet used them. Have great new 2nd language lab with multimedia. Teachers still being trained in using it.
- ▶ Videotape/cassettes are the only two available at this time for classroom use.
- ▶ Have TV/video, overhead. Use them every day.
- ▶ Laser disc - wow! Some Internet; video from ESD, TV, OPB.
- ▶ Use videos, CD's. Purchased computer to use, with disc/CD Rom capabilities.
- ▶ Through videos, cassette tapes, computer programs.. Internet in school but access so limited that still on completely voluntary basis. I personally think long distance ed can be excellent teaching tool (that's how I use it) but not the way of teaching.
- ▶ Internet, I created a WWW page, want this year to develop program about Spanish language. Other teachers use videotape/film.

- ▶ Very lucky. Have new textbook series with laser disc players/expanded video program, also interactive CD ROMs in all rooms. Access to WWW, fully functioning lang lab.
- ▶ Senior high is online, has web page to show class scores/student achievements. Used with text CD program to instruct, review, help students who are absent. Have 1 computer in class, so must rotate. Good to experience cultural multimedia on CD.
- ▶ Videos, cassette, computer programs. Internet but access so limited that still voluntary.
- ▶ Work with Internet, created a WWW page and want to develop program (computer) about Spanish language. Also (and other teachers) use videotape/film.
- ▶ Make videos from Spanish TV; audio cassettes (songs mostly) I buy/play on tape player I provide (school has none); videotaping students occasionally, but school only has 1 camera that doesn't work very well so it's quite limited. (Another teacher bought a camcorder to use in his class.) Internet later this year, plan to use it. May be able to get 2nd language software/headphones for computer labs in few years (if enough \$).
- ▶ Technology is very important! I use as much as possible. VCR. TV. Camcorder camera. Computers. Spanish programs to be used with computer and amplified in the TV monitor. Guitar, music, CDS.
- ▶ Have Internet use. Use video tape series.
- ▶ Video discs; CD's; soon CD ROMs; Internet (limited because of access) videos.
- ▶ CD Rom programs in levels I -II; laser disc programs; Internet access; TV/VCR in each room - many films and tapes; OPB materials.
- ▶ Teach to benchmarks. Use 3 computers in class, all access Internet/WWW. Use OPB.
- ▶ No technology in room this year. Used Web to share Spanish culture last year.
- ▶ Colleague has computer. Our new book has great video, CD's and computer software. We use the video and CD's. I have no computer.
- ▶ Laser discs, CD's, interactive CD Rom, and Internet.
- ▶ Video tape, video disc, overhead transparency, OPB (I love Wishbone-Cervantes, but most documentaries fail to hold the interest of 15 year olds). The Discovery Channel does a series called Travelers that the students enjoyed very much. We have plans to create a computer lab with CD Rom and Internet, this month.
- ▶ VCR/TV culture/language, curriculum enhancement. Overhead projector. Tape player - listening comprehension, speaking assessments. Internet, too slow to load, available on a very limited basis to students.
- ▶ Web, some computer technology, etc.
- ▶ High school has outstanding program through WWW, video/film, and help advanced independent study students to excel standards.
- ▶ 3 computers with CD, color printer, scanner in classroom. Students use during access period. Students using Japanese word processing, incorporating into projects. Department has videorecorder, TV monitor, VCR, computer which can access Internet.
- ▶ At elementary school, we are one of 2 classrooms that will have WWW access.

Just getting Into technology

- ▶ High school just got technology this year; we're fledglings in our language department.
- ▶ Just beginning to use technology - computers.
- ▶ Just got computers. No time to develop or include Internet/WWW into the classroom.

Use films and videotapes as supplemental materials.

- ▶ We use CD Rom, video tape/film and soon hope to use Internet.
- ▶ We're starting to use some CD ROMs, and computer activities.

Don't have technology yet

- ▶ Not at all (cited 3 times).
- ▶ Class assignments use equipment at home since school has no capacity (technologically) in individual classrooms
- ▶ Very little. Our district has made access to the Web quite difficult. As of October 10 our students only have access to electronic library.
- ▶ Not much. Individually teachers use what they can to enhance their classes.
- ▶ Many of us would like to use the WWW, etc., but the hardware/networking is not available in our schools. Only the schools built in the past 5 years or so have such technology available to a large number of students/teachers
- ▶ Spanish at junior high is not online yet. But one computer in classroom provides a place for CD that goes with text and a vocabulary game program.
- ▶ Videotape/film are integrated frequently. The Web remains elusive -- teachers have been trained but the school is still working on backing us up.
- ▶ Access to computers at high school limited. No computer in classroom, 5 computers in library with a Spanish program but they are the only computers with CD-Rom drives so used for many other programs (CD-Rom encyclopedias for research). I extensively use video (book series/OPB or Channel One programs) for authentic native material. Would like to see greater excess to Web for activities like pen pals, etc. Also satellite broadcasts would be fantastic but right now I would be happy with nice camcorder and microphones to record OPI interviews. Charter access has computer in classroom, with access to Web — has made big difference especially in early reading and writing skills.
- ▶ Internet/WWW - access, little use. Videotape/film - used a lot. Distance Ed from satellite broadcasts - not used. OPB - school will tape for us, some use.
- ▶ Very little. Computers not available. Use audio cassettes and videos a lot.

Other

- ▶ Used distance learning for 3 years with satellite instruction from Ti-In (Texas) and later IDEA-NET (Arizona) and STEPSTAR (Spokane, WA) and HATED IT! Both facilitators and students felt that this was a horrible non-engaging (not interactive as reported) way to learn a language. No more, please! Put the flat TV monitor away.
- ▶ I personally think that long distance education can be an excellent tool in teaching (and that's how I use it) but not the way of teaching
- ▶ Use aides (native speakers) & parents who are native speakers. Use International students. Although use a lot of technology such as CD ROMs, cassettes, discs, "live" assistance in the classroom is most effective.

Biggest challenges facing language educators over the next five years in Oregon

Respondents identified a number of major challenges facing second language educators

over the next five years in Oregon. These include:

- ▶ having a sufficient number of well-trained teachers, particularly in Spanish;
- ▶ issues surrounding implementation of the standards in second language;
- ▶ classroom management issues, particularly related to students who are not really interested in studying a second language but will be required to enroll in classes;
- ▶ providing information about language education needs to School Boards, administrators, and the public, etc;
- ▶ having sufficient funding to enable schools to hire sufficient numbers of teachers, and the materials needed to teach language effectively;
- ▶ how to meet the professional development needs of language teachers, particularly related to teaching to proficiency and the increasing uses of technology.

Respondents' individual comments related to these many challenges are provided below:

- ▶ *Having sufficient numbers of trained teachers at all levels.*
- ▶ *Certified, competent 2nd language teachers who want to be teaching. Not coerce teachers to take mini-instructional classes so they can "get by" teaching language.*
- ▶ *Finding enough teachers to teach classes.*
- ▶ *Reinforcement not replacement of existing staff. There are not enough teachers available in the state. To do this in a time of diminishing resources will be challenging.*
- ▶ *We have to teach students to level of Novice High in Japanese language. Seat-time does not count for present freshman and sophomore students.*
- ▶ *Teach in more communicative way. New teachers seem better prepared to implement group work than the old timers.*
- ▶ *Postponing and lowering of standards.*
- ▶ *Educating the public/school boards/administrators about goals of increased language.*
- ▶ *How to implement the CIM requirements.*
- ▶ *How to get students to PASS levels especially if 2nd languages not begun earlier.*
- ▶ *How to provide teachers sufficient training in proficiency, both theirs/students.*
- ▶ *How rural districts will help students reach expected levels of outcome for CIM/PASS.*
- ▶ *Determining districts levels of proficiency, how to articulate with requirements of colleges/universities for admission.*
- ▶ *Pushing through Second language benchmarks/requirements as planned. I worry there will be more postponement, lowering of standards. Need to educate the public/school boards/administrators about seriousness of goals. Still not being given much support.*
- ▶ *Implementing CIM requirements*
- ▶ *Teach to greater number/broader range of students to prepare them for new standards.*

- ▶ Teaching to proficiency, not seat time.
- ▶ Get students to PASS level, especially if 2nd languages not begun at younger age.
- ▶ Addressing classroom management issues, particularly with more students not interested in 2nd language.
- ▶ Sufficient time to practice proficiency interviews in the classroom
- ▶ Class size.
- ▶ Securing additional \$ for 2nd language so districts not forced to cut other programs.
- ▶ Problem that many districts are offering Spanish only at expense of other languages.
- ▶ \$ for additional 2nd language teachers necessary. Would like to see separate additional \$so districts not forced to cut other programs.
- ▶ Many districts offering Spanish only at the elementary levels at expense of French, German, Japanese, etc. \$ constraints have prevented adding additional programs.
- ▶ Well articulated language instruction.
- ▶ How to find time to learn to integrate technology in the classroom.
- ▶ How to work with students struggling with English or own 1st language, let alone 2nd.
- ▶ Convincing administrators of importance of long-term articulated language instruction; being well-funded; having trained teachers at all levels.
- ▶ Time to practice interviews; classroom management during interviews.
- ▶ Recognition by political powers/administrators of importance and value of language and \$to go with development. Assessing proficiency levels (class time to do it adequately).
- ▶ Class size, funding, ethnocentrism.
- ▶ Teaching to all students.
- ▶ Time, \$ for training, planning, implementation of great ideas we have. Many know what to do, just need help working out details. New teachers need training in proficiency, both own/students. Need administration/school boards who understand the real and broad benefits of language culture/study, who will support programs. Enough lip service, let's get down to work!
- ▶ \$ which reflects class sizes, materials. Class sizes up almost 50% per class over 10 years ago. Our text books are 11 years old. I see no help on horizon.
- ▶ Convince administrators that Spanish is a wonderful language, but not only one. Find time to learn to integrate technology in curriculum. (You may be trained in using computer technology but not have enough access to computers.) Train all teachers in interviewing students at district level.
- ▶ Teachers must have more "inservice" opportunities in proficiency assessment and teaching to proficiency. This includes PASS/COFLT and ACTFL training. A broadly trained teaching force will help guarantee success of standards system!
- ▶ Implementation of articulated sequential, coordinated programs beginning at K. Need \$ to hire certified teachers, especially performance-based trained teachers. Convincing districts language not learned in 2-year program — but acquired over time, takes seat time, student motivation for "unofficial" practice outside of classroom/homework, background, previous cultural/language experiences.
- ▶ Educating "low" students who struggle with English or own 1st language, let alone 2nd language. Resistance to languages from students/parents. Racist attitudes.
- ▶ Meeting goals — can we really teach all students? Get language into the elem level!

- ▶ Be required course for graduation. Start in elementary school to meet these challenges, meet Intermediate Mid for college admissions.
- ▶ Technology applications; standards, state/national; CIM implementation in 2005 (2002).
- ▶ Time/\$ for actual assessment of students. Interviewing every student for CIM, CAM, PASS proficiency will cost.
- ▶ Class size (have 30+ in all 9 classes); adequate funding; aides to assist the extremely low learners who formerly were in resource rooms.
- ▶ Bringing huge number of students up to required CIM/CAM levels and testing them. Computer literacy to have access to all that is available on the Web.
- ▶ Bilingual classes could be a challenge in Oregon using instructional technology in class.
- ▶ Public needs to be educated about Education Act 2000; consequently, we need to start language at the elementary level. We need to implement K-12 programs together, working toward common goals. ORAL PROFICIENCY 1st then reading, writing.
- ▶ Educating public about Education Act 2000. Implementing K-16+ programs together.
- ▶ Biggest challenge to come up with program, both feasible and \$ viable, that will allow rural districts to help students reach the expected levels of outcomes that the CIM/PASS require. Very doubtful this can be reached by all communities "east" of the mountains. Sometimes feel like our populations get overlooked, am tired of having to travel over 250-300 miles to go to a conference/receive training. Very happy initial PASS training by COFLT was in La Grande, but follow-up program was in Salem!
- ▶ High school graduation requirement for all. We're small, rural school with 300 students K-12....not able to offer multiple languages. Who will pay for this reform stuff?
- ▶ Providing adequate proficiency testing for large number of students and levels of proficiency. The collecting of materials and storing of portfolios – need to become electronic. Small school that needs more funds for technology use.
- ▶ Managing interviews of students not one's own – time management.
- ▶ Achieving proficiency with limited (and decreasing) resources, larger classes, students studying a language because it's required, not because they have a personal interest.
- ▶ Money; training for the new requirements, PASS/CIM/CAM.
- ▶ Enough Spanish teachers! Enough \$ smaller classes, materials, teacher training.
- ▶ Resources and getting the money for them.
- ▶ "U.S." mentality we don't need to speak another language. Waiting until 9th grade to allow the best/brightest only to start 2nd language is backwards. We need to see the value for citizenry to speak other languages. Only then will there be "core" emphasis and language will begin in grade school.
- ▶ Funding to implement new requirements. Tendency to take "easy way out" by cutting number of languages offered, using satellite programs with no accountability, etc. Enough trained teachers. Inservice opportunities statewide. Keeping the test "reliable".
- ▶ Class size. Will be exceedingly difficult to meet Intermediate-Low then Intermediate-Mid standards when average class is 35 students, all walks of life. Most of time am dealing with behavior, classroom management, general organization. Have hard time imagining success for more than few. Have small classroom (assigned for 25), limited resources, too many students. Most problems would be solved by smaller class size.
- ▶ How are we going to have time to give/prepare for PASS tests? Pay???

- ▶ *Financial issues (not enough textbooks). Class size (never exceed 27!) In languages is crucial! In beginning class should be able to separate students into 2 groups after about 4- 6 weeks into regular track/honors. Those who need repeated reinforcement of simple grammatical concepts should be given the time Those in honors class could reach proficiency in 2-3 years, other group might need 3-4 to reach same goal! We don't put all students in high school into same math class either!*
- ▶ *Need more young people willing to go into education, language teaching. Need \$ to provide salaries to get smart, creative youngsters away from private sector, into the public education — especially young men.*
- ▶ *Remain united, clear about goals, and convince districts of importance of giving students chance to begin language study earlier. Most students will not reach PASS level proficiency in just 2 years, many will need to begin earlier. This will also give them the time to find the language which is best for them, as well as the chance to learn more than one language if they choose.*
- ▶ *Assistance for learning how to teach more effectively (toward proficiency) and to test appropriately. Time and money (state/district \$) to make these things happen.*
- ▶ *Lack of \$ and proficiency level have left districts with notion they need to choose 1 language to focus on (Spanish has been chosen by our district because there are many native speakers already). Hopefully will keep other languages available for students.*
- ▶ *Not enough teachers to handle class load of mandatory language instruction. Standards set in OPI workshops too high for many students to achieve in 2 years! Not enough teachers to test all the students who want to be admitted to college.*
- ▶ *Finding the resources to start teaching second language before high school.*
- ▶ *Achieving proficiency levels.*
- ▶ *Deciding what district levels of proficiencies will be, how to assess with OSSHE process.*
- ▶ *Meeting PASS for large numbers of students — requires trained teachers and \$.*
- ▶ *\$ for time for assessment of students for CIM/PASS. District's local commitment to prepare students in time for the higher PASS standard coming. \$ for better technology.*
- ▶ *Increasing requirements under environment of decreasing resources. Public and "other educators" see need for all students to achieve, take, etc. second languages.*
- ▶ *Language for all students and level they can perform after 2-3 years. Our school reaches out to most 9th-10th graders but if they fail during the 1st- 2nd year, how can we make sure weak students get second chance, maybe more appropriate instruction to achieve proficiency standard by 10-11th/PASS level.*
- ▶ *Funding, class sizes, meeting proficiency requirements.*