

## World Language Survey – Preliminary Summary

**Total Schools responding** 431 (19.5% of 2,212 schools)

(Note: some schools overlap with these categories)

- Elementary Schools 205 (out of 1,142)
- Middle/Junior High Schools 118 (out of 336)
- High Schools 180 (out of 321)

### Question 1. Languages offered, grades, and for how many years

Language	Grades offered													Years offered				
	K	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
Spanish	19	27	26	24	23	21	15	33	49	161	172	167	165	177	163	131	103	43
French	3	6	6	6	6	6	8	16	24	105	115	114	114	121	116	87	65	24
German	0	0	1	1	1	1	1	8	11	74	78	78	77	75	69	57	38	7
ASL	2	3	3	3	3	3	2	4	4	46	52	53	52	55	48	20	3	1
Japanese	1	2	3	4	5	5	3	7	9	35	41	41	40	45	41	32	18	5
Latin	0	0	0	0	2	2	3	2	2	10	11	11	11	12	9	4	3	1
Chinese	0	0	1	1	1	1	0	2	1	7	8	8	8	9	7	6	6	2
Russian	1	1	1	1	1	1	0	1	0	6	6	6	6	7	7	4	3	3
Arabic	0	0	0	0	0	0	0	2	1	1	1	1	1					
<b>Native L</b>																		
Yakama	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0
Lummi	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0
Salish	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
Klallam	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0
Salish	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0

### Sections offered

Language	Sections/Year offered				
	1	2	3	4	5
Spanish	973	715	310	133	40
French	293	230	114	65	25
German	184	127	62	33	8
ASL	123	84	18	3	1
Japanese	85	58	33	14	3
Chinese	24	11	9	5	2
Latin	18	8	4	3	1
Arabic	11	1	0	0	0
Russian	7	6	4	3	3
<b>Native L</b>					
Yakama	1	0	0	0	0
Lummi	1	1	0	0	0
Salish	1	1	0	0	0
Klallam	1	1	0	0	0
Salish	1	1	0	0	0

### Native Languages

School District	City	Language
Toppenish	Toppenish	Yakama
Ferndale School District	Ferndale	Lummi
Inchelium	Inchelium	Salish
Port Angeles	Port Angeles	Klallam
Wellpinit #49	Wellpinit	Salish

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### Question 2. Types of Language Programs

207	<input type="checkbox"/> Traditional classroom instruction (about 5 hours/week, all year long)
49	<input type="checkbox"/> Extended classroom period (fewer classes per week, longer periods)
21	<input type="checkbox"/> Trimester schedule (where one year's content is covered in 1 or 2 trimesters)
13	<input type="checkbox"/> FLES (Foreign Language in the Elementary School)
24	<input type="checkbox"/> FLEX (Foreign Language Exploratory or Experience -- language and culture)
2	<input type="checkbox"/> Full immersion (entire day spent in non-English classroom)
7	<input type="checkbox"/> Partial immersion (half-day English/half-day immersion)
78	<input type="checkbox"/> Advanced Placement (AP) or International Baccalaureate (IB) Language courses, or College in the High School
28	<input type="checkbox"/> Before or after-school language program
6	<input type="checkbox"/> Community-based language learning (e.g., Chinese Language School)
73	<input type="checkbox"/> Study or travel abroad
39	<input type="checkbox"/> Other types of programs (describe below)

**Note:** These numbers contain some duplicates

### Question 3. Staffing

	Question
1289	How many FTEs in your building are world language/foreign language teachers?
1106	How many teachers are world language/foreign language teachers?
1003	How many of these teachers have a degree or an endorsement in the language taught?
255	How many of these teachers are in their first five years of teaching?

**Note:** These questions were poorly worded, so it's not completely clear what the responses mean. It does appear that the vast majority of teachers have been teaching longer than five years. We suspect that many are approaching retirement. These numbers contain some duplicates

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### Question 4. Technology available

	Question
258	<input type="checkbox"/> Computers in library and/or lab
255	<input type="checkbox"/> Computers in classrooms for teachers
161	<input type="checkbox"/> Computers in classrooms for students
276	<input type="checkbox"/> Internet access in the school
262	<input type="checkbox"/> Internet connectivity in classrooms for teachers
180	<input type="checkbox"/> Internet connectivity in classrooms for students
129	<input type="checkbox"/> Website for publishing classroom pages
179	<input type="checkbox"/> Digital camera (still shots only)
133	<input type="checkbox"/> Digital camera (still shots and brief video)
139	<input type="checkbox"/> Video camera (analogue)
147	<input type="checkbox"/> Video camera (digital)
45	<input type="checkbox"/> Video conferencing
248	<input type="checkbox"/> Cassette players
258	<input type="checkbox"/> CD players
272	<input type="checkbox"/> VCR
209	<input type="checkbox"/> DVD players
187	<input type="checkbox"/> LCD projectors
42	<input type="checkbox"/> Document Reader
147	<input type="checkbox"/> Scanner

**Note:** They responded to what technology is in their schools or classrooms. That doesn't guarantee that they are *using* the technology to support language learning. It does seem that most schools have some type of technology available to them.

### Question 5. World Language Standards

Yes	No	Question
129	172	Has your district or school developed standards for world language instruction?
154	62	Would you be willing to share them with others?

**Note:** We plan to follow up with those who said they would be willing to share their standards. (Interesting that more are willing to share than say they have them!) These numbers contain some duplicates

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### **Question 6 Priorities**

Given the availability of resources, what role do you think OSPI, WAFLT, or other professional organizations should play in supporting world language education in Washington?

#### Summary Comments from Caleb Perkins, OSPI

1. More support desired – professional development, specific guidelines
2. Advocacy desired – strong state voice for World Languages
3. World Languages to be part of core – basic education
4. More World Languages at elementary and middle school
5. More than two years (at least two years and make it a high school graduation requirement for all kids)
6. World Language Standards would help

#### Summary Comments from Katy Armagost, WAFLT

INSERVICE SUPPORT NEEDED

Of the approximately 152 responses to question 6 on the World Language survey, fifty-five made specific mention of some aspect of inservice training teachers would like to see offered. The remaining responses were either urging an advocacy role (“please speak up and tell the Legislature or the public how important World Languages are as a curricular area”) or else made positive comments about the ongoing inservice efforts already being made by WAFLT and the Spanish Center at UW. Regarding inservice opportunities, people suggested Topics and Format:

#### **1) TOPICS**

- Curriculum materials – how to choose, what’s available, etc.
- Starting a new language or changing languages offered
- In-depth look at brain development / language acquisition research
- How to integrate immigrant communities into the curriculum
- Proficiency training for teachers themselves
- Proficiency teaching methods for teachers to use with students
- Culture ‘capsules’
- Careers and job opportunities for language students
- How to use technology in instruction
- Trends in state or country regarding world languages
- Assessment strategies
- Alignment with university expectations and benchmarks used at colleges
- State standards (multiple mentions) to help with consistency statewide
- Special problems of small and rural schools
- Quick, easy-to-use, practical tips

#### **2) INSERVICE FORMAT**

- One-topic workshops open to all; can be more than one day
- Series of classes, like UW Spanish Center currently offers
- Conferences and workshops in more areas of the state, especially east of the mountains
- Visiting teaching or cultural “experts” and fluent speakers for rural areas
- Traveling culture units or live presentations for remote areas
- Videoconferences for interest groups or same-language rural teachers
- Live or Internet “gathering places” for K-16 teachers to exchange ideas
- Contact information so like teachers can contact each other for ideas, support
- Some special, coordinated support for smaller schools (format not specified)

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**Question 6:** Given the availability of resources, what role do you think OSPI, WAFLT, or other professional organizations should play in supporting world language education in Washington?

School	Question 6 Comment
A.C.Davis	I think OSPI should support WAFLT's efforts to make language instruction an integral part of a high school education and language education should start at the elementary level as a part of every student's basic education. There should be state-wide proficiency or exit standards so that language education is more consistent across the state.
Adna Middle/High School	more best practices seminars available throughout the year, more on-line resources (lesson plans, cultural enhancement units etc)
Auburn Riverside High School	It would be ideal if OSPI could support languages the way they have with Spanish, in that they offer liasons between Spain and WA state. I have loved the classes they offer, the pertinent information and current topics.
Auburn-Riverside HS	Make more opportunities for teachers to keep up their language skills.
Ballard High School	monies of course for guest speakers, transportation for field trips, cameras, cassette players, CD players, video equipment, video conferencing
Bellingham H.S.	Begin languages at an earlier age in all districts. Make teaching an attractive career choice...pay?
Brewster Jr. Sr. High School	We should be convincing our business world and academic world that a 2nd language is important/vital and translate that into a requirement, and a recognition that more than 2 years are necessary to become somewhat proficient in that 2nd language.
Brookdale Elementary	Create and maintain database of language teachers and languages taught. Support the teaching of languages and language aquisition opportunities at the state level.
Capital High School	Contact list for speakers in other languages Availability of specialists to classes/schools More offerings for earlier language learning before high school Resources for cultural information Resources for realia in target languages More cross cultural exchanges More possibilities for interchanges/exchanges for students
Cascade High School	We are trying to meet the needs of our students and change Spanish from conversational to literacy-based. We need help in developing that process and see some models that work. We also need some connection to the colleges. Our students and most of our teachers and counselors have no idea what World Language looks like in college.
Cascade High School	Advocate for standards for World language in Washington State. Advocate for German, French and Japanese, especially, because if we end up teaching only Spanish as a world language, then we are truly only paying lip service to the idea of "world" languages. Also, try and convince the HEC board that Sign Language should not be considered a "world language" because it lacks the cultural education piece that is integral to the teaching of world languages.

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Cascade High School	Create standards for world languages! There are national standards! We can adopt them! Advocate for world languages to be taught beginning in middle school. Advocate for a variety of languages to be taught - not just Spanish!!! Advocate for the college HEC board to raise its standards. Four-year institutes should require more than 2 years of a world language for admission. Two years of high school level world language is only the tip of the iceberg - with two years, students have merely gotten exposure to the target language/culture. They are nowhere near being proficient. Are we going to just continue paying lip service to the importance of knowledge of other languages or are we going to be serious about it? In addition, sign language should not be considered a "world language". Although students may be learning signs for words (i.e. translating), they are still using American English. AND, there is not any culture connected to the learning of sign language, which is a big
Castle Rock High School	Question #5 above:we have aligned the curriculum with WA. EALR's Question #6: We are in danger of losing our world language positions because of budget concerns, availability of time in the schedule to offer them, etc. I believe OSPI and WAFLT should be involved in offering more inservices to world language teachers. I seriously miss having a language lab for more proficient speech development in the target language.
Cedarcrest	Because of the tremendous pressure for districts to "not leave any child behind", electives are suffering and our programs are often cut. This is happening in Marysville. Students frequently view language study only as a requirement if they plan to go to college. I would appreciate clearly articulated statements from OSPI, WAFLT, PCFLT on the value of language study - pressure on the districts via official letters,e-mails; - a flyer that could be sent home with my class the first day w/my course description your letterhead is more impressive than mine; - a recognition "program" or opportunity for language students at different levels-- I get better buy-in from my 6th graders. Let's keep the interest going! - list some good websites to visit (I spend hours trying to piece together ones from a variety of sources.
Central Kitsap High School	Providing resources and an avenue for communication for teachers.
Cheney High School	I will e-mail my response to this question to you in a separate e-mail next week!
Chimacum Middle School	I strongly believe in immersion and definitely exposure to world languages at all levels. Anything you can do to promote this so that our country can get over its "monolingualism" would be much appreciated.
Clarkston High School	After taking 22 students to Europe on a World Languages trip this past spring we have been advised that there will be no more school-sponsored trips for World Languages students due to insurance liability issues. The school district and state should be promoting travel and study abroad, not prohibiting them. The lesser taught languages (e.g. German) continue to need special support in school districts that may not support classes with lower enrollements. Students who have been given the opportunity to travel abroad with a school group activity are very eager to continue not only their language study but their international travel and exposure.
Colville High School	Professional development is key. Since world languages will never be held accountable in a WASL-type test it is important to let language teachers know they are still an important part of the educational world! OSPI, WAFLT and other organizations can engage teachers in meaningful conferences and professional development seminars and institutes.
Coupeville High School	All professional organizations MUST help start world language instruction in kindergarten and continue it through grade 12. I recommend doing this with Spanish as soon as possible.

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Creston #073	My school is a tiny, rural school. There is only a .1 FTE teaching Spanish
Decatur High: Worlds Best High School	provide adequate funding to increase American Sign Language from a limited offering of two years, to a third, to put it on par with other third year offerings.
Denny Middle School	about question number 5: I have been teaching to national World Language standards; they are printed in my textbook.
District Wide	Recognize the world language resource that our immigrant communities represent. Facilitate the cultivation and integration of these resources into the regular curriculum. Disseminate the effectiveness of dual language programs and their potential for teaching mainstream students the world languages of our communities.
East Valley High School	I think that they should lead a coordinated effort to develop world language standards for Washington. I would also like to see more opportunities for classes specifically geared for world language teachers to earn credit/clock hours.
East Valley High School	My personal belief is that OSPI should promote what is know of language development/brain research and promote early elementary world language instruction, ideally through immersion style approaches.
East Valley High School	Curriculum development; standards
Eastlake High School	I would like to see some direction from OSPI regarding World language programs.
Eastside Catholic High School	They should play a vital role in getting Olympia to consider language study a requirement for ALL students. I am not sure how, but advocacy needs to be a constant presence until language is supported as a requirement.
Eckstein Middle School	Basically to make sure that languages survive in our public schools. We are very lucky here at Eckstein to have a large department and great support from the community. Students are eager to sign up for a world language class here.
Edison Elementary	I think that every school should have some world language instruction. It doesn't matter which. I think that world language exposure helps brain development. My students love German and they many times go on to take it at the high school. They can do amazing things after a short time with the language. We are far behind other 1st world countries in our emphasis on foreign language!
Edmonds Homeschool Resource Center	Reiterate as often as necessary that World Languages must be thought of a part of the core curriculum, not as an elective. There needs to be MANY more opportunities for younger students to learn languages, and OSPI could help by offering opportunities for better P-16 articulation. Thanks!
Edmonds-Woodway	Look to encourage high school graduation requirement that includes at least one year of language/cultural study. Also encourage collegiate admission boards to increase requirements to 3 years of world language.
Ellensburg High School	It is sad that many of the students in Europe have 2-3 languages and we only offer othr languages to meet the college prep requirements.
Elma High School	We use the national standards. We used to teach Spanish, Russian and German but this year have been forced by the lack of state funding to cut back to only one World Language teacher and teach only Spanish (after the last section of German 2 is done this year) OSPI should at least adopt the national standards as its own and thereby at least give some lip service to supporting World Language instruction since money is not likely.
Enumclaw	Making it mandatory for HS graduation

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Everett High	OSPI should lead the way in developing standards for the two year sequence, since about 75% of students choose this option. These standards should not be pie in the sky but should recognize the academic needs of university course work while also emphasizing oral skills. Third and fourth year standards should similarly be realistic given our limited instructional time. These comments reflect my belief that ACTFL standards ignore the reality of typical language programs in Washington public high schools and imply that much more coursework is available than what is actually there. OSPI should also help to convince districts and schools that even though enrollment in third and fourth year language programs may be small, it is important to resist cutting those classes.
Evergreen	Our ESD 189 has been supportive this year with training staff in the SIOP method of working with English Language Learners. They have been a resource for curriculum needs, and a resource for the principal in providing continued staff development. They have also done parent training on working on reading with their children. All of these have been valuable and should be continued.
Evergreen H.S. (Seattle)	Make 2 years completion of the same World Language a Graduation Requirement for all regular education students.
Fairhaven Middle School	OSPI could support world language instruction by validating its importance; publishing how learning a second language supports EALRs across multiple skill and content areas from listening to reading to writing to social studies; creating EALRs for world languages. WAFLT supports world languages by offering conferences to keep teachers apprised of the most recent methodologies and technologies in world language instruction. Furthermore it provides a network of communication between and among world language teachers.
Fife High School	Foreign language's (German in particular) are in TROUBLE in many districts. It is incredibly unfortunate how little respect is paid to language study by the vast majority of "language-uneducated" administrators. It is difficult to understand given their concern for WASL Test, and how well we foreign language teachers and instruction help those who take the WASL. Get the message to administrators of the importance of FL!
Forks High School	WAFLT and PNCFL and all the branches that come from them are very supportive with their conferences publishing and constant communication with their members, refreshing us and giving us guidance on the standards for world language instruction.
Fort Vancouver High School	The growing demands for passage of the WASL is hurting foreign language along with other elective and vocational programs. Next year we need to put several levels of foreign language together in order to offer classes. We have dropped German for next year. I anticipate losing French in the next couple of years as these numbers are declining dramatically. As a struggling school with higher demands and ever decreasing resources, I cannot afford to offer classes with low numbers. I am very worried about this and the effect that this will have on my college-bound students. I am also concerned that college-bound students will decide to go to other schools where they can access foreign languages easier. This will then drive our test scores lower. In short, I see some consequences coming our way..... People at the state level need to understand the full picture and provide increased support for struggling schools to offer remedial programs so that high end programs do not suffer.
Frontier Junior High	Encouraging, sponsoring cultural experiences for students. Finding and certifying native language mentors for students.
Goldendale High School	This should be a local school district decision.
Grandview	important role

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High School	
Grant Street	I think that we need to fund basic education in this state. I'd love to see language instruction, but not until we adequately fund schools from the state level and stop relying on the school levies to do so much basic education.
Harmony	Don't know
Hawkins Middle School	We will be offering Spanish 1 & 2 for the first time this fall. It would be helpful if OSPI could make recommendations for the best 1st & 2nd year texts that are available on the market.
Hazelwood	We would need the standards; training for teachers; programs for maintaining their native languages while learning a new one; teachers who will do extended day classes (before/after. Offer this when the children are younger (K-4).
Henderson Bay High School	This should continue at the same level. World Language is becoming a more and more important curriculum offering.
Henkle Middle School	Please DO NOT advocate mandates that will not be FULLY FUNDED. We get too many of those already from the legislature.
Henry Foss High School	Encourage implementation of a state-wide requirement for world languages for students to graduate from high school. Encourage language choices for all students. Discourage the false belief that Spanish is somehow "easier" than other languages.
Highline High School	Should play a big role in keeping the importance of world language in the school curriculum. Many districts still consider language learning a "frill" rather than an important tool. Statistics show that those who study a world language do better in all other classes. We live in a global community and need to stress the importance of other cultures and languages.
HM Jackson High School	We need support for World Languages at all levels, from teaching staff at the building level to OSPI and WAFLT. OSPI and WAFLT can help teachers promote languages by continuing to support positions for language professionals in the OPSI office, continuing to have guest speakers at WAFLT conferences from the greater business community who are able to articulate and explain their needs for workers who can speak a second language.
Inglewood Junior High	Maybe to be sure that we have a common goal tht the students should reach by each year's end.
International Community School	OSPI HAS CONNECTIONS WITH SPANISH CONSULATE (I'M GOING TO UNIVERSITY OF SALAMANCA, SALAMANCA, SPAIN ON A BOEING SCHOLARSHIP)
Issaquah Middle School	Providing current staff development for foreign language teachers.
John Hay elementary	First and foremost, we need qualified teachers! We need professional development opportunities for teachers and an arena to provide mutual support. My greatest successes in the last year have been through the use of technology in my teaching. I am interested in the development of and support for the use of technology to facilitate communication across cultures, and in many world languages.

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John Rogers High School	I realize that state funded resources are limited. However, I believe that we should have state wide GLE's based on the National standards, similar to the core subjects and now the Arts. I believe that there should be a push for a World Language requirement of a minimum of one year for all students, similar to the Arts requirement. (Or at least combine with the Arts requirement and make it a Humanities requirement.) If we do not do something to encourage the study of languages, languages will die as electives in some of our high schools because of the huge WASL push. In my school, as in many other schools in the Spokane area the number of sections (therefore the number of language teachers) in each language have dropped in the past two years and are diminishing every year. In our world today it is too bad that the decision makers cannot see the importance of learning about the world outside our communities and states. If a task force is developed to examine EALRs or GLEs for la
Kalles Junior High	World language education needs a voice from the state level, a voice willing to speak to the administration and administrators in each district across the state. Also, we need funding for workbooks, much as American Sign Language has through Career and Tech Education and its vocational support sources. My district does not require students to buy workbooks, which is good for free public education. However, students not owning a workbook do not get the same level of practice. Also, professional development in aspects such as TPRs are very important for teachers of all ages. And, I believe, we need increased internships/job shadowing for students in upper levels of a language. I want to see an increased and visible public emphasis on careers for which communicative knowledge of a world language is a strong tool. An additional aspect is the development of a state assessment based on adopted/developed standards. Thank you so very much for doing this. Please, keep me informed.
Kamiak	Support of programs and providing workshops to improve instruction. Providing information and resources to improve instruction
Kennewick High School	1. With our District focus on core areas and the WASL, we often feel left out. We think it would help if you could help support/show the validity of second language learning as it relates to the core areas. We know we help prepare students for the WASL, but sometimes it helps if this message comes from someone else. 2. I'm not sure how to word this, but perhaps help with the alignment of 4th and 5th year students as they transition to the university level. This is a daunting task, but I think "baby steps" would be a start. This could happen with an opportunity for candid dialogue among the teachers, opportunity for high school students to speak with current university students or visit a college classroom, etc. THANK YOU! tw
Kentrledge High School	OSPI and WAFLT should advocate for and promote inclusion of World Languages in the mainstream of curriculum. There should also be more effort made to provide multi-lingual teachers and to provide world language instruction in the elementary schools for all students.
Kentwook High School	In a large school, the World Language teachers often feel on the fringe of what is going on. Since we're not a part of the "core" classes, we are often left to fend for ourselves and push to show that we are an academic and valuable area. We have to encourage students to continue beyond the two years necessary for college. If numbers are lower, the advanced courses are cut, not even allowing for combination/multiple level classes. In our building, there will only be 3rd/4th year classes for Spanish next year. All other languages will stop after 2nd year. More is needed to allow opportunities for students to learn languages at a younger age so that they will become fluent, which doesn't happen after 2 years of a language.

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La Conner high school	These organizations should play a much greater role and advocate second language courses starting in the elementary and carried through into high school over a period of ten years; this should be mandatory for all students. It would not only help promote true fluency in a second language but also improve English language skills
LaCrosse	I would suggest leaving things as they are and not adopting nor creating more rules or requirements relative to foreign language. Given all of the current teaching, learning and assessment requirements, world language is a lesser overall priority. We provide what is needed for college-bound students.
Lake Chelan High School	The only (Usual) reason my students take my class is because I am the only one. We offer no other choices in foreign languages. We need more foreign language teachers and we need more language choices. What can you do about that? Also... The only reason they take my classes is because they want to go to college. There is not much personal buy-in. I believe that being a multicultural/multilingual country is an asset and a strength. But prevailing prejudices and ignorance see it as a paranoid and dividing issue. What can you do about that? I also wish there were more traveling shows and performances that promote the various music, drama, food, etc... of various cultures that isolated communities on this side of the mountains had access to... in order to expose our populations to richness and celebration of diversity... not just the inconveniences and misunderstandings that come with it. What can you do about that?
Lake Stevens High School	OSPI and WAFLT should, in my opinion, help to establish the adoption of World Language Standards by all schools in the state of Washington and should work to provide a greater number of workshops that promote and support the learning of world languages.
Lake Stevens High School	Reinforce the importance of World languages in all levels of school. Be a voice for us at the state level against the tendency to reduce electives in the face of WASL. Promote intercultural relationships as our world becomes more global. Provide more opportunities for the World language teachers to study abroad.
Lake Washington High School	Keep teachers current on standards, teaching methods, current research in the field, which might mean that the OSPI pays for nationally-recognized methods instructor to teach sessions (note the plural) at a WAFLT fall conference--not solely give a speech or only offer one workshop with limited access; scholarship/fellowship opportunities for study/teaching abroad, publicize to parents and school and district administrators the statistics about the importance of second language acquisition for the changing global economy; provide to school and district administrators and parents the information that shows that students learning a second language learn valuable skills that support learning in other areas, including for the WASL; provide the time (release, substitute) for teachers to go to conferences; require that districts follow the common fall state in-service day so that teachers can attend the WAFLT Conference (It means that there need to be better conferences that attract teachers i
Lakeridge	Awareness is a key--innovative models, funding sources, value of such programs. Parent interest will grow as awareness increases. I don't see a time when we will provide foreign language instruction in a typical elementary school, but it can be a viable program before or after school.
Lewis and Clark High School	Serve as a clearing house for goals, materials, exchange of ideas, assessments; recognition of excellence
Lyle Secondary School	I would appreciate greater education support for Spanish language teachers. I would also appreciate a greater variety of resources. My students enjoyed the film Selena which was dubbed in Spanish. I would like to have more current films and even cartoons in the Spanish language. Cultural materials dealing with holidays

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	and celebrations, like Quincinera, are very useful. Many available materials seem to be dated.
Manson High School	workshops, conferences to share ideas, etc.
Mary M. Knight School District	Develop more on line resources for offering instruction in smaller districts who do not have and can not have staff with appropriate endorsements
Marysville Jr. High School	Develop a recommended relationship between reading in the foreign language and equivalent reading standard in English (for example, 1st year Spanish, 2nd grade reading). It's difficult to know what to expect when they cannot read the language at the grade level they are currently at.
Marysville Pilchuck High School	Continue to provide training opportunities, e.g in-service training, conferences.
Marysville-Pilchuck High School	We need to make world language as a state requirement for high school graduation/diplome not only for the state university entrance requirement. OSPI and WAFLT should aggressively promote multicultural education in every school district and school in this state.
Meadowdale Elementary School	Supporting instruction in elementary school.
Mercer Island High School	I would like to see more classes offered such as the ones offered in the last 2 yrs in conjunction with the Spanish Center at the UW: commercials, using internet resources, preparation classes for the upcoming Spanish art exhibit at SAM. The essay contests for students are a good idea although we have never participated.
Mercer Island School District	Public outreach to make sure that world languages are considered a critical part of the curriculum.
Monroe High School	Contacts for qualified instructors in the non-romance languages.
Mount Baker High School	I would love to see them develop some world language EALR's and more higher ed training especially in AP. Moreover, I would love to see them partner with schools to help reinforce the importance of world language programs not only in the high school level, but also in the elementary and JR. high level as well.
Mount Si H.S	I would like OSPI and Waflt to consistently provide continuing education classes that emphasize the latest techniques world languages techniques.
Mount Vernon High School	Do this survey on a regular basis. Alert schools to state-wide trends. Forecast which languages will be needed by the state and national economy. Publish info about stellar programs to serve as models that can be visited by others. Organize and make available a 'how-to' and timeline for districts wanting to implement or make changes in their World Language programs, i. e. 'to start up a new language you should first....., next.....etc.'
Mt. Rainier High School	encouraging starting language learning earlier! (elementary school) raising requirements for college entrance
Mt. Rainier HS	Promoting World Languages at the middle school/junior high level. Taking two years (7th and 8th grade) to cover the 1st year of the language.
Mt. Spokane High School	Our World Language teachers have difficulty finding audio and visual materials. It would be nice if OSPI could assist in that process.
Mt. Spokane High School	Our World Language teachers have difficulty finding audio and visual materials. It would be nice if OSPI could assist in that process.
Newport High School	It would be great to have WAFLT conferences on the east side of the state more frequently because I have no district financial support for workshops/travel/accommodations.

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North Beach High School	Not sure!
North Thurston High School	It is extremely important that faculty avail themselves of the professional opportunities of WAFLT. It provides the encouragement, support, and the expertise that is necessary to continue growing in the World Language field.
Northport High School	EALR type training in instruction goals and assessment practices.
Oakesdale	Funding and guidelines Availability through the Digital Learning Commons
Oliver M. Hazen High School	Lobby the legislature to make World Language study a requirement for high school graduation
Olympic High School	It is essential that the importance of World Languages in education be emphasized on a state level. As society becomes more globalized, an understanding of foreign languages and cultures is more important, yet world languages have not been included in the development of EALRs, the WASL or state graduation requirements. It is imperative that Washington state demonstrate its position in international relations and commerce by valuing the study of foreign languages and cultures in its public schools. We as language teachers hope to see WAFLT and OSPI represent this viewpoint in Olympia on behalf of World Language education in Washington.
Onalaska Elem	There doesn't seem to be much support for elementary world language instruction.
Onalaska Elem/Middle School	There doesn't seem to be much support for elementary world language instruction.
OSPI	This should work..
Pasco High School	I feel that these organizations are vitally important to the development of our professional role and information networking.
Pe Ell High School	Ours is a very small district; we offer foreign language through The Rosetta Stone Program and it is difficult to find fluent speakers of French and German in our rural area. I would like to see a "traveling" fluent speaker visit small districts (because I'm sure we're not the only one to have this problem) to speak to students about possible career opportunities in foreign language.
Peninsula High School	They do what they can do with the resources available.
Pine Lake Middle School	Note: for teacher FTE above, we have .4, not 1 (couldn't enter .4 in that box)
Pomeroy J/S High School	OSPI should continue supporting all education as it has done in the past.
Port Angeles High School	You can provide us with benchmarks from state universities as to what grammatical areas are covered in which semester of college language study so that we can align our curriculum with theirs.
Prairie High School	Continue to provide resources & networking opportunities.
Purdy Elementary	Establishment of standards and expected learning outcomes.

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Puyallup High School	1. OSPI needs a dedicated, full-time World Language "guru" / specialist. 2. OSPI needs to place World Language in the EALR's. 3. OSPI needs to make World Language a two year high school graduation requirement. 4. OSPI & WAFLT need to highlight World Language better in relation to success on the WASL, SAT, etc. 5. OSPI needs to encourage exchange teachers from other countries to come work in WA. 6. OSPI needs to work with the legislature to ensure full funding of education so that electives such as World Languages are not cut from course offerings. 7. OSPI needs to support the creation of World Language programs (such as FLES & immersion programs) earlier in the K-12 continuum. 8. OSPI should explore a vocational aspect to World Language instruction.
Quincy High School	Professional development support for World Language Teachers
Quincy High School	WAFLT's conference each years plays a vital role in helping me energize my instruction, learn about current trends, and become familiar with new textbook materials. On the other hand, I have never had any direct contact with OSPI. Because the WASL does not include foreign language, we rely on the national standards, which are excellent.
R.A. Long High School	#NAME?
Rainier High School	OSPI or WAFLT should develop standards that are implemented in high schools across the state to ensure quality of the programs.
Reardan High School	I think they should stress the importance of learning a World Language and should help support educational trips abroad for World Language students.
Renton High School	It is wonderful to have a partnership between OSPI and the Center for Spanish Studies. The courses they offer are very valuable. We are looking for a 0.6 FTE Japanese Teacher. If you can help, please contact my school district. I value the WAFLT conferences a lot too.
Richland High	Our biggest problem here is with unuring equitable programs in all district schools that do not change based on the whims of the building principal. WAFLT does a great job. Would like to know more about HEC board changes? Are the expectations changing?
River Ridge High School	Provide more funding for World Languages. WAFLT has done a great job with their fall and spring conferences. Continue to develop Essential Learnings, etc.
Robert Frost Elementary	Cost: Nothing. Continue to understand and allow for second language learners in the WASL. (I know I need to send this to the federal government.) Giving an English test to a second language learner in 4th grade does not measure his or her academic ability. It measures his or her language and academic ability. Look at the Texas model where elementary TAKS are given in Spanish and English. If that were to happen in Washington, we, as professional educators, could then determine where our academic gaps may be.
Rochester High School	I would like to see more workshops offered in the Olympia area - I attended a terrific one last October at OSPI and hope to attend more like that.

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Rosalia High School	In a small school, it is difficult to be the only language teacher. I would like to feel more connected to other language teachers, programs, offerings, etc. on a regular basis to improve the way my students are learning. Maybe some outreach by newsletter or other means to world language teachers in small, rural schools to get us connected, or keep us informed about opportunities to get together with other world language professionals. I also teach English/writing, and the importance placed on that subject often overshadows my Spanish lessons. In small schools, where we have maybe six totally different classes to prepare for, our creativity and time are taxed pretty heavily. A support network especially for the small school language instructor could be immeasurably valuable.
S. Whidbey Primary School	Fund foreign language at the elementary years taught by an endorsed teacher.
Sacajawea Middle School	Create specific standards for the FLEX program. Offer grants for technology for world language teachers. Often times grants are available for core curriculum teachers only. Offer FLEX program at elementary schools, and first year language in seventh grade, and eighth grade (in Spokane). I teach an exploratory class, which is a semester class. I teach four and a half weeks of each language.
Saghalie Middle School	Having more active support for world language in each district.
Sawyer Woods Elementary	I believe we should offer world languages in the elementary schools supported by the state. However, the competition from the WASL standards efforts for time makes it very difficult to add language instruction to the instructional day.
Sedro-Woolley School District	Developing specific grade level standards
Sehome High School	To keep world language in the forefront for instruction, to share new ideas, technology and techniques. To provide a forum for discussion of language learning and its importance in our global society, and an opportunity for teachers to work on language instruction and proficiency. To highlight the ACTFL proficiency guidelines and continue to work to make language learning a more integral part of the school curriculum
Shelton High School	Support the importance of various World Languages, not just focus on one. Encourage earlier implementation of a variety of languages into the curriculum and the development of a scope and sequence. Provide professional development opportunities for World Language instructors. Closer coordination is needed between all the professional organizations including the WA ASLTA.
Sheridan Elementary School of International Language	Assistance in developing and securing curricular materials. Networking. Support for visitations.
Shorecrest High School	These organizations should facilitate staff development, language promotion, etc.
Snohomish, High School	Communication regarding conferences, workshops, or any other professional growth opportunities for teachers that would enhance the classroom instruction and quality of the programs at the secondary and primary levels is paramount. Also, trends from other areas in the United States regarding pedagogy, etc. I would be interested in seeing the professors and instructors of universities, colleges and secondary schools having a place to meet on a regular basis (for those interested) to discuss curriculum. If you contact me, I could explain this vision better. Thank you for putting together this survey, I am excited to see the results.
South Bend	On going teacher support through inservices in local areas.

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South Kitsap School District	Continue providing quality inservice opportunities. Make clear to districts how the requirement for level 103 proficiency can impact student preparation. I am completing this survey with the whole district in mind, not one school
Spanaway Jr. High	They should provide a base for professional development for teachers.
Stadium High School	Yes indeed. Contact the District for the District criteria.
Steilacoom High School	Provide continuing educational opportunities for language professionals in specific content areas, technology utilization in the classroom, and in provide state standards for language instruction.
Steilacoom High School	Provide continuing educational opportunities for language professionals in specific content areas, technology utilization in the classroom, and in provide state standards for language instruction.
Stevens School	Providing contact information for foreign language teachers at my level in my area, so that we can meet and share ideas. Providing the results of this survey so that we can be more informed about how we fit in to foreign language instruction in WA.
Stillaguamish Valley School	strong support for world languages
Sumner High School	annual conferences are a great source of ideas.
Sunset/Puesta del Sol (Spanish Immersion Program)	OSPI needs to provide more guidance, networking of information, state standards development for World Languages, curriculum resource development, community awareness of importance of early start 2nd language programs, funding resources for FTE support for early start programs, resources (texts, consultants, technology assisted support), assistance with development of assessments for proficiency (oral, written, reading) for all languages and program types. There also needs to be a state resource bank of World Language teachers seeking jobs and/or for schools/districts to post job openings specific to World Languages.
Sylvester Middle School	?
Timberline High School	The importance of World Language education needs to be communicated publicly at the state level. Teachers in individual districts can and do advocate for World Language literacy, but there is rarely any mention of World Language education from the OSPI. Yet math, science, writing, and reading are on the front page of newspapers daily. International awareness and literacy are also very important skills for the young people in our classrooms today. World language teachers are the few individuals in most schools with any actual experience in countries outside our borders. We have the important responsibility of giving our students tools to live, work and compete in a global economy and a global community.
Toutle Lake Jr/Sr High School	Formulating EALR's would be nice.
Tyee	Literacy is a major concern in our district. A large majority of our students are reading at two or more grade-levels behind their own grade by the time they arrive at our high school. Are World Languages to be side-lined in lieu of extra English instruction? What information is available to show that students' English language improves with the study of World Languages? Is there a valid argument here?

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University High School	We need to continue to be supported by being able to attend conferences and workshops that have innovative and creative ideas for teaching World Languages. Send out surveys to schools or call them and find out Who's Who among World Language teachers and have them be the presenters. Come to our schools and give us some infusions of tangible ideas and strategies...quick, fun, and easy to implement.
University PRep	Promote languages in general. With the rising popularity of Spanish, enrollment in other languages is suffering. The general population needs to appreciate diversity and choice. We need to promote language learning because it broadens the mind in a variety of valuable ways.
Vashon High School	Support starting language education in the elementary school.
Waitsburg High School	We are a small school and find it extremely difficult to find qualified teachers willing to teach only 1 class.
Walla Walla High School	Tremendous support both written and in funding for Languages. Great way to teach about other cultures and create a less ethnocentric society.
Walla Walla High School	Provide training and support for teachers including study in the language they are teaching.
Washtucna K-12	I would suggest leaving things as they are and not adopting nor creating more rules or requirements relative to foreign language. Given all of the current teaching, learning and assessment requirements, world language is a lesser overall priority. We provide what is needed for college-bound students.
Wellpinit	Funding
west seattle high school	advocate for more schools to obtain more fte. often world language instructors are not a priority with administration unless parental or student pressure is exerted.
West Valley High School	Continue to understand the importance of the global community. Think about making the 2 year requirement stiffer. Does anyone really learn much of value in 2 years?
West Valley HS	A very important role ! Three of our 4 HS W.L. teachers are members of WAFLT and their state German and Spanish organizations. Two of them have served on both the WAFLT and German/Spanish Language associations and have given numerous presentations at state and regional conferences. The conferences are an invaluable source to our teachers for providing up to date information on techniques and delivery systems. OSPI can also play an essential role by supporting the state organizations whenever possible, both in the political and academic arenas. Long ago OSPI would supply WAFLT with a listing of all of the foreign language teachers in the state. This list was very useful. I was happy to see that your office is planning to do the same. Your office is our link to the legislature.
West Valley Junior High	There are many things: 1 -- Standards for FL instruction in the classroom. 2 -- Promote FL instruction in ALL districts. 3 -- Provide more opportunities for teachers to study abroad. 4 -- Establish second language proficiency standard for graduation. (What other developed country does NOT have a second language proficiency standard?)
West View Elementary K-8	Developing State standards similar to the Texas model would help systematize programs. Promote the development of academically appropriate curriculum. Provide inservice opportunities to teachers and administrators in the implementation of language programs in schools at the K-8 level.
West Woodland Elementary	Stay the course, insist that languages be included in each child's standard education.
White River High School	More paid leave time for teachers to take continuing education classes or professional leave to observe other classrooms in other districts. Paid leave to talk to other world language teachers.



