Minnesota Department of Education

Status of World Language Education in Minnesota

Fiscal Year 2013

Report

To the

Legislature

As required by

Minnesota Statutes,

Minnesota Laws 2007 Regular Session Chapter 146, Article 2, section 43

COMMISSIONER:

Brenda Cassellius, Ed. D.

Status of World Language Education in Minnesota

February 2012

FOR MORE INFORMATION CONTACT:

Ursula Lentz

Student Support

651-582-8664

ursula.lentz@state.mn.us

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $ 3,884.08. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Cost of Report Preparation

Special funding was not appropriated to cover the costs of preparing this report. Most of the costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the legislature, the cost of preparing the report must be provided.

Minnesota Department of Education Costs:

The following is an estimate of the cost incurred by MDE: $3,884.08

Other Agency Costs:

(List the agency such as local school districts, federal agencies, other state agencies.)

The following is an estimate of the cost incurred by these agencies: $ 0.00

TOTAL ESTIMATED COST FOR PREPARING THIS REPORT: $3,884.08

Page

TABLE OF CONTENTS

Table of Contents	4
PURPOSE AND EXECUTIVE SUMMARY	5
A. Legislative Requirement	8
B. Minnesota Department of Education Data	8
Data Collection	8
Data Limitations	8
Background Information: A National Perspective	9
Minnesota Enrollment Trends by Grade Band	9
Minnesota Enrollment Trends by Language	10
World Language Teachers	14
C. Minnesota K-12 World Language Survey 2011	16
Data Collection	16
Survey Limitations	17
Survey Findings	18
RECOMMENDATIONS FOR LEGISLATURE	24
TABLES	26
Table 1: Statewide Language Programs by Grade Bands 2001 and 2010	25
Table 2: K-12 World Language Student Enrollments by Language 2001-2012	27
Table 3: K-12 World Language Teacher Full-Time Equivalents 2001-2012	28
Table 4a: Licensure of Employed Minnesota World Language Teachers 2010-20	29
Table 4b:Licensure of Employed Minnesota World Language Teachers 2011-2012	30
Table 5: Valid Standard Minnesota Teaching Licenses by Language 2001-2012	31
Table 6: Minnesota Teacher Licensure Program Completers	32
Table 7: Minnesota Teacher Preparation Programs for World Languages 2011-2012	34
Table 8: Minnesota Home Primary Language Groups	35
APPENDICES	36
Appendix A: K-12 World Language Survey 2010-2011	36
Appendix B: Respondents to the Survey for the 2010-2011 School Year	41
Appendix C: World Language State Initiative Resources	44

Purpose and Executive Summary

Preparing globally literate and competent students for the 21st century continues to be a focus for state and local education entities and businesses and government.

The ability to communicate effectively with people from diverse cultures is key to every student's future. Knowing the current status of K-12 language education in Minnesota is essential to planning and preparing for the future needs of Minnesota's students

The purpose of this legislative report, the fifth of five annual reports, is to present a picture of the current status of K-12 world language education in Minnesota and provide information about the following: 1) the languages being taught and at which levels; 2) the number of students enrolled in language classes; 3) the types of programs offered and in which grades; 4) who teaches languages in Minnesota; 5) do we have enough language teachers to meet demand; and 6) how do Minnesota's language programs compare to national statistics.

When schools review their world language programs, typical considerations include language choice(s), the starting point of a sequence of courses, instructional model, and whether programming includes all students or if the program is to be a magnet choice. The information in this report is intended to provide state and national contexts for local decision-making.

The Minnesota Education Act of 2007 required the Minnesota Department of Education to conduct a survey of all school districts and charter schools in preparation of this report on the status of K-12 world language education in the state.

MDE data in this report includes 2010-2011 and 2011-2012. The survey data included in this report, however, is data reported for the 2011 Status of K-12 World Language Education in Minnesota report since there was no survey of districts for 2011- 2012. The survey and review of statewide data indicates:

Language Study by Grade Levels and Total Enrollments

- Compared to national data, Minnesota offers language in fewer elementary, middle and high schools than the national averages.
- In 2010, 6 percent of Minnesota public elementary schools offered world language, 54 percent of Minnesota middle-grade sites offered world language and 84 percent of Minnesota high school sites offered world languages, based on self-reported data from districts. Minnesota offers world language instruction through a variety of K-12 programs using classroom instruction, online and distance learning.
- A wide range of program models exists for K-8 language instruction: exploratory (FLEX) and elementary (FLES) programs, immersion and dual language programs and language taught as an elective subject. Districts have flexibility to find models that suit their goals, settings and resources.
- A comparison of MDE data from 2000-2001 to 2011-2012 shows a decrease in overall student population and an increase in the number of students enrolled in world language programs. Included are programs

that teach American Indian History, Language, and Culture, changing the percentage of Minnesota students enrolled in some world language program from 17 percent to 21 percent.

- Minnesota is one of the national leaders in the area of immersion education. Public school districts and charters offer 63 immersion programs in Spanish, French, German and Chinese. A Korean immersion charter school is scheduled to open in 2012-2013.
- Minnesota's 63 language immersion programs include dual language programs. Separate data on immersion and dual language pre-schools is not collected by MDE.
- Spanish is the language taught and learned in most immersion programs and the language of the dual language programs.

Note: the terms dual language, two-way immersion and immersion are sometimes used interchangeably by programs and schools, and some states define the terms differently.

World Language Teacher Shortage

Comparing 2000-2001 to 2011-2012, there has been a decrease in the total number of licensed world language teachers; however, with the decrease in overall K-12 student population over that period, the teacher-to-student ratio remains about the same. World languages continue to be an area of teacher shortage at the state and federal levels.

Because only 26 of 31 member organizations of the Minnesota Association of Colleges for Teacher Education (MACTE) reported data, the decline in the number of students completing world language teacher preparation programs reported does not present a complete picture. There is a continuing need for teachers from diverse and minority backgrounds to teach in world languages, as well as for all licensing areas. The number of students completing licensure programs in 2012 does not meet statewide world language teacher needs.

Equitable Access to World Languages Statewide

- More opportunity to study languages (earlier starts, longer sequences, more language choices, more dual enrollment options, and more immersion opportunities) exists in urban and suburban areas than in rural areas. More varied language study opportunities are available to suburban students than in either urban or rural settings.
- Finding licensed teachers, class scheduling revisions and funding are among challenges Minnesota faces to offering more equitable language learning opportunities to all students in all parts of the state.
- Greater Minnesota faces challenges to offering extended language programs in small schools and in attracting highly qualified teachers to their areas.

Public Opinion on World Languages

- School districts agree, “World language study is a critical component to prepare students for the 21st century.” (Minnesota K-12 World Language Survey 2008, 2009, 2010 and 2011)
- At the time of the 2010-2011 survey, school districts did not plan for the additions and expansions to world language programming that they or their communities would like to see. Primary reasons cited on the Minnesota World Languages Survey 2011 include funding, scheduling, and ability to find a licensed teacher.
- Teachers report an increasing interest in immersion programs. A French immersion program was begun in an urban district for 2012-2013 and a Korean charter immersion school is planned for 2013-2014.

The Report continues on the next page.

A Report on the Status of K-12 World Language Education in Minnesota 2012

A. Legislative Requirement

In compliance with Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 43, the Minnesota Department of Education contacted all public school districts and charter schools in December 2010 with a survey for 2010-2011 to attempt to determine the status of world language education across the state.

Minnesota Education Act 2007, Chapter 146, Article 2, section 43, states:

[The World Language Coordinator] shall…survey Minnesota charter schools and school districts to (i) determine the types of existing world languages programs including, among others, those that use information technology to provide high quality world language instruction, (ii) identify exemplary model world language programs, and (iii) identify and address staff development needs of current world languages teachers, pre-service teachers, and teacher preparation programs.

B. Minnesota Department of Education Data

Data Collection

The Minnesota Department of Education collects data on teacher licensure and student enrollment via the Staff Automated Reporting System (STAR) every October 1 and March 1. Public schools report teaching assignments and associated student enrollments in each building. The statewide data tells where languages are offered, at which grade band level and which languages are studied.

Data collected from the Minnesota World Languages Survey 2010-2011, the latest survey completed, is discussed in Section C of this report. Both the STAR data and the survey data are subject to category interpretations by those reporting the data.

Data Limitations

Currently, teachers in immersion programs are reported according to teaching assignments (Grade 2, Middle School Social Studies, etc.) without reference to the immersion environment. This makes the data on immersion programs difficult to track on a statewide level.

Data for enrollments in specific courses or levels is not available with the current reporting system. For example, all Spanish enrollments are collected as one single group. Data cannot be disaggregated into Spanish 1, Spanish 2, etc., or by grade levels.

At present, the only way to provide a total picture of how many students are studying which languages and for how long is to rely on STAR and survey data. MDE data collection is consequently incomplete and subject to possible inconsistent reporting. The data does, however, serve to show general patterns and trends over time.

More detailed data about teachers and students in immersion programs will be available through future refinements to the Staff Automated Reporting System (STAR), the data collection system school districts use to report annual data to the Department of Education.

Background Information: A National Perspective

The Center for Applied Linguistics (CAL) in collaboration with Westat, a statistical survey research organization, conducted a nationwide survey of K-12 world language programs in 2008. The project was funded by the U.S. Department of Education's International Research and Studies program. The findings from the study which compares national trends from a representative sample of 5,000 public and private schools over three decades are published in Foreign Language Teaching in U.S. Schools (Rhodes and Pufahl, 2010). View the Executive Summary and Survey Snapshots on the CAL website.

At the national level, the CAL survey findings show that:

Fewer U.S. elementary schools were teaching foreign languages in 2008 (25%) than in 1997 (31%) and at a level comparable to 1987 (22%). The decline in elementary language programs has occurred mainly in public elementary schools. The number of middle schools offering languages has also decreased (58 percent vs. 75 percent a decade ago). The number of high schools teaching foreign languages has remained steady over the past decade (about 91 percent).

Minnesota Enrollment Trends by Grade Band

The percentage of Minnesota public school sites that offer world language has remained relatively stable in the past decade. Table 1 shows the raw data for the number of elementary, middle and high school sites that offer some level of study of at least one language. The percent of Minnesota's elementary sites offering world language was 7 percent in 2001 and 6 percent in 2010. The percent of Minnesota's middle grade buildings offering world language was 50 percent in 2001 and 54 percent in 2010. The percent of Minnesota's high school sites offering world language in 2001 was 86 percent compared to 84 percent in 2010.

A comparison of Minnesota's numbers to the national averages reported in the CAL survey referenced above, using 2008 data, shows Minnesota below the national average for the percentage of elementary sites with world language (6 percent to the national average of 25 percent). Minnesota is closer to the national average for the percentage of middle grades and high school sites offering world language. The national average for middle school sites is 58 percent with Minnesota at 54 percent. The national average for high school sites is 91 percent while Minnesota is at 84 percent. The national average data could show an increase with more recent data as states have focused on their language programs.

Schools Sites Offering World Language

Grade Band	Minnesota 2010	National Average 2008
Elementary, PK-6 Sites	6%	25%
Middle and Junior High Sites	54%	58%
High School Sites	84%	91%

Minnesota Enrollment Trends by Language

Minnesota schools teach a variety of languages. Languages listed in order of highest to lowest enrollments are Spanish, French, German, Chinese, American Sign Language, Latin, Japanese, Ojibwe, Arabic, Russian, and Hebrew. Several other languages are not listed individually in the Staff Automated Reporting that districts submit to the Minnesota Department of Education. See Table 2 for student enrollments by language for each year from 2000-2001 to 2011-2012. Table 3 shows full-time equivalents by language for the same time period.

Space left blank to allow for the chart showing Minnesota Enrollment Trends by Language from 2001- 2012 on next page.

The chart below summarizes the changes from years 2000-2001 to 2011-2012. Overall, the total student population decreased by 0.65 percent while the total number of students engaged in some language study increased by 4 percent.

Changes to Minnesota K-12 Language Enrollments 2001 - 2012

	2000 - 2001	2009 - 2010	2010 - 2011	2011 - 2012	Change	Percent Change
American Indian History, Language, and Culture			4,598	4,201	- 397	**8.6%**
American Sign Language	2,135	2,490	2,908	3,539	1404	**66%**
Arabic			1,007	948	-59	**- 6%**
Chinese	838	5,748	7.673	7,283	6,445	**77%**
Dakota				0	0	
French	24,084	18,470	18,669	18,846	-5,238	**- 22%**
German	16,985	13,390	12,644	11,484	-5,501	**- 32%**
Hebrew	0	29	34	29	0	**0%**
Italian	15	0	0	0	-15	**- 15%**
Japanese	897	1,595	1,320	1,132	235	**26%**
Latin	880	1,915	2,337	2253	1373	**156%**
Ojibwe	309	563	551	698	389	**126%**
Russian	684	117	127	114	-570	**- 83%**
Spanish	97,996	132,398	134,865	126,409	28,413	**29%**
Others Not Listed	413	2,700	2,094	3,117	2,704	**655%**
TOTALS	**145,236**	**177,822**	**188, 818**	**180,053**	**29,177**	**20%**
Total K-12 Students	844,926	822,697	824,333	837,640	- 7,286	**- 0.86%**
Percentage Studying a World Language	**17%**	**22%**	**23%**	**21%**	**–**	**4%**

The data also shows changes by language. Languages with increased enrollment over the decade include American Sign Language, Arabic, Chinese, Japanese, Latin, Ojibwe, and Spanish. Languages with decreasing enrollment over the same period are French, German, Italian, and Russian. The decrease in enrollment in American Indian History, Language, and Culture and Arabic numbers for the two years reported may be a reflection of reporting where those categories were overlooked and instead included in the "others not listed" category, as they had been in past years. Dakota is also likely to be listed in the "American Indian History, Language, and Culture" or "others not listed" categories. Minnesota's picture of world language study generally mirrors patterns seen across the country.

Exploratory Programs are not included in the above chart, as neither the languages for exploratory programs, nor duration of the programs is reported. Programs can range from six weeks to a semester or trimester. In 2010-2011, 3,589 students participated in exploratory language programs. In 2011-2012, the number of students participating in exploratory programs was 4,721.

Most Commonly Taught Languages

Enrollments in French, German and Spanish exceed other languages in Minnesota and nationally. Historically, these languages have reflected the cultural and historical influences in the state and are the heritage of many Minnesota communities. In the 21st century, these are the major languages of the European Community, North, Central and South America as well as Africa and Asia – areas of present and future Minnesota trade partners. Infrastructure of teacher preparation programs, tested curriculum, model programs and professional organizations for these programs is well-established and a knowledge base to start and develop new programs into extended K-12 sequences is readily available from a variety of organizations and higher education programs.

Critical-Need Languages

Although any language in high demand and short supply (in the workforce, for defense, to deliver community services, etc.) can be defined as a critical-need language, the United States Department of State identifies specific languages as critical to America's security, diplomacy and competitiveness in an interconnected global economy. Languages considered critical-need languages are Arabic, Chinese, Korean, Japanese, Russian, and languages of the Indic, Iranian and Turkic language families.

Arabic, Chinese, Japanese and Russian are taught in Minnesota schools. Table 2 and Table 3 show the student enrollments and full-time teacher equivalents (FTE) for Arabic, Chinese, Japanese and Russian for the past decade. Arabic, for which separate enrollment data was provided for the first time in 2010-2011, showed enrollments of 1,007 for 2010-2011 and 948 for 2011-2012. The decrease may reflect Arabic being included in the "others not listed category." The FTE for Arabic for both periods is 7.

Chinese has risen dramatically from an enrollment of 838 in 2001 to an enrollment of 7,283 in 2012. In 2001, there were 7 Chinese FTE; for 2012, there were 44 FTE reported.

Enrollment in Japanese increased from 897 in 2001 to 1,132 in 2012. Over the course of the decade, Japanese enrollment peaked at 1,595 but declined when programs were reduced. Japanese FTE started the decade with 9 FTE, peaked at 15 FTE in 2002, with 11 FTE in 2012.

Russian enrollment in 2001 at 684 declined to 127 by 2012. In 2001 there were 5 FTE and in 2012, 1 FTE in Russian remains. The 1 FTE is the sum of part-time positions in 3 different school districts. Respondents to the Minnesota World Language Survey 2011 reported 5 Arabic programs.

Numbers of FTEs teaching in the critical languages does not correspond directly to the number of programs in each language. One teacher may teach in more than one program and school across a district

Heritage Languages

Heritage language learners are learners who have some proficiency in, or a cultural connection to, a language through family, community, or country of origin. Heritage language learners will have widely diverse levels of proficiency in the language (for both oral proficiency and literacy) and varied connections to the language and culture. They are different in many ways from students studying the language as a foreign language (Center for Applied Linguistics). Historically, maintenance or further development of first languages other than English was not supported, and frequently discouraged. In the 21st century, a high level of oral proficiency and literacy in more than one language is recognized as an asset to the individual and society. Recent research shows that literacy and support of students' first language is linked to higher academic achievement and higher levels of language proficiency in both English and the heritage language.

Table 8 shows the number of Minnesota K-12 students who speak a language other than English at home. The top 10 language groups listed in order of the numbers of speakers are: Spanish, Hmong, Somali, Vietnamese, Russian, Chinese, Arabic, Laotian, Karen and Cambodian. Several districts and charter schools have programs designed for developing literacy and raising proficiency for the native languages of these students. Respondents to the Minnesota World Language Survey 2011 reported 30 districts or charters that offer language for native speakers programs in the following languages: Spanish (21), Hmong (6), Somali (3), Arabic (1), Ojibwe (1), Chinese (1), and German (1).

Indigenous Languages

Dakota and Ojibwe are Minnesota's indigenous languages. Crucial efforts to revitalize these languages are being implemented at the K-12 and post-secondary level in many areas of the state. A legislative report from the Dakota Ojibwe Language Revitalization Task Force was submitted in 2009. View the report on the Minnesota Department of Education website.

Early language immersion at a young age is one of the successful language revitalization strategies used by other indigenous groups around the world and within the United States. There are two Ojibwe and one Dakota immersion preschools in the state. Niigaane Ojibwemowin, the Ojibwe immersion school at Leech Lake Reservation, is in the ninth year of operation and currently serves 30 students in grades K-6. Enweyang Ojibwe Language Nest is an immersion program for five-year-old children housed at University of Minnesota Duluth.

Dakota and Ojibwe are both taught in K-12 public schools. For these languages, teachers with an American Indian History, Language and Culture license also teach some language. In 2011-2012, there were 35 teacher FTEs with 4,899 students enrolled in either American Indian History, Language and Culture or in Ojibwe classes. Minnesota has K-12 and K-8 licenses for Dakota and Ojibwe.

Ojibwe has an established history of language licensure and Ojibwe is taught as a language course. The number of K-12 students studying Ojibwe tripled from 309 in 2001 to 941 in 2009. The 2012 enrollment decreased to 698. There were 13 licensed teachers of Ojibwe in 2012. Dakota program enrollment information is reported in the "other language" category or is taught by someone with an American Indian History, Language and Culture license. There are no licensed Dakota language teachers reported for 2012. More specific data on Dakota and all language programs will be available as changes are made to the STAR.

American Sign Language

Minnesota Statutes Section 120B.18 defines American Sign Language (ASL) as a world language in a public elementary or secondary school. Enrollment in ASL has increased from 2,135 students in 2001 to 3,539 in 2012.

Classical Languages

The study of Latin has risen over the past decade from an enrollment of 880 students in 2001 to 2,253 in 2012. Latin is offered in seven school districts and several charter schools with a classical education philosophy.

World Language Teachers

Minnesota offers licensure in 16 languages: Arabic, Chinese, Classical (Greek and Latin), Dakota, French, German, Hebrew, Italian, Japanese, Norwegian, Ojibwe, Polish, Russian, Spanish and Swedish. World Languages are on the state and federal lists of teacher shortage areas. The Center for Applied Linguistics national survey found that at a national level of all schools that offer foreign languages, 25 percent of elementary schools and 30 percent of secondary schools reported being affected by a teacher shortage.

Tables 4a and 4b, 5, and 6, found at the end of this report, provide different perspectives on the status of the world language teacher workforce in Minnesota. The information shows data for specific languages, how the workforce has changed in recent years and challenges that lie ahead, if Minnesota is to increase its capacity to teach languages.

Table 4a shows a detail of the world language licensures for teachers employed in 2010-2011, while Table 4b shows world language licensures for teachers employed in 2011-2012. Overall, most world language teachers were fully licensed (90 percent and 90.3 percent). The remaining 9.7 percent were teaching with other categories of teacher licensure or with permission as a community expert from the Board of Teaching. The tables show that for 2011-2012, Russian and Ojibwe (100 percent), German (99 percent), and French (98 percent) have the highest percentage of fully licensed teachers, followed by Spanish (95 percent) and Latin (86 percent). Full licensure for American Sign Language (ASL), Chinese, Japanese and other less commonly

taught languages is challenging. Minnesota does not have any state-approved teacher preparation programs for the American Sign Language and Deaf Culture license at this time. Options for ASL teacher candidates include attending an out-of-state program or completing the licensure via portfolio process. Candidates for other languages will find similar scenarios. For languages other than French, German and Spanish, a candidate may only have access to one or two preparation program options. Table 7 lists the number of teacher preparation programs available to each language.

Table 5 shows the number of teachers with standard valid licenses by language from 2000-2001 to 2011-2012 with a decrease in the total number of licensed world language teachers. The decrease in numbers of valid licenses is highest in the numbers of licensed German (36.7percent), French (31.6 percent), and Spanish (7.1 percent) teachers. And although the overall K-12 student population decreased from 2001-2012, there was an increase of 28 students per licensed teacher.

World Language Full-Time Equivalents in Table 3 over the same period show a decrease in the ratio of students to teacher with minus 65 students for each FTE from 2001-2012..

Table 6 shows the number of people who completed world language teacher preparation programs from 2004 to 2012. Teachers are licensed K-12 or can add a K-8 Specialty Endorsement to an Elementary Education License. In 2011, 136 of the 273 program completers were Spanish, followed by 58 for French and 32 for German. Numbers for all languages are lower for 2012, but may reflect a lack of reporting by some institutions.

To support building capacity to offer diverse world language programs to all students, the decrease in commonly taught languages will need to be reversed and teachers seeking licensure in less commonly taught languages will need to have access to licensure programs.

Table 7 shows the Minnesota colleges and universities with state-approved teacher preparation programs. Of the 32 teacher preparation institutions in the state, 20 offer programs for one or more languages. Candidates for French, German and Spanish have multiple options but the choice for licensure programs in other languages is very limited and teachers from many areas of the state have little access. More programs, more diverse language offerings and more pathways to licensure are needed to build Minnesota's capacity to offer K-12 world language programs statewide.

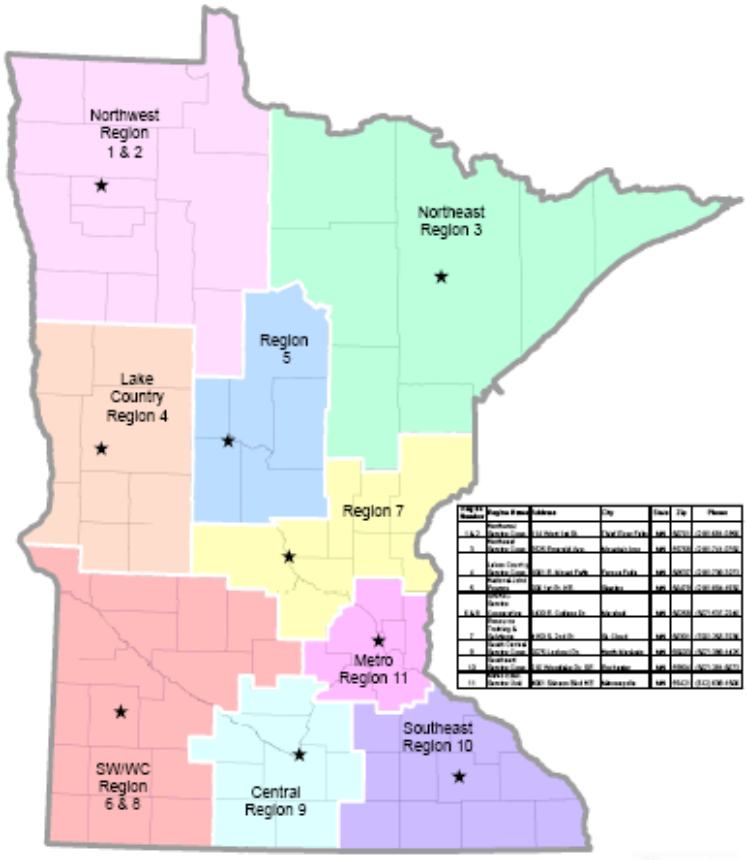
C. Minnesota K-12 World Language Survey 2011

Minnesota Education Act 2007 directs the Department of Education to conduct an annual world language survey of the state's districts and charter schools. The survey asks districts to supply information on the languages, levels and/or program models for world language programs in grades K-3, 4-6, 7-8 and 9-12. It also gathers information on how programs are staffed, instructional delivery systems, recent enrollment trends, special world language curriculum and instruction options, professional development needs and views on the future role of world languages in the district and statewide curriculums. A copy of the district survey instrument is in Appendix A.

Data Collection

All Minnesota school districts and charter schools were electronically sent the 2010-2011 K-12 World Language Survey in December 2010. Of the 493 survey invitations, 311 were returned, a response rate of 63 percent. Each service cooperative region is represented in the respondent group. See Appendix B for a list of participating school districts and charter schools from each region. Due to staffing changes, the survey could not be sent for 2011-2012.

Map of Minnesota showing locations of regions addressed in the chart that follows.



World Language Survey 2011 Respondents by Region

Region	Location	Total Number of Districts	2011 Survey Respondents	Response Percentage
1 and 2	Northwest	42	34	81%
3	Northeast	42	23	55%
4	Lake Country	36	25	69%
5	Central	24	17	71%
6 and 8	Southwest and West Central	57	42	74%
7	East Central	47	27	57%
9	South Central	36	22	61%
10	Southeast	54	33	61%
11	Metro	152	84	55%
	No response		4	

Demographics of the Respondent Group

Which descriptor best fits your school district?	Percentage	Response Count
Urban	14%	43
Suburban	20%	60
Rural	66%	203
Did not answer question		5
Total	**100%**	**311**

Survey Limitations

The Minnesota Legislature requires surveys of public school districts to gain information about the status of world language education. Consequently, much of this report includes perceptions of Minnesota superintendents or administrative designees and data reported by districts to the Minnesota Department of Education.

Equitable access

More opportunity to study languages (earlier starts, longer sequences, more language choices, more dual-enrollment options, and more immersion opportunities) exists in urban and suburban areas than in rural areas. Greater Minnesota faces challenges to offer extended programs in small schools and in attracting highly qualified teachers to their areas. The legislative report,

Status of K-12 World Language Education in Minnesota 2009, has a detailed description of unequal access to language study across the state. The report is available on the Minnesota Department of Education website.

Survey Findings

The Minnesota World Language Survey 2011 and review of Minnesota Department of Education data show continuation of trends highlighted in the 2008, 2009 and 2010 reports. No survey was conducted in 2011.

The following table shows data taken from the Minnesota World Language Survey 2011. Respondents were asked to self-identify their school's location as urban, suburban or rural.

Comparison of Urban, Suburban and Rural World Language Program Options

	Urban	Suburban	Rural
Offers a K-12 sequence of one language	40%	25%	9%
Offers language courses for languages spoken at home	23%	13%	6%
Offers elementary immersion	19%	17%	5%
Offers world language in grades K-3	43%	39%	19%
Offers world language in grades 4-8	52%	46%	23%
Offers world language in grades 7-8	55%	72%	24%
Offers world language in grades 9-12	42%	85%	90%
World language is a graduation requirement (only schools that grant diplomas were given this question)	40%	10%	4%
Feels world language is a critical education component for the 21st century	93%	95%	84%
Feels world language should be a graduation requirement	71%	57%	35%

Program Models

Another way to consider the statewide status of world language programs is to look beyond the enrollment numbers and consider the intensity of instruction. A wide variety of instructional models exist in Minnesota schools, especially in grades K-8. The amount of time spent in instruction, how often the class meets, program length and continuity are among major factors that impact the proficiency level students can attain in a language program.

The available programs reported by survey participants were language and instructional model: exploratory, core subject or immersion. The exploratory model is the most common in the early grades as well as in some middle schools. Exploratory models aim to expose students to one or more languages, to provide a positive experience, and motivate students to begin language study at a later time.

World language offered as a core subject model is defined as single language taught for the full year with a minimum contact of 30 minutes per session, three times a week or every other day. The main goal of a core subject model is provide an articulated sequence to allow students to begin developing proficiency. Often, a core subject program also reinforces the content from other subjects. For example, connections to music, geography, science, math or art may be reinforced in the language studied.

Immersion programs differ from other language programs because the grade-level curriculum is taught in a language other than English. Programs vary from total immersion to at least 50% of the curriculum taught and learned in the target language. Immersion students develop a higher level of proficiency than students in other models while learning the grade-level subject content at the same time. Minnesota has historically been the leader in immersion education and has seen a constant growth and interest in immersion education.
It should be noted that language classes in which the teacher only uses the language being learned are not immersion programs.

As parents and school policymakers have become more aware of the benefits of early language learning, the student successes in these programs and the cost effectiveness of the immersion model, more districts in Minnesota and across the U.S. are exploring the possibilities of immersion programs.

The following charts show the program models reported by respondents to the Minnesota World Language Survey 2010-2011.

For each language offered in grades K-3, select the model(s) that exist in your district or charter school.

Answer Options	Immersion	Core Subject	Exploratory	Response Count
American Sign	1	2	0	2
Arabic	0	4	0	4
Chinese	3	8	7	17
Dakota	0	1	0	1
French	2	3	1	6
German	1	2	0	3
Hebrew	0	0	0	0
Japanese	0	1	0	1
Latin	0	2	1	3
Ojibwe	0	6	0	6
Spanish	13	19	34	60
Other	1	7	0	7
Total	***21***	***55***	***43***	**80**

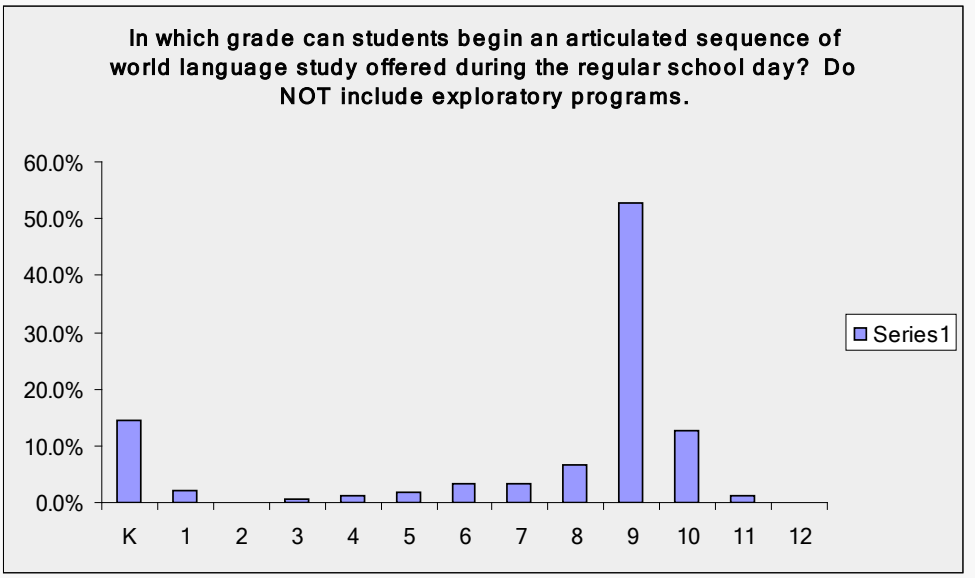
For each language offered in any of grades 4-6, select the model(s) that exist in your district or charter school.

Answer Options	Immersion	Exploratory	Core Subject	Response Count
American Sign	1	1	1	2
Arabic	0	1	3	4
Chinese	2	8	7	15
Dakota	0	1	1	2
French	2	2	2	6
German	1	0	1	2
Hebrew	0	0	0	0
Japanese	0	0	1	1
Latin	0	1	3	3
Ojibwe	0	2	3	5
Spanish	10	40	35	74
Other	1	2	6	8
Total				**90**

For each language offered in either of grades 7-8, select the model(s) that exist in your district or charter school.

Answer Options	Immersion	Exploratory	Core Subject	Secondary Course	Response Count
American Sign	1	3	2	0	5
Arabic	0	0	4	1	4
Chinese	0	8	8	5	17
Dakota	0	1	1	0	2
French	1	12	12	10	30
German	1	12	7	6	22
Hebrew	0	0	0	0	0
Japanese	0	2	1	1	3
Latin	0	0	3	2	4
Ojibwe	1	1	5	1	6
Spanish	6	46	35	27	93
Other	1	2	7	0	9
Total					**109**

Overall, the statewide norm for Minnesota is to begin language study in the high school. The chart below tells when schools that responded to the Minnesota World Language Survey 2011 begin offering language instruction.



Professional development

Survey respondents reported several areas of professional development needs for K-12 world language teachers. The results are listed in the following chart.

What professional development is needed by your district's world language teachers? (Check all that apply)

Answer Options	Response Percent	Response Count
World language standards	44%	116
Curriculum development and curriculum writing	45%	117
Developing language proficiency assessments	47%	123
Developing classroom-based assessments	42%	109
Brain-based knowledge of second language acquisition	23%	60
Methods and strategies for teaching all learners	39%	101
Classroom behavior management	18%	46
Opportunities for teachers to maintain or improve language skills	30%	79
Opportunities for teachers to expand knowledge of world cultures	28%	73
Integrating technology into world language instruction	50%	131
Fulfill teaching licensure requirements	24%	63
Other	6%	15
Total		**262**

The professional development needs reported in the survey reflect the changing dynamics of world language education. It is not surprising to see technology integration as the number one answer. Because students have experienced interactions with technology as a routine part of their lives, teachers want to use technology well as an efficient teaching tool and to make real-world global communication possible.

Historically, world languages were subjects considered relevant only for college-bound students. Courses focused on grammatical analysis, vocabulary development and the mechanics of language. As we prepare students for success in the 21st century, the ability to communicate in more than one language is widely recognized as essential to being able to communicate and collaborate in a multilingual and multicultural age. The primary goal of language instruction has shifted to enabling students to develop the highest level of language proficiency skills efficiently and to ensure that students are able to use the language they are studying to communicate outside the classroom.

Professional development on developing curriculum and assessments, and effective teaching strategies is essential if districts are to assist teachers in creating multiple pathways for students to succeed in acquiring proficiency in a new language. Additionally, as standards for students have risen, so have standards for teachers. World language teachers need to attain and maintain a high level of language proficiency and continuously work to deepen and broaden their cultural understanding by connecting to the speakers of the world languages they teach.

D. Vision for the Future of World Languages in Minnesota

This table shows what schools think their community members would like for their local schools.

What plan would your community want the district/charter school to implement for world languages in the future? (Check all that apply)

Answer Options	Response Percent	Response Count
No changes to world languages	42%	119
Expand the number of languages offered	34%	97
Extend the number of years that languages can be studied to middle school/junior high students	23%	65
Extend the number of years that languages can be studied to elementary students	20%	57
Extend the number of years that languages can be studied for more advanced levels of study at the high school level	13%	38
Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)	19%	54
Add or increase elementary immersion settings	12%	33
Reduce the number of languages offered in the district	0.4%	1
Reduce or eliminate a language program in the elementary grades	0.4%	1
Reduce or eliminate a language program in the middle grades	0.4%	1
Reduce or eliminate a language program in the high school grades	0.4%	1
Other	4%	12
Total		**263**

Education policymakers plan for the type of learning experiences that best benefit today's K-12 students. They are aware that students will live and work in an increasingly interconnected world and survey respondents overwhelmingly agreed (87%) that world language study is a critical component for preparing students for the 21st century.

Yet, when asked if world languages should be a requirement, only 44 percent responded in the affirmative. Several survey participants added comments about fears of being able to finance a program, finding a licensed teacher, and developing a curriculum that will allow all students to be successful. Addressing these concerns is our challenge to achieving a vision where all Minnesota students have an opportunity to access the education they need to be prepared for working, collaborating and competing in a globally interconnected world.

Recommendations to the Legislature

There are several legislative reports with world language recommendations to the Legislature: Chinese Language Programs and Curriculum Development (2007), Status of K-12 World Languages in Minnesota (2008, 2009 and 2010), World Language Proficiency Certificates (2008) and World Language High School Requirement (2008).

The following recommendations are made to the Legislature:

> Minnesota boasts a world-class education system yet does not have an articulated statewide vision or strategy to build capacity for world language education and learning. The option and benefits of learning a second language should be available to all students. A Minnesota language roadmap would assure all students have access to the benefits of language learning. Several states have developed road maps to build capacity for language education. Utah has set a goal of establishing 100 elementary language immersion programs in 5 years. States with tiered diploma systems require world language for the higher diploma. Some states have moved to a world language requirement for all high school diplomas.
>
> Several States have supported implementation of Seals of Biliteracy that are granted on student diplomas to those students who meet rigorous criteria for proficiency in two languages and cultures. Support for Minnesota schools and districts to allow students access to assessments that demonstrate their proficiency levels in a second or third language will assure all students have the opportunity to attain the Minnesota World Language Proficiency Certificate (Minnesota Statute section 120B.022, Elective Standards).
>
> In 2012, Delaware launched three immersion programs for kindergarten and will have 8,000 students in immersion programs by 2020. Support to increase the number of immersion and dual language programs will assure that Minnesota remains competitive as businesses seek a bilingual and bicultural task force. Quality dual language programs benefit both the English-speaking students learning a second language as well as the students who speak the language and are English learners.
>
> North Carolina will expand the number of dual-immersion programs as the result of a study (Collier and Thomas, 2012) showing gains on state tests by English language learners and students learning Spanish. These programs should be part of a roadmap for expanding capacity for language learning in Minnesota. A pilot world language grant program (referenced below) should be included in a Minnesota world language roadmap to support starting of dual language programs in areas of the state where language demographics may exist for a 50% Spanish and 50% English dual immersion program.
>
> Partnerships for short term internships at international companies are possible when students learn other languages. Minnesota could adopt a “job sharing” program for high school students in career and technical programs like other states have explored. Students would participate in an exchange program and attend schools that offer career and technical education with students in other countries.

Minnesota does not have state have standards for world languages. Most states have adopted the “Standards for foreign language learning: Preparing for the 21st century,” also known as the national standards. These standards are aligned with the Common Core English Language Standards and will provide a common language for articulating goals for curriculum, aligning assessment, and defining higher student proficiency levels. Standards assure efficient use of teaching and learning time and provide teachers and students with a set of common goals.

Minnesota is able to build its statewide capacity for language learning by increasing the number of world language teachers from abroad. It is recommended that the Legislature continue to include world languages in initiatives to recruit teachers, to provide professional development and to create alternative pathways to licensure. The state’s population of native and near-native speakers of many world languages is a resource yet to be successfully tapped and developed.

Minnesota should continue supporting local level flexibility for districts to implement a variety of program models that suit their unique goals and resources.

Legislation in 2007 established and provided funding for five world language pilot program grants for school districts intending to develop a new world languages program or expand an existing one. The Department of Education received 25 applications for the 5 grants. There have been numerous requests from schools districts inquiring about assistance to enhance their programming. It is recommended that the Legislature renew and expand the pilot world language grant program. Funding from the grant(s) would allow rural and urban schools to start immersion or dual immersion programs.

The legislative report, Chinese Language Programs and Curriculum Development Project (2007) provided a K-12 Chinese curriculum model and resource handbook. The Chinese legislative report also outlined additional ¬specific recommendations for all world languages. These recommendations are found on pages 86-96 of that report and should be inventoried for progress toward the outlined goals.

TABLES

Table 1: Statewide Language Programs by Grade Bands 2001- 2010

Percentage of School Sites Offering World Languages

School Site Classification	Total Buildings Statewide 2000-2001	Buildings with World Language 2000-2001	Percentage of Buildings with World Language 2000-2001	Total Buildings Statewide 2009-2010	Buildings with World Language 2009-10	Percentage of Buildings with World Language 2009-2010	Number Change from 2001-2010
PK-6*	973	69		943	57		
Elementary Totals	***973***	***69***	***7 %***	***943***	***57***	***6 %***	***-12***
Middle School (5-8)	162	75		191	98		
Junior High (7-8,7-9)	67	39		39	25		
Middle Grades Totals	***229***	***114***	***50 %***	***230***	***123***	***54 %***	***9***
Senior High (9-12)	203	181		224	191		
Secondary (7-12)	203	179		221	187		
District wide (K-12)	16	4		24	16		
High School Totals	***422***	***364***	***86 %***	***469***	***394***	***84 %***	***30***
Area Learning Center	170	0		251	4		
Distance Learning		0		28	11		
Other Sites**		5			5		
Grand Totals	**1,794**	**552**	**31 %**	**1,921**	**594**	**31 %**	**42**

Source: Survey data 2010-2011

*Data does not include immersion program enrollment. Teachers in immersion programs are reported according to their grade-level teaching assignment.

**Alternative Programs, Regional Service Centers

Table 2: K-12 World Language Student Enrollments by Language 2001- 2012

Statewide Student Enrollment by Language: All Grades Combined

Languages	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
American Indian History, Language, and Culture											4,598*	4,201
American Sign Language	2,135	3,431	3,660	3,907	3,104	2,666	2,568	2,528	2,318	2,490	2,908	3,539
Arabic											1,007*	948*
Chinese	838	839	1,163	1,244	762	1,233	2,216	3,005	5,575	5,748	7,673	7,283
French	24,084	28,125	25,333	24,187	21,699	21,365	19,562	18,012	18,247	18,470	18,669	18,846
German	16,985	18,098	15,812	15,580	14,018	14,248	14,200	13,645	13,317	13,390	12,644	11,484
Hebrew	0	0	0	25	0	39	39	30	30	29	34	29
Italian	15	0	0	0	0	0	0	0	0	0	0	0
Japanese	897	1,316	1,228	1,185	1,469	1,806	1,579	1,390	1,771	1.595	1,320	1,132
Latin	880	845	923	858	1,154	1,305	1,451	1,519	1,563	1,915	2,337	2,253
Ojibwe	309	1,785	756	252	519	648	1,150	1,468	941	563	551	698
Others Not Listed	413	316	985	932	1,546	1,027	1,295	1,830	2,773	2,700	2,094	3,117
Russian	684	453	176	151	351	90	150	202	137	117	127	114
Spanish	97,996	120,782	119,309	117,226	110,243	117,780	116,188	122,717	133,243	132,398	134,856	126,409
TOTALS	**145,236**	**175,990**	**169,345**	**165,547**	**154,865**	**162,207**	**160,398**	**166,346**	**179,915**	**177,822**	**188,818**	**180,053**
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934	822,697	824,333	837,640
Percentage Studying a World Language	**17%**	**21%**	**20%**	**20%**	**19%**	**20%**	**19%**	**20%**	**21%**	**22%**	**23%**	**21%**

Note: Numbers may include all students in exploratory programs as well as those enrolled in sequential courses.

Source: Minnesota Department of Education, Staff Automated Reports (STAR)

Table 3: K-12 World Language Teacher Full-Time Equivalents 2001- 2012
Statewide K-12 World Language Teacher FTE (Rounded to the nearest whole number)

Language	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Gain or Loss
American Indian History, Language, and Culture											35	35	+35
American Sign Language	21	27	28	32	32	29	31	31	26	26	29	31	+10
Arabic											No data	7	+7
Chinese	7	8	7	7	6	8	15	25	36	46	49	44	+37
French	215	203	199	190	180	176	170	154	154	150	151	150	- 65
German	169	150	147	144	141	139	138	132	125	116	108	102	- 67
Hebrew	0	0	0	1	0	1	1	1	1	1	1	1	+1
Italian	2	0	0	0	0	0	0	0	0	0	0	0	- 2
Japanese	9	15	14	12	13	13	13	13	13	12	11	11	+2
Latin	7	7	7	8	9	10	11	11	13	14	16	17	+10
Ojibwe	2	6	6	5	4	7	8	13	10	8	8	10	+8
Others not listed	3	3	7	6	11	5	6	12	21	20	16	13	+10
Russian	5	4	4	3	2.0	2	2	2	2	1	1	1	- 4
Spanish	737	745	774	773	793	807	828	844	866	877	879	860	+123
TOTALS	1,177	1,168	1,193	1,181	1,191	1,197	1,223	1,238	1,267	1,271	1304	1,282	-16
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934	822,697	824,333	837,640	- 7,286
Teacher to Student Population Ratio	1:718	1:721	1:701	1:705	1:695	1:692	1:678	1:667	1:660	1:647	1:650	1:653	- 65 Students /Teacher

Source: Minnesota Department of Education, Staff Automated Report (STAR

Table 4a: Licensure of Employed Minnesota World Language Teachers 2010-2011
Numbers are approximate. Some teachers may teach more than one language

Assignment Area	*Total Headcount*	Fully Licensed	Variance	Community Expert	Limited	Non Renewable	Teaching Without License or Permission
American Indian Language, History and Culture	**57**	57	0	0	0	0	0
American Sign and Deaf Culture	**32**	11	16	4	1	0	0
Arabic	**7**	1	0	5	1	0	0
Chinese	**63**	24	3	30	4	0	2
Dakota	**0**	0	0	0	0	0	0
French	**195**	192	1	1	0	0	1
German	**144**	144	0	0	0	0	0
Greek	**0**	0	16	0	0	0	0
Hebrew	**1**	0	0	1	0	0	0
Italian	**0**	0	0	0	0	0	0
Latin	**21**	16	0	4	1	0	0
Japanese	**17**	13	2	1	1	0	0
Ojibwe	**11**	11	0	0	0	0	0
Russian	**3**	3	0	0	0	0	0
Spanish	**1019**	954	30	7	17	4	7
Others not listed	**18**	1	0	15	0	0	2
Totals	**1588**	**1427**	**52**	**68**	**25**	**4**	**12**
	Percentages	90%	3.3%	4.2%	1.6%	0.3%	0.8%

(October 1, 2010 data report)

Licensure Category Definitions

Fully Licensed	Completed Minnesota licensure requirements
Variance	Licensed teacher in an assignment out of their subject area
Community Expert	Permission to teach given to non-licensed person by the Board of Teaching
Limited	Completed a BA degree but not in education
Non-renewable	Licensed teacher in an assignment out of their subject area and currently enrolled in a teacher education program

Table 4b: Licensure of Employed Minnesota World Language Teachers 2011-2012
Numbers are approximate. Some teachers may teach more than one language

Assignment Area	*Total Headcount*	Fully Licensed	Variance	Community Expert	Limited	Non Renewable	Teaching Without License or Permission
American Indian Language, History and Culture	**57**	57	0	0	0	0	0
American Sign and Deaf Culture	**37**	11	15	6	4	0	1
Arabic	**10**	1		8	1		
Chinese	**58**	18	6	28	5	0	1
Dakota	**0**	0	0	0	0	0	0
French	**199**	196	1	1	1	0	0
German	**140**	138	2	0	0	0	0
Greek	**0**	0	0	0	0	0	0
Hebrew	**1**	0	0	1	0	0	0
Italian	**0**	0	0	0	0	0	0
Latin	**22**	19	2	0	1	0	0
Japanese	**16**	13	1	1	1	0	0
Ojibwe	**13**	13	0	0	0	0	0
Russian	**2**	2	0	0	0	0	0
Spanish	**1000**	948	21	8	14	5	4
Others not listed	**13**		2	10			1
Totals	**1568**	**1416**	**50**	**63**	**27**	**5**	**7**
Percentages		90.3%	3.2%	4%	1.72	0.3%	0.4%

Source: Minnesota Department of Education, Staff Automated Report (STAR) 2011-2012

Licensure Category Definitions

Fully Licensed	Completed Minnesota licensure requirements
Variance	Licensed teacher in an assignment out of their subject area
Community Expert	Permission to teach given to non-licensed person by the Board of Teaching
Limited	Completed a BA degree but not in education
Non-renewable	Licensed teacher in an assignment out of their subject area and currently enrolled in a teacher education program

Table 5: Summary of Valid Standard Minnesota Teaching Licenses by Language 2001-2012

Licensure Area	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2001-2012
American Indian Language, History and Culture	NA	NA	NA	NA	139	134	134	129	119	106	94	78	-61
American Sign Language and Deaf Culture	1	1	1	1	2	2	2	5	9	11	14	13	+12
Arabic	3	3	3	3	3	2	1	1	1	2	3	3	0
Chinese	21	17	17	15	18	17	19	18	22	31	47	42	+21
Dakota	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0	NA
French	1,544	1,461	1,383	1,309	1,400	1,358	1,333	1,225	1,203	1,176	1106	1059	-488
German	1,479	1,387	1,290	1,213	1,261	1,232	1,189	1,094	1,061	1,042	980	937	-542
Greek	0	0	0	0	0	0	0	0	0	0	1	1	+1
Hebrew	3	3	2	2	2	2	2	2	2	2	2	1	-2
Japanese	30	29	29	29	32	32	31	32	33	33	38	36	+6
Latin	193	NA	148	116	256	248	245	200	201	197	190	186	-7
Norwegian	20	18	16	16	23	23	22	20	20	19	18	18	-2
Ojibwe	11	11	11	11	13	13	13	13	12	19	19	19	+8
Polish	0	0	0	0	1	1	1	1	1	0	0	0	0
Russian	120	117	111	101	92	91	91	89	84	80	76	76	-44
Spanish	2,889	2,742	2,617	2,519	2,765	2,684	2,609	2,629	2,701	2,393	2819	2684	-205
Swedish	7	NA	NA	NA	15	14	12	8	8	7	5	5	-2
Total Language Teachers	**6,321**	**5,789**	**5,628**	**5,335**	**6,022**	**5,853**	**5,704**	**5,466**	**5,477**	**5,118**	**5,412**	**5,158**	**-1,163**
Total K-12 Student Population	**844,952**	**841,697**	**836,821**	**832,039**	**827,130**	**827,363**	**828,243**	**825,603**	**823,234**	**822,697**	**824,333**	**837,640**	**-7,312**
Teacher to Student Ratio	**1:134**	**1:145**	**1:149**	**1:156**	**1:137**	**1:141**	**1:145**	**1:151**	**1:150**	**1:160**	**1:153**	**1:162**	**1: +28**

Source: Minnesota Department of Education, Valid Licensure Data (June 30 annual count)

Table 6: Minnesota Teacher Licensure Program Completions shows the Licensure Area and the Number of students completing licensure requirements by year.

Year	2004	2005	2006	2007	2008	2009	2010 - 2011	2011 - 2012
American Sign Language	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	2	0
Classical Languages (Greek, Latin)	0	1	2	0	0	1	7	2
Chinese	0	0	1	1	0	1	8	1
Dakota	0	0	0	0	0	0	0	0
French	18	17	14	21	7	14	35	7
German	13	15	8	4	0	7	18	4
Hebrew	0	0	0	0	0	0	2	0
Italian	0	0	0	0	0	0	3	0
Japanese	0	2	2	1	0	1	3	1
Norwegian	0	0	0	0	0	0	4	0
Ojibwe	0	0	0	0	0	0	2	1
Polish	0	0	0	0	0	0	2	0
Russian	2	0	0	0	0	0	3	2
Spanish	66	78	71	57	26	66	82	52
Swedish	0	0	0	0	0	0	2	0
Subtotal	***99***	***113***	***98***	***84***	***33***	***90***	***173***	***98***

Source: Minnesota Association for Teacher Education Colleges
2011-2012 data based on 26 of 31 member institutions reporting

Table 6: Minnesota Teacher Licensure Program Completions (continued) shows the Licensure Area and the K-8 Specialty Endorsement Added to a K-6 Elementary or 7-12 Language License by year.

Year	2004	2005	2006	2007	2008	2009	2010 - 2011	2011 - 2012
American Sign Language	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0
Classical Languages (Greek, Latin)	0	0	0	0	0	0	3	0
Chinese	0	0	0	0	0	0	0	0
Dakota	0	0	0	0	1	0	0	0
French	4	8	7	7	0	1	12	0
German	2	2	2	0	0	0	8	3
Hebrew	0	0	0	0	0	0	0	0
Italian	0	0	0	0	0	0	0	0
Japanese	0	0	0	0	0	0	0	1
Norwegian	0	0	0	0	0	0	2	0
Ojibwe	3	2	2	4	0	0	1	0
Russian	0	0	0	0	0	0	1	0
Spanish	37	41	30	37	2	2	58	17
Swedish	0	0	0	0	0	0	0	0
Subtotal	***46***	***53***	***41***	***48***	***3***	***3***	***95***	***21***
K-12 Licenses and K-8 Endorsements *Total*	***145***	***166***	***139***	***132***	***66***	***36***	***166***	***119***

Source: Minnesota Association for Teacher Education Colleges
2011-2012 data based on 26 of 31 member institutions reporting

Table 7: Minnesota Teacher Preparation Programs for World Languages 2011-2012

Language	Number of K-12 Licensure Programs	Number of K-8 Endorsement Programs	Totals
American Sign Language and Deaf Culture	0	0	0
Arabic	1	0	1
Chinese	2	0	2
Classical (Greek, Latin)	4	1	5
Dakota	0	1	1
French	15	12	27
German	11	9	20
Hebrew	1	0	1
Italian	1	0	1
Japanese	1	0	1
Norwegian	2	1	3
Ojibwe	0	2	2
Polish	1	0	1
Russian	2	1	3
Spanish	20	15	35
Swedish	1	0	1
Total	**62**	**42**	**104**

Of the 32 teacher preparation institutions in Minnesota, 20 offer programs for one or more languages.

University of Minnesota System

- University of Minnesota – Duluth, University of Minnesota – Morris. University of Minnesota – Twin Cities

State University System

- Bemidji State University, Minnesota State University Moorhead, Minnesota State University, Mankato, St. Cloud State University, Southwest State University, Winona State University

Private Institutions

- Bethel University, Carleton College, College of St. Benedict/St. John's, College of St. Catherine, Concordia College – Moorhead, Gustavus Adolphus, Hamline University, Martin Luther College, St. Mary's University, St. Olaf College, University of St. Thomas

Source: Minnesota Department of Education, State Approved Licensure Programs

Table 8: Minnesota Home Primary Language Groups

The Minnesota Department of Education collects data on each public school student regarding the primary language spoken in their home (Home Primary Language). The chart below reflects the 10 most commonly spoken home primary languages in the state. View language-specific maps showing population concentrations by county under "Maps" on the Department of Education Website.

Top Ten Home Primary Languages of K-12 Minnesota Students 2011-2012

Home Language	Number of Students
Arabic	1,922
Cambodian	1,507
Hmong	20,208
Karen	1,579
Laotian	1,678
Mandarin Chinese	2,190
Russian	2,543
Somali	13,095
Spanish	39,187
Vietnamese	3,965
Total	**87, 874**

APPENDICES

Appendix A: K-12 World Language Survey 2010-2011

Questions 1-10

1. Enter the contact information for the person completing this report.
2. Enter information about the school district.
3. In which region (Service Coop Center) is your district located?
4. Which descriptor best fits your school district?
   Metro
   Suburban
   Rural
5. Does your district offer a continuous K-12 sequence of one language? If yes, which language(s)?
6. In which grade can all students in the district begin the study of a world language as part of their grade level curriculum offered during the school day? (Exemptions may be made for individual students.)
7. Home Language Courses: Does your district offer language courses specifically designed for students who speak languages other than English at home? (Examples: Spanish for Spanish-speakers, Hmong Literacy...)
8. For each language offered in your district, which model most closely describes your program(s)? If more than one K-8 model is used, up to two models can be reported for each language.
   Program Model Definitions
   Immersion: (Grade-level content is entirely taught in a language other than English)
   Core Subject: (A single language taught for the full year with a minimum contact of 30 minute sessions 3x per week or every other day)
   Exploratory: (One or more languages taught for less time or frequency than a core subject model)
   Secondary Course: (High school course or equivalent)
9. Check options available in your district for each language.

   Advanced Placement
   College-in-the-Schools
   Postsecondary Enrollment Option
   International Baccalaureate Primary Years
   International Baccalaureate Middle Years
   International Baccalaureate Diploma Programme
   Online Course
   Distance Learning
   Elementary Immersion
   Secondary Immersion
10. Does your district share licensed world language personnel with another district?

Questions 11-20

11. Who teaches world language in grades 9-12? (Check all that apply)

K-12 World Language License
7-12 World
Language License
Licensure Variance Community Expert
No Language Teacher:
Media-based Instruction

12. Does your district offer world language in any of grades K-8?

Advanced Placement
College-in-the-Schools
Postsecondary Enrollment Option
International Baccalaureate Primary Years
International Baccalaureate Middle Years
International Baccalaureate Diploma Programme
Online Course
Distance Learning
Elementary Immersion
Secondary Immersion

13. Who teaches K-8 world language in your district? (Check all that apply)

K-12 World Language License
7-12 World Language License
Elementary License with Language Endorsement
Elementary License
Licensure Variance
Community Expert
No Language Teacher: Media-based Instruction

14. Does your district have an elementary language immersion program? If yes, in which language(s)?

15. For districts with immersion programs, what is your total district enrollment in each of grades K-6?

16. What is your immersion enrollment?

17. Complete the chart with enrollment data from the current 2008-2009 school year. Combine the totals for all languages in each level.

Total Student Body Enrollment Grades 9-12
Enrollment in Level 1 Language Courses
Enrollment in Level 2 Language Courses
Enrollment in Level 3 Language Courses
Enrollment in Levels 4 and Above Language Courses

18. Does your district/charter school include grade 12?

19. Is world language a graduation requirement in your district/charter school? If yes, what is the requirement?

20. What size was your 2008 senior graduating class?

Under 200
200-399
400-599
600 and up

21. What percentage of the 2008 graduating class completed two years or more of a single world language?

Under 10%
10% - 25%
26% - 50%
51% - 75%
76% - 100%
Data not available

Questions 21-30

22. What percentage of the 2008 graduating class completed four years or more of a single world language?

Under 10%
10% - 25%
26% - 50%
51% - 75%
76% - 100%
Data not available

23. Is your district's world language standards document based upon the National Standards for Foreign Language Learning published by the American Council on the Teaching of Foreign Languages (ACTFL)?

24. Do multiple language teachers teaching the same course use common assessments?

Yes, at the end of the course
Yes, throughout the course
No
Our district does not have multiple teachers of the same course
Don't know

25. Are any of these language proficiency assessments used in your district? Definition: A proficiency assessment is a tool for identifying ACTFL Proficiency Ratings (Novice-Mid, Intermediate-Low, etc.), not student achievement in a course. (Check all that apply)

MLPA (Minnesota Language Proficiency Assessment)

OPI (Oral Proficiency Interview)
MOPI (Modified Oral Proficiency Interview)
SOPA (Student Oral Proficiency Assessment for Grades 2-8)
ELLOPA (Early Language Listening and Oral Proficiency Assessment for PK-2)
NOELLA (National Online Early Language Learning Assessment for Grades 3-6)
STAMP (Standards-based Measure of Proficiency)
Other published proficiency assessments
We write our own proficiency exams
We currently do not assess proficiency levels
Don't know

26. Were any world language programs reduced or eliminated for 2009-2010?

27. If yes, list languages, levels and primary reason for reduction/elimination.

28. Were any world language programs added or expanded in 2009-2010?

29. For each language that was expanded or added, select the change made. Up to two changes can be reported for each language.

Added to elementary
Added to middle school
Added to high school
More advanced high school course
New elementary program
New middle school program
New high school program

30. What is your district/charter school planning for world languages in the near future? (Check all that apply)

No changes at this time
Expand the number of languages offered
Extend the number of years that languages can be studied to middle school/junior high students
Extend the number of years that languages can be studied to elementary students
Extend the number of years that languages can be studied for more advanced levels of study at the high school level
Add or increase courses where students have the potential of earning college credit (AP, IB, College-in-the-Schools, etc.)
Add or increase elementary immersion settings
Reduce the number of languages offered in the district
Reduce or eliminate a language program in the elementary grades
Reduce or eliminate a language program in the middle grades
Reduce or eliminate a language program in the high school grades
Other

Questions 31-35

31. What would your community like the district/charter school to plan for world languages in the future? (Check all that apply)

    No changes at this time
    Expand the number of languages offered
    Extend the number of years that languages can be studied to middle school/junior high students
    Extend the number of years that languages can be studied to elementary students
    Extend the number of years that languages can be studied for more advanced levels of study at the high school level
    Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)
    Add or increase elementary immersion settings
    Reduce the number of languages offered in the district
    Reduce or eliminate a language program in the elementary grades
    Reduce or eliminate a language program in the middle grades
    Reduce or eliminate a language program in the high school grades
    Other

32. What would your community like the district/charter school to plan for world languages in the future? (Check all that apply) (Same choices as question 30)

33. What professional development is needed by your district's world language teachers? (Check all that apply)

    World language Standards
    Curriculum development and curriculum writing
    Developing language proficiency assessments
    Developing classroom-based assessments
    Brain-based knowledge of second language acquisition
    Methods and strategies for teaching all learners
    Classroom behavior management
    Opportunities for teachers to maintain or improve language skills
    Opportunities for teachers to expand knowledge of world cultures
    Integrating technology into world language instruction
    Fulfill teaching licensure requirements
    Other

34. Is world language study a critical component to prepare students for the 21st century?

35. Should world language be a Minnesota high school graduation requirement?

Appendix B: Respondents to the Survey for the 2010 – 2011 School Year

Academia Cesar Chavez, Achieve Language Academy, Ada-Borup, Adrian, Aitkin, Albany, Albert Lea, Alden-Conger, Alexandria, Annandale, Aurora Charter School, Austin, Avalon School, Badger, Bagley, Barnesville, Battle Lake, Beacon Academy, Belle Plaine, Bemidji Area, Benson, Big Lake, Bird Island-Olivia-Lake Lillian-Danube (BOLD), Blooming Prairie, Bloomington, Bluesky Charter School, Bluffview Montessori School, Brainerd, Brandon, Breckenridge, Brooklyn Burnsville-Eagan-Savage, Byron Center, Browerville, Buffalo Hanover-Montrose, Buffalo Lake-Hector-Stewart, Campbell-Tintah School, Canby, Cannon Falls, Cannon River STEM School, Carlton, Cedar Mountain, Centennial, Central School District, Chisago Lakes Area Schools, Clearbrook-Gonvick, Cloquet, Cologne Academy, Comfrey, Community of Peace Academy, Community School of Excellence, Cromwell-Wright, Crookston, Crosby-Ironton, Crosslake, Community School of Excellence, Cyber Village Academy, Dakota Area Community School, Dassel-Cokato Independent School District, Davinci Academy of Arts and Sciences, Dawson/Boyd, Delano, Dilworth/Glyndon/Felton, Discovery Public School, Dover-Eyota, Dugsi Academy, Duluth, Duluth Public Schools Academy, Eagle Ridge Academy, Eagle Valley, Eastern Carver County, Echo Charter School, Eden Prairie, Edgerton, Edina, Edvisions Off Campus, Ellsworth, Esko, Evansville, Eveleth-Gilbert, Excell Academy for Higher Learning, Farmington Area, Fergus Falls, Fertile-Beltrami, Fisher, Floodwood, Foley, Forest Lake Area Schools, Fraser Academy, Frazee-Vergas, Fridley, Fulda, Gibbon-Fairfax-Winthrop, Glacial Hills Elementary, Glencoe Silver Lake, Global Academy, Goodhue, Goodridge, Grand Meadow, Great River Education Center, Greenbush/Middle River, Grygla/Gatzke, Harbor City International School, Hastings, Hawley, Hayfield, Hendricks, Hermantown, Hiawatha Leadership Academy, Hibbing, Hinckley-Finlayson, Hmong College Prep Academy, Holdingford, Hopkins, Howard Lake-Waverly-Winsted, Hutchinson, Intermediate District 287, International Falls, International Spanish Language Academy, Inver Grove Heights Community Schools, Isle High School, Ivanhoe, Jackson County Central, Janesville-Waldorf-Pemberton, Kaleidoscope Charter School, Kelliher, Kenyon-Wanamingo, Kimball Area Public, Kingsland, Kittson Central, La Crescent Montessori Academy, Lac Qui Parle Valley, Lake City, Lake of the Woods, Lake Park Audubon, Lake Superior District, Lakes Area Charter School, Lakes International Language Academy, Lakeview, Lakeville Area, Lancaster, Lanesboro,

Laporte Public School, Le Center, Learning For Leadership Charter School, Lester Prairie, Lewiston-Altura, Lincoln International High School, Litchfield, Little Falls, Littlefork-Big Falls, Long Prairie-Grey Eagle, Luverne, Lyle, Lynd, Madelia, Mahnomen, Mahtomedi, Main Street School of Performing Arts, Mankato Area, Maple Lake, Marshall, Martin County West, Math and Science Academy, Menahga, Mesabi East, Metro Deaf School, Metropolitan Learning Alliance, Milaca, Minisinaakwaang Leadership Academy, Minneapolis, Minnesota New Country School, Minnesota Online High School, Minnesota River Valley Education District, Minnetonka, Minnesota International Middle Charter School, Montevideo, Montgomery-Lonsdale, Monticello, Moorhead, Mora, Morris Area, Mountain Lake, Mountain Iron-Buhl, Natural Science Academy, Nerstrand Charter School, Nevis, New City Charter School, New Discoveries Montessori Academy, New London-Spicer, New Richland Hartland Ellendale Geneva, New Ulm, New Visions Academy, New York Mills, Nicollet, Noble Academy, Norman County West, North Branch Area, North Shore Community School, North St. Paul-Maplewood-Oakdale, Northern Lights Community School, Northfield, Northfield School of Arts and Technology, Northland Community Schools, Northwest Passage High School, Nova Classical Academy, Ogilvie, Onamia, Ortonville, Osakis, Paideia Academy, Pelican Rapids, Perham-Dent, Pierz School District, Pillager, Pillager Area Charter School, Pine Grove Leadership Academy, Pine Island, Pine River-Backus, Pipestone Area, Prairie Creek Community School, Princeton, Prior Lake-Savage Area, Quest Academy, Red Lake Falls, Red Lake, Red Wing, Redwood Area, Renville County West, Richard Allen Math and Science Academy, Riverbend Academy, River's Edge Academy, Robbinsdale Area, Rochester, Rocori, Roseau Public, Rosemount-Apple Valley-Eagan, Roseville, RTR Public Schools, Rush City, Rushford-Peterson, Sage Academy, Saint Paul, Sartell -St. Stephen, Sauk Centre, Sauk Rapids-Rice, Sebeka, Shakopee, Sibley East, South Koochiching/Rainy River, South St. Paul, South Washington County, St. Paul Conservatory for Performing Arts, Spring Lake Park, Springfield, St. Cloud Area, St. Paul City School, St. Charles, St. Clair, St. Cloud Area, St. James, St. Louis County, St. Louis Park, St. Michael-Albertville, Stephen-Argyle Central, Stewartville, Stillwater Area, Stride Academy, Studio Academy, Tarek Ibn Ziyad Academy, Team Academy, Treknorth Junior and Senior High, Tri-County School, Trio Wolf Creek Distance Learning Charter, Twin Cities Academy High School, Twin Cities German Immersion School, Underwood Public School, United South Central, Urban Academy, Verndale, Warroad, Wabasso, Waseca,

Watertown-Mayer, Waterville-Elysian-Morristown, Waubun-Ogema-White Earth Community, Wayzata Public, West Central Area, West St. Paul-Mendota Heights-Eagan, Wheaton Area, White Bear Lake, Willmar Public Schools,Willow River, Waconia, Windom Area, Virginia Secondary, Win-E-Mac, Warren-Alvarado-Oslo, Winona Area, Woodson Institute for Student Excellence, Worthington, Wrenshall, Yinghua Academy.

Appendix C: World Language State Initiative Resources

Internet Resources

Ohio Language Roadmap for the 21st Century

Oregon Roadmap to Language Excellence

State Strategies to Prepare a Globally Competent Generation, Asia Society

Teacher Preparation for the Global Age, Longview Foundation

Publications for State Policymakers

U.S. Department of Education International Strategy 2012-2016. November 2012.
Succeeding Globally through International Education and Engagement

Asia Society Publications:

States Prepare for the Global Age

Putting the World into World-Class Education: State Innovations and Opportunities
Going Global: Preparing Our Students for an Interconnected World

Ready for the World: Preparing Elementary Students for the Global Age, Asia Society.