


**RANDOLPH TOWNSHIP SCHOOLS
BOARD OF EDUCATION
BOARD COMMITTEE REPORT**

The Board Secretary should receive this report one day after the meeting is held for distribution to the entire Board.

Committee: Education Chairperson: Harry Ruiz

Date of Meeting: April 4, 2012 Time: 7:00 PM 9:00 PM
Start End

Board Members in Attendance:	Harry Ruiz, Maria Martorana, Jeanne Stifleman, and David Rosenblatt
Administrators in Attendance:	Dr. David M. Browne, Jennifer Fano, and Mario Rodas
Others:	Seven members of the public
Business Discussed:	<p>World Language Program K-12, Mario Rodas</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Randolph Township Leading the Way in World Language Instruction</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>“There appears to be a series of windows for developing language. The window for acquiring syntax may close as early as five or six years of age, while the window for adding new words may never close. The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline. . . Young children learn languages with great enthusiasm. They are willing to imitate the new sounds in a foreign language, to sing and play with it, unlike older students who may be more self-conscious about such efforts. Young children also have time to master a second language. Think about the young children you know, and how many years of extended practice they need to learn English. These resources -- a long period of time and repeated practice -- are required to learn any language. This is particularly true if fluency -- speaking, reading, and writing like or almost like a native speaker -- is the goal. Starting language learning in the early grades enables children to achieve that fluency.”</p> <p style="text-align: right;"><i>Time Magazine</i> article about brain research, J. Madeleine Nash</p> <p style="text-align: center;">2011-2012</p> <ul style="list-style-type: none"> • Created a single Randolph Rosetta Stone website. • Introduced RS (Rosetta Stone) to RMS. • Piloting 3 second grade classes in RS beyond the video series. </div> <div style="width: 25%; text-align: center;">  </div> </div> </div>

- Introduced RS to K-2 teachers in two of the four elementary schools.
- Offered workshop on RS with K-2 teachers in one of the elementary schools.
- Piloting K-2 supplementing Spanish program with RS.

2012-2013

- Continue with RS in grades 3-5 and 6-8.
- Transform pilot into comprehensive program for second grade; all students second grade students having individual accounts
- Create a hybrid model combining the “Español Para Ti” video series and the use of RS by the classroom teacher in Kindergarten.
- Create a hybrid model combining the “Español Para Ti” video series and the use of RS by the classroom teacher in first grade for most of the year (~March). Implement individual RS to first grade for the remainder of the school year.

**World Language Recommendations for K-5 - 2012-2013
Academic Year**

Kindergarten

- Institute hybrid model combining “Español Para Ti” and RS in a holistic setting.

1st Grade

- Institute hybrid model combining “Español Para Ti” and RS for two marking period in a holistic setting
- Transition students into individual RS student accounts in the latter part of the school year.
- Students will have access to RS during the summer months, students will continue with the same account during 2nd grade

2nd Grade

- Students will fully utilize RS throughout the year starting after National Hispanic Heritage Month (September 15th - October 15th)
- Students will be initially assisted by older peers – RS peers

Grades 3 -5

- Continue RS as the main source of delivering Foreign Language instruction.

Pending Business:

Instructional Coaches:

With additional state aid, it is proposed to hire four Teacher/Instructional Coaches for the 2012 – 2013 school year at the high school, in the math, science, language arts, and social studies departments. These Teacher/Instructional Coaches would be assigned two or three teaching periods to alleviate some class size concerns in the high school while coaching colleagues for the remainder of the five period work day.

What is Instructional Coaching?

An instructional coach is an on-site professional developer who teaches educators how to use proven teaching methods, models lessons, and reflects with individuals to consistently improve their skills.

Why Invest in Instructional Coaches?

Instructional coaching provides the support and professional development necessary to advance teaching skills. One research study conducted by the University of Kansas Center for Research on Learning evaluated a group of 87 teachers from different schools. The results of the study indicate that 85% of those teachers who receive ongoing support from instructional coaches implement newly learned instructional methods, a factor that enhances teacher quality. In another study conducted by the same group, research indicates that teachers who do not receive such support implement newly learned strategies at only a rate of 10% (Joyce and Showers, 2002).

Effective professional learning is intensive, ongoing, focused on the classroom, and occurs during the teacher's workday (Darling-Hamond, 2009). Instructional coaching provides this opportunity for all staff and promotes positive conversations in schools.

Resources:

<http://instructionalcoach.org/about>

<http://instructionalcoach.org/research>

Articles:

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/What-Good-Coaches-Do.aspx>

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/Coaches-as-System-Leaders.aspx>

http://www.newyorker.com/reporting/2011/10/03/111003fa_fact_gawande

Recommendations:

Contact person for additional information:

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Wednesday

Next Meeting:

Date: 5/2/2012 Time: 7:00 PM Place: Central Office

Grade six math update and Elementary Field Days

Possible Topics:


Signature of Preparer

4/5/12
Date