

FREQUENTLY ASKED QUESTIONS ABOUT THE KITE-LL PROGRAM



Why early language instruction?

- World languages (WL) are a core subject according to *No Child Left Behind* legislation.
- Instructional sequences begun in elementary school, lead to higher levels of proficiency and greater ease in language learning in middle and high school.
- Early language learning is a necessary component of International Baccalaureate (IB) programs.
- WL study at an early age has multiple benefits:
 - improvement in basic skill areas, such as reading and math;
 - improvement in native language development;
 - cognitive flexibility, problem-solving, and higher-order thinking skills;
 - openness to and acceptance of difference; and
 - broader study and career opportunities.

Why KITE-LL?

KITE-LL is one option to meet the challenges facing elementary school instructional leaders. Some of these challenges include lack of:

- sequential, articulated early language programs,
- world language teachers trained in K–8 methodology, and
- student assessment and performance data.

What is the pedagogy of KITE-LL?

- The target language is used exclusively for all instruction.
- Curriculum is content-related and reinforces South Carolina academic standards.
- The target culture is the source of rhymes, songs, and stories.
- Assessment is built into each unit.
- Resources are provided for classroom teachers, world language teachers, and students.

What are the advantages of implementing KITE-LL?

Since KITE-LL French, German and Spanish each follow the same pedagogy and assessment, one language is not “easier” than another. KITE-LL

- provides equity and access to all student and schools.
- provides a uniform delivery system.
- addresses the need of multiple learning styles.
- promotes networking opportunities among world language teachers.

How is KITE-LL structured?

Each lesson is 25–30 minutes in length. The program follows a 3+ 2 or a 3 + 1 + 1 format:

- 3 taped lessons each week to present new content, and
- 2 onsite lessons for guided practice.

What is a reasonable time line for implementing KITE-LL?

- Year 1 – Grade 3 Curriculum is implemented in third, fourth, and fifth grades.
- Year 2 – Grade 4 Curriculum is implemented in fourth and fifth grades.
- Year 3 – Grade 5 Curriculum is implemented in fifth grade.

Implementation as described above ensures that all grade level teachers will learn along with the students and thus will be able to provide the necessary support. It also ensures that the program is fully staffed from the first year of implementation.

What is the role of the classroom teacher?

Since KITE-LL is delivered through technology, the classroom teacher has a key role to play in the success of the program. The classroom teacher's responsibilities include

- participating with the students in the taped lessons and modeling attentiveness and active participation when solicited by the distance-learning teacher. The language period is not a planning period.

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- acting as facilitators for the lessons by reviewing the lesson overviews prior to each taped lesson, turning on the TV at the assigned time, distributing handouts, and allowing wall space for the charts and posters provided by the face-to-face teacher.
- alerting the media specialist if there are any technical problems with a broadcast.
- respecting the pedagogical construct of KITE-LL, particularly in supporting the use of the target language and not translating for students verbally or in writing.
- making as many connections between the world language lessons and the other content areas that they teach.

What is the role of the media specialist?

Since KITE-LL is delivered through technology, the media specialist is in charge of organizing the feeds of all the taped lessons. It is not advisable to give classroom teachers copies of the tapes to use in their individual classrooms.

It is preferable that the media specialist be in charge of video feeds to all participating classrooms in a given school, thereby relieving the grade-level teacher of that responsibility.

What is the role of the principal?

The principal sends the message that the world language class is an important part of the instructional day by

- scheduling the lessons at an optimum time for learning. It is preferable that the taped lesson be scheduled in the morning because instruction is not face-to-face. The face-to-face lessons can more easily be scheduled in the afternoon.
- scheduling no more than 8 face-to-face lessons per day per onsite world language teacher.
- avoiding excessive pullouts.
- ensuring that classroom teachers support the program by following the lesson overviews in the *Facilitator's Guide* and by their active participation in all lessons.
- providing each classroom with a large screen so that students can watch the lessons on a large wall surface. It is important for students to be able to see all of the visuals easily on the screen since there are no explanations in English.
- requiring each world language teacher to take the *Bringing New Languages To Young Learners* course offered by the State Department of Education.
- requiring that any world language teacher teaching through distance learning receive appropriate training.
- pursuing benchmark data collection through external evaluation at the end of fifth grade.
- supporting the appointment of a district elementary lead teacher to administer the KITE-LL program.
- providing any supplemental resources that the world language teacher may need to create materials for the onsite face-to-face days of instruction. Each student will need approximately 70 handouts per grade level.

What is the role of the world language teacher?

The world language teacher

- studies each of the taped lessons and learns all of the gestures, songs, and activities in each lesson.
- follows the lesson plans in the *Instructor's Guide* in order to provide guided practice for students.
- conducts the performance assessments.
- evaluates student performance using the rubrics provided in the *Instructor's Guide*.
- provides the principal with assessment data at least once a year.
- Informs the principal and the district lead teacher in a timely manner of any issues that can possibly impede the success of the program.

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How do I calculate how many world language teachers I need to staff the KITE-LL program?

In order to staff two face-to-face lessons on days 4 and 5 that follow the three taped lessons, a position of .2 is necessary for every four class sections. One full-time world language teacher can staff 20 class sections.

What is the cost of the KITE-LL Program?

The costs include

- certified world language teacher(s) for days 4 and 5,
- tuition for the recertification course *Bringing New Languages To Young Learners* course offered by the State Department of Education for every new world language teacher teaching in the KITE-LL program,
- approximately 70 handouts per child per grade level,
- materials such as props and storybooks used in the series,
- paper and card stock for manipulatives,
- chart paper for classroom visual supports, and

Who do I contact for more information?

- Ruta Couet, World Languages, State Department of Education, rcouet@ed.sc.gov
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