

MEMORANDUM OF UNDERSTANDING BETWEEN
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS AND
FEDERAL EDUCATION ASSOCIATION

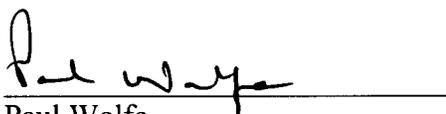
DoDEA Foreign Language Standards
and Secondary School Foreign Language Curriculum Implementation

The Department of Defense Dependents Schools (DoDDS) and the Federal Education Association (FEA) hereby agree to the following in adopting the new DoDEA Foreign Language Standards and Secondary School Foreign Language Curriculum implementation within DoDDS:

1. Management-directed training for this implementation will normally be held during the duty day. If training cannot be accomplished during the duty day, the parties agree that management and the FEA representative at the appropriate level will consult about the time, place and length of the training. Educators will be compensated for the time spent outside of the duty day in accordance with established practice.
2. The method for providing management-directed follow-up training related to the implementation of the DoDEA Foreign Language Standards and Secondary School Foreign Language Curriculum will be determined locally at the area, district, or school levels. Options to consider include, but are not limited to:
 - district or school-based sessions during in-service days,
 - school-based individual training; or
 - individual review of materials, including web-based.
3. In attempting to resolve any disputes that arise, the parties agree to make every effort to resolve such disputes at the organizational level where they arise prior to forwarding them to the next level.
4. FEA will be given the opportunity to designate a representative on committees, task forces, work groups, etc. that involve bargaining unit members in accordance with currently established practice. It is understood that this representation does not constitute bargaining.



Sheridan R. Pearce
FEA President
February 28, 2007



Paul Wolfe
Human Resources Director, DoDEA
February 28, 2007

Secondary School FL Programs Timelines

Timelines	Actions Leading to Implementation	Involvement
Spring 2005	<p>Step 1: Program Trends & Data Analysis As part of the Curriculum Renewal Cycle, staff from HQ visited schools in the Areas to monitor and report on secondary school FL Programs. Teachers and Students were involved as they gave input in face-to-face interviews and through surveys.</p>	Union Reviewed Summary
August 2005	<p>HQ, Union Leadership, Area Superintendents, Deputy Directors, HR, Manpower, Communications, Area FL ISSs met to analyze data & research, review DoDEA ES/MS Conference suggestions and make recommendations for a Comprehensive K-12 FL program.</p> <p>Step 2/3: Development Standards, Curriculum, and Assessment/Review & Select Materials <u>A. Standards Development:</u> Reformat existing secondary school foreign language content standards (emphasis on Indo-European Languages) and align them to the National FL Standards (ACTFL), create a new philosophy statement, K-5 Standards and set Proficiency Expectations for FL K-12.</p>	Union Leadership
October 05	<p><u>Activity/Audience:</u></p> <ul style="list-style-type: none"> • Initial work group convened at HQ to draft revised standards documents. Participants included FL Teachers, Area FL ISSs and Union Reps. 	Union Reps
Nov 05-Jan 06	<ul style="list-style-type: none"> • Follow-up editing draft documents of Standards. Participants included Area FL ISSs who had worked on the standards development in Oct. Outside editorial services and HQ FL Coordinator also edited document. 	
March 2006	<ul style="list-style-type: none"> • Final approval of new 2006 K-12 FL Standards by Area Superintendents and HQ. 	
Dec. 2006	<ul style="list-style-type: none"> • ISS Meeting in Arlington, VA: Begin work on inclusion of Category IV Languages (Asian & Arabic) into FL standards and write course description for Spanish Heritage Speakers. 	
SY 07-08	<ul style="list-style-type: none"> • Work Group: Finalize FL standards to include Category IV Languages (Asian & Arabic Languages) <p><u>B. Materials Selection:</u> Conduct a technical evaluation of Secondary Japanese, Korean, and Spanish (JKS) materials to support the new DoDEA FL Content Standards and Proficiency Expectations. Based on teacher survey results, DoDEA will replace and replenish materials for French, German, and Italian.</p>	Union Reps
June 2006	<p><u>Activity/Audience:</u> Japanese, Korean*, and Spanish secondary school teachers, HQ FL Coordinator/Designee and Area ISSs conduct review of materials.</p> <p><u>Topics:</u> Review of 2006 DoDEA FL Standards / Materials</p>	Union Reps 

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<p>Win 07-Sprg 07</p>	<p><u>JKS Contract Award/Ordering Materials</u> Korean I-VI* (New buy) & Italian III-VI* *(Replace/Replenish Buy) Area “mini-reviews” for source selection.</p>	
<p>SY 2006-07</p>	<p>C. Chinese (Mandarin) implemented in pilot secondary schools. Pilot materials purchased.</p>	
<p>Fall 2006</p>	<p>D. Proficiency Assessments: <i>Language Learning Solutions</i> contract awarded for on-line proficiency assessments.</p>	
<p>Spring 2007</p>	<ul style="list-style-type: none"> • Pilot end-of-year assessments in Level 2 & 4 courses: French/German/Japanese/Spanish. <ul style="list-style-type: none"> ○ Online training provided for pilot teachers. ○ Pilot teachers provide feedback on training/assessment protocol via online survey. 	<p>Union reps</p>
<p>Fall 2007</p>	<ul style="list-style-type: none"> • Delivery of ClassPak Proficiency materials, <i>Language Learning Solutions</i> contract (French/German/Japanese/Spanish) 	
<p>Spring 2008</p>	<ul style="list-style-type: none"> • End-of-year assessments for Level 2 & 4 courses: French/German/Japanese/Spanish 	
<p>Spring 2008</p>	<ul style="list-style-type: none"> • Voluntary end-of-year assessments for Levels 2 & 4 in LCT languages: Chinese, Italian, Korean, and Arabic (voluntary due to current lack of availability of teacher’s ClassPaks) 	
<p>Spring 09-12</p>	<ul style="list-style-type: none"> • End-of-year assessments for Levels 2, 4, and 6: Arabic*, French, Italian, Korean*, Italian*, German, Japanese, and Spanish (*pending availability of teacher’s ClassPaks) 	
<p>Spring 10-12</p>	<ul style="list-style-type: none"> • End-of-year assessments for Levels 2, 4: Chinese* (*pending availability of teacher’s ClassPaks) • Placement assessments on “as-needed” basis throughout the implementation. 	
<p>SY 07-08</p>	<p>Step 4: Professional Development for Revised Standards, Curriculum Materials, & Assessment A) Secondary School Japanese, Korean, Spanish, & Replace/Replenish Courses: French/German/Japanese/Spanish. <u>Purpose:</u> Communicate the program to constituents. Provide access to ongoing training and support for teachers with (skill development) training. <u>Activity/Audience:</u></p> <ul style="list-style-type: none"> • Conduct training of trainers and/or provide training for area FL ISSs in DoDEA FL Standards, best practices for instruction and assessment, lesson design, and role and use of Quality Indicator Maps. • Conduct area/district level training for FL teachers in DoDEA FL Standards, best practices for instruction and assessment, lesson design, and role and use of Quality Indicator Maps. <p><u>Topics for training:</u></p> <ul style="list-style-type: none"> • Training on DoDEA FL Standards 	<p>Union Reps: Area Level</p> <p style="text-align: right;">SM RW</p>

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	<p><u>Training Considerations:</u> The training sessions will be designed to allow for planning flexibility. The method for providing the training should be an area/district/school decision and ensure that the impact on the school/educator's schedule is minimized. Options to consider:</p> <ul style="list-style-type: none"> ○ Area/district/school(s)-based individual/small group training using training packets, on-line or CD modules. ○ Provide FL teachers or teachers new to the FL area/grade level access on-line implementation training. ○ Teachers may also receive additional support from Area FL specialists/leaders. ○ Ongoing topics shall include interactive online training modules for adopted texts/materials/proficiency assessments. ○ Provide availability to online tutorial module on the use of Blackboard. 	
SY2009-10	<p>Supplementary buy to ensure that Replace/Replenish programs have up-to-date materials (Fr. I-VI, Ger. I-VI, It. I & II)</p>	
	<p>Step 6: Evaluate FL Program Effectiveness <u>Purpose:</u> Use the Quality Indicator Map as a tool to develop surveys, interview questions and observation protocols to collect program implementation information for program improvement. <i>Note: QI Map is not used to collect individual teacher evaluation data.</i></p>	Union Reviews
	<p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Interim Program Evaluation: summarize data collected through surveys, data extractions, and on-site visits on student achievement, instructional and assessment practices, and professional development. 	Union Reviews
SY2010-11	<ul style="list-style-type: none"> ○ HQ will convene Area specialists and teachers to revise the FL language proficiency expectations and to identify grade level skills needs. 	Union Reps
SY2011-2012	<ul style="list-style-type: none"> ○ Summative Program Evaluation: Analyze achievement data to evaluate progress of FL program. 	Union Reviews
SY2013-14		