


Nancy S. Grasmick
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick 
DATE: January 26, 2010
SUBJECT: COMAR 13A.04.11 World Languages
ADOPTION

PURPOSE:

The purpose of this action is to request adoption of COMAR 13A.04.11 for World Language Instruction.

BACKGROUND:

World Languages is designated as a core content area in *No Child Left Behind (NCLB)* legislation; however, it is not included as a subject under the *Instructional Programs* subtitle in COMAR. The proposed regulation will ensure that Maryland middle and high school students have the opportunity to select World Language courses that meet graduation requirements as well as elective courses.

In March 2009, the Board accepted the Maryland State Curriculum for World Languages which is comprised of content standards, indicators, and objectives across four levels of language learning. The proposed COMAR 13A.04.11 provides regulatory guidance for the design of world language instructional programs in local school systems aligned to the State Curriculum.

EXECUTIVE SUMMARY:

COMAR 13A.04.11 requires each local school system to provide a comprehensive, sequential world language instructional program beginning at the middle school level. It includes the content standards that are the basis of the Maryland State curriculum for World Languages accepted by the State Board on March 24, 2009. Local school systems will need to certify that their instructional programs meet these requirements effective September 1, 2011, and every five years thereafter.



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In September, the Board granted permission to publish the regulation for World Language Instruction in the Maryland Register, Attachment I. The 30-day open comment period has ended. Seven comments were received and are summarized in Attachment II. All comments were supportive of the regulation.

ACTION:

I am requesting adoption of COMAR 13 A.04.11 World Languages.

NSG/mlg

Attachments

the Administration and after payment of all applicable fees, the Administration shall grant the registration renewal and issue a new registration card and validation sticker.

C. Notwithstanding any provisions of Transportation Article, §§13-104 and 13-403, Annotated Code of Maryland, the renewal of electronically processed registrations does not require a signature.

D. [Upon approval by the Administration and after payment of all applicable fees, the Administration shall register the vehicle or grant the registration renewal and issue a new registration card and plates or validation stickers.] *The owner of a vehicle requesting replacement plates or validation sticker, or a duplicate or additional registration card shall apply in the manner that the Administration requires, and pay all applicable fees set forth in COMAR 11.11.05.04.*

JOHN T. KUO
Administrator
Motor Vehicle Administration

Benefit (+)	Cost (-)	Magnitude
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D. On regulated industries or trade groups:	NONE	
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

C. Estimated cost of textbooks and materials to add world languages courses in two middle schools in two local education agencies would be a maximum of \$10,000 per local education agency. Only two local education agencies do not offer world languages courses at the middle school level.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Mary Gable, Director of Instructional Programs, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0349, or email to mgable@msde.state.md.us, or fax to 410-333-1146. Comments will be accepted through December 21, 2009. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on January 26 and 27, 2010, at 200 West Baltimore Street, Baltimore, MD 21201.

.01 Program.

A. Each local school system shall provide a comprehensive, sequential world languages instructional program beginning not later than the middle learning years that:

- (1) Provides for the diversity of student needs, abilities, and interests at the middle and high school years;
- (2) Offers a variety of languages;
- (3) Includes the Maryland World Languages Content Standards set forth in §B of this regulation;
- (4) Enables students to meet graduation requirements; and
- (5) Allows students to select world languages electives.

B. The world languages program shall include all the following content standards:

- (1) Communication: Students exchange information orally and in writing in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret the target language in its spoken and written form on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.
- (2) Culture: Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives. Students

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

13A.04.11 World Languages Instruction

Authority: Education Article, §§2-205(h) and 4-111, Annotated Code of Maryland

Notice of Proposed Action

[09-367-P]

The Maryland State Board of Education proposes to adopt new Regulations .01 and .02 under a new chapter, **COMAR 13A.04.11 World Languages Instruction**. This action was considered at the Maryland State Board of Education meeting on Monday, September 21, 2009.

Statement of Purpose

The purpose of this action is to provide guidance to school systems for the design of world languages instructional programs for students in middle and high schools.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. **Summary of Economic Impact.** Estimated cost of textbooks and materials to add world languages courses in two middle schools in two local education agencies would be a maximum of \$10,000 per local education agency. Only two local education agencies do not offer world languages courses at the middle school level.

II. Types of Economic Impact.	Revenue (R+/R-)	Expenditure (E+/E-)	Magnitude
A. On issuing agency:	NONE		
B. On other State agencies:	NONE		
C. On local governments:	(E+)		\$10,000

demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

(3) *Connections: Students reinforce and further knowledge of other content areas through a language other than English. Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*

(4) *Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and English. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.*

(5) *Communities: Students use the language both within and beyond the school setting. Students use the language for personal enjoyment and enrichment.*

C. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide world languages curriculum documents for the secondary schools under its jurisdiction that:

(1) Include the content standards set forth in §B of this regulation; and

(2) Are aligned with the State curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

D. Student Participation. Each student shall have the opportunity to participate in the world languages program required by this chapter.

.02 Certification Procedures.

By September 1, 2011, and each 5 years after that, each local superintendent of schools shall have certified to the State Superintendent of Schools that the instructional programming within grades 6 — 12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter. This certification shall describe how the regulations are being met at each learning level in accordance with reporting standards developed by the Department of Education.

NANCY S. GRASMICK
State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), and 6-701 — 6-705,
Annotated Code of Maryland

Notice of Proposed Action

[09-368-P]

The Professional Standards and Teacher Education Board proposes to adopt new Regulation .24 under **COMAR 13A.12.02 Teachers**. This action was considered at the Professional Standards and Teacher Education Board meeting on February 25, 2009.

Statement of Purpose

The purpose of this action is to ensure that students in Maryland schools have teachers who are qualified to teach American Sign Language (ASL) since the adoption of the regulation that includes two credits of ASL or two credits of foreign language as one element of Maryland's graduation requirement.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Jean E. Satterfield, Assistant State Superintendent, Certification and Accreditation, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0385, or email to jsatterfield@msde.state.md.us, or fax to 410-333-2226. Comments will be accepted through December 21, 2009. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on February 4, 2010, at 200 West Baltimore Street, Baltimore, MD 21201.

.24 American Sign Language (Prekindergarten — Grade 12).

A. To receive certification in American Sign Language (prekindergarten — grade 12), the applicant shall meet one of the following options:

(1) Option I:

(a) Earn a bachelor's or higher degree from an institution of higher education (IHE) with a major in American Sign Language; or

(b) Complete a minimum of 30 semester hours of content coursework in American Sign Language taken at an IHE and meet:

(i) The professional education coursework required in Regulation .06A(2) of this chapter; and

(ii) The experience requirement in Regulation .06A(3) of this chapter; or

(2) Option II:

(a) Earn a bachelor's degree or higher from an IHE;

(b) Present a valid professional certificate issued by the American Sign Language Teachers Association or another Department-approved national or regional organization; and

(c) Meet the professional education coursework required in Regulation .06A(2) of this chapter.

B. For the content coursework required in §A(1)(b) of this regulation:

(1) A minimum of 50 percent shall be taken at the same institution; and

(2) A minimum of 12 semester hours shall be upper division coursework.

NANCY S. GRASMICK
State Superintendent of Schools

Attachment II

COMMENTS RECEIVED ON THE PROPOSED WORLD LANGUAGES COMAR

Name & Organization	Summary of Comments	Staff Response
<p>Dr. Arlene White President MD Foreign Language Assoc.</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Most counties already offer these programs; • Maryland’s world language high school students and their teachers are recognized regionally and nationally; • Middle school study is the next appropriate and long anticipated step; • Research supports longer sequence of language study to achieve proficiency; • Global society demands cultural and linguistic competence. 	<p>Agree</p>
<p>Ms. Rhonda Churchill Wicomico County parent</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Oldest son is enrolled in French I; regrets that he could not begin world language study until 7th grade; • Hopes that her youngest child will have the opportunity to begin world languages earlier; • By beginning world language study in the middle school grades or earlier and continuing in a sequential program through high school, students will develop communication skills needed for success in the world today. 	<p>Agree</p>
<p>Ms. Jessica Paffenbarger Baltimore County parent</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Her two children have studied French for 6 years at elementary and 3 years at middle school level; • Many more opportunities open to students because of ability to speak a second language; • Studies show achievement in reading, language and math are improved when students begin study of languages at an early age. 	<p>Agree</p>

Name & Organization	Summary of Comments	Staff Response
<p>Ms. Rebecca R. Kline Executive Director Northeast Conference on the Teaching of Foreign Languages</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Regulation will help keep Maryland schools #1 in the nation; • Content standards align with national standards; • Regulation guarantees access and equity and reflects designation of world language as a core content area; • Implementation of the regulation is worth whatever effort will be needed because of potential to create citizens who understand other cultures and languages; • Proposed regulation is a model for the nation. 	<p>Agree</p>
<p>Ms. Sherri Harkins World Language Teacher Wicomico County</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Middle school students are emotionally and educationally ready to study world languages; • World language study promotes personal growth and secures future success. 	<p>Agree</p>
<p>Ms. Rebecca Palo Baltimore County parent</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Parent of two children in partial immersion French program; • Benefits include brain development, cultural intelligence; mastery of English; • Unconscionable to not offer complete, effective world language program in today's global economy. 	<p>Agree</p>
<p>Mr. Bret Lovejoy Executive Director American Council on the Teaching of Foreign Languages</p>	<ul style="list-style-type: none"> • Supports proposed COMAR; • Competence in a second language is a critical skill for living and working in global environment; • Maryland's standards are closely aligned with national standards; • On behalf of 12,000 members of ACTFL, congratulates Board of Education for taking this visionary step for the students in Maryland. 	<p>Agree</p>