

K2K Meeting Notes
November 9, 2012

DEPARTMENT:	Languages
DATE:	November 9, 2012
LOCATION:	Konia 212
Facilitator:	Melelani Pang, Candace Kimura, Ximena Hill, Keola Wong
Recorder:	Keola Wong
Timekeeper:	
Attendees:	Keoni Wilhelm, Uluhani Wai'ale'ale, Betty Osserman, Candace Kimura, Noriko Okimoto, Noriko Vergel, Kaimana Kong, Ximena Hill, Dana Fukunaga, Ke'ala Kwan, Keola Wong, Dominique Meyer-Gere, Māpuana Kobashigawa, Kēhau Mahelona, Melelani Pang, La'akapu Lenchanko, Lehuanui Watanabe- Emocling Absent: Pi'ilani Akiona
Discussion Notes:	
<ul style="list-style-type: none"> • Reviewed agreed upon Norms (from 9/19 Meeting) <ol style="list-style-type: none"> 1. Be respectful 2. Contribute to solution 3. Actively participate 4. Be professional 	
2 Agreed on WEO Links:	
<ul style="list-style-type: none"> • Reviewed agreed upon 2 WEO (from 10/5) • Added new WEO: Ke Ao Lani, Ke Ao Honua – Global C. Ka 'ike a ka makua he hei na ke keiki – The knowledge of the parent is [unconsciously] absorbed by the child. Nurture and value my identity as a source of understanding, purpose, meaning, and connection to others. • Agreed on a 3rd WEO 	
Voted: 17 Yes/0 No (however, concern that we are rushing decision making)	
Agreed on (High Level) Concepts/Content:	
Students will understand that:	
<ul style="list-style-type: none"> • communication is essential. 	

- relationships between self, others, nature, and God are important.
- culture is an integral part of language learning.

Note for teacher for developing curriculum:

- *language learning promotes **communication** in languages other than English*
- *language learning encourages gaining knowledge and understanding of other **cultures***
- *language learning makes **connections** with other disciplines as well as acquiring and recognizing distinctive viewpoints only available through the language and its culture*
- *language learning develops **comparison** insight into the nature of language and culture and their own*
- *language learning stimulates participation in multilingual **communities** at home and around the world*

Students will know, understand, and interpret different levels of meanings through various topics:

Sample topics:

- school life
- family
- greetings and leave taking
- relationships (people and environment)
- self-introduction
- celebrations
- hobbies, etc.
- food
- personal needs

Vote: 17 yes/0 no

Discussion: four bullet points imply a separation of each, need for integration. Group worked on rewording.

Three Ps for culture = triangle visual = product – perspective (no one way, or one right way, allow for student to form personal

perspective) – practice

Examples: Japanese – making 1,000 cranes for healing, but use is also for wedding. So important for student to arrive at own personal perspective.

Hawaiian talks about kaona. Some things are formal or informal in each language.

Agreed on Skills:

Students will be able to communicate using the target language through the integration of the four basic language skills and the three modes of communication based on cultural knowledge introduced through the three Ps.

basic language skills: speaking, listening, reading, and writing

modes of communication: interpersonal, interpretive, and presentational

three Ps of culture: product, perspective, and practice

Vote: 17 yes/0 no

Discussion:

Assessment – Summative and Formative

Summative – common final course exam

Formative – done throughout the year

Brainstorm ideas for formative assessment activities in small group work

Sharing each group's results on chart paper. Group processed selecting items commonly noted on the charts. Highlights indicate what was identified as common.

Chart 1

- Student **speak about a topic**

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- Vocab **quiz** – written exams
- Grammar **quiz** – written exams
- Listening exercise – written exams
- Skits
- **Group presentation**
- Recordings
- Interviews
- **Paired speaking/dialogue creations**
- Retelling/drawing experience
- Mimic native voice

Chart 1

Formative

- quizzes
 - o spelling
 - o vocabulary
 - o grammar
- Homework/classwork
- Discrete knowledge

Summative

- skit/role play/presentation
- **PBL** (project based learning)/PBI (project based instruction)
- Holistic language assessment

Chart 3

- teacher feedback
- vocab quiz/check
- self reflection/assessment
- surveys
- oral quiz/check
- retell story

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- comprehension quiz/check
- grammar quiz/check
- group activities/games
- reading/dialogue exercises
- skits
- peer assessments

Chart 4

- looking at homework
- practice quizzes
- drills
- games, activities
- monitoring by listening
- build on prior knowledge
- “quick review” i.e. vocab review on white board, etc.
- group work projects
- short speaking checks

What is discrete knowledge? Ex What is meaning of vocabulary?

Discussion: What is the understanding of the terms summative and formative?

Summative – holistic understanding

Formative – discrete knowledge, a process of learning, not graded, practice (e.g. skit, dialog), drafts, along the way – where are you, feedback along the way

We may be mixing two discussions: Assessments: formal vs. informal. What is an assessment? Formal or informal.

Difference between summative vs. formative. Dictionary meaning: formative is smaller elements. Summative is holistic. So vocab is formative, and grammar is summative.

We need to understand this from an education definition. Definition by Pua folks may be different for Summative and Formative.

Depends on one's focus on assessment. When focused on mega language, need to determine which skill is being focused upon.

What about a draft of a written item? It could be this would be doing both – formative and summative. Reminder that we are looking at mega language.

Formative and Summative changes, depending on what level.

Not showing what you can do, vs. what you know.

KK: Interesting to consider a Hawaiian cultural perspective on assessment.

Quizzes: vocabulary, grammar, spelling, oral, comprehension, practice

Group Work: presentations, activities/games, work, project-based learning

Speaking: speak about a topic, skits, paired speaking/dialogue creations, skit/role play/presentation, short-speaking checks

Agreed on Common Assessments:

Summative (holistic-language assessment):

- common final
- project-based learning
- speak about a topic, paired speaking/dialogue creations, skit/role play/presentation, short-speaking checks
- presentations, activities/games, work

Formative (discrete knowledge):

- Quizzes: vocabulary, grammar, spelling, oral, comprehension,

Others:

- classroom participation
- homework
- Practice: skits, dialogue, drill

Vote: 17 Yes/0 No

Why and How?

Share example that Pua mentioned in this morning's session. Short phrases and bullet points are fine.

Discussion: Teaching the target language – three P comes in (product, perspective, practice)

Learn culturally appropriate behavior will strengthen one's sense of self. How will the student know this if the teacher doesn't know this? Teachers will need to learn. Through the target language. Non-native may not know cultural aspects. Counter argument – native person may not know how to teach/show that in a learning environment, similar to the non-native not knowing the culture. Not our job to find out, that's what administrators need to work on. Native, non-native is not relevant for this. Important, but for a different conversation.

1) Why the content area explicitly links to the (three) WEO selected?

- We all need to understand where we are coming from. By studying the other culture we understand our own culture. Understanding the other culture helps understand one's own culture/own identity – in this case Hawaiian culture, even if they are not taking Hawaiian.

2) How the content area explicitly links to the (three) WEO selected?

Getting at cultural part and how it affects the cultural learning.

Mega language, all three languages – topics in context such as:

- greetings
- topics in content
- family
- school

- community
- weather/climate appropriate action
- teaching target language and learning culturally appropriate behavior to strengthen their sense of self-identity

Nov 21, 2012, Kumu-2-Kumu Meeting

Spokesperson to present our high school curriculum map: **HANS KEONI WILHELM**

What are we presenting? The Consensus Map and the Why and How.

Who will facilitate the K – 12, Kumu-2-Kumu, Nov 21, Early Release Day meeting? **Ke'ala, Noriko Okimoto, Lilinoe**

What is the location for this meeting?

Suggested locations: Mexican restaurant on School St., Middle School, Keōua, Ka'iwakīloumoku

Discussion: Mexican restaurant (to go off campus) – concerns about traffic cause near Thanksgiving time, logistics meeting in a restaurant, only 2 hours. Perhaps can use mini-bus to transport us to location.

Ke'ala suggested that K-12 Kumu-2-Kumu planning teams be changed from a team per meeting to a team per year because of difficulty transitioning planning team from one meeting to the next.

Keoni volunteered to create a Survey Monkey online to use the decision making process suggested at our last meeting in deciding the two questions above: 1) Location for Nov 21 meeting, and 2) Planning team(s) – keep per meeting or suggest to KES and KMS colleagues to change to planning team per year.

Questions for Leadership:

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Next Steps:
(Plan for 11/30/12 Meeting)

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