

1. What do you think CPS can provide to its students/graduates to succeed in a globalized economy? **CPS can provide a high quality world language program. A program that produces a student who is fluent in at least two languages by competition.**
2. What is your vision on the world language programs at CPS? **I would like to see the world language programs produce students who are fluent in multiple languages, open minded to different cultures, and interested in other countries.**
3. What is your vision for how your foreign language goals would be implemented? **I would like to see students fluent in a second language by the 10th grade, then attempting to master that language in 11th and 12th grade or attempting to learn a third language.**
4. What are your goals for foreign language learning options in elementary school? In secondary school? **Elementary grasp the fundamentals of a second language. In secondary schools display an excellent command of a second language consider learning a third language.**
5. What languages do you consider to be the most important for students to learn in the 21st century? **English, Spanish, Chinese, France, and Swahili.**
6. How important is an immersion foreign language option in elementary schools compared to foreign language exposure? **They are both equally important. My goal is excellence for all children.**
7. Will you support expanding the current immersion elementary schools and/or creating new ones to accommodate additional demand from families? **If there is demand for it then this demand must be met.**
8. I have friends with children in immersion schools in NY and CA and they are very well planned out for K-12. I would like to know if any of the candidates are in favor of strong, cohesive immersion programs that will span K-12. For Amigos? For King Chinese Immersion? For Ola/Portuguese Immersion? **All of our programs from chess club to the language immersion programs need to strong and of high quality so that each child's has the opportunity to reach their potential.**

Recruitment

9. Recruitment of students from the "free lunch" demographic to Cambridge's immersion programs has been very disappointing in recent years, what can the District do to improve this performance? **Increase family involvement and reach out to the parents, and really try to communicate the importance of world language.**
10. The recent adjustments to the controlled choice system are strangling the Cambridge immersion programs. Please explain how these adjustments support the immersion programs. **Controlled choice is supposed to make each school more economically and culturally diverse and equitable it can support the immersion programs by committing to offer the resources it needs to be successful.**
11. How do you believe the controlled choice adjustments can be changed to adequately support and ensure the survival of Cambridge's immersion programs? **The survival of the immersion programs depends on the support it receives from the superintendent, school committee, and community. If all parties involved commit to its success there is no doubt in my mind that the immersion programs will prevail.**

Language Best Practices

12. The research on language immersion best practices consistently supports at least 6 years of continuous immersion learning for at least 50% of the learning time. Why is Cambridge pursuing a different strategy with the Portuguese and Chinese immersion programs? What research supports Cambridge's approach of providing foreign language instruction for less than 50% of the learning time in the upper elementary grades? **We need to look at the research and data then determine the best approach at teaching effectively, because we need to do what works best for the students.**
13. Given that only children born September - March are eligible for Junior Kindergarten, children born April - August who enter a language immersion program in Kindergarten (instead of JK) miss an entire year of language learning. What should happen to address this language-learning gap for the JK-ineligible kids? **Endorse universal JK. Make sure all our students have access to quality JK programs.**
14. What do you believe are the some of the challenges that immersion programs face in Cambridge? **Attracting students from low-income households and support from the school committee.**

15. What kind of dual language model training do teachers receive? Who else should be trained? Do the teachers and staff at all three immersion programs receive the same training? Is the training adequate? **We need to support our teachers make sure they receive all the training they need to offer the best possible education to our students.**
16. What will you do to follow best practices and to support the existing bilingual immersion programs in Cambridge? Please be specific. **1) advocate for the immersion programs on the school committee 2) Personally reach out to parents and children of color to communicate the significance of the immersion programs 3) Make sure the immersion programs receive the support it need to function at its best.**

Resources

17. Given that the language immersion programs are growing in popularity and better equip students to succeed in an increasingly global world, can additional dedicated administrative staff at the CPS District level be hired? **We would need to take a deeper look into the budget then determine if more staff can be hired.**
18. Can a dual language coordinator be recruited from one of the existing, more established programs? Can the World Languages Coordinator oversee the immersion programs without muddying the water? **We need the quality teachers and staff at all positions. If this notion would strengthen our programs then we must deeply consider it.**
19. In an immersion program, how much support, in foreign language instruction, do you think should be provided to struggling learners or children with special needs? **As much support as it takes for them to succeed.**
20. What additional support, outside the “usual” support, do you believe the immersion programs need? For example, translation of school communications, e.g., meeting minutes, is required, and must be high quality, and therefore costly. This is a basic need for the program, but the District does not cover the cost. **Again if this would improve the program we must have it and find a way to cover the costs.**
21. As a SC member, would you give Cambridge's existing dual immersion schools the same amount of support they currently get, more support, or less support? **As much support as is required for us to have an outstanding program.**

Policy Implementation/Policy Making

22. What do you believe was the program structure unanimously approved by the School Committee in December 2010 for the Mandarin Chinese immersion program at the Dr. Martin Luther King, Jr. School?
23. In the last two years, the District, and the School Committee, dropped the ball twice. World languages for JK-5 have been pulled out and not put back in schools. The SC also had to go back and reconsider a unanimous vote taken on the Chinese Immersion program in 2010, a decision now considered debatable and unclear. How will you ensure the policies that the SC makes are sound, clearly defined, and that direct and support the Administration (as required by most School Committee code of ethics in MA)? **I want to make sure that we do what is best for the students and meet their needs. When writing policy we must make sure that we are precise, clear, and everyone understands the intention of the policy.**
24. What will you do to make sure that the feedback loop with the District is functional and effective, in order to avoid having important policy changes fall through the cracks, and to ensure that there is sufficient clarity and definition in the policies that you make? **Make sure that everyone is informed and the information is out there and easily accessible.**
25. What suggestions do you have for working with the immersion programs, the district administration and the immersion families to address the disparate goals of increasing SES diversity within the immersion program, improving academic achievements and increasing the rigorousness of the immersion program to reach the stated program goals of listening, speaking, reading and writing proficiency in the foreign language? **Quality and support for all students. Focus on increasing family involvement, offering quality education to all our students, and putting the best teachers in front of all our students.**
26. Since the School Committee role is to approve broad curriculum, the curriculum for all immersion programs need to be voted by the School Committee. If the any of the

Immersion programs offer less than 50% foreign language instruction, or no foreign language instruction in one or more of the core areas of math, literacy, social studies and science, would you put forth a motion to follow best practice and require at least 50% of instruction be delivered in the foreign language? **We would have to look at the details and make a thoughtful vote. I would vote on a situational basis in order to make sure that what is done is best for the students and has the best possible outcomes for them.**