



K – 12

# World Language Study

Easton, Redding & Region 9 Tri Board  
Meeting

May 15, 2014





## Study Group Participants:

- **Stephanie Pierson Ugol, Central Office- Co-Leader**
- **Chris Poulos, JBHS- Co-Leader**
- **Sandi Van Ausdal, JBHS**
- **Andrea Rowland, JBHS**
- **Barbara Smith, JBHS**
- **Ward Sader, JRMS**
- **Megan Guild, HKMS & RES- Co-Leader**
- **Cheryl Cowherd, JRMS- Co-Leader**
- **Rosa Barrero, JRMS**
- **Annie Mohr, HKMS**
- **Calico Harington, HKMS**



# Guiding Questions

- How do our World Language curriculum and course offerings support a K-12 or grade 6-12 continuum of learning?
- To what extent do our World Language curriculum and course offerings include current standards and identified best practices of World Language programs?
- To what extent do our methods of measuring student learning reflect an ability to transfer understanding to real life contexts outside of the school environment?



## *Vision Statement*

**“Language and communication are at the heart of the human experience.”<sup>1</sup>**

**The ER9 World Language program focuses on the development of language proficiency and effective communication. By learning other languages, students will be linguistically and culturally prepared to function as world citizens.**

<sup>1</sup> ACTFL Vision Statement, 2005

The logo for 'FIRST steps' features the word 'FIRST' in a bold, black, sans-serif font, with each letter contained within a yellow rectangular block. To the right of 'FIRST', the word 'steps' is written in a lowercase, black, sans-serif font. The letter 'e' in 'steps' is highlighted in yellow. Above the text, there are three horizontal yellow bars of varying lengths, stacked and slightly offset to the right, creating a sense of depth and movement.

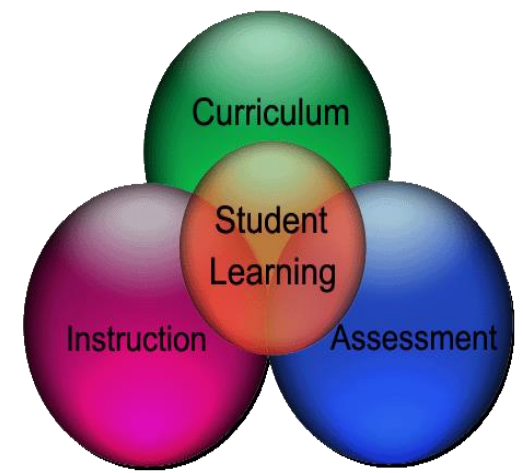
# FIRST steps

## *Mission Statement*

*Through an approach involving the three modes of communication (interpretive, interpersonal, and presentational), exposure to authentic texts, and engagement in authentic tasks, ER9 aims to build and strengthen listening, speaking, reading, and writing skills in the target language.*

<sup>1</sup> ACTFL Vision Statement, 2005

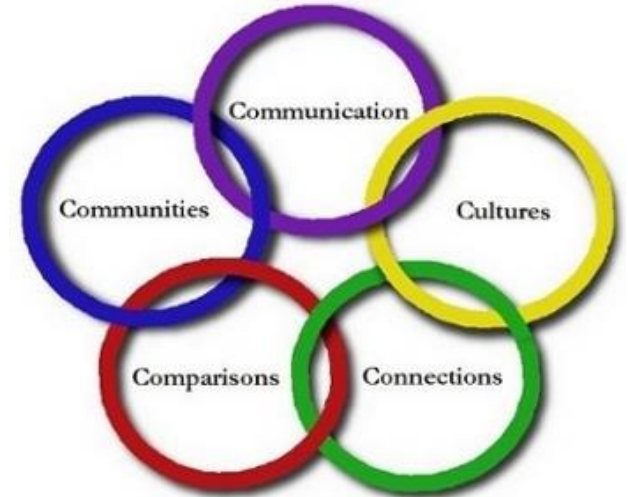
# Curriculum, Instruction & Assessment




- ✓ Identification of Common Guiding Standards
- ✓ Advanced Placement Themes:
  - ✓ Global Challenges, Personal & Public Identities, Contemporary Life, Science & Technology, Beauty & Aesthetics, Families & Communities
- ✓ American Council of Teachers of Foreign Languages (ACTFL)
  - ✓ Webinars
  - ✓ Professional Reading – Curriculum, Instruction, & Performance Assessment

# ER9 Baseline Diagnostic Assessment


- Reviewed samples of taught curriculum
- Identified commonalities
- Determined gaps and redundancies
- Determined existence of a common instructional approach



# Integrated Performance Assessment (IPA)




**I. Interpretive Communication Phase**  
Students listen to or read an authentic text (e.g., newspaper article, radio broadcast, etc.) and answer information as well as interpretive questions to assess comprehension. (T) provides ss with feedback on performance.




**III. Presentational Communication Phase**  
Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama skits, radio broadcasts, posters, brochures, essays, websites, etc.

**II. Interpersonal Communication Phase**  
After receiving feedback regarding Interpretive Phase, ss engaged in interpersonal oral communication about a particular topic which relates to the interpretive text. This phase should be either audio- or videotaped.





# Example of an IPA overview for a French unit on environment

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"><li data-bbox="147 454 1141 615">1. What are the most important environmental issues in the United States and in different Francophone areas?</li><li data-bbox="147 686 1141 786">2. What measures are being implemented to help the environment?</li><li data-bbox="147 858 1141 958">3. What role does individual initiative play in environmental causes?</li><li data-bbox="147 1029 1141 1186">4. How do you see yourself making a difference with environmental concerns in the future?</li></ol>	<p data-bbox="1166 454 2333 501">Actions of humans have an impact on natural systems.</p> <p data-bbox="1166 572 2313 672">There is a relationship between the consumption and conservation of natural resources.</p>  <p data-bbox="2084 1182 2193 1200">©2010/2011</p>

## Example of an IPA overview for a French unit on environment

<b>Key Cultural and Linguistic Knowledge</b> <i>Students will know...</i>	<b>Key Language Functions</b> <i>Students will be able to...</i>
<ul style="list-style-type: none"><li>• key vocabulary related to reducing ones carbon footprint and identifying various environmental threats and issues</li><li>• what is necessary to protect the environment.</li></ul>	<ul style="list-style-type: none"><li>• identify and discuss environmental issues in Northern Québec.</li><li>• suggest strategies for protecting the environment by using the subjunctive mode</li></ul>

## Formative assessments in this unit include...

- in-class activities that promote the acquisition of vocabulary, grammar and culture
- practice and reinforcement using authentic texts and tasks
- interpretive, interpersonal and presentational assessments with feedback loop
- traditional assessments to evaluate discrete structures and thematic vocabulary
- **NOTE:** the summative assessments at the end of the unit are predicated on the formative ones

# Example of a summative presentational assessment

**Contexte :** Votre correspondant canadien vous a écrit l'email suivant dans lequel il vous demande ce que vous faites dans votre communauté pour protéger l'environnement.

**Tâche :** Répondre à un email

**Audience:** Votre ami, Félix

**But :**

- 1) Identifier quelques problèmes environnementaux auxquels votre école fait face
- 2) Décrire les gestes que vous faites dans votre communauté pour protéger l'environnement
- 3) Expliquer ce qu'il faut faire pour être « vert » et pour s'engager pour l'environnement

**Ressources:**

- 1) Liste de vocabulaire pertinent
- 2) Le conditionnel (could, should, would)
- 3) Propositions avec « si »
- 4) Le subjonctif
- 5) Expressions spéciales de transition

# Example of a summative presentational assessment

Salut,

Depuis un an, je fais partie des *Jeunes Reporteurs pour l'Environnement*, un programme développé dans les établissements du secondaire au Québec. Le but principal de notre organisation est la sensibilisation des jeunes aux problèmes de l'environnement. Nous voulons contribuer à faire les étudiants d'aujourd'hui les « eco-citoyens » de demain. Cette année nous allons célébrer le *Jour de la Terre* avec plusieurs animations sur l'environnement. Mon atelier va se focaliser sur les gestes que font les étudiants dans les lycées américains. Je sais que tu es président du club environnement de ton école. Je serai donc très content d'avoir tes idées sur les questions suivantes :

1. Quel problème environnemental local (école, ville, région) intéresse le plus les membres de ton club ?
2. Quels gestes faites-vous qui favorisent la protection de l'environnement ?
3. Quelles mesures prenez-vous pour sensibiliser les autres membres de votre communauté ?

J'attends avec impatience tes réponses. Et à bientôt à Montréal, j'espère !

Amitiés,

Félix

# Classical Language: Latin

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- National organizations – American Classical League, CLASSCONN
- Current standards
- Curriculum changes
- ACTFL Standard - Interpretive Communication



# Recommendations



- Curriculum revisions based on ACTFL standards, AP themes and a continuum of learning
- Provide ongoing professional development for all World Language teachers
- Create and/or refine Integrated Performance Assessments
- Create structures for collaboration within and across buildings and languages
- Strengthen coordination and leadership

# Next Steps:

Year 1 *May, 2014 – June, 2015*



- April 30, 2014 – K-8 WL committee presentation to Easton-Redding WL teachers
- May- June, 2014 – Distribute ACTFL professional materials to all WL teachers
- Last teacher work day for K-8: Professional development for ACTFL and AP themes
- Summer, 2014 – Curriculum revisions (*one day for 8 teachers*)
- Ongoing language-specific curriculum discussions, across buildings
- Ongoing collaboration among all ER 9 WL teachers



## Year 2

*July, 2015 – June, 2016*

Continued and regular cross district and language specific meetings to review and revise curriculum and create IPAs for assured experiences.

Continued PD on IPAs: Consultants to review curriculum work and help with revision process

Develop leadership roles within the tri-district specific to the development of the World Language program K-12





Questions?