

National Association of District Supervisors



Schedule for February 10th:

- 11:40-12:00: Troubleshooting with Moderators
- 12:00-12:05: Welcome and Introductions via Chat box
- 12:05-12:20: Thoughts from Alyssa Villareal
- 12:20-1:00: Q & A/Sharing Resources



Task: Explore each of the characteristics within the [Program Design facet](#). Please feel free to add your questions, comments, and resources here before the meeting. Adding questions to the doc prior to the meeting will help the facilitator address your needs. Of course, we will add this doc during the meeting as well.

<p>Facet: Program Design Effective World Language Programs cultivate globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies.</p>		
<p>Characteristic #1: School/District has a vision that includes global competency.</p>		
<p><u>QUESTIONS ABOUT #1</u></p>	<p><u>REFLECTIONS/COMMENTS</u></p>	<p><u>RESOURCES TO SHARE</u></p>
<ul style="list-style-type: none"> • Do you have a written plan/vision for your district? • If not, what are your first steps to create one? 	<ul style="list-style-type: none"> • Does anyone have a model plan to share? • If you have a written plan, do teachers have input into it? Or a 	<ul style="list-style-type: none"> • Seattle School District: Policy on International Education http://tinyurl.com/SPSInternationalSchools Seattle School Board Policy No 2177 (adopted May 15,

<p>If yes, what were your steps to create one? i.e. Who gave input?</p> <ul style="list-style-type: none"> • What should be in the plan? PD plan? Supporting instructional shifts? 6 Core Practices? Building teacher capacity? 	<p>group of teacher leaders? Just wondering.</p>	<p>2012) work led by International Schools Leadership Team ISLT https://sites.google.com/site/seattleisl/</p> <ul style="list-style-type: none"> • This is the handbook that we created as the starting point in 2011 for WL teachers in Detroit Public Schools. http://detroitk12.org/admin/academic_affairs/world_languages/docs/Global_Languages_Handbook.pdf This document is constantly updated and, with many other documents from ACTFL, TELL, etc that constitute our curricular framework, is available internally in our hub for the teachers' access. •
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Characteristic #2: Effective World Language programs are designed to provide long sequences of articulated language courses to achieve the highest possible proficiency.

<u>QUESTIONS ABOUT #2</u>	<u>REFLECTIONS/COMMENTS</u>	<u>RESOURCES TO SHARE</u>
	<ul style="list-style-type: none"> • We have developed a long sequence for Dual Language Immersion (Spanish, Japanese, Chinese) but it's been a struggle at the middle and high school levels; we are building a strong sequence with heritage language learners and Dual Language Immersion students in Spanish at Denny Intl MS and Chief Sealth Intl HS • Charlotte: We have K-12 sequences for four of our five immersion languages, and they have been refined over the past several years. These sequences have allowed us to plan for the rest of our K-12 sequence in our fifth immersion language. (This cohort is in the 9th grade this year.) For 	<ul style="list-style-type: none"> •

	<p>our IB programs, we have K-5 FLEX feeder programs that articulate into the IB MS and HS programs as well.</p> <ul style="list-style-type: none"> In Detroit, we promote longer sequence of articulated courses, however, the challenges are many: teacher vacancies, large classrooms, few prep time, challenges with teachers who may not speak the TL and/or are attached to “old styles”, among others. Articulating under these circumstances is difficult, but I am working on this every day. 	
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Characteristic #3: Effective World Language programs provide access to all students.

<u>QUESTIONS ABOUT #3</u>	<u>REFLECTIONS/COMMENTS</u>	<u>RESOURCES TO SHARE</u>
<ul style="list-style-type: none"> How much control or influence do you have over access as a District Supervisor? How do your courses distinguish between standard and honors level? What instructional materials and professional learning equip teachers with extensions and supports for struggling students? 	<ul style="list-style-type: none"> Seattle -- this is a challenge because WL is not currently a state or district graduation requirement, but that is changing by 2019 NC - courses at the Novice level (traditional levels I-II, Spanish for Native Speakers I) are not honors, but all courses at the intermediate level are inherently honors. We then also have AP and IB courses. In San Antonio, I have no control or influence over access except at the middle school level. Our middle school Spanish is still considered as “accelerated” because it is for high school credit, not because the district thinks language has to wait until high school. San Antonio - we have standard or PreAP courses in all languages that have an AP test. In theory, honors coursework goes faster and in more depth as appropriate. 	<ul style="list-style-type: none">

Characteristic #4: Effective World Language programs routinely collect and analyze data.

QUESTIONS ABOUT #4	REFLECTIONS/COMMENTS	RESOURCES TO SHARE
<ul style="list-style-type: none"> • What is your district’s assessment plan? Do you assess internally and externally? • What professional development do you plan to plan for teachers to support the assessment plan? • How do you fund proficiency testing? It would cost \$100,000 a year to test all my students? • Does anyone have a protocol for calibrating performance assessments? • We are a small district with limited funding for out of district assessments. Has anyone allowed for students to pay on their own to get outside verification of proficiency level using AAPPL? > Seattle: The district pays for testing for 11th-12th graders for Competency-Based Credits (and Seal of Biliteracy) but younger students can pay for their tests. We collect payments through Brown Paper Tickets http://seattlewltesting.brownpapertickets.com 	<ul style="list-style-type: none"> • In Charlotte, we have only been able to mandate internal end of year/course testing in level I, in addition to AP and IB. This is due to high school credit being earned in MS. I collect all speaking and writing collected for the 15,000 students, but have not realistically been able to do much with it. For levels I-III of our European languages, we have internal unit benchmark assessments, and we have midterm/final exams for our Spanish for Native Speakers courses. Last year, our magnet office began to pay for AAPL testing for our DLI schools at certain exit points. • In Detroit Public Schools, we have established targeted levels of language proficiency for all our high school students and dual language immersion schools. We are working on a new measure to measure student growth departing from the IPA that will be piloted this semester and, hopefully, be implementing next year. This will contribute to emphasis the designing engaging units and raising the levels of proficiency in the three modes. Relevant PD (paid and after school hours) is provided to our teachers regarding designing engaging units with the IPA in mind using backwards planning. Coaching is also provided by my team of Instructional Specialists to help teachers grow 	<ul style="list-style-type: none"> • My district had a big push for authentic performance assessments in all content areas in the past couple of years. I used Paul Sandrock’s Keys book as sort of a book study for all teachers and built the PD around that, then extended from there. I also used Paul Sandrock’s Keys book, as a model to design units of instruction. then we incorporated Laura Terrill’s Keys book as well as Helena Curtain’s book. • Seattle supports World Language Credit Testing https://sites.google.com/site/worldlanguagecredits/ we also have a testing plan (since about 2010 for our K-12 Dual Language Immersion programs https://sites.google.com/site/seattleisl/projects/world-language-articulation

	<p>professionally to improved language instruction. We are also using the Avant Stamp Assessment for placing students who claim proficiency and assigning credits as well as in dual language schools. We also administer the AAPPL in some schools twice per year.</p> <ul style="list-style-type: none"> • In Glastonbury, CT we have departmental mid year and end of year exams grades 1 -12. We also give the AAPPL ILS at grades 5 and 8. At the end of the year we interview a random sampling of 5th graders and compare the data with the AAPPL. We give the OPIc and the WPT to all seniors in language study and follow up with an OPI for anyone in the advanced range. All Latin students take the ALIRA and all Chinese students take the HSK or YCT. We have set learning targets for each grade level and teachers design their lessons to meet their targets. All objectives are now written in Can-Do language. • At Oakland Schools ISD, Michigan we help subsidize the cost of STAMP for our 28 school districts. We also offer standards-based curriculum in various languages/levels with built in performance assessments as well as coordinated instructional design design in Moodle. 	
<p>Characteristic #5: Effective World Language programs have access to the tools and resources to maximize student language growth.</p>		
<p><u>QUESTIONS ABOUT #5</u></p>	<p><u>REFLECTIONS/COMMENTS</u></p>	<p><u>RESOURCES TO SHARE</u></p>
<ul style="list-style-type: none"> • Can we create the list to share among districts? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • What about adaptive change that requires more than technical tools? 		
Characteristic #6: Effective World Language programs communicate routinely with stakeholders.		
<u>QUESTIONS ABOUT #6</u>	<u>REFLECTIONS/COMMENTS</u>	<u>RESOURCES TO SHARE</u>
<ul style="list-style-type: none"> • How do you communicate with your stakeholders? • How do you help parents understand proficiency and the 'new' classroom? • How have districts around the States moved to proficiency-driven grading? Do any of you have resources to share to help make the transition? • What kind of communication? Many parents and monolingual educators need education. I have to do triage with resources to see how much to dedicate to this. 	<ul style="list-style-type: none"> • Seattle - we have just set up an email list for all WL teachers in the district (based on a Needs Assessment in spring 2015) • Bellevue Washington - we communicate with video newsletters, paid professional development, and webinars. I will send a link to our online self-paced course on 90% target language once it is developed. 	<ul style="list-style-type: none"> • Seattle/WA - we post blogs on the WL blog on International Education WA http://www.internationaledwa.org/to pics/world-languages/ • Shelby County Schools weebly has a brochure to educate parents and admin. anybody have the link? <ul style="list-style-type: none"> ◦ http://scsworldlanguages.weebly.com/
Characteristic#7: Effective World Language programs include policies and/or practices that encourage student involvement in the global community.		
<u>QUESTIONS ABOUT #7</u>	<u>REFLECTIONS/COMMENTS</u>	<u>RESOURCES TO SHARE</u>
<ul style="list-style-type: none"> • Do students in your district communicate with students in other countries? If so, how do you facilitate this / get in contact with those students? • What opportunities does your school / district offer to get students involved in the global community? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • wespeke.com - will do the work of matching your class with one in a target country and will pair students - free and great tool

Comment: Maybe we should focus on one characteristic per NADSFL Cafe each time now. This would allow us to go deeper in each topic and learn from one another. It was great to offer this interactive opportunity to participate from our workplace. Thank you. Viviana