



**Noblesville Schools
World Language Program Review**

Report to the Board of School Trustees

17 September 2019

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**World Language Program Review
Committee Members**

Member	Building
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World Language Program Review Activities

Fall 2018	Overview World Languages Program Review Purpose Process Outcomes Timeline Write World Language Department Philosophy Review research on best practices in WL learning and teaching Create observation tool for classroom visits
Spring 2019	Continue review of research Visit world languages classrooms grades 8 - 12 Review evidence from all sources (professional discussions, research, classroom visits) Synthesize information and note recurrent themes Identify strengths and areas for attention Compose findings and recommendations
Summer 2019	Draft, edit, and finalize report
Fall 2019	Present report to Board of School Trustees

Organization of the Work

Department Philosophy

World Language teachers collaborated over several months to draft, revise, and affirm shared beliefs about acquisition of a new language, appreciation of culture, and effective curriculum and instruction. These beliefs appear in the department's philosophy:

The World Language Department prepares Noblesville High School students for life as global citizens. We use research-based teaching methods that enhance our communicative based approach to learning. We balance language development by treating speaking, listening, writing and reading with equal respect. We use language to teach language. As students gain skills at different times, we constantly reteach and recycle material and input to create students who can effectively communicate using their target language skills. As a result, our students show improved analytical skills, increased creativity, and a deepened understanding of culture.

Review of the Research

For over three years most World Language Department meetings have included study and discussion (sometimes virtual) of articles, chapters, podcasts, and other sources of professional learning. This learning, including professional conversations about the sources' content, has shaped the philosophy, curriculum, and teaching behaviors of WL teachers as they have evolved. The list of sources consulted and other opportunities to learn reveal at least fifty instances in which WL teachers have engaged with professional literature and with one another to develop their understanding of effective learning and teaching of world languages. WL teachers, therefore, undertook this program review from a current and well-informed perspective about their discipline.

Classroom Visits

Drawing from their research and guided by the department philosophy, WL teachers identified qualities of a high-functioning world language classroom. Classroom visits focused on these qualities, with results entered into a Google form along with a separate spreadsheet to capture general comments. 110 visits were conducted by 18 NS teachers, a student teacher, 3 instructional coaches, and an ESC administrator. In addition, WL department chairpersons from Avon and Westfield High Schools conducted 29 classroom visits and provided valuable feedback from an outside perspective.

Areas of interest included use of the target language by both students and teachers, student engagement with the target culture, implementation of the department philosophy, and general characteristics of effective instruction. Data from classroom visits appears at the end of this report.

Sources Consulted and Professional Conversations

2 0 1 8 - 2 0 1 9	<p>How PLC Impacts Student Success https://www.k12blueprint.com/sites/default/files/How-PLCs-Impact-Student-Success.pdf</p> <p><u>Polyglots and the Comprehension Hypothesis</u> (Krashen 2017) https://drive.google.com/open?id=1d8e2UzkY-z1Vvx0O8M_x60qvH9ueNIIx</p> <p>Using Comprehensible Input to Inspire Comprehensible Output * Carol Gaab published in <i>The Language Educator</i> pgs 30-33 [NOTE the pages] https://drive.google.com/a/nobl.k12.in.us/file/d/0B2aF7KJ5J0cubUxSbUhfRXBWRU8</p>	<p>Walkthrough form: WL Department Review: Qualities of a high-functioning World Language Classroom</p> <p>Discussion: What do we do if students have not learned it?</p> <ul style="list-style-type: none">• Academic Interventions [We are good at this one.]• Look beyond traditional content interventions - this is our focus.
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	<p>0QjZIMFN0THJ0NzhleIF3/view?usp=sharing</p> <p>What is proficiency Oriented Language Instruction? From The Comprehensible Classroom https://martinabex.com/2018/08/14/proficiency-oriented-language-instruction/</p> <p>Is Teaching Grammar Necessary? http://www2.ncte.org/blog/2016/10/teaching-grammar-necessary/</p> <p>Why Explicit Knowledge Cannot Become Implicit Knowledge Bill VanPatten Bill VanPatten - Foreign Language Annals https://drive.google.com/open?id=10rBG2CQ_bCgO473KEE7mXleD1oaQSh7v</p> <p>TalkinL2withBVP: Episode 16 - When do Learners Have Implicit Knowledge and How Can it be Assessed? (January 16, 2019) https://itunes.apple.com/us/podcast/talkin-l2-with-bvp/id1436251821?mt=2&i=1000427811733</p>	
<p>2 0 1 7 - 2 0 1 8</p>	<p>Have you thought about infographics? http://www.aglobalclassroom.com/infographics-for-parents/</p> <p>This is a sample welcome letter from a teacher from Carteret, NJ. http://www.carteretschools.org/webpages/sstelloato/notices.cfm?subpage=73388</p>	<p>Can You Talk Tacos? https://docs.google.com/document/d/1Yb5tSoB3oOxW8k05WS0SXSxr4X9ho6jqKZRAf2iQdeY/edit</p> <p><u>Seal of Biliteracy Proposal</u></p> <p>Languageand</p> <p>UbD and Backward Design Brainstorming session</p> <p>CARLA Backward Design http://carla.umn.edu/assessment/vac/CreateUnit/p_1.html</p>

<p>What's the World Language Class All About? Let Parents and Students Know From the Start!</p> <p>https://calicospanish.com/whats-the-world-language-class-all-about-let-parents-and-students-know-from-the-start/</p> <p>Formative Assessment - Article review - Please read this article and make comments below. https://calicospanish.com/formative-assessment/</p> <p>The Significance of Learner's Errors https://drive.google.com/open?id=0B2aF7KJ5J0cuZzBtT2QxTIMzNUE3VFdQQkRuZTdXQnRFSjJN</p> <p>Adding Madness to Method https://www.languagemagazine.com/2017/02/adding-madness-method/</p> <p>Blackbox Podcast Video 6 https://www.youtube.com/watch?v=mH1-LfrNjOw</p> <p>Study Skills: Learning How to Study https://www.academiclifecoaching.com/coaching/study-skills-learn-how-to-study/</p> <p>We Teach Languages Episode 37: https://weteachlang.com/2018/01/26/ep-37-with-laura-terril/</p>	<p>A Map to transitioning your class to FVR https://mygenerationofpolyglots.com/2015/11/05/a-map-to-transitioning-your-class-to-fvr/</p> <p>How do I Teach with Comprehension Based Readers https://fluencymatters.com/best-teach-comprehension-based-reader/</p> <p>Whiteboard Doublestack http://indwellinglanguage.com/whiteboard-doublestack/</p> <p>Ideas Sharing: BookSnap, Textivate, MovieTalk</p>
<p>2 0 1 6 - 2 0 1 7</p> <p>Krashen-Gaab-ACTFL!5 https://vimeo.com/146860391</p> <p>Assessment: http://www.globalteachinglearning.com/cjwlpdi/assessment/assess.shtml</p> <p>Step by Step Tips for Teaching Grammar in the Target Language</p>	<p>Discussion on Feedback</p> <p>Discussion: What makes a highly effective language teacher? http://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/World%20Languages/Resources/Observation%20Checklist%20for%20World%2</p>

<p>http://senorhoward.com/blog/2014/12/16/12-grammar-learning-made-easy/</p> <p>Blackbox Videocast 1 https://www.youtube.com/watch?v=Ui_JZFANBZQ</p> <p>Why I am Throwing Out my Spanish Textbook http://spanishmama.com/why-im-throwing-out-my-spanish-textbook/</p> <p>From The Language Gym: Why marking students' books should be the least of a language teacher's priorities</p> <p>https://gianfrancoconti.wordpress.com/2017/02/04/why-marking-your-students-books-should-be-the-least-of-your-priorities/</p> <p>From Foreign Language Teaching Methods: Assessing Writing; Feedback vs. Grading</p> <p>https://coerll.utexas.edu/methods/modules/writing/04/</p> <p>Six 'useless' things foreign language teachers do</p> <p>https://gianfrancoconti.wordpress.com/2015/06/25/six-useless-activities-foreign-language-teachers-do/</p> <p>5 Research-Based Tips for Providing Students with Meaningful Feedback</p> <p>https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger</p>	<p>0Language%20Teaching.pdf?ver=2013-12-04-100838-780</p> <p>http://mmehayles.blogspot.com/2011/08/stories-worth-retelling-teaching-with.html</p> <p>Shared Story: Un accidente en autobus https://bryankandeltpers.com/2013/02/18/un-accidente-de-autobus-story-script/</p> <p>Shared Story: Julieta era torpe https://docs.google.com/a/nobl.k12.in.us/presentation/d/12e_1kPal1QFQ_IcINApYIP4CF6gylmH9RzYq2gT63CI/edit?usp=sharing</p> <p>Storytelling skills https://martinabex.files.wordpress.com/2013/01/matava-scripts2.pdf</p> <p>Shared Go-to Websites</p> <p>CARLA Feedback Activity and Discussion</p> <p>Feedback Discussion for improving student performance</p> <p>Discussion on School Visits and Classroom Visits</p>
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<p>Providing Feedback and Grades to Second Language Students https://lsa.umich.edu/sweetland/instructors/teaching-resources/providing-feedback-and-grades-to-second-language-students.html</p> <p>Why Giving Effective Feedback Is Trickier Than It Seems https://ww2.kqed.org/mindshift/2017/04/12/why-giving-effective-feedback-is-trickier-than-it-seems/?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20170416</p> <p>FEEDBACK FOR ORAL ASSESSMENTS IN THE WORLD LANGUAGES CLASSROOM https://extemporeapp.com/2016/05/24/feedback-for-oral-assessments-in-the-world-languages-classroom-why-are-you-giving-feedback-on-everything/</p> <p>Teaching World Languages: A Practical Guide Chapter 4: Assessment http://www.nclrc.org/TeachingWorldLanguages/chap4-assessment.pdf</p>	
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Evidence from Program Review Investigations

- Use of the target language by both students and teachers at every level is recognized as a primary characteristic of effective language learning and teaching.
- Teachers largely understand, believe in, and implement the use of comprehensible input in instruction: language that is just above students' level but that they can understand through context, visual cues, background information, etc.
- A communicative approach to learning the target language is apparent in many classes and levels.
- Teachers value a balance of speaking, listening, writing, and reading in the target language.

- Alignment within and between levels is a continuing need. New (April 2019) state standards provide a starting point for alignment.
- Teachers value students' understanding and appreciation of the culture of speakers of the target language, and they seek improvement in integrating lessons in culture.

Commendations

- The WL Department uses research to improve instruction. Reflection on practices and adjustments to instruction are made accordingly. Teachers make their best efforts to provide quality learning experiences for NS students.
- WL teachers use the target language to teach the target language, are open to new ways to teach a language, and are responsive to student needs.
- WL teachers respect all modalities equally and make every effort to reflect that in their teaching and assessment. As a result of how teachers reteach and recycle skills and concepts, many students show improved analytical skills as the year progresses.
- Tests at all levels have been balanced to include reading, writing, speaking, and listening.
- Classroom practices have changed to reflect the need for communication. Teachers continue to transition from a grammar-centered approach to a communicative approach.
- Students are successful in language acquisition.

Recommendations

- Improve alignment among buildings, between levels, and in grading practices:
 - Clarify expectations for each level based on objectives.
 - Increase teachers' knowledge of expectations of other levels in order to help students transition and to increase achievement, especially in level 2.
 - Increase opportunities for teachers in separate buildings to collaborate.
 - Spend time norming rubrics.
 - Develop a common rubric for use at different levels.
- Examine new Indiana Academic Standards for world languages, released in April 2019, to identify what is expected at each level and incorporate these expectations into curriculum maps,

instruction, and assessments. Explore what students can achieve in addition to the new standards.

- Increase and improve communicative objectives and decrease grammatical objectives in each unit.
- Incorporate support of AP themes throughout other levels.
- Provide professional development in
 - grading practices;
 - CI, TPRS, AP, etc., to directly impact assessment and classroom practices; and
 - embedding meaningful cultural activities into each unit.
- Continue research and discussion of
 - offering French and German in the middle schools;
 - clarifying the purpose(s) of AP and other high-level language options as they relate to offering level 4 or 5 separate from AP courses; and
 - the Medical Spanish course at Westfield High School for possible offering at NHS.