



World Language Program Recommendations: Implementation in the First Three Years (2017-2020)

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THE GOAL OF THE WORLD LANGUAGE PROGRAM IS TO ASSIST STUDENTS IN THE DEVELOPMENT OF THE HIGHEST POSSIBLE LEVEL OF LANGUAGE PROFICIENCY IN ALL FOUR DOMAINS (LISTENING, SPEAKING, READING, AND WRITING) AS DEFINED BY ACTFL.

PROGRAM RECOMMENDATIONS:

Year 1 - 2017-2018 School Year

- Ongoing, intensive professional development by Dr. Joe Goebel on multiple topics covered in the initial report, as well as other topics to enhance teachers' understanding of the importance of linguistic input, student output, and how they relate to the Proficiency Guidelines. High quality professional development is of paramount importance during all three years, 2017-2020.
- Provide time for vertical and horizontal articulation for World Language teachers during department meeting time and professional development time, as outlined in the initial report.
- Encourage all students and parents to make a commitment to one language for grades K-8 or K-12. Educate families of the commitment of time necessary to reach a given level of proficiency (please see time chart at end of report).

Rationale: All students (and families) should be strongly encouraged to remain in the same language K-8. Without the benefit of time (see NJDOE citation below), students will not reach even the Novice-High level of proficiency.

This means that if a student remains in the same language for their K-8 experience, they will marginally meet the criteria of Novice-High described above, if the program is well articulated and immersed. If a student switches languages (at Hillside in grade 3,4,5 or in middle school 6,7,8) they will reach a very minimal level of proficiency. Taking advantage of the full K-8 sequence is the only way that a student will make progress in the development of proficiency.

Taken from the NJDOE World Languages website: "Time and intensity- Research shows that programs that offer a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the novice-high proficiency level or higher."

- Consistent middle school language offerings at all three middle schools: Spanish, Mandarin, French.

Rationale: If students take one language in their K-5 experience, that language *must* be made available to them in their 6-8 experience. Offering new languages in middle school detracts from the probability that students will remain with that language. Inevitably, there will be some students who do not wish to continue with their K-5 choice when they reach middle school, and those students should be accommodated. *To this end, I recommend that the three middle schools offer Mandarin, Spanish, and French.* Mandarin and Spanish will be a continuation of the K-5 program, and French will be for students who opt not to remain with either Mandarin or Spanish. It is recommended that Latin be eliminated from the middle school World Language offerings.

Specifics: Renaissance will eliminate Latin and add Mandarin. Buzz Aldrin will add Mandarin. Glenfield will remain the same.

- Measure student progress using an external, standardized assessment to demonstrate student proficiency at specific intervals (8th and 12th grades, for example). By capturing this data at the end of the 2017-2018 school year, one will be able to see growth in student proficiency each year that the program is improved. I recommend the STAMP test by Avant Assessment.
- Revise the K-12 World Language curriculum.
- Design Benchmark Assessments for every course or sequence.
- Secure a World Language Supervisor to be accountable for implementing these recommendations and to evaluate department members.

Year 2 - 2018-2019 School Year

- Continue the delivery of ongoing, intensive professional development by Dr. Joe Goebel on multiple topics covered in the initial report, as well as other topics to enhance teachers' understanding of the importance of linguistic input, student output, and how they relate to the Proficiency Guidelines. High quality professional development is of paramount importance during all three years, 2017-2020.
- Continue to provide time for vertical and horizontal articulation for World Language teachers during department meeting time and professional development time, as outlined in the initial report.
- Continue to measure student progress using an external, standardized assessment to demonstrate student proficiency at specific intervals (8th and 12th grades, for example). Compare this data to that which was collected the previous spring and look for trends.
- Continue with curriculum revision.
- Continue with development of benchmarks for end of course or interval.
- Reconsider the offerings at Montclair High School. As financial resources are finite, the Board may want to consider exchanging one or more of the language offerings at the high school for an additional critical language. For example, the high school currently offers ONE critical language, which is Mandarin. I would recommend adding a second critical language such as Arabic, Hindi, or Urdu. The selection process for the language, the development of the curriculum, and the recruitment of the teacher will all take time and this process should begin one year in advance, with students beginning in 2019-2020 school year. **Based on current enrollments in Latin, Italian and German** (during the 2016-2017 school year), I recommend decreasing the number of sections in these languages at the least or eliminating Latin and/or Italian entirely.

Year 3 - 2019-2020 School Year

1. Continue the delivery of ongoing, intensive professional development by Dr. Joe Goebel on multiple topics covered in the initial report, as well as other topics to enhance teachers' understanding of the importance of linguistic input, student output, and how they relate to the Proficiency Guidelines. High quality professional development is of paramount importance during all three years, 2017-2020.

2. Continue to provide time for vertical and horizontal articulation for World Language teachers during department meeting time and professional development time, as outlined in the initial report.
3. Continue to measure student progress using an external, standardized assessment to demonstrate student proficiency at specific intervals (8th and 12th grades, for example). Compare this data to that which was collected the previous spring and look for trends.
4. Continue with curriculum revision.
5. **Implement** benchmark assessments at end of course or interval.
6. **Implement** the chosen critical language at Montclair High School.

HOW DOES WORLD LANGUAGE TIME IN MONTCLAIR COMPARE TO THE **540 HOURS** NECESSARY TO REACH NOVICE-HIGH?

School	Kindergarten WL Time	Grades 1-5 WL Time	Total Elementary WL Time
Bullock	K=45 min/week=30 hours	1-5=40 min/week=133 hours	K-5 total=163 hours
Bradford	K=50 min/week=33.3 hours	1-5=40 min/week=133 hours	K-5 total=166 hours
Edgemont	K=60min/week=40 hours	1-5=45 min/week=150 hours	K-5 total=190 hours
Hillside	N/A	3-5=120 min/six days=66.6 hours per year	3-5 total=200 hours (IF the student elects all THREE WL cycles)
Nishuane	K=80 min/week=53 hours	Grades 1-2=80 min/week=106 hours	K-2=159 hours

Northeast	K=40 min/week=26.6 hours	1-5=40min/week=133 hours	K-5=159.6 hours
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Watchung	K=45 min/week=30 hours	1-5=45min/week=150 hours	K-5=180 hours
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School	WL TIME	TOTAL 6-8 WL TIME
Buzz Aldrin	200 min/week (6,7,8)	378 hours
Glenfield	200 min/week (6,7,8)	378 hours
Renaissance	160 min/week (6,7,8)	304 hours

K-5 and 6-8 combinations	Tally of Hours	Total Hours K-8
Nishuane → Hillside → Glenfield	159+200+133	737 hours
Bradford → Buzz Aldrin	166+133	544 hours
Edgemont → Renaissance	190+107	494 hours
Northeast → Glenfield	160+133	538 hours