

LIVONIA PUBLIC SCHOOLS

*Academic Services Department
World Languages*

DATE: Tuesday, March 27, 2018

TO: Tony Abbate, Principal, Frost
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Gary Harper, Principal, Stevenson
Ann Owen, Principal, Emerson
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FROM: Matthew Miga
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SUBJECT: **Textbook Recommendation for German I**

Committee Members

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Recommended Textbook

Portfolio Deutsch, 2015, Klett-Langenscheidt

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708-689-0409

Supplemental Materials

Estimated distribution of textbooks (Estimated total copies of 155)

Churchill: 25

Franklin: 20

Stevenson: 25

Emerson: 35

Frost: 20

Holmes: 30

Summary of Course

German 1 introduces students to the Germanic language and culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive). Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

Overview

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach which is well-represented by the Portfolio Deutsch textbook. It was developed based on current pedagogical research that will allow students opportunities for interpersonal, presentational, and interpretive communication.

The presentation in the Portfolio Deutsch book revolves around a central thematic question. With a conversational approach to presenting vocabulary and interactive activities that support each mode of communication (interpersonal, presentational, and interpretive), Portfolio Deutsch reinforces the current pedagogical research to create competent speakers of the language who seek to continue on in the content area.

Evaluation Process

All world language teachers met together to review research and best practices. It was agreed upon that the best situation would be one in which each language adopted a series, thereby the concepts would flow coherently and we would anticipate fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team developed its needs assessment summary. The team designed a cohesive graphic to help guide further exploration of the texts. Next, the team developed a rubric to guide evaluation of texts. Finally, languages broke off to explore the available texts and evaluate them using the developed rubric.

The German team was composed of all German teachers in the district, representing levels 1-5.

Needs Assessment Summary

Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

| BALANCED | | | |
|----------------------------------|--|--|--|
| | Planning with Themes | Instruction via Contextualized Communication | Assessment Continuum |
| I N P U T | Authentic texts and materials Culturally appropriate Spiraled Age-appropriate Engaging Cross-curricular connections | Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy | Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback |
| OUTPUT | | | |

Evaluation Criteria

We evaluated the textbooks on six main categories: Technology, Thematic Approach, Supplemental Ancillaries, Appeal to Students, Cultural Integration, and the American Council on the Teaching of Foreign Languages' 5Cs (Culture, Communication, Connections, Comparisons, and Community). Within each of these categories, were several indicators related to that domain. This rubric was developed using our needs assessment and principles of Five Dimensions of Teaching and Learning. The full evaluation rubric is attached.

Topics Evaluated

School Subjects, Days of the Week

Textbooks Evaluated

- *Deutsch Aktuell*, EMC
- *Genial Klick*, Klett-Langenscheidt
- *Ideen*, Hueber
- *Mosaik*, Vista Higher Learning
- *Portfolio Deutsch*, Klett-Langenscheidt

Evaluation Rubric Outcome

Using our evaluation criteria, we rated our top two of the above listed series. Of the 23 indicators, Portfolio Deutsch ranked second in 7. There were no indicators where Portfolio Deutsch ranked worse than third. Geni@l Klick was the highest rated on our rubric finishing

first in five categories. Although German teachers felt that Geni@I Klick met more criteria, student feedback led the teachers to choose Portfolio Deutsch. Geni@I Klick is entirely in German without any directions in English and students commented that English directions are important in the first year of learning the language, especially when completing homework and finishing work outside the school day or when a substitute teacher may be required to teach the lesson. The committee concurred that Geni@I Klick relied heavily on the skill of the classroom teacher and was not as supportive of language learners.

In the overall recommendation rating, Portfolio Deutsch has the second highest score with a rating of 20 out of 23. Geni@I Klick is the highest at 22 out of 23.

Student Rating

118 German students throughout the district participated in the evaluation process. These students read and discussed a section on describing school and school schedule. They then answered four questions relating to the texts and had an opportunity to write a comment.

Student Comment Samples

- Square (Geni@I Klick) The activities were better thought out and easier to understand. It had more German in the lesson and the lesson proceeded in the logical order.
- Triangle (Portfolio Deutsch) The triangle book was easier to understand and made more sense than the square book.
- Triangle (Portfolio Deutsch) The directions were easier to understand.
- Triangle (Portfolio Deutsch) Most of the explanations in the Triangle are just easier and less overwhelming.
- Triangle (Portfolio Deutsch) The Triangle is the best because it is easy to follow. The Square would be too overwhelming for German 1 student because of the big paragraphs.
- Triangle (Portfolio Deutsch) I like that the directions are in German and English.
- Square (Geni@I Klick) It will force you to learn German by looking word up you don't understand.

Professional Development Needs

- Training of all online components
- Overview of print resources
- Time for collaboration and planning
- Time for establishing new common final exams

Additional Considerations

- Need for increased access to technology, especially to Chromebooks.
- This is for a six year license to the online component and e-book; in five years, the district will need to evaluate the availability of online resources.

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