

Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed Proposal Form and supporting documents to the Curriculum office by March 1st.

Note: The first page of this form is the cover sheet and proposal checklist for use as you edit or create your final draft to ensure each section has the required information. The proposal request form begins on page 3.

Title of Proposal: Spanish & French Levels 1-4, 8th-12th
Rodas, Jennifer Teall, Mary Zemlick, Emily Chalut

Proposal Author(s): Allie Lamers, Jennifer

Department and Curriculum Area: World Language

Building: Middle School & High School

Committee Members: Allie Lamers, Jennifer Rodas, Jennifer Teall, Mary Zemlick, Gail Van Daff, Emily Chalut

❖ This proposal is for:

- Textbook and other teaching resources
- New courses or course revisions
- Full program or curriculum area reviews
- Program or curriculum area modifications
- Supplemental Instructional/Intervention Resource

❖ Proposal Background & Overview – Write a narrative that includes:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted School Improvement Goals

❖ Complete Description of Proposed Change(s):

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current content expectations, course outline, and/or general syllabus.

❖ Implementation Plan

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). **Include attachment if needed.*


❖ Anticipated/Expected Impact

- Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

❖ Proposal Evaluation Plan and Student Achievement

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.
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Dates of Anticipated Review and Action: DCILT N/A BOE May 10, 2021

Principal's Signature(s): 


(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 5/5/21


Comments on proposal:

RESPONSE:

- Need more information: _____
- Need to consult with:
 - the building principal(s) affected by this proposal
 - curriculum area chairperson
 - Other: _____
- Proceed as outlined in the proposal


Director of Curriculum and Instruction

5-6-21
Date


Director of Technology

5-6-21
Date

Proposal Background & Overview:

Spanish:

The Spanish program at VCS has used the 2014 edition of Descubre by Vista Higher Learning for Levels I-IV since its initial implementation in 2014. At the time, Descubre was chosen because it had a well-developed online component including resources and online textbook, robust authentic resources, and rigorous content that could prepare students for the newly reinstated AP Spanish course, which began at VHS in the 2017-2018 school year. Since then, however, and contrary to what the Spanish teachers had been told would happen when the resource was originally purchased, Vista will no longer support the 2014 edition and therefore would require us to purchase their newest edition for the 2021-22 school year. Moreover, Vista has indicated that they update up to 40% of their resource each time they do a new edition and the same thing would happen again in 5-6 years.

This unexpected and untenable situation led the Spanish teachers to begin the Course Design Review process in February 2021 to determine whether Descubre by Vista Higher Learning was the best Spanish resource for VCS moving forward. During Phases I & II, it was determined that while the Spanish program has been successful using Descubre for the past 7 years as is indicated by high percentages of students passing the Spanish STAMP 4s in 8th grade, AP Spanish as seniors, and earning both the Michigan Seal of Biliteracy and the Global Seal of Biliteracy as seniors, there are also some weaknesses in the program that have required the teachers to supplement and create resources/assessments. This, combined with the inflexibility of Vista Higher Learning, led the department to continue to Phase III to review two other Spanish resources, Qué Chévere by Carnegie Learning and EntreCulturas by Wayside Publishing. After hearing presentations by Vista, Carnegie, and Wayside and meeting several times to review preview materials sent by each company, the Spanish teachers conducted Phase III of the Course Design Review process in March and April 2021 by implementing the Instructional Materials Evaluation Tool (IMET) for Spanish with the instructional resources for Qué Chévere. The result of this evaluation indicated that the Qué Chévere resources for Levels I-IV meet the required criteria. Qué Chévere also includes a specific book for Level IV, whereas Descubre and EntreCulturas split three books over four levels. This fourth-year pre-AP resource will allow for a cohesive transition from Level IV to AP that is lacking in the current resource.

French:

The French program has used the 2004 Discovering French series by McDougal Littell since its adoption in 2005. At the time, Discovering French was chosen because of its rigorous scope and sequence in the first three books and its solid base in grammar and listening exercises, which were both weak in the previous series.

While we have seen success with Discovering French, with the majority of French I students meeting the Novice Mid benchmarks as measured by the STAMP 4s, teaching and learning has changed significantly since 2005 and as the series went out of print several years ago, there have been no updates by the publisher. One of the most noticeable gaps in the existing series besides the outdated cultural components is the lack of technology resources. The listening tracks are all on CDs and there is no online textbook or online resources available to either teachers or students. Moreover, as the physical CDs are more than 15 years old, they are wearing out and we are unable to replace them. In our current hybrid situation, the lack of technology has made Discovering French very difficult for students to learn from. While we hope to be in a more typical instructional environment next school year, technology is here to stay and the need is evident for a resource that functions for teaching and learning today.

As the Spanish Teachers and Instructional Coach, the former French teacher at VCS, went through the Course Design Review process and selected the Spanish resource by Carnegie Learning, we also examined T'es Branché, the French resource by Carnegie Learning. After extensive research by the current French teacher, World Language Department Chair, and Instructional Coach, it was determined that T'es Branché meets the required criteria for Levels I-IV and will be a strong resource for the French program moving forward. Because T'es Branché is an AP prep series, there is the possibility of adding AP French as a course in the future if personnel is available. An additional advantage of both programs using a resource by the same publisher is that the structure of the online programs are the same, allowing for training and collaboration among the Spanish and French teachers, which further strengthens the World Language department.

Targeted School Improvement Goal:

- Goal #2: The district will establish an aligned system of curriculum, instruction, and assessment in all content areas that meets state standards and addresses a commitment to equity and diversity.

Complete Description of Proposed Change(s):

Spanish I - III will begin using the new instructional materials at the start of the 2021-2022 school year.

Because there will be some necessary adjustments to the Level IV curriculum given the impacts of the pandemic during the 2019-20 and 2020-21 school years, Level IV will dovetail the Qué Chévere, Book III with existing teacher-made materials from the current Spanish IV curriculum. Qué Chévere, Book IV will be implemented in the fall of 2022-23 as the resource for Spanish IV.

French I and French III/IV will begin using the new instructional materials at the start of the 2021-2022 school year. This will allow one teacher to implement a new resource in Level I and another to implement the resource at Level III/IV. As the pandemic has impacted pacing for Level II, they will phase in the new Level II resource in the fall of 2022. French III/IV will use the Level III book in 2021-2022 and phase in the Level IV book in the fall of 2022.

<i>Level</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
Spanish I French I	Qué Chévere, Book I T'es Branché, Book I	Descubre, Book I Discovering French Bleu
Spanish II French II	Qué Chévere, Book II T'es Branché, Book II	Descubre, Book II Discovering French Blanc
Spanish III French III/IV	Qué Chévere, Book III T'es Branché, Books III & IV	Descubre, Books II and III Discovering French Rouge
Spanish IV	Qué Chévere, Book IV	Descubre, Book III

- *Current Content Expectations: World Languages Standards and Benchmarks*

Implementation Plan:

a. Implementation strategies

Timeline	Action	Person(s) Responsible
May 2021	Proposal to VCS School Board	WL Teachers
Summer 2021	Implementation Training Sessions 1 & 2 w/ Carnegie Learning (2 half days)	Instructional Coach WL Teachers
Summer 2021	WL Team Professional Learning Day (two half days, one full day)	Instructional Coach WL Teachers
Fall 2021	Implement Curriculum for Spanish I-IV and French I, III/IV. (note: Spanish IV will use the Spanish III book for the first year due to the gaps in instruction from COVID)	WL Teachers
October 2021	Implementation Training Session 3 w/Carnegie: 1st MP debrief and 2nd MP planning/assessment selection	Instructional Coach WL Teachers
January 2022	WL Team Professional Learning Day: 2nd MP debrief and 3rd MP planning/assessment selection	Instructional Coach WL Teachers
March 2022	Implementation Custom Workshop w/ Carnegie: 3rd MP debrief and 4th MP planning/assessment selection	Instructional Coach WL Teachers

May 2022	World Language Department review/evaluate Year One implementation of Qué Chévere and T'es Branché.	Instructional Coach WL Teachers
Summer 2022	Implementation Custom Workshop w/ Carnegie (½ day)	Instructional Coach WL Teachers
Summer 2022	WL Team Professional Learning Day (one half day, one full day)	Instructional Coach WL Teachers
Fall 2022	Implement Curriculum for Spanish IV and French II (Level 4 new resources and Level II new resource for French)	WL Teachers
October 2022	Implementation Custom Workshop w/ Carnegie: 1st MP debrief and 2nd MP planning/assessment selection	Instructional Coach WL Teachers
January 2023	WL Team Professional Learning Day: 2nd MP debrief and 3rd MP planning/assessment selection	Instructional Coach WL Teachers
March 2023	Implementation Custom Workshop w/ Carnegie: 3rd MP debrief and 4th MP planning/assessment selection	Instructional Coach WL Teachers
May 2023	World Language Department review/evaluate Year One and Two implementation of Qué Chévere and T'es Branché.	Instructional Coach WL Teachers

b. Proposal Costs

Description	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>		
Spanish Qué Chévere, Levels I-IV - 7 year bundle	\$66,964.95	General Fund
French T'es Branché, Levels I-IV - 7 year bundle	\$31,220.00	General Fund
Shipping and Handling	\$1,728.80	General Fund
Total Cost	\$99,913.75	
Professional Learning/Summer Curriculum Work		
Year One (see details in Implementation Plan) • Carnegie Learning Fees, Stipends, Subs	\$8,075	Title IIA
Year Two (see details in Implementation Plan) • Carnegie Learning Fees, Stipends, Subs	\$6,550	Title IIA
Total Cost	\$14,625	

Anticipated/Expected Impact:

Proposal outcomes

- 8th grade Spanish and French students will demonstrate Novice-Mid proficiency on the STAMP 4s and earn high school credit for Spanish I.
- Spanish IV and French IV students will earn the Global Seal of Biliteracy, Functional Fluency
- AP Spanish students will earn the Michigan Seal of Biliteracy and pass the AP Spanish Exam.
- Benefits to the students will include:
 - Interactions with authentic realia will increase
 - Students will have more authentic listening activities which include various native accents
 - Students will meet the state's and ACTFL's standards for proficiency
 - Students will have access to curriculum and resources online
- Benefits to the teachers will include:
 - Culture is taught more intentionally and consistently
 - Vocabulary is spread out through the units instead of frontloading 70-100 words
 - Wide range of activities to choose from
 - Robust technology component
 - Materials that are available can be used without much adjustment

Proposal Evaluation Plan and Student Achievement:

Evaluation and assessment

Action	Timeline	Person/ Team Responsible
Review Seal of Biliteracy scores	Winter 2022	World Language Department
Review STAMP 4s scores	Summer 2022	World Language Department
Review AP Spanish scores	Summer 2022	World Language Department
Review unit assessments	3x per year at department pull-outs and at PLC meetings as the agenda allows.	World Language Department
Review 1st year implementation	Summer 2022	World Language Department
Review Seal of Biliteracy scores	Winter 2023	World Language Department
Review STAMP 4s scores	Summer 2023	World Language Department
Review AP Spanish scores	Summer 2023	World Language Department
Review unit assessments	3x per year at department pull-outs and at PLC meetings as the agenda allows.	World Language Department
Review 1st year implementation	Summer 2023	World Language Department