

The Strategic Blueprint goal of Building Learning Capacity focuses on building our students' global competencies and cultural awareness through innovative learning experiences. One of our action steps under this goal is to investigate opportunities for students to have increased voice and choice through learning pathways that allow students to investigate their interests and passions. One way we are planning to accomplish this goal is through the expansion of our World Language program. During the 2018-2019 school year, in alignment with our curriculum review process, we have worked to both 1) update the current Spanish classes, and also 2) examine options that go beyond our current Spanish offerings to allow students more choice in their language study.

Spanish Resource Recommendation

As part of our curriculum review cycle, our Spanish teachers have spent this school year and will also spend this summer finishing their work in Phase 2 (**Identify Needs and Timeline**) and Phase 3 (**Evaluate and Select Resources**) of our curriculum review process. In Phase 2, our Spanish teachers in grades K-8 are aligning their mastery outcomes with the ACTFL (American Council of Teaching of Foreign Language) standards. At the same time, we have piloted a new resource for Spanish in 6th grade, Auténtico (Pearson). There were several reasons we selected this particular resource for a pilot. First, our current Spanish textbook, Expresate, was last published in 2008 and has been discontinued. Second, Auténtico is aligned with ACTFL standards and provides students with authentic Spanish language and cultural experiences through text, video, audio, and online learning, which is more in line with the direction we are moving in our Spanish program. Third, Auténtico offers an online component where students can listen to, record, and interact with the text and its authentic resources through their iPads, providing a seamless integration of technology. And finally, LTHS has adopted Auténtico as their Spanish resource as well, and we felt it was important that our students have exposure to the same text and resources to allow for a smooth transition from middle to high school Spanish.

The pilot for Auténtico went for the full school year in the 6th grade classes, so the teacher and the students got to experience the text, activities, videos, homework, and app. To evaluate the resource, we completed [ACTFL's textbook evaluation tool](#). The resource received high marks in all five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Language systems, communication strategies, and critical thinking were also areas that received full points on the rubric. We also collected feedback from students through a survey. The results revealed that the resource provided instructions that were easy for students to understand and follow, that the writing, listening, and reading activities helped them learn Spanish, and that the cultural resources helped them learn about Hispanic culture. Students also expressed that they liked the activities, the fact that it was also a digital resource and they could use their iPads, and how easy it was to access and complete their Spanish homework using the iPad. As a result, we are recommending Auténtico as a resource for 6th, 7th, and 8th grade.

Adoption Length	Includes	Cost
One-Year Adoption	<ul style="list-style-type: none">• 3 class sets of textbooks (30 per classroom)• 300 digital student licenses• 3 sets of teacher materials	\$16,366.57

Four-Year Adoption	<ul style="list-style-type: none">• 3 class sets of textbooks (30 per classroom)• 300 digital student licenses• 3 sets of teacher materials	\$28,606.53
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World Language Vision and Update

This year we have looked at options to expand our World Language program beyond just Spanish for our students. Again, we followed our curriculum review process and began this exploration with Phase 1 (**Convene and Train a Subject Area Team**). Our subject area team is our world language teachers, and in this phase they revised their philosophy statement to include multiple languages to support a world language model. Learning and adopting the ACTFL standards also adds to the expansion to a world language program, as these standards are generalized across all languages and any additional languages we offer will be aligned to these standards.

Phase 1 includes a needs assessments to drive the work to be done throughout the rest of the process. Taking into consideration our school size, our staffing and scheduling, and budget, we also wanted to make sure that we were able to find options that met our goals of: 1) maintaining our current Spanish program, 2) offering additional languages to provide students choice, 3) avoiding an increase in staff, and 4) utilizing our one-to-one technology capabilities. Also part of the needs assessment in Phase 1, we launched a short survey to parents to gauge their interest in expanding our Spanish program to include multiple languages and to see which languages in addition to Spanish would be preferred. The results, located below, showed that our families value the importance of learning a language at the middle school level, that the district should offer more than one language, and that in addition to Spanish, Mandarin Chinese and French were the most popular languages.

Following the survey results, our administrative team began to investigate options for offering additional languages at the middle school. Keeping in mind that our goals were to offer multiple languages, utilize current technology, and avoid an increase in staff, we looked at more non-traditional options that involve utilizing an online learning program. After investigating models used in other middle schools, we decided to look more closely at a world language course that a neighboring school district, Gower, had implemented a couple of years prior.

In early March, Dr. Ban and Mrs. Beronio visited Gower Middle School to collect information about their world language class. In addition to their traditional Spanish classes taught by certified Spanish teachers, Gower has a class that implements an online learning program to allow students to choose from three languages: French, German, and Mandarin Chinese. This class is supervised by a certified teacher, but the program provides a language teacher for the specific language the student chooses (for an additional fee). The students work through their selected language at their own pace and communicate directly with the language teacher provided through the program. Dr. Ban and Mrs. Beronio spent time observing classes, talking to students, and meeting with Gower administrators about the program. Dr. Ban shared the results of the visit with the administrative team and we began to discuss how implementing such a class would look at Pleasantdale Middle School.

Our goal would be to move the planning for a world language course will now move into Phase 2 (**Identify Needs and Timeline**) and Phase 3 (**Evaluate and Select Resources**). The team,

comprised of world language teachers plus building and district administrators, will outline the timeline for planning the resources, procedures, staffing, training, and scheduling needs for a world language course. We plan to make a recommendation to the board during the 2019-2020 school year for a course to begin during the 2020 school year. Planning for a potential new course takes both time and resources to do it right, and by following our curriculum review process, we are excited about the possibility of meeting our goal to offer our students increased choice and voice when it comes to world language.

Presentation Takeaways:

- We are recommending to adopt the Auténtico (Pearson) resource for 6th, 7th, and 8th grade Spanish classes.
- Following the PSD 107 curriculum review process, we are planning for a world language course that will allow students to have choice and voice in their language study.

World Language Parent Survey Results:

School(s) Attending	PES = 41.5%	PMS = 32.3%	Both = 26.2			
	0 Not Important	1	2	3	4	5 Extremely Important
How important is it to you that your child learns a language in middle school?	4.6%	2.1%	4.1%	9.7%	19.5%	60%
Currently, the district offers Spanish as the only language option for students. Do you think the district should offer more than one language?	Yes = 73.8%	No = 26.2%				
If the district were to offer choice of language instruction for your child, which language would you be most likely to select?	Spanish = 35.7%	Mandarin Chinese = 19.6%	French = 17.5%	Italian = 13.3%	German = 11.2%	Latin = 2.8%