

World Language CIA Notes

October 10, 2007

8:00 a.m. – 3:15 p.m.

Professional Development Center

Facilitators:

Mary Rose Peralta

Ana Maria Flores

I) Welcome and Introductions

- A) The purpose of the CIA was presented
- B) Participants and facilitators introduced themselves
- C) Maria Castilleja discussed the future of the End of Course (EOC) exams for WL
 - 1) Need to decide whether to have a secure or open test
 - 2) Recommendations will be presented to the district to see if they will fund it for WL

II) Group Norms

- A) Norms were established
 - 1) Cell phones on vibrate or off
 - 2) Respect meeting times/timelines/agenda times
 - 3) Limit side conversations
 - 4) Agreement
 - (a) Base agreement on research and what's best for students
 - (b) Body will achieve agreement [by consensus, if possible, or by 67% majority vote] on all issues
 - (c) Everyone participates/has opportunities to contribute/feels safe to participate
 - (d) Atmosphere is cordial/respectful/professional

III) Classroom Strategies

- A) Discussed guide question strategy for notetaking and summarizing
 - 1) Questions (guide) on left facilitates understanding and ability to summarize and understand
- B) Teacher shared she gets *Enlace* [Spanish language insert for the Union-Tribune] delivered to school every Monday through the Newspapers in Education program
 - 1) She uses articles for summarizing and literacy
 - 2) Practices use of previous knowledge to understand how Spanish is all around us
 - 3) Uses for all levels
 - (a) Reads first ten minutes of class
 - (b) Adjusts expectations of task to various levels
- C) Other uses for *Enlace*
 - 1) Creation of history books
 - 2) Reading material
 - 3) Reading short stories or articles, then discussing after reading, covering missed sections or questions with emphasis on repeating reading.
- D) Venn diagrams
- E) Highlighting their own texts
 - 1) Skill in highlighting should start in middle school
- F) Students encouraged to buy books in **Advanced Placement Spanish Literature** classes.
 - 1) Dialectical journals on paper or w/post-its
- G) Students identify their own thought process (What do you do when you read – out loud? With a paper beside you?)
 - 1) Students have historically not had to articulate that.

- H) Students become aware of what they choose to highlight (things that are interesting? fun? hard to understand?)
 - 1) Students practice what to highlight
 - (a) Use two colors, or if not available, a circle and a square
 - (i) What they don't understand
 - (ii) New vocabulary
- I) Notetaking strategy
 - 1) Transfer highlighted information to left side of Cornell notes page or steno notebook
 - 2) Reaction on right side
 - (a) For lower levels, could be pictures
 - 3) If student does not own text
 - (a) Use post-its
 - (b) Download available selections
 - (c) Buy the book
 - (d) Photocopy selections
- J) Think – Pair – Share
 - 1) Underlining in pairs, then discuss
- K) Groups of four discuss underlining and decide
 - 1) Come to group consensus on the final underlining – group decision
- L) Put ideas on notecards
- M) Use note cards to write a summary
- N) Define plot line
- O) Use jigsaw strategy to attack selection
 - 1) Borges poem, for example
 - 2) Emphasize supporting with the text with page number, line, etc.
 - 3) One stanza per group
 - (a) Create picture
 - (b) Identify key ideas or key words
 - (c) Write on strips of paper
 - (d) Collect and organize strips
 - (e) Copy for all students becomes study sheet for poem
- P) Act out a story
 - 1) Assign roles
 - (a) Scenery
 - (b) Costumes
 - (c) Writers
 - (d) Actors
 - 2) Every Friday is project day
 - 3) Showcase to other levels of language
 - 4) Video production and critique

IV) Textbooks and Materials

- A) Spanish for Non-Native Speakers – *Realidades*
 - 1) Positives
 - (a) Some appreciate the wide variety to select from
 - (b) Use transparencies to go over homework
 - (c) Gives an opportunity to emphasize art
 - 2) Negatives
 - (a) Overwhelming amount of material for overhead projector
 - (b) Difficult for students to see from the back

- (c) Sometimes difficult to get an overhead for daily use
- (d) Necessitates enormous amounts of time planning
- (e) Important to simplify
- (f) Every chapter is very extensive
- (g) Getting through eight chapters is too difficult in time we have
- (h) Teachers often have to choose between depth and coverage
- (i) Placement issues come to bear
 - (i) Many native speakers in a class (sometimes half the class)
 - (ii) Counseling issue – some kids opt not to move to native speakers course
 - (iii) With strategic planning, this issue should even out
 - (iv) Perhaps use EOC exam as a placement test
 - (v) Some use the Glencoe placement test
 - (vi) Some students coming from the dual-language program in elementary
 - (i) Need literacy to enter Spanish speakers
 - (ii) Creates group of kids “in limbo”
 1. No class we currently offer is appropriate for them
 2. Some schools don’t see need for Spanish speakers’ classes
 3. Suggestion of use of workbook designed for heritage learners
 - a. Not enough meat on the bone for a course
 - b. Certain units of Aspire (aka Project Write) are available for supplementation
 - c. Project Teach
 - d. Luz Maria Lopez is a resource at SUHSD
 - e. County provides one binder for teacher and a class set of books
 - (iii) When students are tested for placement, they need to sit down with a bilingual counselor
 - (iv) Research shows students do better in 2nd language when they continue to study in their own language.
 1. Can be offered outside the school day
 2. Iron that out at the site
 - (vii) Practice by some counseling departments of automatically placing ELD 1-2 students in Spanish Speakers 1-2 is a disaster for obvious reasons
 - (i) Obvious to us, but not necessarily to them
 - (ii) Need for policy district-wide that addresses ALL learners in Spanish
 - (viii) IB: Ab Initio
 - (i) Lower level than supplementary
 - (ii) Transfer in and need language, but don’t have background
 - (ix) Some students illiterate in both languages
 - (i) Role of world language course in that case is to bridge literacy gap
 - (ii) Students lack literacy skills in first language to be able to transfer to English

B) French – Bon Voyage

1) First year book

- (a) Introduces entire past tense
- (b) Question of standards vs. what is in the textbook
 - (i) Some standards for one year stretch across the different levels of the book
- (c) Standards are across languages
- (d) Logistically, might not be enough books to give first year books to second year students

C) Filipino

1) Filipino teachers are “jealous” of Spanish textbooks and materials

- (a) No widely published books for Filipino like the ones here in US
- (b) 85% of Filipino teachers are SAILN-trained

- (c) They depend on modeling after other language's textbooks
- 2) Filipino educators meet monthly in inter-district meetings
 - (a) Articulate and discuss how books are used
- 3) SUHSD was first district to offer Filipino in the 1970's
- 4) Currently trying to write a textbook
- 5) Many advantages
 - (a) Lots of camaraderie – great advocacy and support
 - (b) Idea of “we don't let anyone fail”
 - (i) Need to network and support each other in our efforts
 - (c) Filipino is the #3 language in the district – 8.8% of students take Filipino
 - (d) NCLB-compliant
 - (i) There is now a credential to teach Filipino that qualifies until NCLB
- 6) Priorities
 - (a) Adopting official textbooks
 - (b) EOC exam
 - (c) Need to align levels
 - (d) Need for SUHSD teachers to meet monthly in a PLC
 - (e) Mentoring new teachers
 - (f) Sharing strategies
 - (g) Working with SDSU (LARC)
 - (i) Special grant for less-commonly-taught languages
 - (h) Working with Alliant University to get a Filipino major going
 - (i) Needed for retirees' replacements
- D) German
 - 1) Offered in three schools
 - (a) Question: Is German being phased out?
 - (b) Those three teachers need to form a PLC
- E) Spanish Speakers
 - 1) Difficulties
 - (a) Difference between language acquisition and language literacy
 - (i) At standards level, had been discouraged from listing literacy standards for Spanish Speakers courses
 - (b) Projects Write and Aspire
 - (i) Key documents in a study
 - (i) Students were followed taking Write and Aspire from SOH and SUH
 - (ii) Data was collected for five years
 - 1. Supported the literacy-language connection, Higher scores in CST
 - (iii) District purchased Write and Aspire
 - (iv) Only allowed to use second-language standards – wrote pacing guides to match
 - (v) Used translation of English literacy standards Document created by SDCOE
 - (vi) 06-07 – Spanish speakers standards need to be revisited
 - 1. Work done with pacing guides was **inadequate**
 - 2. EOC was delayed for this reason
 - (vii) Will now pursue a literary focus, which will help with achievement on CAHSEE and other standardized tests
 - (viii) Need to revisit the textbook selection process
 - 1. Example of poor choice: Spanish speakers 5/6 textbook has instructions in English
 - (ix) 5-6 uses two different books
 - 1. Only 20th century authors

2. Gaps present
3. Teacher-generated material currently used to supplement
4. Teachers create materials if none of the textbooks fits our needs
 - a. May run a foul of the Williams Settlement

V) Status of World Languages

- A) Discussed what happened in the last three years
 - 1) Adoption Process
 - (a) Highlighted all three books in 04-05
 - (b) Voted
 - (c) Developed timelines
 - (d) Developed course guides
 - (e) Aligned district standards to test
 - 2) EOC Preparation
 - (a) Workshop on how to develop test items for EOC and EOC development in general
 - (i) Spanish 1-4
 - (ii) French 1-4
 - (b) Several schools piloted the tests
 - (c) Many problems with the tests
 - (d) Optional to use as a final or how heavily it counted in course grade
 - (e) SCANTRONS kept at site or district
 - (f) Intent this year was to analyze results and revise for end of this school year
 - (g) Meeting on 2/14/08 with district
 - (i) Announced that EOC was no longer going to be funded for WL
 - (ii) No money for analysis or revisions
 - (iii) If we want EOC, need to decide secure or open
 - (i) Cost is about the same
 - (ii) Ms. Castilleja will take to cabinet what we decide, but no guarantees
 - (iv) No item analysis for any of the tests
 - (v) Only three meetings as a CIA
 - (vi) No time to move on analysis
 - 3) Promise of Data Director (DD) – Software for gathering and analyzing assessment data
 - (a) There will be more meetings for the roll-out of this software
 - (b) CIA should be a key body to be trained in DD
 - (c) DD is a constant
 - (i) It's going to be there; we just need to know the direction to go with it

VI) Breakout: Language-Alike Groups (Individuals in groups took notes)

VII) Adjourned at 3:15 p.m.

Respectfully submitted by Peggy Ward, MOH
 Modified by Ana María Flores, Nov. 6, 2007