



2008-2009 Curriculum, Instruction,
Assessment

Department Team: World
Languages—Spanish & Spanish for Spanish
Speakers

Meeting Date: November 13, 2008 Location: PDCC,
MOA

Meeting Summary Abstract

Topic Item	Key Concepts/Major Ideas/Focus Beliefs
<p><i>Introductions</i></p>	<p>Ms. Flores led an introduction activity in which partners interviewed each other. Teachers expressed interest and concern in:</p> <ul style="list-style-type: none"> • student placement • pacing • creation of common assessments • the use of data director • the proper placement of the <i>English dominant heritage Spanish speakers</i> (also known as “limbo” student—i.e., the student who is not literate in Spanish but can speak or understand the language). <p>Throughout our CIA work this year, we will tackle some of these issues and give recommendations to address them.</p>
<p><i>Norms of Engagement</i></p>	<p>The group reviewed the norms of engagement that were decided upon last year and agreed to adopt all of them. The norms agreed upon are:</p> <ol style="list-style-type: none"> 1. Place cell phone on vibrate or off 2. Respect meeting times/timelines/agenda times 3. Limit side conversations 4. Agreement <ol style="list-style-type: none"> a. Base agreement on research and what is best for students b. Body will achieve agreement by 67% on all issues 5. Everyone participates/has opportunities to participate 6. Atmosphere is cordial/respectful/professional 7. Stay on task/ on topic

<p>Objectives & Strategic Plan; Purpose of CIA</p>	<p>The group did a popcorn reading (en Espanol) of the District’s strategic plan and talked about the beliefs that relate to language teaching. The World Languages CIA is part of a deliberate plan to address the following strategies:</p> <ol style="list-style-type: none"> 1. We will put into place diverse curriculum and learning experiences that meet the needs and aspirations of each student. (Strategy – 1) 2. We will engage in effective collaboration with all community partners and within the district to accomplish our mission and objectives. (Strategy – 8) 3. We will create systems of support for students to ensure student achievement and well-being. (Strategy 5) <p><i>It is crucial that the representatives from each school share the discussion that occurs and the decisions made in the CIA meetings not only with department members but also with their administrators.</i></p>
<p>Recap of 2007-2008 CIA Year; Key Ideas for 2008-2009</p>	<p>A summary of what transpired in the World Languages CIA the previous year was discussed. Instructional strategies were shared, data director was introduced, and action plans to address concerns, per world language, were developed. Last year, however, only one representative per site was able to attend, which resulted in limited discussions for teachers, especially those who do not teach Spanish or Spanish for Spanish Speakers. In addition, not all schools who offered Spanish were represented in the CIA. Recognizing this, Ms. Castilleja changed the CIA format for world languages, having separate CIA meetings for French and Filipino and Spanish and Spanish for Spanish Speakers. The new format should allow for more productive discussions and more binding decisions.</p> <p>This year, the WL CIA in Spanish & Spanish for Spanish Speakers will engage in activities and discussions that will:</p> <ul style="list-style-type: none"> • allow for middle school/high school multilevel articulation • review placement guidelines for students • review assessment and assessment data • review and establish the Spanish course sequence • allow teachers to share best practices in teaching world languages • allow for staff development for World Language teachers and counselors <p>Teachers expressed concern regarding lack of knowledge in using Data Director and the impact it will have in administering the final exams in June.</p> <p>Ms. Peralta gave the following information regarding Data Director:</p> <ol style="list-style-type: none"> 1. Training is offered through EdTech on the use of Data Director. Please contact David Johnson. Mr. Johnson is in the process of contacting schools to offer Data Director Training before school, during prep, or after school. Please request your administrator to arrange training through EdTech. 2. For World Language teachers, specifically ask for the following training:

	<ul style="list-style-type: none"> • How to load an answer key (remember that none of our standards are loaded on data director—we can still use the software but we will have to create our exams externally and load answer keys without linking to any standards). • How to print and scan answer sheets • How to access data from your scanned answer sheets. <ol style="list-style-type: none"> 3. Data Director has “Job Aids” via First Class that give instructions on how to load answer keys, to print data, etc. 4. Spanish for FL level 1-2 exam has been loaded on Data Director by Guadalupe Trejo (This exam was developed previously by the committee). <ol style="list-style-type: none"> a. All tests are SECURE – meaning no one is to have prior access and that teachers make copies to administer and MUST keep all copies. Do not give them to the students to keep! b. Final exam for Spanish 1-2 and 3-4 should be administered in June this schoolyear. Ms. Peralta has copies of the exam and will E-mail them to CIA representatives and post them on First Class. The results will be reviewed in our future CIA meeting.
<p>Existing Programs: Highlights & Challenges</p>	<p>Teachers were divided into groups and each group discussed and shared the successes and concerns of their Spanish/Spanish for Spanish Speakers programs at their sites. Teachers shared their appreciation for administrator and counselor support, the availability of textbooks and materials to teach the courses offered, PLC time that allows for collaboration within the sites, and success in AP testing. Challenges that came up include proper placement of students, allowing students who have failed the first semester of a language class to move on to the second semester, pacing, articulation between the MS and HS programs, and determining proper placement of our English dominant Heritage Spanish speakers.</p>
<p>Identifying Our Students (Profiles)</p>	<p>Teachers described the profiles of those who take Spanish and Spanish for Spanish Speakers by describing their reading, speaking, and writing skill levels in Spanish. These groups include non-native speakers of Spanish, dual-language students, native speakers of Spanish, IB students, AP students, and English dominant Heritage Spanish speakers. Students in Special Education taking Spanish were also profiled.</p>
<p>Course Description Overview</p>	<p>Still working in groups, teachers summarized the course description of every Spanish and Spanish for Spanish Speakers course offered in our district. Each group presented a summary of each course by identifying the following:</p> <ul style="list-style-type: none"> • Target student (Who should take the course?) • Prerequisite (What course, if any, should the student have taken previously in order to be successful in this course?) • Proficiency Level: Reading, Writing, Speaking, and Listening (After finishing the course, how well should the student read, write, speak and listen in Spanish?)

<p>Course selection for each student profile</p>	<p>After looking at the profiles of our students and matching them with the Spanish/Spanish for Spanish Speaker courses that they take, it is evident that the courses we offer right now DO NOT meet the needs of the English dominant Heritage Spanish speakers. They are too high for placement in non-native classes and because of gaps in their knowledge of reading, writing, and formally speaking Spanish, they have difficulty even at the lowest level of the Spanish for Spanish Speakers class. These students are those students who understand spoken Spanish, may even speak it but mostly will know slang but they cannot read nor write in the language.</p> <p>Research has shown that the stronger the skills of a student in the first language are, the better they will learn another language. We are invested in the English dominant Heritage Spanish speakers to learn Spanish well so they become successful English learners.</p>
<p>Developing Proposals & Sharing Proposals</p>	<p>The group came up with the following proposals to address the issue of our English dominant Heritage Spanish speakers:</p> <ol style="list-style-type: none"> 1. Offer a new course that they have to take. This course will be a basics class that will teach grammar, reading, and listening to prepare them for Spanish for Spanish Speakers 1, 2. This course will be offered before Spanish for Spanish Speakers 1-2. 2. Make Spanish for Spanish Speakers 1-2 the entry level class for English dominant Heritage Spanish speakers. All others start at SSS 3-4. 3. Turn the SSS 1-2 course into the class for English dominant Heritage Spanish speakers. To enroll in this course, students can speak Spanish but they do not have to have experience in reading and writing it. All others start at SSS 3-4. 4. Turn the SSS 1-2 into the class for English dominant Heritage Spanish speakers. Students enrolled in this class should attain BASIC Spanish speaking, reading, and writing as the GOAL, not the prerequisite. Example: progression from simple sounds, to words, to paragraphs. 5. Develop a new course designed for our English dominant Heritage Spanish speakers that will be named Spanish for Spanish Speakers 1-2. The present curriculum for SSS 1-2 will become SSS 3-4. What is SSS 3-4 will become SSS 5-6. What is SSS 5-6 will become SSS 7-8. What is SSS 7-8 will become SSS 9-10. <p>Further examination of the proposals narrows it down to 3. Proposals 2, 3 and 4 can be combined.</p>
<p>One Proposal: Group Consensus or Agreement;</p>	<p>Due to time constraints, the group agreed that no vote will be taken today. Instead, schools will be given the time to discuss the proposals within their PLC's; an official ballot will be developed and each school, depending on what type of courses they offer, will have 1 or 2 votes on the proposal that will be taken to Ms. Castilleja.</p>

<p><i>Implications of Proposal; Next Steps</i></p>	<p>We should have an official proposal before the next CIA meeting on February 12, 2009. The voting period will take place in December and January.</p>
<p><i>World Language State Standards Draft</i></p>	<p>Tabled for next CIA meeting.</p>
<p><i>Summary and Next Steps</i></p>	<p>Ms. Peralta and Ms. Flores will develop the ballot of the proposals to address the needs of our non-literate heritage language learners. There will be a window for schools to discuss and vote. The results of the vote will be E-mailed to all CIA participants (who will share them with their colleagues). The group recommendation will be taken to Ms. Castilleja. If there is a response by the next CIA meeting in February, it will be shared with the whole group and the next steps will be discussed.</p> <p>For next meeting, please bring your placement tools and/or placement criteria narrative that are shared with counselors. Our task next meeting will be to come up with district-wide criteria that counselors will use to place students in Spanish and Spanish for Spanish Speakers classes. The placement criteria will be shared with counselors during their scheduled meeting with Curriculum.</p>