SWEETWATER
UNION HIGH SCHOOL DISTRICT

2008-2009 Curriculum, Instruction, Assessment
Department Team: World Languages—Spanish & Spanish for Spanish Speakers

Meeting Date: February 12, 2009 Location: PDCC, MOA

Meeting Summary Abstract

Topic Item	Key Concepts/Major Ideas/Focus Beliefs
Welcome & Review of Norms of Engagement	Everyone was reminded of the norms of engagement that was agreed upon at the last CIA meeting: 1. Place cell phone on vibrate or off 2. Respect meeting times/timelines/agenda times 3. Limit side conversations 4. Agreement 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
Next Steps for Spanish for Spanish Speakers Vote Results	Ms. Castilleja recognizes the hard work that the CIA members put forth in making a decision on the Spanish course sequence. Mary Rose thanked the group in her behalf. Review of the vote: A new course will be offered to meet the needs of our non-literate, English-dominant Spanish Heritage learner that will be called Spanish for Spanish Speakers 1-2. This creates a domino effect—what was SSS 1-2 will become SSS 3-4, what was SSS 3-4 will become SSS 5-6, etc. The materials used will also move up one level. The new course will be created and a process that will be followed will be initiated by the curriculum office. There has been no determination as to what the course will look like, who will write it, or who will pilot. Everyone was encouraged to look out for postings or E-mails pertaining to Spanish for Spanish Speakers 1.
Clarifications	Ms. Peralta read from the memo given to counselors that stated the latest changes in World Languages: 1) The College Board will no longer offer the AP Italian program.

	2) Reminder that World Language courses are designed as year long courses. Students should remain in the course the entire school year regardless of the scholarship mark. 3) The World Language CIA team recommends the following: Develop a new course designed for our non-literate heritage language learners 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. 4) We will pilot this new course at two schools in 09/10 Ms. Peralta asked the group if they were interested in Data Director Training that will teach the following: how to load answer keys, how to print answer sheets, how to scan answer sheets, and how to access data from assessments. The group expressed interest. Ms. Peralta will arrange for training and will inform via E-mail. Another reminder that Spanish final exams should be administered this June was made. The state standards have been adopted. Ms. Peralta E-mailed documents to all CIA members. Everyone was reminded to make sure they share with their department members. Hard copies were made available to those who wanted one.
Placement Guidelines and Placement Tools	All present sites shared their current placement protocol and it was quickly determined that there is no uniform practice at the sites. Some sites are able to go to their feeder schools to test and/or interview students who are interested in the Spanish Program to determine if they belong in Spanish or in Spanish for Spanish Speakers and the appropriate level. Most sites mentioned that counselors placed students and once students attend the first day of class, then teachers administered the placement test and give recommendation to counselors for changes. Some sites expressed concern with counselors who don't follow the teacher recommendation for placement. Placement tools also varied. Sites currently use: Realidades diagnostic test, Glencoe diagnostic test, teacher created tests (multiple choice/essays, questioners). The group agreed that a uniform placement guide and a placement instrument to place students are both beneficial and necessary. The placement guide should be clear so that students can be placed appropriately and accurately by counselors. Based on a document produced by Ms. Ward from Montgomery High School, the group agreed on placement criteria for Spanish and Spanish for Spanish Speakers. The group agreed on the following: • Students who request Spanish will be placed in the appropriate class based on the placement guideline developed by WL CIA. • Placement will be fine-tuned by a placement instrument.
Placement Tool	CIA World Language members agreed that the placement tool will be given only to those students who the counselor could not place based on the guidelines. The group looked at the different placement instruments and agreed on the

	following: • Writing: from Evaluación diagnóstica • Questioner – Cuestionario de ingreso and Evaluación diagnóstica (Combined) • Narrative – Sequence of pictures that can be taken from old AP Spanish tests or created by teachers. Please send to Ms. Peralta • Reading – Mixed from different sources A group of teachers volunteered to finalize the placement instrument which will be E-mailed to all CIA members for dissemination to all other Spanish teachers. Volunteers to continue with this assignment are: Ms. Peggy Ward, Ms. Norma Uriarte, Ms. Lilia Meza, Ms. Yulma Ocampo Ms. Joanna Vielma., Ms. Marina Corrales and Ms. Patricia Ulloa-Mallett.
Summary and Next Steps	Ms. Peralta and Ms. Flores will E-mail time, date, and location to finalize the Placement tool. The placement guidelines will be shared with the curriculum office. In future CIA meetings (hopefully ☺), we will be looking at the impact of the state standards on our course offerings, assessment, assessment data, and revisiting our placement guidelines and tools. Ms. Flores and Ms. Peralta are grateful for all the members' hard work. We are moving forward!