



**World Language Curriculum Review**  
West St. Paul - Mendota Heights - Eagan Area Schools  
School District 197

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## The Curriculum Review Process

Curriculum in School District 197 is reviewed using a six-year cycle of continuous improvement. This process was adopted in the spring of the 2012-13 school year and includes professional development for teachers that is focused on the creation of digital curriculum and the adoption of innovative instructional practices.

In years 1-3, participating curriculum areas are considered to be in "formal review". In year one a content area team of teachers conducts an in-depth study of the current program to determine its overall effectiveness. Community and staff input is gathered and the team of teachers examines current best practice in curriculum and instruction. Based on the results of the study the team, with assistance from the Curriculum Advisory Committee (CAC), identifies strengths and needs of the existing program, creates a vision for future programming and develops Outcomes that Matter to All and Core Beliefs.

During year two content area teams review the current scope and sequence of the curriculum for grades K-12 and assess how it aligns to state and/or national standards and benchmarks. They then create a district curriculum framework/map that identifies the knowledge, skills, and learning targets that students need to know, be able to do, and act upon. Content area teams also select the materials (paper and electronic) needed to implement the revised curriculum and work to ensure the new curriculum and materials are culturally sensitive and non-discriminatory. If applicable or needed, in year two teams will develop digital curriculum for their content area. Teams also plan professional development activities to ensure proper training and support are provided relative to the new curriculum.

During year three each curriculum area moves to the implementation phase where teachers look at the curriculum as taught, identify holes, design common assessments and begin to review at data. The content area team also recommends grouping strategies, identifies how to accelerate or remediate students, and addresses issues relating to students with special needs (ELL and special education). Additionally, in the spring of year three, the content area team will meet to determine if the intended scope and sequence is achievable and identify areas for additional professional development.

Year four of the curriculum review cycle focuses on measurement and ensuring curriculum is being implemented as intended. Staff will pay careful attention to how well students are responding to the new curriculum and ensure that teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined.

During year five, the revising phase, teams adjust implementation procedures and implement changes as needed. The curriculum is evaluated in terms of how well it is working and where modifications need to be made. Common assessments continue to be reviewed and refined. In the refining phase, year six, teams continue to refine the curriculum. They determine if adjustments are needed and implement them accordingly. Common assessments continue to be reviewed and refined.

## Summary of Year One: World Language

A review team was put together including teachers, building and district administrators to evaluate the program as part of year one of the curriculum review process. Because the number of World Language teachers is small, all teachers were given the opportunity to participate in the review team. The team gathered input and feedback from community and staff at four Review Planning Team meetings and a Curriculum Advisory Committee (CAC) meeting. The feedback gathered during the meetings was used in developing the Outcomes that Matter to All, Core Beliefs and Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for World Language.

A key component of the review process is the SWOT analysis. Through the SWOT the committee identified some significant strengths, which included the opportunity students have to take rigorous courses from the offering of Spanish 1 in middle school and 2 college level courses at the high school. Additionally the high school offers three different languages at the high school and provides an opportunity for 5 levels in each language.

The committee also identified some weaknesses and opportunities in the program that we will make recommendations on in year 2 of the review. Areas for consideration include, the inconsistency in elementary opportunities – in the 2013-2014 school year 3 of the 5 elementary schools offered Spanish, in 2014-2015 school year only 2 of the 5 elementary sites will offer Spanish. Sites not offering Spanish are offering magnet themed courses instead. Programming at the middle school should consider options for world language beyond just the grade 8 option.

As the World Language review committee enters year two of the curriculum review process, it will look to formulate recommendations for programming and work to ensure alignment of the program and curriculum to the American Council on the Teaching of Foreign Language Standards.

## World Language Curriculum Review Team

### Teachers

Anthony Kienitz – Sibley High School  
Elizabeth Klinkner – Pilot Knob Elementary  
Katie Bernardy – Heritage and Friendly Hills Middle School  
Lawrence Laux – Sibley High School  
Mark Stewart – Sibley High School  
Robert Hanson – Sibley High School  
Robert Terry – Sibley High School  
Thomas Raymond – Sibley High School  
Tricia Crider – Mendota and Somerset Elementary

### Administration

Sara Palodichuk - Garlough Elementary Principal  
Joni Hagebock - Friendly Hills Principal  
Ryan Redetzke - Sibley High Principal  
Cari Jo Kiffmeyer - Director of Curriculum, Instruction and Assessment

### **Mission (Our Core Purpose)**

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

### **When our work aligns with our Core Purpose, we produce Outcomes That Matter To All, such as:**

Students will be able to listen, speak, read and write in a target language in order to provide, obtain, understand and interpret information on a variety of topics both collaboratively and individually.

Students will demonstrate an understanding of the relationship between the practices or products and perspectives of the culture studied.

Students will reinforce knowledge of other academic areas through the world language studied.

Students will acquire information and recognize distinctive viewpoints through the world language studied.

Students will demonstrate an understanding of the nature of language and the concept of culture studied through comparisons to their native language and culture.

Students will have the ability to use the studied language personally, academically, and in their chosen career.

\*Adapted from The American Council on the Teaching of Foreign Languages.

### **The District 197 core beliefs for World Language education that drive our words and actions are:**

1. We believe that an effective K-12 world language program is continuous, articulated and aligns with state and/or national standards.
2. We believe that an effective K-12 world language program is based on the fact that the optimal time to acquire a language, including accurate pronunciation and cultural awareness, occurs before the age of seven.
3. We believe that an effective K-12 world language program should provide multiple language opportunities for all students.
4. We believe that an effective K-12 world language program is essential for providing post-secondary credit opportunities for all students while earning a high school diploma.
5. We believe that an effective K-12 world language program supports learning in other academic areas through its inherent emphasis on critical thinking, vocabulary development, use of non-fiction text, and presentation modes.
6. We believe that an effective K-12 world language program provides for college or career readiness and fosters the ability to effectively contribute to the global community, economy, and cultural arena of the future.
7. We believe that an effective K-12 world language program values home language as an asset to be cultivated for personal, community, educational, and career benefits.
8. We believe that an effective K-12 world language program emphasizes face-to-face interaction in order to promote language proficiency and intercultural competence.
9. We believe that an effective K-12 world language program provides the opportunity to demonstrate proficiency in multiple ways, ranging from informal individual and collaborative activities and presentations to formal assessments.
10. We believe that effective K-12 world language instruction emphasizing all modes of communication (listening, speaking, reading, writing) is essential to fostering language acquisition and the ability to communicate effectively in the target language.
11. We believe that effective K-12 world language instruction incorporates a variety of technologies that enhance and promote personalization to improve all modes of language learning (listening, speaking, reading, writing) as well as cultural awareness.
12. We believe that effective K-12 world language instruction employs a wide array of instructional strategies and tools that address the individual learning styles of our students.

## SWOT Analysis

STRENGTHS	WEAKNESSES
High School students test out of early levels at University Level and earn college credit	No World Language instruction in grades 5, 6 and 7.
High School students get to advanced levels with relatively little exposure	Language options at the high school are limited to Spanish, French and German
Experienced/Qualified staff (authentic cultural experiences)	Spanish for Spanish speakers course is not available
Three Languages - Spanish, French, German	Inconsistent class sizes
Community sees value in our language program	Elementary Spanish only available at two of five schools
Languages support the ELA standards	Lack of exposure to other languages besides Spanish before high school
All 3 languages (French, German, Spanish) offer college courses	Students can't go beyond level 5
Offer Spanish at some of the elementaries	World language is not required for graduation
Opportunities for students to travel abroad	Space (physical) for the program - at elementary
Students taking Spanish I in 8th grade earn 1 high school credit	Inequitable technology
Use of technology	Spanish at the elementary level is limited to one class per week
Supportive Administration	
Flexibility and support for advanced middle school students taking language at high school	

## SWOT Analysis

Opportunities	Threats
Rosetta Stone	Registration Process does not consistently place native speaking Spanish students appropriately.
Integration of Technology into instruction	Inequitable technology
Articulate and expand the K-12 program district-wide: <ul style="list-style-type: none"> <li>• create opportunities throughout K-12</li> <li>• have options for native Spanish speakers</li> <li>• create ways for students to complete equiv of 4 semesters of a college level language in high school</li> </ul>	Middle School schedule ,provides no opportunities for WL in grades 5, 6 and 7 and at grade 8 opportunities are limited by other programs (i.e. AVID)
Consider CE and CIS courses offering weighted grades	Current board recommended class size and the offering of CE/CIS courses
	College requirements on enrollment in CE/CIS courses (24-U of M, 30 Mn. State Mankato)

# ISD 197 Curriculum Review Cycle

	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018-2019
State Action	Implementation of Language Arts	Implementation of Social Studies		Revision in Math begins		Revision in Science begins	
<b>Year 1: Self Study</b>	5-12 Social Studies	ELA - Writing ESL Gifted and Talented World Language	AVID PE AND Health Tech Ed FACS	K-12 Math Art Counseling	Music Business	K-12 Science	K-12 Language Arts
<b>Year 2: Developing</b>	5-12 Social Studies	5-12 Social Studies Chemistry Physics K-4 Social Studies	ELA - Writing ESL Gifted and Talented World Language	AVID PE and Health Tech Ed FACS	K-12 Math Art Counseling	Music Business	K-12 Science
<b>Year 3: Implementing</b>	K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL Gifted and Talented World Language	AVID PE and Health Tech Ed FACS	K-12 Math Art Counseling	Music Business
<b>Year 4: Measuring</b>		K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL Gifted and Talented World Language	AVID PE and Health Tech Ed FACS	K-12 Math Art Counseling
<b>Year 5: Revising</b>			K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL Gifted and Talented World Language	AVID PE and Health Tech Ed FACS
<b>Year 6: Refining</b>				K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL Gifted and Talented World Language
<b>Budget</b>	5-8 Science	5-8 Social Studies 9-12 Language Arts	K-12 Social Studies Chemistry, Physics PLTW	ELA - Writing ESL Gifted and Talented World Language	AVID PE Health Tech Ed, FACS	K-12 Math Art Counseling	K-12 Science Music Business