



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Self Study of WORLD LANGUAGES EDUCATION Instructional Program

Fall 2018

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Equity Statement

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**MISSION STATEMENT
BELIEF STATEMENTS
STANDARDS**

MISSION STATEMENT- BELIEF STATEMENTS- STANDARDS

Mission Statement

The mission of the World Language program is to develop students' ability to understand, communicate in, and appreciate other languages and cultures as life-long learners. This is accomplished by engaging students in a variety of meaningful linguistic and cultural experiences.

Belief Statements

We believe that ...

- all children should have the opportunity to learn a world language;
- all students who study world language should have opportunities to be challenged and to be successful;
- an early and long sequence of world language instruction is important for the development of language proficiency;
- world language education will help students participate more fully in the global community and marketplace as responsible world citizens;
- world language education helps students develop insight into their own language and culture and others;
- the world language program should provide rich cultural experiences that encompass the five C's of world language education: Communication, Cultures, Connections, Comparisons and Communities (For explanation of the 5 C's, see National Standards in Foreign Language Education on the following page.);
- world language learning at all levels should provide meaningful experiences using the language for communication;
- varied activities allow for students with different learning styles to progress;
- contact with target countries for the purpose of communication and cultural experiences is valuable;
- world language education should emphasize meaningful activities using authentic material, realia and expressions from the target cultures;
- world language instruction should be taught by individuals proficient in the target language;
- integration of other curricular areas into world language instruction is valuable; and
- all skill areas, including reading, writing, listening, speaking and culture, should be practiced and assessed at each level.

World Readiness Standards for Learning Languages

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard. These revised Standards include language to reflect the current educational landscape, including: Common Core State Standards, College and Career Readiness, and 21st century skills. These Standards are equally applicable to learners at all levels, from pre-kindergarten through post-secondary levels; native speakers and heritage speakers, including ESL students; American Sign Language; and Classical Languages (Latin and Greek).



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS	
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

**PRELIMINARY DISTRICT IMPROVEMENT PLANS
(Strengths, Limitations, Recommendations &
Strategies)**

ICCSO WORLD LANGUAGES IMPROVEMENT PLAN

ICCSO World Language Department

Program Strengths

The following information below addresses the perceived strengths for the World Language (WL) Program as determined by the survey

- 83% of parents and 84% of students agreed or strongly agreed that studying a world language increased students' knowledge about diverse cultures. This may help develop cultural awareness in students.
- 72% of parents strongly agree or agree that they feel well informed about their students' progress in the WL class.
- 74% of parents strongly agree or agree that WL homework expectations are appropriate for students' language level.
- 74% of students stated that teachers were the biggest strength of the WL program.
- 55% of students surveyed stated that the curriculum was a strength of the WL program.
- 91% of parents agree and strongly agree that learning a language is an important part of becoming a global citizen.
- 52% of students listed class expectations as a strength of the WL program.
- 91% of guidance counselors and administrators stated that studying a world language is valuable for students.
- 100% of teachers surveyed stated that they know the scope and sequence of the district's World Language curriculum and that the curriculum incorporates both the ACTFL guidelines and the Iowa World Language Standards for integrating the study of culture into the language courses.
- 95% of teachers surveyed stated that offering a 5 year World Language sequence is a priority.
- 90% of teachers strongly agree or agree that building administrators support teachers with implementing the ICCSO World Language curriculum goal.
- 90% of teachers surveyed strongly agree or agree that district and school administrators support opportunities for students to travel abroad and participate in student exchanges in countries such as Spain and France.

Improvement Plan for the District

This plan outlines action steps aimed at addressing the perceived program limitations generated from review and analysis gathered from summary of surveys administered and discussion and focus groups. *Those responding to surveys included: 20 World Language teachers, 11 secondary administrators and guidance counselors, 620 parents of students taking world language courses, and 1,647 students enrolled in world language classes.*

Student Achievement (Assessment)

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
Not all World Language teachers use formative assessments consistently to show acquisition of new skills over a course unit.	<ul style="list-style-type: none"> ● At lower levels a lack of a formalized pretest may not be a limitation. At times, pretest may have negative impact; however, this depend on how the results are used. 	World Language teachers and World Language Curriculum Coordinator	Fall 2018 - on going

63% of students rate their acquisition of cultural knowledge as moderate to weak.	<ul style="list-style-type: none"> Teacher collaboration in order to clearly define the cultural components to be taught in each unit. Teacher collaboration in order to create appropriate assessments & assessment criteria. 	World Language teachers and teacher teams	Fall 2018- on-going
62% of students rate their acquisition of listening skills as moderate to weak.	<ul style="list-style-type: none"> Time for teachers to collaborate and collect authentic listening materials that are suitable for each level. Vertical alignment in order to ensure appropriate transition. Teacher collaboration in order to create appropriate assessments & assessment criteria. 	World Language teachers and teacher teams	Fall 2018- on-going
55% of students rate their acquisition of speaking skills as moderate to weak.	<ul style="list-style-type: none"> Vertical alignment in order to ensure appropriate transition. Teacher collaboration in order to create appropriate assessments & assessment criteria. 	World Language teachers and teacher teams	Fall 2018- on-going
49% of students rate their acquisition of writing skills as moderate to weak.	<ul style="list-style-type: none"> Vertical alignment in order to ensure appropriate transition. Teacher collaboration in order to create appropriate assessments & assessment criteria. 	World Language teachers and teacher teams	Fall 2018- on-going
44% of students rate their acquisition of reading skills as moderate to weak.	<ul style="list-style-type: none"> Time for teachers to collaborate and collect authentic reading material that is suitable for each level. Teacher collaboration in order to create appropriate assessments & assessment criteria. 	World Language teachers and teacher teams	Fall 2018- on-going

Curriculum and Instruction

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
Instructional materials are not compatible with program goals at each level.	<ul style="list-style-type: none"> Purchase up-to-date materials that are compatible with the WL Department standards and goals. <ul style="list-style-type: none"> -narrow down textbook selections -meet with textbook representatives to learn about series -explore supplemental materials and online resources Incorporate Seal of Biliteracy program. 	WL District Team, WL Coordinator and Curriculum Director	Spring 2018 Fall 2019
Information about the World Language program is not readily accessible and communicated to counselors, administration, parents, students and community (student placement, program offerings and university requirements).	<ul style="list-style-type: none"> Create website. Promote the website Create a document that can be shared with counselors and the community about the process of placing students in advanced levels of World Language. Prepare recommendation to communicate benefits beyond college requirements. Promote Seal of Biliteracy program. Create video of "What is WL like" to put on Guidance website. 	World Language teachers, WL Curriculum Coordinator and school counselors	Summer 2018 Spring 2019
Parents have observed that their students do not seek opportunities to use the language outside of the classroom.	<ul style="list-style-type: none"> Incorporate WL into Clubs in Schools/Advisory time. Create activities in the school and in the community to highlight and promote the WL program. 	Parents, students, and teachers	Fall 2018- on-going

	<ul style="list-style-type: none"> ● Outreach with the University of Iowa Language Programs and International Students for conversation practice. ● Involve parents that are multilingual in program activities. ● Incorporate Seal of Biliteracy program. ● Provide multilingual signs and information around building. 		
35% of students surveyed believe that studying a World Language has not increased their knowledge of global issues.	<ul style="list-style-type: none"> ● Tie in current events in the thematic units. ● Share of “stories” of multicultural identities. ● Utilize Cross Curricular planning (Social Studies). ● Incorporate Seal of Biliteracy program. ● Utilize ILET Activities (Individual Language Extension Tasks). 	World Language teachers and World Language Curriculum Coordinator	Fall of 2018-ongoing
37% of counselors surveyed expressed the need for more support for low achieving students in a language classroom.	<ul style="list-style-type: none"> ● Differentiate assessments. ● Differentiate activities. ● Utilize Advisory time. ● Utilize technology for learning support. ● 1:1 Mentoring/tutoring. ● Smaller Class size. ● Utilize ILET Activities. ● Collaborate with Special Ed/ Success Center teachers/ JH teachers to identify incoming high school students in need of support. 	World Language teachers, students and Counselors	Fall of 2018-ongoing

Use of Instructional Technology

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
World Language Teachers do not readily utilize technology for student self-assessment.	<ul style="list-style-type: none"> ● Explore new materials that are compatible with textbooks. ● Provide training on available technologies. 	WL District teams, WL Curriculum Coordinator	Fall 2018- ongoing
Instructional technology is not readily supported by training.	<ul style="list-style-type: none"> ● Utilize Innovation IDS for training. ● Provide more training for teachers. ● Utilize PD opportunities from curriculum purchase. 	WL District teams WL Curriculum coordinator	Fall 2018- ongoing

Learning Opportunities (Courses and Languages offered)

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
Insufficient course offerings for all student ability levels in available languages (Honors/non-honors).	<ul style="list-style-type: none"> ● Investigate adding an honors track for French either as a combined honors/traditional class or a separate honors section. ● Consider an alternately paced course for students who need to repeat level 1 (Spanish/French). 	WL teachers , WL Curriculum Coordinator, Counselors, and Building and District Administrators	Fall 2018 (trimester 2) and on-going
Languages offered are limited to only two (French and Spanish).	<ul style="list-style-type: none"> ● Investigate languages offered at Kirkwood and at the University of Iowa that could be recommended as an offering. ● Investigate the interest of adding additional 	WL teachers, students and WL Curriculum Coordinator	Fall 2018- ongoing

	languages. Give a survey to see what languages are requested.		
The World Language program does not actively seek community input.	<ul style="list-style-type: none"> Research community organizations to collaborate with the WL programs at the school. Search for opportunities for more community outreach. Incorporate Seal of Biliteracy program 	WL teachers, WL Curriculum Coordinator and students	Fall 2018 - ongoing
The current model for World Language instruction at the Junior high is not adequate. Student responses to the survey expressed a need for an exploratory option in the World Language course offerings.	<ul style="list-style-type: none"> Consider reinstating the 7th grade World Language program or adding exploratory World Languages to the 7th grade mandatory electives. Research options for 7th/8th grade programs with A/B schedules. 	WL Curriculum Coordinator and District and Building Administration	Fall 2019
The current World Language program does not meet the needs of Heritage Learner Students.	<ul style="list-style-type: none"> Explore adding a course for Heritage Learner option. Investigate interest for the course (Students and parents -survey). Collaborate with ELL program. 	WL Curriculum Coordinator, Administration, and ELL Coordinator	Fall 2019
Students and teachers reflected on a need for starting World Language study earlier than in 8 th grade.	<ul style="list-style-type: none"> Look into possibility of adding a World Language component to 7th grade or into the elementary school day. 	WL Curriculum Coordinator and Administration	Fall 2019
There is a disproportionate enrollment between Spanish and French classes districtwide.	<ul style="list-style-type: none"> Help students (and parents) develop a career goal to steer them into the best language choice. Provide an orientation meeting with parents, counselors, and students before enrolling in junior high. 	WL teachers, students, parents and counselors	Fall 2018
There is significant attrition with student enrollment in WL classes after Level 2.	<ul style="list-style-type: none"> Investigate reasons why students are not continuing the upper levels. Investigate ways to encourage and support the students to continue with Levels 3-4/AP. Ensure that all students understand the benefits of continuing language learning and that these are aligned with their academic and career goals. Monitor enrollment of student from level 2- level 4 Exit surveys/ exit interviews with counselor to find out why student is discontinuing- this needs to be anonymous so that students are honest about the reasons for discontinuing. 	WL teachers, parents and counselors	Fall of 2018-ongoing
42% of the students surveyed stated that they do not use the language of study outside of class.	<ul style="list-style-type: none"> Investigate more community outreach opportunities that allow students to use the language within their communities. Incorporate Seal of Biliteracy program. 	WL teachers and students	Fall of 2018-ongoing
58% of the student surveyed stated that they only use the language of study in safe settings.	<ul style="list-style-type: none"> Continue to try to create the safest setting possible to encourage students to use their language skills. Research activities that allow students to use the language without having to be in presentation mode. 	WL teachers	Fall of 2018-ongoing

Professional Development

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
There is insufficient time for World Language Department members to work on District initiatives and collaborate on student achievement	<ul style="list-style-type: none"> Consider using video/teleconferencing to maximize time for collaboration (secondary schedule limits available work-time). Consider using "building Thursdays" to allow 	WL Curriculum Coordinator Building and District	On-going

<p>during early release days. (Building and District level).</p>	<p>curriculum based teams to meet.</p> <ul style="list-style-type: none"> Consider allotting time from full-day PD days for sessions targeted toward World Language curriculum/essential understandings/learning. Consider using Teacher Quality and Curriculum Writing funds to provide curriculum writing opportunities in the summer. Consider proposing to the District Calendar team to amend or accommodate for extended PD time within the school year. 	<p>Administration</p>	
<p>The district is not able to provide sufficient resources so teachers can attend World Languages conferences and workshops that are frequently offered outside of the state or local area.</p>	<ul style="list-style-type: none"> Consider partnering with the University of Iowa Teacher Leadership Center to provide conference and workshop options in the area of World Languages. Consider reviewing the allocation and use of Teacher Quality funds that are provided for this purpose. Consider requesting professional development in World Languages through the Area Education Agency. Consider exploring the option of accessing online professional development. 	<p>WL Curriculum Coordinator and Building and District Administration</p>	<p>On-going</p>

Administrative support

Limitation	Recommendation and Strategies	Person(s) Responsible	Target Date
<p>World Language Teachers do not feel they have support from Counselors with promoting the ICCSD World Language Curriculum.</p>	<ul style="list-style-type: none"> Consider having the counselors meet with the World Languages staff to describe and explore ways to promote the World Languages curriculum. Consider taking a delegation of AP WL students to the junior high to promote WL classes, the trip, etc. during spring registration sessions. Consider hosting a parent information night about WL offerings for incoming 8th graders and incoming 9th graders. Arrange for students currently enrolled to meet and speak with students who are considering enrolling. 	<p>WL teachers, counselors, and administration</p>	<p>Winter 2018</p>
<p>World Language teachers feel that growth of the ICCSD World Language program is not supported by District administration.</p>	<ul style="list-style-type: none"> Consider having a meeting with the secondary administrators and World Languages teachers to discuss district support of the World Languages program. Consider ways to prioritize FTE placement to WL classes that are substantiated with enrollment numbers per level (as opposed to per language). Consider prioritizing WL offerings to maintain leadership in WLs. 	<p>WL teachers, counselors, administration and WL Curriculum Coordinator</p>	<p>2018 - ongoing</p>
<p>The Department Chair position is perceived as not having a voice in the administrative decisions that affect the World Language program (40% surveyed).</p>	<ul style="list-style-type: none"> Consider developing a decision matrix that will outline who is involved in decisions that affect the WL program. 	<p>WL teachers, counselors and administration</p>	<p>Spring 2018</p>