World Languages Review

School Board Update
August 19, 2024
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Review Process Summary



Review team was comprised of:

- Secondary World Language Teachers
- Building and district administrators

Review Team

- Originally planned on meeting four times during the school year with representation at each level and each language.
- However, different configurations were used across the meetings to accommodate topics and staff needs.

Review Process Summary

Review team

- Performed internal and external environmental scans
- Surveyed students, staff and families
- Conducted a Strengths and Weaknesses Analysis
- Reviewed important state and national research and guidance
- Reviewed a variety of data related to world language programming
- Reviewed immersion opportunities through language pathways
- Completed an educational equity analysis

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World Language
Revision & Implementation

2023 - 2024: Year 1 Curriculum Review (Self-Study)

2024 - 2025: Year 2 Curriculum Review (Resource Review)

2025 - 2026: Year 3 Curriculum Review (Installation)

2026 - 2027: Full Implementation

Environmental Scan: Internal Review

Summary: The team reviewed the following information related to world language programming.

- Prior curriculum review process
- Current courses in each language
- Capstone experiences

Academic Departments

World Language

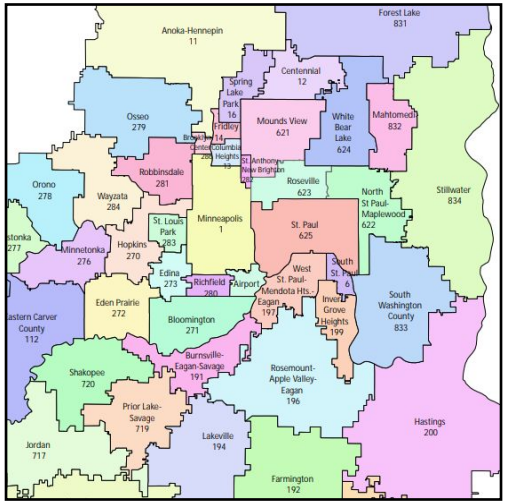
Level 1	Level 2	Level 3	Level 4	Level 5
French I	French II	French III	French IV CIS	French V CIS
German I	German II	German III CIS	German IV CIS	
Spanish I	Spanish II	Spanish III	Spanish IV Spanish IV CE	Spanish V Spanish V CE
Spanish for Native Speakers				

Recommendations were identified for further follow-up in course alignment and transitions, ways of assessing language proficiency, instructional framework, and updating resources as needed.

Environmental Scan: External Review

Summary: The team reviewed the following external information related to world language programming.

- Metro approaches to world language programming
- MDE resources for world language programming
- National and International resources
- Admissions and graduation requirements
- Additional areas which emerged within the review



Recommendations were identified for further follow-up course alignment and transitions, assessments used in world languages, reconnecting with ACTFL standards, revisiting existing and supporting new native language opportunities, and supporting the transitions within the middle school review process for Spanish.

Survey Data/Input Gathering

The World Language Review team opted to take a slightly different approach to collecting input than other curriculum review teams.



Instead, they reviewed the large amount of data already collected through the MS Schedule review process as well as hosted an interactive panel with students to determine areas for enhancement as well as ways in which to improve world language programming.

Data Analysis

The curriculum team reviewed several types of data to help identify patterns in participation, performance and achievement within the world language programming in middle and high school.

Some of the specific questions they explored included;

- What impact, maybe, will legislative requirements have on WL courses?
- What are the trends in Bilingual Seals participation/performance over time?
- What is the matriculation across levels?

The team also reviewed data collected during the MS Schedule Review process and student grades as they move through the language pathways.

Highlights of 2023-2024 Administration

Number of testers in 2020 (3), in 2021 (5), in 2022 (17), in 2023 (19); in 2024 (44)

Languages tested in 2021 (2 -Spanish and Amharic)
Languages tested in 2022 (6 -Including our first ASL test, was the only in MN)
Languages tested in 2023 (6 -Arabic, Amharic, Spanish, Oromo, Chinese, French)

→**Number of languages tested** in 2024 (7 -Amharic, French, German, Russian, Slovak, Somali, Spanish)

Four Way Equity Test Overview

- Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?
- Does this help to ensure equitable access for all?
- Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?
- Does this ensure the same rigorous standards for academic performance exist for all students?

Overall, the World Language department is taking steps to create a more equitable program by addressing transitions between levels, exploring Native language offerings, and finding ways to make immersive experiences more accessible.

Next Steps

In addition to the typical work conducted in year 2 of curriculum review, the world language department will begin prioritizing and work on the topics listed below. The World Language department will focus on several key areas:

- Refine assessment practices by reviewing ACTFL standards, explore alternative assessment options, and continue to expand the Multilingual Seals program
- Improve student placement through careful analysis of factors influencing language level
- Optimize language pathways by monitoring legislative changes, ensuring curriculum alignment, and smoothing transitions between courses
- Expand program offerings to include a Native language course (pending grant approval) and revisiting the Spanish for Native Speakers pathway
- Enhance instruction through technology integration and focus on authentic language
- Addressing resource needs and the rising costs of immersive experiences.