

PROGRAM EVALUATION

Title of Program	World Language K-8
Description/Structure of Program (#of periods, nature of instruction, etc.)	<ul style="list-style-type: none"> ● Elementary Spanish Grades K-5: meet twice a week for 25 minutes per session <ul style="list-style-type: none"> ○ Standards-based curriculum correlated to 2009 New Jersey Core Curriculum Content Standards (NJCCCS) ○ Thematic-based units promoting the goal of communicative proficiency in the target language ○ Cross-curricular topics with other core content areas (i.e. science, language arts, social studies) ○ Natural approach methodologies which develop second language acquisition in the same manner as the primary language is learned (listen, process, interact and express) ● French and Spanish Grade 6: meets on an every other day basis (Day A/B) for 46 minutes per session <ul style="list-style-type: none"> ○ Standards-based curriculum correlated to 2009 New Jersey Core Curriculum Content Standards (NJCCCS) ○ Topic-based units promoting the goal of communicative proficiency in the target language ○ Learning occurs in meaningful, communicative contexts that carry significance in authentic social and cultural situations (real ideas, real meanings for real purposes) ● French and Spanish Grades 7-8: meet daily for 46 minutes per session <ul style="list-style-type: none"> ○ Standards-based curriculum correlated to 2009 New Jersey Core Curriculum Content Standards (NJCCCS) ○ While oral proficiency remains the primary objective, reading and writing skills continue to be developed along with interpersonal communication ○ Culturally authentic materials promote global awareness ○ French/Reading and Spanish/Reading Grades 7-8: students receive two marking periods of French or Spanish and two marking periods of Reading. All classes meet for 46 minutes per session. ● Staffing: Four elementary Spanish Teachers, five Spanish Middle School Teachers, two Middle School French Teachers
Rationale	<ul style="list-style-type: none"> ● There is a greater need to function competently in more than one language in order to participate successfully in the economic, political, and social life of our ever-changing world. ● Two decades of research on the benefits of second language acquisition gives an impressive rationale for world language instruction in terms of the cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity. (State of NJ Dept. of Education World Languages Curriculum Framework “Rationale for the Study of World Language”, Ch.1, page 6) (Met, Mimi “Critical Issues in Early Language Learning”) ● New Jersey’s multicultural and multi-ethnic community and its growing economy demand increased contact and face-to-face interaction with members of other cultures both in New Jersey and around the world. ● Spanish is the second most common language spoken in the United States. ● French and English are the only two global languages. ● Patricia Kuhl at the University of Washington reported that, by six months, infants’ perceptual systems are already configured to acquire their native language. This indicates that a window of development opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996).

PROGRAM EVALUATION

	<ul style="list-style-type: none"> • Culturally speaking, the age of ten has been designated as a crucial time in the development of attitudes toward nations and groups, according to the research of Piaget, and Lambert (Lambert and Klinebert, 1967). The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language. Through our language program, students will be given the opportunity to broaden their conceptual horizon of the world. • The study of the World language and culture enables students to interact and communicate with others while gaining a greater understanding and respect for cultural perspectives, practices, and products of different countries. • Studying a foreign language at this level strengthens critical-thinking skills through problem-solving, conceptualizing, and reasoning as it provides basic connections between the various disciplines of study.
<p>Comparative Data (other DFG I districts of comparable size in terms of # of personnel, contact time, etc.)</p>	<p>PLEASE SEE ATTACHED COMPARATIVE DATA DOCUMENT</p>
<p>Research of Best Practices for Schools in your Area (what seminal works are there?)</p>	<p>Best practices motivate, engage and prompt students to learn and achieve. Research cited includes: “Understanding By Design: Planning and/or Improving FL Programs of Instruction” (National Foreign Language Center, StarTalk Program Observation Protocol and NADSFL Effective Teacher Characteristics) , “Understanding Articulation, Designing for Performance: A Guide for Action in Planning Language Programs” (Couet, Duncan, Eddy, Met, Smith, Still, Tollefson, January 2008), and North Carolina Public Schools: www.ncpublicschools.org/docs/curriculum/bpractices2.pdf</p> <ul style="list-style-type: none"> • Teachers use the target language for a majority of instructional time. • Teachers provide rich opportunities for comprehensible input and maximize student output. • Teachers foster communication, global awareness, critical thinking to respond to the needs and demands of society and the workplace in the 21st century. • Teachers provide a vibrant and culturally inviting learning environment. • Teachers use collaborative and/or authentic tasks that place students at the center of the learning process. • Teachers create opportunities for students to interact with real people through contact with the community to develop knowledge and respect for diversity. • Teachers guide students toward finding relevance in and connections with what they are learning. • Teachers use activities that encourage students to think, feel, and respond to ideas, issues and events in the target language. • Teachers differentiate curriculum to meet multiple intelligences and needs. • Teachers implement active learning strategies by engaging students in higher-order thinking tasks. • Teachers use technology and innovative practices to develop skills and abilities for success in school and life.

PROGRAM EVALUATION

<p>Progress Indicators of Program Effectiveness</p>	<p>Kindergarten: Oral recognition of visual vocabulary. 1st Grade: Enhancement of previous grade level oral vocabulary with recognition of written vocabulary. 2nd Grade: Enhancement of previous grade level oral and written vocabulary through written proficiency. 3rd Grade: Oral and written production of previous grade level language as well as daily life vocabulary. 4th Grade: Demonstration of oral and written production through interpersonal use of language. 5th Grade: Production of oral and written vocabulary through interpersonal and presentational use of language. 6th Grade: Introduction of basic grammar concepts which expands production of oral and written language. 7th Grade: Expansion of grammar concepts, language structures, and communicative proficiency. 8th Grade: Create orally in the target language in straight forward social situations. Write simple communications, compositions, descriptions, and requests for information. Students are prepared for more advanced levels of study.</p>
<p>Cost of Program</p>	<p>The cost of the program is \$303,000 for elementary and \$530,000 for Middle</p>
<p>Recommendations for Improvement of Program</p>	<ul style="list-style-type: none"> • Increase frequency of student/teacher contact time at grade levels K-6 to achieve higher proficiency and maximize continuity • Reduce disruption of instructional time by eliminating student pull-outs • Reinstate the rotating schedule on the elementary level to increase frequency of student/teacher contact time • Update instructional materials • Increase opportunities for cultural enrichment

Comparative Data of K-8 World Language Programs

<u>District</u>	<u>Number of Schools</u>	<u>Grade</u>	<u>Frequency</u>	<u>Languages Offered</u>	<u># WL Teachers</u>
Bedminster	1 K-8 School	K-5	once a week/40 min classes	Spanish/French (half year of each language)	1
		6-8	daily/40 min classes	Choice of French or Spanish	2
Berkeley Heights	3 Elementary School	1-5	once a week	Spanish	2
	1 Middle School	6-8	6th grade meets once a week 7-8 daily	Choice of French,Spanish, Italian and Latin	4.5
Fair Haven*	1 Elementary School	1-5	1-2 meet daily/15 min classes & 3-5 meet 3 times a week/30 min. classes	Spanish	1
	1 Middle Schoool	6-8	6th grade meets three times a week/one hour classes & 7-8 meet four times a week/one hour classes	Choice of French or Spanish	5
Metuchen	1 Elementary School	K-2	as determined by the homeroom teacher	Spanish	Inclusive program taught by existing homeroom teachers
		3-5	once a week/40 min classes	Spanish	1
	1 Middle School	6-8	daily/40 min classes for half a year	Spanish	3.5 (grades 6-8)
		8	daily/40 min classes	Choice of Spanish, French. or German	
Scotch Plains-Fanwood	5 Elementary Schools	2-4	twice a week/40 min classes	Spanish	7 (grades 2-8)
		5	twice a week/48 min classes	Spanish, French, Italian Exploratory Program (one language per trimester)	
	2 Middle Schools	6	three times a week/48 min classes	Choice of Spanish, Italian, or French	
		7-8	daily/48 min classes	Choice of Spanish, Italian, or French	

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West Orange*	7 Elementary Schools	K-1	30 min. per week	Spanish	7
		2-5	75-90 min per week	Spanish	
	3 Middle Schools	6-7	meets daily	Spanish	4
		8	meets daily	Choice of French, Spanish, Italian, or Chinese	
Princeton*	4 Elementary Schools	2-5	meet 4 times per 6-day cycle/30 min classes	Spanish	4
	1 Middle School	6-8	daily/45 min classes	Choice of Spanish or French	6
Branchburg	3 Elementary Schools	K-5	world language is taught through cultural lessons in the Social Studies Curriculum	not specified	taught by existing classroom teachers
	1 Middle School	6	meet 5 days out of a 6-day cycle	Spanish	5
		7-8	meet 6 days out of a 6-day cycle	Spanish	
Green Brook	1 Elementary School	K-3	k-1 meet once a week & 2-3 meet twice a week	Spanish	1
	1 Middle School	4-5	daily/39 min classes	Spanish or Latin	2
		6-8	daily/49 min classes	Choice of Spanish, French. or Latin	
Watchung	1 Elementary School & 1 Middle School	5-6	exploratory program	French and Spanish	
		7-8	4 times a week/55 min classes	Choice of Spanish, French. or German	2
Long Hill	2 Elementary Schools	4-5	once a week/20 min class	French	1
	1 Middle Schools	6-8	once a week/40 min classes	Choice of Spanish or French	1
* These are 3 of the 5 designated model programs by the Dept of Education					
Comment: From the data collected only one district uses a technology based program (video) and does not recommend it as a best practice.					

**Fifth Grade Written and Oral
Benchmark Assessment District Totals
2010**

		Exceeds Expectations	Exceeds as a % of Total	Meets Expectations	Meets as a % of Total	Does not Meet Expectations	Does not Meet as a % of Total	Total Number of Students Tested
Angelo Tomaso School	Written Exam	66	80%	13	16%	3	4%	82
	Oral Exam	38	46%	39	48%	5	6%	82
Central School	Written Exam	49	72%	16	24%	3	4%	68
	Oral Exam	11	16%	49	71%	9	13%	69
Mt. Horeb School	Written Exam	55	98%	1	2%	0	0%	56
	Oral Exam	5	9%	49	88%	2	4%	56
Woodland School	Written Exam	54	86%	6	10%	3	5%	63
	Oral Exam	5	8%	52	81%	7	11%	64
District Totals	Written Exam	224	83%	36	13%	9	3%	269
	Oral Exam	59	22%	189	70%	23	8%	271

Interpretive Statement: In June, 2010, 96% of all 5th graders met or exceeded expectations on the written/listening proficiency exam.
92% met or exceeded expectations on the oral proficiency exam.

Eighth Grade Speaking Proficiency Assessment

Jun-10

Language

ACTFL LEVEL ACHIEVED	French		Spanish		All Languages	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
1	0	0%	0	0%	0	0%
2	8	16%	15	11%	23	12%
3	33	65%	38	28%	71	38%
4	9	18%	28	21%	37	20%
5	1	2%	54	40%	55	30%
6	0	0%	0	0%	0	0%
Total Tested	51		135		186	
Students Scoring Level 3 or Higher	43	84%	120	89%	163	88%
Students Scoring Level 4 or Higher	10	20%	82	61%	92	49%

ACTFL LEVELS DEFINED

1	Novice/Low
2	Novice/Mid
*3	Novice/High (expected achievement level at the end of grade 8)
4	Intermediate/Low
5	Intermediate/Mid
6	Pre-Advanced

Interpretive statement: At the end of eighth grade, 89% of all Spanish students scored at level 3 or higher. 61% scored at level 4 or higher. In French, 84% of students scored at level 3 or higher. 20% scored at level 4 or higher.

WMS Class of 2009 (WHRHS Class of 2013) End-of -Year WL Averages as reported in June, 2010:

Spanish 2J (85 students from WMS): average: 87

French 2J (29 students from WMS): average: 86

Total # of students placing into 2J (higher level) of World Language from WMS: 114

Interpretive Statement: From the eighth grade class of 2009 (241 students), 114 students placed into Spanish 2J or French 2J at WHRHS. The remaining 127 students either:

- placed into Spanish 2K or French 2K, or
- placed into Spanish 1, Novice Spanish, or French 1, or
- elected to begin level 1 of Chinese, Italian, German, Latin, Spanish or French, or
- enrolled in private high school