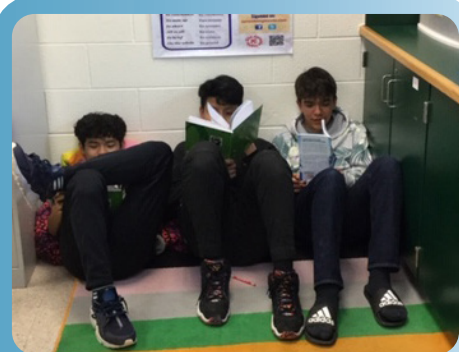


World Languages

BRIEFING REPORT



APRIL 2020



Arlington
Public
Schools



WORLD LANGUAGES

The World Languages Office adheres to the guidelines set forth by the American Council of Teachers of Foreign Languages (ACTFL) in helping students master another language. Our goal is to build multilingual communities where students learn communication skills in a world language through studying other cultures, making connections to those cultures, and making comparisons between their culture and others. Students engage in interpretive, interpersonal, and presentational tasks that allow them to explore communities, engage with the world, and better know themselves as global citizens. Through the process, they develop a better understanding of cultural competence in the 21st century.

MAJOR SERVICES PROVIDED

- Develop, revise, and enhance curriculum and instructional programs
- Identify and create teacher resources that support a rigorous curriculum aligned with state standards
- Monitor instruction and program implementation
- Promote high quality instruction through peer rounds, coaching, observation and feedback cycles for teachers
- Facilitate and coordinate high quality professional learning for staff
- Afford Credit-by-Exam (CBE) opportunities for students to receive proficiency-based credit and potentially both the Advanced Studies Diploma and the Virginia Seal of Biliteracy
- Screen, recruit, hire, and retain highly effective teachers
- Deliver instructional support for schools
- Deliver Cognitive Coaching training

BRIGHT SPOTS

PROFESSIONAL LEARNING (PL)

Peer Rounds: Teachers were invited to visit their colleagues' classrooms for job-embedded professional learning. We facilitated peer rounds in eight buildings and 27 classrooms.

Foreign Language Association of Virginia, (FLAVA): The supervisor and several teachers attended this year's FLAVA conference. Four teachers presented at FLAVA on Standards-based reporting and on comprehensible input.

American Council on the Teaching of Foreign Languages, (ACTFL): 30 teachers, the Specialist and the Supervisor attended the national ACTFL convention in DC this year. Six teachers presented.

ELEMENTARY

FLES: Teachers had two days focused on standards-based reporting and the use of the new curriculum frameworks.

Standards-based Report Cards: All FLES teachers spent a day in October becoming familiar with the standards to be reported to our community by half the elementary schools this year and the remaining half beginning next year.

SECONDARY

High-Leverage Teaching Practices: At county-wide PL, we used modeling and teaching strategies from High-Leverage Teaching Practices, including modules.

Choice Learning: Teachers had choices in their PL based on a needs-assessment survey.

Cognitive Coaching: The World Languages Supervisor is now an Agency Trainer for Thinking Collaborative's Cognitive Coaching and is coaching teachers. Nine out of 13 of our department chairs are receiving the training.

Proficiency-based training for secondary teachers: ACTFL presenters provided PD on proficiency levels in writing and creating summative assessment prompts for presentational writing.

Virtual at APS: Change in instructional delivery model:

Middle school: Arabic and Chinese have moved to 100% face-to-face instruction.

High school: Arabic, German and Japanese now have a blended 80-100% face-to-face instruction. Chinese uses Virtual VA with a native Chinese assistant and a face-to-face model for IB.

American Sign Language (ASL): ASL was added at Williamsburg Middle School.

Recipients of the Virginia Seal of Biliteracy: The World Languages Office awarded 535 Virginia Seals of Biliteracy for 2019 graduates. 84% of students enrolled in Spanish for Fluent Speakers level III, 40% of students enrolled in Level IV and 48% of Level V world languages classes met the criteria for the Seal.

Credit-by-Exam (CBE): In collaboration with the Office of English Learners, we offered exams in 36 different languages. 264 students, of which 72 % were English Learners, took advantage of this credit-earning opportunity. 28% of students took the exam in a language not offered at APS. As a result, 74 % of students met the world language requirement for earning the Advanced Studies Diploma.

Governor's School: Ten students were selected for the Governor's School in World Languages in the following languages: French, Japanese, Latin, and Spanish.

IMPLEMENTATION OF NEW RESOURCES

ELEMENTARY

FLES: Teachers taught using the new curriculum framework developed for both exploratory (under 90 minutes of instruction) and proficiency-based models (at least 90 minutes of instruction).

Immersion: Spanish Language Arts: Team went to La Cosecha, a national dual language conference, last year and this year. Both elementary schools worked together to create a bridge between English Language Arts and Spanish Language Arts. Early release times have focused on the alignment of literacy standards into Spanish Language Arts.

SECONDARY

Piloting rubrics: Teachers are revising and piloting new writing rubrics and calibrating scoring.

Spanish for Fluent Speakers: The SFS curriculum focuses on Spanish language arts skills in the heritage language that support students' success in English. In SY 2018-19, a pilot for Sustained Silent Reading (SSR), was implemented at W-L. In SY 2019-20, the program grew to include 4 middle schools and the 3 high schools. Schools have up to 50 new book titles in Spanish.

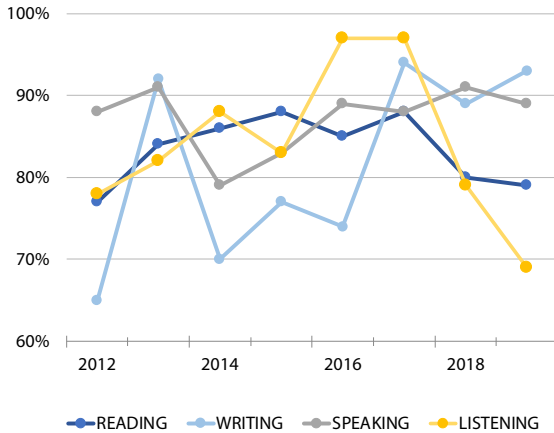
Immersion: Gunston used their resources to add an instructional Coach. Wakefield High School added Intensified Immersion Chemistry to their course offerings.



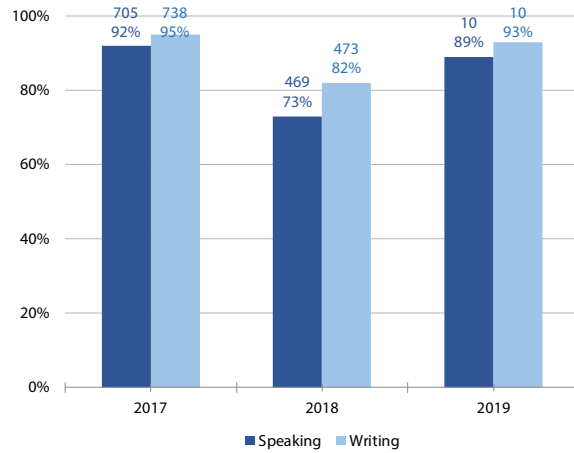
DATA THAT PROVIDES INSIGHT

Program Monitoring: The World Languages Office evaluates data to monitor our program and the students we serve. We use STAndards-Based Measurement of Proficiency, (STAMP) to evaluate our FLES program where we expect students to reach at least the Novice-Mid level.

FLES STAMP TEST RESULTS: PERCENT OF STUDENTS ACHIEVING PROFICIENCY GOAL OF NOVICE-MID OR BETTER

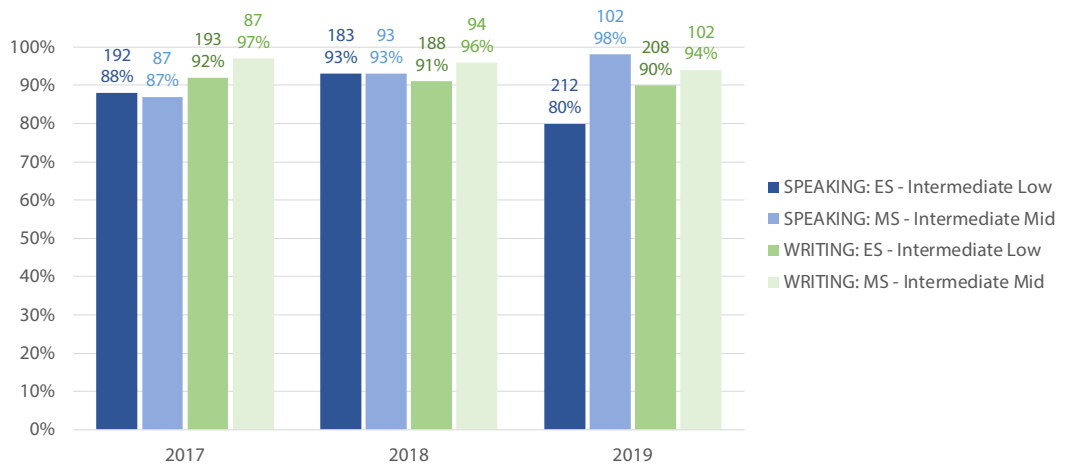


FLES STAMP TEST RESULTS: PERCENTAGE OF STUDENTS AT OR ABOVE NOVICE MID PROFICIENCY LEVEL

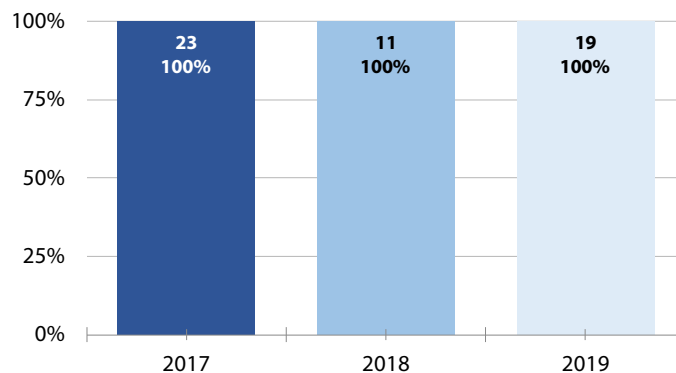


Immersion: We also use the STAMP to measure whether our immersion students are meeting expectations. We expect 5th grade students to reach the Intermediate Low and 8th grade students to reach the Intermediate Mid proficiency levels. The Intermediate Mid Level is what is required by the state to receive the Virginia Seal of Bilingualism.

ELEMENTARY/MIDDLE SCHOOL IMMERSION STAMP TEST RESULTS: PERCENTAGE OF STUDENTS AT OR ABOVE PROFICIENCY LEVEL

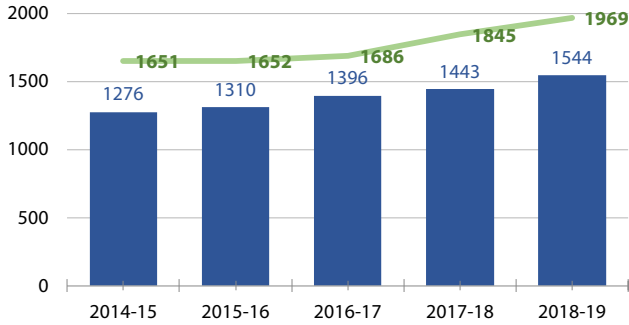


HIGH SCHOOL IMMERSION PERCENTAGE OF STUDENTS PASSING THE DIPLOMA ESPAÑOL COMO LENGUA EXTRANJERA (DELE)

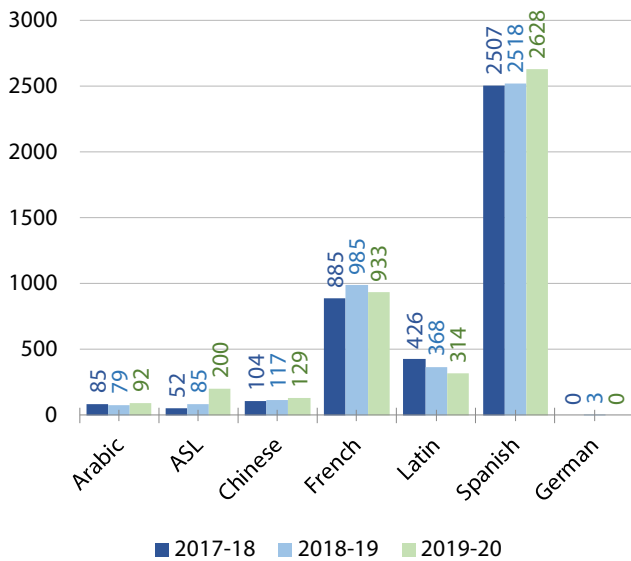


Enrollment: We monitor enrollment at both the middle school and high school levels and are looking to increase the number of students receiving high school credits at the middle school. In addition, we review trends in enrollment numbers by language.

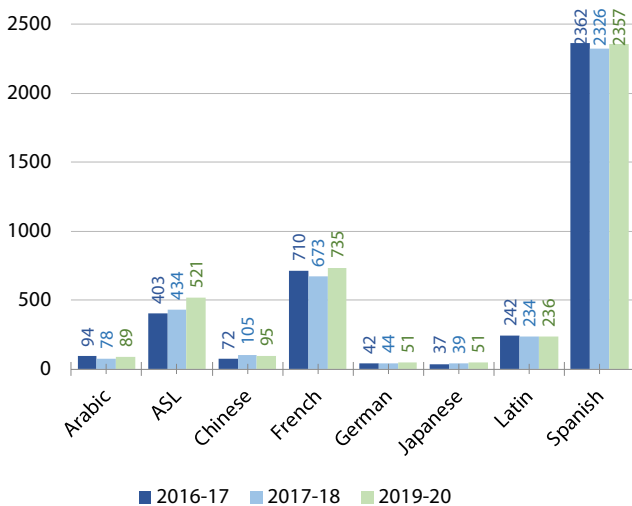
NUMBER OF 8TH GRADE STUDENTS WHO HAVE COMPLETED LEVEL I OR HIGHER IN ANY LANGUAGE (green line shows 8th grade enrollment)



MIDDLE SCHOOL WORLD LANGUAGE ENROLLMENT

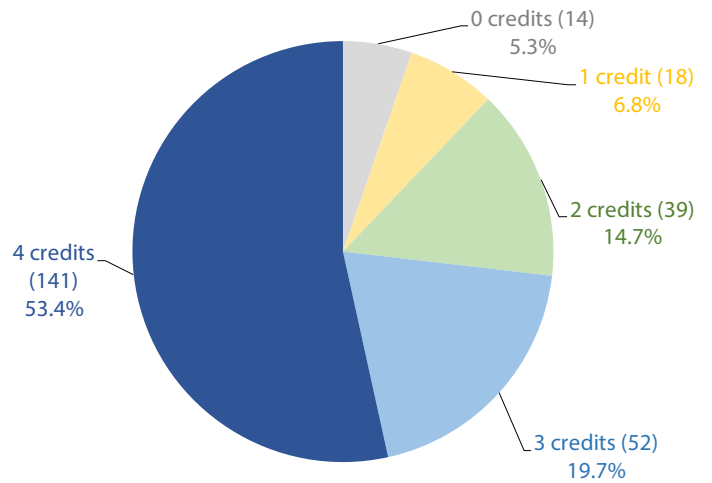


HIGH SCHOOL WORLD LANGUAGE ENROLLMENT

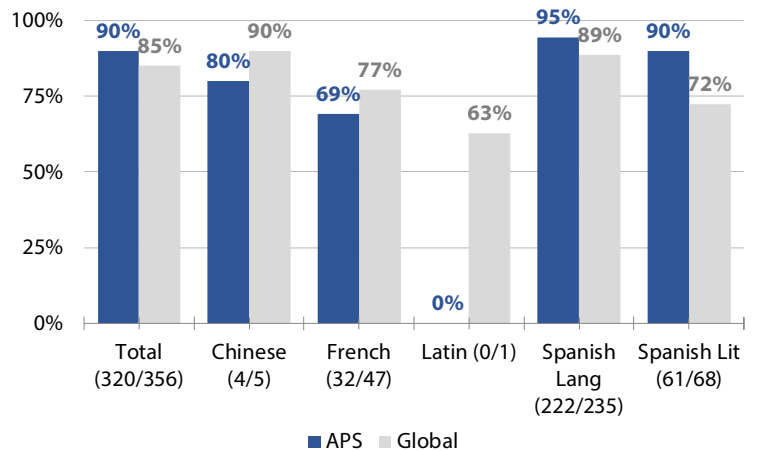


Credit by Exam (CBE): CBE helps close the achievement gap for English Learner (EL) students. We administered the test in 36 languages to 264 students. 72% of participants are or were EL. 54% of the students who earned three or more credits are ELs. 28% of students took the exam in a language not offered at APS. This year's CBE affords 195 students the opportunity to be eligible for the Advanced Studies Diploma and the Virginia Seal of Biliteracy. Since 2015-16, 1,724 students have participated in the CBE resulting in 1,249 potential recipients of the Advanced Studies Diploma.

2019-20 CREDIT-BY-EXAM DATA



APS VS. NATIONAL AP SCORES AVERAGE



ONGOING WORK

FLES NEW CURRICULUM FRAMEWORK AND STANDARDS-BASED REPORT CARDS

We are in our fifth year of FLES being fully implemented at each of our elementary schools. Schools have two delivery options: exploratory (less than 90 minutes of instruction weekly) and proficiency-based (at least 90 minutes of instruction weekly) models. Consequently, new frameworks and reporting systems were developed.

CURRICULUM REVISION AND IMPLEMENTATION

In June 2019, Grade level teams from both Claremont and Key Elementary Schools met to bridge literacy standards between English language arts and Spanish language arts. Early release times have been spent in each school continuing the work by team level.

LITERACY INTEGRATION

- Spanish for Fluent Speakers curriculum writers have met in June and during the year since June of 2017 to integrate literacy and writing instruction into all levels of SFS curriculum. Access to readers in students' heritage language has increased motivation to read in SFS classes.
- Pilot new common assessments
- Pilot new rubrics

WHAT WE LEARNED

Our Progressive Planning Model helps the World Language Office prioritize and focus. In order to continue closing the achievement gap for students, we learned:

- Offering elementary immersion teachers time to collaborate with their colleagues in both schools enables them to bridge literacy standards between English and Spanish and increase instruction in Spanish language arts.
- Providing training sessions in writing assessments for secondary teachers helped ensure that our teachers were

all aligned when scoring county-wide paragraphs. We still have work to do in regards to assessment and calibration.

- Successful k-12 peer rounds have been in influencing instructional practices and providing time for teacher reflection on the teaching and learning cycle.
- In collaborating with other state supervisors and neighboring school divisions, we can better serve our heritage Spanish speakers.
- Teaching Proficiency through Reading and Storytelling, (TPRS) is powerful in advancing instructional strategies using a communicative approach in K-12 classrooms.

MOVING FORWARD

As we move ahead and continue to advance our program based on what we have learned and current trends in world language instruction, we will:

- Revise our vision of the K-12 immersion program
- Expand Cognitive Coaching
- Create multi-year Sustained Silent Reading program with increased resources
- Professional learning in teaching analytical reading and writing for SFS teachers
- Develop additional units for our Spanish for Fluent Speakers curriculum using Understanding By Design, (UBD)
- Update the curriculum framework for Arabic
- Investigate using proficiency-based grading at the secondary level
- Train additional teachers in using comprehensible input instructional strategies
- Should staffing for FLES be maintained in the FY 21 budget, build toward consistency in instructional minutes for FLES across APS
- Work with our World Languages Advisory Council, (WLAC) to make systemic our 6th grade course offerings throughout the county

