

PROGRAM EVALUATION
World Language Department
Southern Boone County R-1 Schools
April 16, 2018

Person(s) responsible: Catrina Rehm, Travis Thornhill and Missie Valdiviez

What data illustrate the effectiveness of this area or program?

There are not, at the present time, any objective proficiency tests (i.e. EOC or ACT) to show whether our students are well-prepared for college level study in world languages. There is the possibility for students to test out of some foreign language classes or bypass foreign language requirements at the university level based on their courses taken in high school, which would save them time and money; however, the school counselors have informed us that there is currently no tracking for post-graduates concerning their courses of study nor their academic achievement post-high school.

Since the June 2015 trip to Spain, several students have informed Mr. Thornhill that they are minoring in Spanish at the university level and have studied abroad or are planning to do so within the next year. The students cited their trip to Spain as a leading factor in deciding to study abroad. During June 2018, ten students will be traveling to England, France and Spain with Mr. Thornhill. These trips are not sponsored by the school district, but the district has been kind to allow the meeting space for the students and their parents.

Students Enrolled in World Languages Classes

	2013-2014 Semester1/ Semester 2	2014-2015 Semester1/ Semester 2	2015-2016 Semester1/ Semester 2	2016-2017 Semester 1/ Semester 2
MS Spanish				85/82
Spanish I	91/88	55/55	66/65	57/57
Spanish II	50/48	77/75	52/51	53/53
Spanish III	6/3	7/6	16/16	15/14
Spanish IV	8/8	4/4	3/3	8/8
French I	37/35	48/47	50/48	43/44
French II	23/23	30/31	33/32	39/38
French III*	5/4	1/1	2/2	3/3
French IV*	3/3	3/3	1/1	1/1

Demand for World Languages Classes for 2018-2019

Subject	Requests	Sections	Requests per section
MS Spanish	Unknown	Unknown	Unknown
Spanish I	63	3	21
Spanish II	51	2	25.5
Spanish III	27	2	13.5
Spanish IV	4	1	4
French I	40	2	20
French II*	37	2	18.5
French III*	7	0	
French IV*	3	0	

*One section of Level II is combined with one section of Level III as a combined class for the 2013-2018 school years. One section of Level II is combined with one section of Level IV as a combined class for the 2013-2018 school years.

What has changed in this area or program since the previous program evaluation?

In order to better serve our students, we make use of the technology currently in our school. Mr. Thornhill, Mrs. Valdiviez, and Mrs. Rehm are learning great ways to incorporate technology into their classes. During the third term, the Spanish 1 and French 1 students do a fashion show and perform in the target language for other classes. Mr. Thornhill and Mrs. Valdiviez are aligning the French and Spanish classes to use the same curriculum. Both Spanish I and French I classes are using the same publisher (Vista Higher Learning) for the class texts (Descubre and D'Accord I). It is our hope that new texts can be purchased for levels two through four in French and Spanish. Currently, the French II - French IV classes use an older text from a different publisher. The older French II book (Bon Voyage) does not follow the previous material learned in the French I book (D'Accord 1). The material is dated and grammar topics are covered at different times. It would be helpful if the second and third level textbooks for French II-III were from the same publisher as the Spanish textbooks are. The teacher resources for the Vista Higher Learning texts offer an online textbook, unit videos, audio programs and short films, online worksheets, and listening comprehension tests, whereas the older text has no technology or resources available to the students or teacher.

One way the Spanish program has sought to engage the students with technology in addition to the computer labs is to utilize clickers, which allows students to submit votes for multiple-choice review questions via a handheld device. Mr. Thornhill's Spanish classes use an online program (Señor Wooly) that offers students extra practice outside the class. Spanish classes listen to audio programs and short films. The Spanish and French programs both use Smart Boards for daily instruction.

Mrs. Valdiviez has completed the three-year eMINTS program and is still implementing many things in French classes she learned during eMINTS instruction. French classes have become more integrated. Mrs. Valdiviez has tried a new methodology in past years. This methodology is called AIM (Accelerative Integrated Methodology). Students engage themselves in their learning. This program is story-based and focuses on grammar and language acquisition while reading, writing, and speaking. The teacher and students practice and study a French play together, then perform the play at the end of the school year. The level two classes are the ones who put the play to a Green Screen performance. In 2015 students presented Salut Mon Ami, and in 2016 it was Veux-tu Danser? The performances are extraordinary and are available for viewing on Mrs. Valdiviez's website. Students enjoy the learning in this manner. It is very action-based/project-based learning. This program aligns itself to the 5.2 indicator of the growth plan Foreign Language is using. All of the French classes learn French lessons through online interactive games and exercises through Plickers, Kahoot! and Edmodo in the classroom. The Spanish classrooms use an online program called Señor Wooly, and the French classes use an online program called DJ DELF/The French Playground/Educorock Productions/Étienne Langlois. Some of the lessons are skyped with an academy in Canada and other lessons are from the DJ DELF program and Educorock Productions led by its creator Étienne (Steven) Langlois.

The French Teacher position was made full time in the 2017-2018 school year. Having a full time French teacher is allowing the French program to grow here in the Southern Boone School District.

Catrina Rehm was added to the department during the 2017-2018 school year. She teaches 6th, 7th & 8th grade Spanish exploratory in addition to one high school Spanish class. Currently all three middle school classes are taught the same introductory level curriculum. Mrs. Rehm has designed the curriculum to help students build a foundation within the language that will promote a successful transition into high school. Mr. Thornhill and Mrs. Rehm work closely together to ensure that both sections of Spanish 1 are taught same base curriculum and students from both sections are able to transition into Spanish 2 successfully.

The Southern Boone County School District continues to offer students the opportunity to enroll in online foreign language classes through MOVIP (Missouri Virtual Instruction Program) or other online avenues. Students who meet specific requirements can take the Advanced Placement (AP) MOVIP course or choose from other online foreign language courses at district expense.

What next steps would better serve our students?

The quality of instruction can improve student performance when the advanced level and elementary level of foreign language classes are scheduled in their own hour of instruction. The advanced level students oftentimes struggle to understand a concept, and are sometimes denied an opportunity to get immediate feedback or help from the teacher because he/she is teaching the other class. We believe that French III and IV should be combined into one section, as it used to be in the Spanish classes.

Currently the French III and French IV classes at Southern Boone are being taught during the same hour that a French II class meets. This is not an ideal setting because the advanced levels have less teacher-to-student interaction. Their work is done independently through recorded lessons or through online lessons created by the teacher. Grammar structures in the elementary and advanced levels differ and consume much of the teacher's instructional time. If two levels of French (elementary and advanced) are taught during the same hour of instruction, one class is usually not afforded the much needed one-on-one time it requires. A lack of instant praise, advice, clarification, evaluation, and direction can compromise a student's ability to effectively learn a language. When two levels of foreign language classes are combined, the instructor has to divide her time with both classes. The interruptions or halting instruction of one class to teach the other class presents uneasiness among both classes. It deters consistent learning, effective formative assessment, and feedback to the students. Both common sense and research make it clear that formative assessment, consisting of a lot of feedback and opportunities to use that feedback, enhances performance and achievement. The immediacy of feedback is vital to improve student learning. We can do a better job by not combining students in different levels of a foreign language class (elementary with advanced levels), in this manner students will receive quality instructional time with the teacher.

The French teacher teaches 6 classes (two French I, two French II, one French III and one French IV) during four instructional hours each day and two additional AR Study Skills classes. It is exciting to see the enrollment increase in the elementary levels, but enrollment is decreasing in large numbers for the advanced levels. Students do not wish to be placed in a combined elementary and advanced level class, as they feel they are not getting the appropriate instruction for advanced level French. They oftentimes will conclude their French studies after French II. The students need to have more instructional hours available to take an advanced French class. Having the French III and French IV classes combined in a single class hour (apart from a French II class) will interest more students to continue into the upper levels.

Traditionally MS Spanish enrollment has been populated by grade level. We would like to see this changed to proficiency based enrollment. With this change, 6th and 7th grade students who have completed Spanish this year would move to a more advanced Spanish class next year. These classes would be mixed grades but all students would have the same prior knowledge. This change is necessary so that students can build upon their Spanish language acquisition and Mrs. Rehm can continue to hold students to high expectations of learning and promote student engagement. If we do not make this change, 7th and 8th grade classes will have students who have taken a semester of Spanish with students who have no prior Spanish knowledge. It will then be impossible to build upon previous curriculum without reteaching basic skills which would lead to lack of interest, off-task behavior and potentially a decline in enrollment.