

World Languages Program Evaluation (2015-16 to 2019-20)



Arlington
Public
Schools

World Languages Program Description

Prepared by the World Languages Office, Department of Teaching & Learning

World Languages Program Evaluation (2015-16 to 2019-20)

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Program Overview

The World Languages program in Arlington Public Schools (APS) offers students a variety of opportunities to learn another language, thereby preparing them to participate more fully in the global community. Our vision is to have students communicating enthusiastically about a variety of topics and in multiple contexts while enriching their lives and preparing for a successful future. In order to accomplish our vision, world language instruction begins at the elementary level with the Spanish Dual Language Immersion Program, expands to multiple languages at the secondary level and continues through AP and IB allowing students to be challenged and to reach advanced levels.

World Language instruction is provided in eight languages, including American Sign Language, Arabic, Chinese, French, German, Japanese, Latin, Spanish/Spanish for Fluent Speakers. Instruction is delivered in a variety of formats, including face-to-face instruction, Spanish Dual Language Immersion, Spanish for Fluent Speakers, and online learning. Our Foreign Language at the Elementary School, (FLES) was eliminated for the budget FY 2021.

FOREIGN LANGUAGE IN ELEMENTARY SCHOOL (FLES): FLES was a proficiency-based program to teach Spanish to students in grades K-5 for 60 to 120 minutes per week. FLES provided students the opportunity to learn about others' cultures and develop proficiency in a language other than their native language at a developmentally critical time. FLES began in 2006 at Glebe and Henry Elementary Schools. It expanded to Barcroft, Jamestown, McKinley and Randolph shortly thereafter. In 2010, FLES expanded to Title I schools, as the School Board committed to expanding FLES to all elementary schools adding a value statement that all children should achieve competency in two languages by the time they graduate. In the last program evaluation, most elementary schools were found to be meeting or exceeding expectations in language acquisition. The rollout continued to expand to all schools. In 2019 APS and the School Board gave discretion to schools to determine FLES instructional minutes. Instructional time decreased in half the schools from 90 minutes to 60 minutes a week. FLES was eliminated for the fall of 2020.

DUAL LANGUAGE IMMERSION: A two-way Spanish partial immersion program is offered at two elementary schools, one middle school and one high school. The Dual Language Immersion, (DLI) program has the stated goals of developing high levels of proficiency in the native language and in a second language through content instruction and developing high levels of literacy in Spanish and English, promoting academic achievement in the content areas in both languages, developing cross-cultural competence and closing the achievement and opportunity gap. APS has a partial dual language program where 50% of the instruction is in English and 50% in Spanish.

FACE-TO-FACE INSTRUCTION: All levels of American Sign Language, Arabic, French, German, Japanese, Latin, Spanish and Spanish for Fluent Speakers, (7–12) are taught face-to-face for students at the comprehensive high schools. Chinese is offered face-to-face at the middle school level and at Washington Liberty as part of their IB program. Chinese elsewhere is offered through Virtual Virginia with an APS native Chinese speaking instructional assistant. Students enrolled in an APS world languages course receive at least 140 hours of instruction each school year, as required by the state for the awarding of secondary world language credit.

ONLINE LEARNING: AN ALTERNATIVE DELIVERY OF INSTRUCTION: World Language courses are provided through Virtual Virginia when enrollment is low in a school or across the county. Virtual Virginia allow APS to offer languages such as Arabic at Arlington Tech and HB Woodlawn, and Chinese at Arlington Tech, HB Woodlawn, Wakefield and Yorktown. These languages traditionally have lower enrollment prohibiting the ability to hire additional APS staff for face-to-face instruction. Offering these courses through Virtual VA allows all APS students access to choose. The Virginia Department of Education offers online instruction in World Languages to students across the Commonwealth and the nation via Virtual Virginia. These virtual classes are on the approved state Multi-Online Provider (MOP) list.

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ALTERNATIVE PATHWAYS TO WORLD LANGUAGE CREDIT: Students who are heritage/native speakers of another language or have learned a language other than by taking coursework through APS, may earn world language credit by taking a state-approved proficiency test. Students may earn up to four world language credits depending on their proficiency level. If students score at the Intermediate Mid level or higher in writing and speaking, students are eligible to earn the Virginia Seal of Bilingualism on their high school diploma.

Program Support and Resources

The APS World Languages Office has three staff members, including 1.0 fulltime equivalent (FTE) positions for a supervisor, a specialist, and an administrative assistant. The primary responsibilities of these fulltime employees are as follows:

Employee	Primary Responsibilities
Supervisor (Full Time)	<ul style="list-style-type: none"> • Plan and implement professional learning for K-12 program • Manage World Languages Budget • Oversee development and implementation of curriculum and assessment • Review support and supplementary materials • Observe and evaluate new and experienced teachers for improvement and support • Organize and implement resource adoptions • Organize and coordinate countywide activities • Organize countywide informational meetings for parents and families • Prepare items for public information • Collaborate with Planning & Evaluation to implement Program Evaluation • Facilitate and guide program initiatives • Initiate system-wide studies • Serve as a liaison between administration and teachers • Identify resource needs • Screen and interview candidates • Serve as liaison between APS and World Languages Advisory Committee, (WLAC) • Oversee and evaluate itinerant World Languages teachers • Develop master county-wide schedule for itinerant world language teachers • Organize and implement Credit-By-Exam • Coach administrators, teachers, and instructional assistants, currently Cognitive Coaching trainer for APS • Participate in Virginia Organization of World Languages Supervisors, (VOWLS), currently VOWLS Board Member
Specialist (Full Time)	<ul style="list-style-type: none"> • Plan staff development • Design Canvas courses for professional development • Support curriculum development and implementation of curriculum • Review support and supplementary instructional materials • Organize countywide activities • Coach, consult and collaborate with teachers in lesson development and implementation • Organize and support Credit-By-Exam (CBE) • Organize and support STAMP and program evaluation

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	<ul style="list-style-type: none"> • Support new teachers' orientation • Screen and interview candidates • Conduct/ Support Instructional Rounds • Maintain and update web page to inform the community • Responds to parents' inquiries and concerns • Administer student placement tests as required • Support Supervisor as needed
<p>Administrative Assistant (Full Time)</p>	<ul style="list-style-type: none"> • Provide clerical support to World Languages Office staff • Organize accounts and budget • Complete ordering and purchasing of resources • Maintain communication with department chairs to disseminate relevant information related to textbook purchases and ordering and curricular materials • Maintain open communication with teachers and the community regarding availability of programs and special events organized by the office • Organize annual World Languages Celebration community event • Support the textbook adoption process • Maintain Frontline offerings and assign credits as needed

In addition to overseeing the development and implementation of APS K–12 World Language and Dual Language Immersion programs, the World Languages Office coordinates regular meetings to keep all World Language teachers informed of current initiatives and activities. It also acts as a liaison between a school’s administrators and teachers and the World Languages Advisory Committee, (WLAC).

The Supervisor of World Languages directly supervises itinerant teachers, the Specialist, and the Administrative Assistant. In addition, the World Languages Office works closely with department chairs, and elementary and secondary classroom teachers to ensure that instruction aligns with state and local policy and that best practices are being utilized across the curriculum. The World Languages Office staff participates in Cognitive Coaching, walkthroughs, and Instructional Rounds, (IR) of World Language staff routinely throughout the school year. The teaching staff is funded through school planning factors and includes the following positions that support World Languages instruction: The average teacher salary in School Year 2020-21 (FY 2021) is \$81,773, per the Washington Area Boards of Education (WABE) Guide.

The budget for World Languages in the Department of Teaching and Learning includes funds for approved curriculum and staff development. The School Year 2020-21 (FY 2021) World Languages budget is \$137,631.76. Due to COVID-19, the budget was reduced by 15% at the start of the school year to \$116,987. Our budget was reduced yet again by \$15,700 in November.

The world languages budget pays for:

- salaries for curriculum work done by teachers
- salaries and costs for in-service professionals, including outside consultants, contract courses, and staff participating in professional learning outside of their contract hours
- conference registration fees for both presenters and attendees
- Assessments: CBE, program assessment, and the Virginia Seal of Biliteracy

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The teaching staff for SY 2020-21 includes the following positions to support World Languages:

Elementary Level

- 43 Dual Language Immersion, (DLI) teachers who are also responsible for providing content instruction in math, science and Spanish language arts.

Secondary Level

- 13 DLI teachers who teach one of the following: Spanish language arts, social studies, or science
- 88 classroom teachers
- 2 instructional assistants

The Department of Teaching and Learning provides funds for purchase of World Languages resources in an adoption year. In addition to materials provided by the Department of Teaching and Learning, all school budgets provide resources to replace and supplement instructional materials and supplies each year.

- FY2014 \$123,022 French resources adoption
- FY2016 \$750,000 Spanish and secondary Immersion resources adoption
- FY2021 \$30,000 DLI elementary Spanish language arts resources
- FY2021 \$20,000 on French resources as their 2014 adoption expired in 2020

Since the last program evaluation report was compiled during school year 2012-13, World Language programs in APS have evolved. The table below provides more detailed information about the changes to the World Languages program since the last evaluation.

Program Growth Since 2012-13 Program Evaluation

	SY 2012-2013	SY 2020-21
Total enrollment in World Languages (elementary and secondary)	Total elementary enrollment: 5,168 Total secondary enrollment: 5,652	Total elementary Spanish Immersion enrollment: 1,379 Total secondary enrollment: 8,402
Number of elementary programs and schools	11 Foreign Language in Elementary Schools (FLES): Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Glebe, Jamestown, Patrick Henry, McKinley, and Randolph 2 Immersion schools: Claremont and Key	FLES was provided at all elementary schools except the two immersion schools through SY 2019-20. FLES was eliminated in SY 2020-21 due to a budget reduction. 2 Dual Language Immersion option schools: Claremont and Key
Languages offered at the middle school level	Grade 6: Exploratory Program in French, Latin and Spanish; Transitional Spanish, semester course	Grade 6: Exploratory Program in American Sign Language, French, Latin and Spanish; Introduction to Spanish, Transitional Spanish, and Spanish for Fluent Speakers semester course in middle school Introduction to All languages at Jefferson Middle School and Introduction to French, and Latin at Swanson Middle School
	Grades 7 and 8: Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers	Grades 7 and 8: American Sign Language, (ASL) at Hamm, Jefferson and Williamsburg, Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers

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	Grades 6, 7, and 8: Spanish Dual Language Immersion at Gunston	Grades 6, 7, and 8: Spanish Dual Language Immersion at Gunston (Spanish language arts, Science and social studies)
Languages offered at the high school level	Arabic, Chinese, French, German, Japanese, Latin, Spanish (Immersion available at Wakefield), and Spanish for Fluent Speakers	ASL, Arabic, Chinese, French, German, Japanese, Latin, Spanish (Dual Language Immersion available at Wakefield which include Spanish language arts, intensified biology and intensified chemistry), and Spanish for Fluent Speakers
Number of World Language teachers	World Language teachers: 139 FLES: 27 Dual Language Immersion: 36 Secondary: 76 (includes Distance Learning teachers)	World Language teachers: 147 Dual Language Immersion: <ul style="list-style-type: none"> • Elementary: 43 who teach on the Spanish side • Middle school: 13 who teach Spanish language arts, social studies and science, and • High school: 3 who teach Spanish language arts and science Secondary World Language teachers: 88

Goals and Objectives

The primary mission of the World Languages Office, which operates within the Department of Teaching and Learning (DTL), is to meet APS Strategic Plan goals for student success and well-being and DTL core services. APS develops six-year strategic plans with staff and community involvement to identify focus areas for school system improvement. Each year the School Board and the public receive reports on the progress made within each Strategic Plan goal area during the preceding year, with the opportunity for modifications to the Strategic Plan as warranted.

The current strategic plan runs through 2023-24 and focuses on five important goal areas:

- STUDENT SUCCESS: Multiple Pathways to Student Success
- STUDENT WELL-BEING: Healthy, Safe, and Supported Students
- ENGAGED WORKFORCE: Recruit, hire and invest in a high-quality and diverse workforce
- OPERATIONAL EXCELLENCE: Strengthen and improve system-wide operations
- PARTNERSHIPS: Strong and Mutually Supportive Partnerships

The World Languages Office also works toward meeting the following DTL core services:

- Establishing instructional best practices
- Designing curriculum for implementation
- Selecting instructional resources
- Updating the Program of Studies
- Providing instructional support for schools
- Designing and delivering professional learning
- Monitoring curriculum and pedagogy implementation
- Cognitive Coaching

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Progress in each of the areas of responsibility is monitored through a cycle of program improvement and evaluation as well as annual supervision and evaluation within DTL with a continued approach at moving forward in reaching our goals through job-embedded and outside professional learning opportunities.

At both the elementary and secondary levels, the goals and objectives for World Languages instruction in the Arlington Public Schools (APS) reflect the State Standards of Learning (SOL) adopted by the State of Virginia. In addition to the strategic goals set forth by APS, the World Languages Program aims to reach the goals set out by the American Council of Teachers of Foreign Languages (ACTFL) which are:

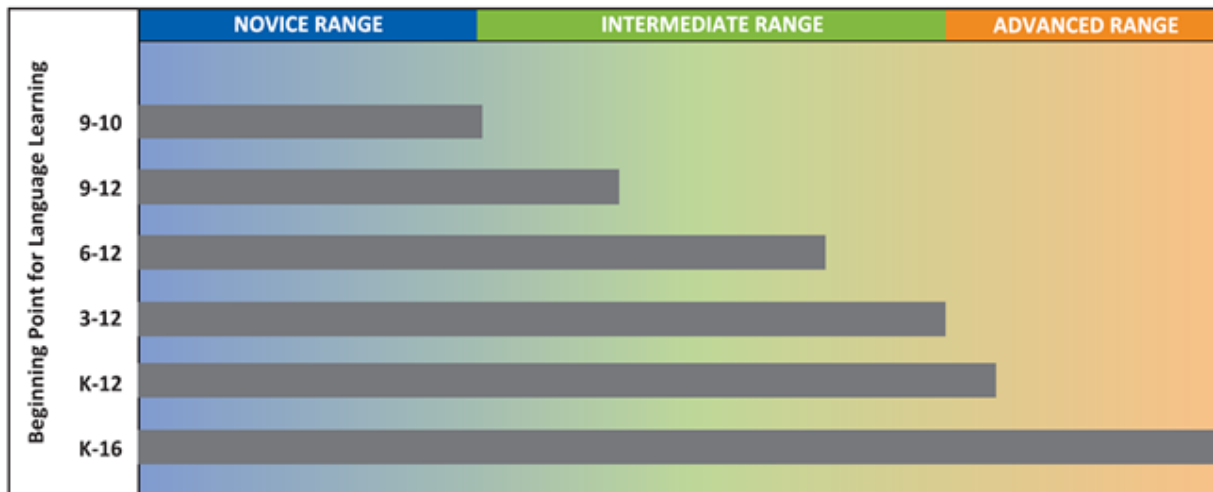


Source: ACFTL

Communication:	Use knowledge and language skills for effective functional communication
Cultures:	Relate cultural practices and products to perspectives of the cultures studied
Connections:	Make connections and acquire information and diverse perspectives.
Comparisons:	Compare the target language and culture with students' own language and culture.
Communities:	Use the language to participate in multilingual communities at home and around the world.

The primary goal of the World Languages program is to provide students with the functional knowledge and language skills that will help them understand and connect with other cultures and communities, thus preparing them to succeed in the 21st century. In Dual Language Immersion, the goal is bilingualism, biliteracy and closing the achievement and opportunity gaps for English Learners, (ELs), Students with Disabilities, (SWD) and other traditionally marginalized students.

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Source: ACTFL Performance Descriptors for Language Learners, 2012

The communication goal is the cornerstone of the World Languages curricula. Most students enroll in a world language because of their desire to speak, read, and write in the target language. The primary goal of the World Languages program in APS is to help students develop the skills that allow them to conduct face-to-face oral exchanges with other speakers, to read and write for functional purposes, to gain an appreciation for other cultures, and to apply their communication skills beyond the World Language classroom.

The principal goal of communication is different for the Latin program than for the other languages. Activities in the Latin classroom are geared toward reading the texts left by the ancient Romans, thus the goal of communication is between the student and the printed page. On this journey of learning to read Latin, students also learn grammar, history, culture, and vocabulary, as well as how the Latin language impacted Romance languages. Furthermore, students learn that the language skills they acquire in Latin can unlock the ancient world for them, and they can recognize how the modern world is shaped by the stories, art, and traditions of Rome. There is a national trend leading to increased communication using the target language. The approach to teaching and learning Latin in APS might emphasize active use of Latin, a traditional grammar-based approach, a reading-based approach, or a hybrid of all of these.

World Language instruction is delivered in a variety of formats: Face-to-face instruction, Dual Language Immersion, Spanish for Fluent Speakers, and online instruction through Virtual VA.

With the growth in world language enrollment, our goal is to create multiple opportunities for professional development. Teachers have an element of choice through county-wide meetings and job-embedded professional development through Instructional Rounds, (IR), transparency and continued improvement through Cognitive Coaching. One of our goals is to close the achievement/opportunity gap with our English Learners population. To do so, the World Languages Office provides three pathways. DLI, Spanish for Fluent Speakers, (SFS) and CBE. Our DLI program offers instruction in two languages and teaches language through content. Our SFS classes are Spanish language arts for heritage speakers who have basic to intermediate academic skills in their heritage language. Students in SFS are taught reading, writing, and speaking skills using fiction and nonfiction texts. SFS classrooms have increased their libraries of books, used as mentor texts, to teach analysis, critical thinking and writing for different audiences with different purposes. Our students enrolled in SFS classes transfer their knowledge and skills to other content areas and do better on SOLs than their peers who do not enroll in SFS.

Progress in each of the areas of responsibility is monitored through a cycle of program improvement and evaluation as well as annual supervision and evaluation within DTL.

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Attributes of Success

In APS, benchmarks for student performance are set based on national guidelines from the *American Council on the Teaching of Foreign Language (ACTFL)* that describe characteristics of performance at various levels. Students learn languages and become proficient at varied rates. Proficiency is based on background, years of study and intrinsic and extrinsic factors such as personal commitment and exposure to immersive experiences. Students participating in the same course level may exhibit a range of proficiency levels in listening, speaking, reading, and writing. The *ACTFL Performance Guidelines for K-12 Learners (2002)* set the following proficiency levels based on years of study:

Novice Level	(1–3 years of study)
Intermediate Level	(2–5 years of study)
Advanced Level	(5 years + of study)

Each of these three major levels is subdivided into three sub-levels: Low, Mid, and High which have descriptors or criteria to which an individual's receptive and productive skills are compared.

Expectations for World Language Learners

Based on the ACTFL guidelines, functional knowledge and language skills are assessed by how well a student is able to listen, speak, read, and write in a world language by program and years of study.

Table: Benchmarks by Program and Language

Program	Target Language	Years in Program	Expectations for Functional Knowledge and Language Skills (Listening, Speaking, Reading, and Writing)
Dual Language Immersion	Spanish	K–8	Intermediate-Mid to Intermediate-High
		9–12	Intermediate-High to Advanced-Low ¹
Modern Languages	Spanish, French, German	Level III	Novice-High to Intermediate-Low
		Level VI-V	Intermediate-Low to Intermediate-High
	Spanish for Fluent Speakers	Level III	Intermediate-Mid to Advanced-Low
	Chinese, Arabic	Level IV	Novice-High to Intermediate Low
Latin	Latin	Level III	Meet or exceed National Latin Exam Level III benchmark

As described in the table above, the program evaluation for Dual Language Immersion, and Modern Languages focuses on the receptive and productive language skills of students at different grade or language levels. "Success" is defined by the degree to which students reach targeted proficiency levels.

Students are encouraged to complete two years of a World Language by the end of grade 8. Students who wish to pursue the Advanced Studies Diploma must obtain multiple credits in a world language. This requirement can be met by

¹ The Advanced-Low level is expected for students who successfully complete the highest level courses offered in Spanish, such as AP Spanish Literature part 1 and part 2.

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taking three years of one World Language, or two years each of two World Languages, unless a credit accommodation for world language is expressly written into an Individual Education Plan, (IEP) allowing a student to substitute two standard units of credit in a computer science for two standard units of credit in a world language. In the case of the specified credit accommodation, the student's IEP must be written to state the student must complete one or two standards units of credit in world language in addition to the computer science credits. Schools are encouraged, however, to provide opportunities for language instruction that exceed prescribed standards in order to meet the needs of all students. Therefore, APS offers instruction at the advanced level for most of the languages offered. This includes Advanced Placement levels for Arabic, Chinese, French, Latin and Spanish in all of our high schools, and it includes International Baccalaureate courses for Arabic, Chinese, French, Latin and Spanish for students attending Washington-Liberty High School.

Student progress in World Languages is measured using the Standards-based Measurement of Proficiency, (STAMP). STAMP is a proficiency-based assessment that measures students' proficiency in reading, writing, speaking and listening. The STAMP is used for program evaluation for 5th grade students having completed the elementary Dual Language Immersion program, 8th grade immersion students, students enrolled in Spanish for Fluent Speakers level III, and levels IV and V of a world language. It also affords students the opportunity, based on whether they receive an Intermediate Mid score in speaking and writing, to qualify for the Virginia Diploma Seal of Biliteracy.

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Program Attributes

Elementary School (Grades K–5)	
Dual-Language Spanish-English Immersion	Key & Claremont - Content Instruction in Spanish and English

Middle School Courses (Grade 6)

Continue studying Spanish or start another language

Spanish Dual Language Immersion School	Gunston only Continue Dual Language Immersion study
1 Semester of World Language & 1 Semester of English Reading	Languages offered vary by school (see below). Students must demonstrate that they read English “at level.” Students whose reading is NOT at level must enroll in a full year of English Reading instead of a world language.
No world language	All middle schools except Jefferson - Students may opt to take a full year of English Reading in place of a world language. Students at Gunston and Kenmore may choose to take an Exploratory Wheel elective course with a world language component.

All courses will be offered; however, if enrollments are too low, a course may be cancelled.

Middle School Grade 6 World Language Courses	HB Woodlawn	Gunston	Hamm	Jefferson	Kenmore	Swanson	Williamsburg
Introduction to American Sign Language				√			
Introduction to Arabic				√			
Introduction to Mandarin Chinese				√			
Introduction to French	√			√		√	
Introduction to Latin	√			√		√	
Introduction to Spanish	√	√		√	√	√	√
Transitional Spanish (after prior study in APS FLES)	√	√	√	√	√	√	√
Spanish for Fluent Speakers – Grade 6	√	√	√	√	√	√	√
Dual Language Immersion Spanish (after 6 years or equivalent of Spanish Immersion)		√					
Intro to Language (part of Exploratory Wheel)		√	√		√		

√ Instruction is provided by an in-class teacher.

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Students with Disabilities

Students with Disabilities are encouraged to enroll in world language study. There are many cognitive and social benefits of learning a second language. Arlington teachers and schools are prepared to offer support and accommodations to help students to succeed in developing communication skills in another language.

Middle School Courses (Grades 7 & 8)

All courses will be offered; however, if enrollments are too low, a course may be cancelled.

Middle School Grades 7 & 8 World Language Courses	HB Woodlawn	Gunston	Hamm	Jefferson	Kenmore	Swanson	Williamsburg
American Sign Language 1-2	√		√**	√			√
Arabic 1–2	o	√	√	√	√	√	√
Chinese 1–2	o	√	√	√	√	√	√
French 1–2	√	√	√	√	√	√	√
Latin 1–2	√	√	√	√	√	√	√
Spanish 1–2	√	√	√	√	√	√	√
Intensified Spanish 1*		√	√	√	√	√	√
Intensified French 1* and Latin 1*				√			
Spanish for Fluent Speakers 1-2	√	√	√	√	√	√	√
Dual Language Immersion Spanish		√					

√ Course is taught by an in-class teacher.

o Course is taught online.

* Open only to students who have demonstrated proficiency in the language by passing an Introduction course at a qualifying level, by successfully completing Transitional Spanish, or by acquiring a qualifying ability in the language by other means.

**ASL 2 will be offered in 2021-22.

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Virginia State Diploma Seal of Biliteracy

The Virginia Board of Education's **Seal of Biliteracy** certifies that a student has achieved functional communicative proficiency in English and another world language.

Virginia Seal of Biliteracy Requirements:

Pass the 11th grade English SOL examination and meet the Virginia Department of Education requirement
https://www.doe.virginia.gov/instruction/graduation/diploma_seals/seal_of_biliteracy/guidelines.pdf



High School Courses (Grades 9–12)

High School: Grades 9–12 World Language Courses [◇]	HB Woodlawn	Washington- Liberty	Wakefield	Yorktown	Career Center
American Sign Language (ASL) 1–4	√	√	√	√	√
Arabic 1–5	○	√	√	√	○
Arabic IB 1-2		√			
Chinese 1–4	○	√	○	○	○
Chinese AP Language & Culture	○	√	○	○	○
Chinese IB 1–2		√			
French 1–5	√	√	√	√	√
French AP Language & Culture	√	√	√	√	
French IB SL 1–2 / IB Hi 1–2		√			
German 1–3		CC	CC	√	√
Japanese 1–3		√	√	√	
Latin 1–5	√	√	CC	√	√
Latin AP	√	√		√	
Latin IB 1–2 / IB Hi 1–2		√			
Spanish 1–5	√	√	√	√	√
Spanish for Fluent Speakers 1–3		√	√	√	
Spanish AP Language & Culture	√	√	√	√	
Spanish AP Literature			√	√	
Spanish IB SL 1–2 / IB Hi 1–2		√			
Spanish Literary Analysis for Fluent Speakers IB 1–2		√			
Advanced Studies: Spanish	√				
Spanish Dual Enrollment Intermediate Spanish 1 – 2					√
Spanish Immersion 9			√		
Spanish Immersion (Biology & Chemistry taught in Spanish)			√		

√ Course is taught by an in-class teacher.

○ Course is typically delivered online.

CC Instruction is provided at the Career Center. Comprehensive high school commute by bus.

[◇] All courses will be offered; however, if enrollment is too low, a course may be canceled.

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Virginia State Diploma Seal of Biliteracy

The Virginia Board of Education's **Seal of Biliteracy** certifies that a student has achieved functional communicative proficiency in English and another world language.

Virginia Seal of Biliteracy Requirements:

Pass the 11th grade English SOL examination and meet the Virginia Department of Education requirement https://www.doe.virginia.gov/instruction/graduation/diploma_seals/seal_of_biliteracy/guidelines.pdf



High School Courses (Grades 9–12)

High School: Grades 9–12 World Language Courses [◇]	HB Woodlawn	Washington- Liberty	Wakefield	Yorktown	Career Center
American Sign Language (ASL) 1–4	√	√	√	√	√
Arabic 1–5	○	√	√	√	○
Arabic IB 1-2		√			
Chinese 1–4	○	√	○	○	○
Chinese AP Language & Culture	○	√	○	○	○
Chinese IB 1–2		√			
French 1–5	√	√	√	√	√
French AP Language & Culture	√	√	√	√	
French IB SL 1–2 / IB Hi 1–2		√			
German 1–3		CC	CC	√	√
Japanese 1–3		√	√	√	
Latin 1–5	√	√	CC	√	√
Latin AP	√	√		√	
Latin IB 1–2 / IB Hi 1–2		√			
Spanish 1–5	√	√	√	√	√
Spanish for Fluent Speakers 1–3		√	√	√	
Spanish AP Language & Culture	√	√	√	√	
Spanish AP Literature			√	√	
Spanish IB SL 1–2 / IB Hi 1–2		√			
Spanish Literary Analysis for Fluent Speakers IB 1–2		√			
Advanced Studies: Spanish	√				
Spanish Dual Enrollment Intermediate Spanish 1 – 2					√
Spanish Immersion 9			√		
Spanish Immersion (Biology & Chemistry taught in Spanish)			√		

√ Course is taught by an in-class teacher.

○ Course is typically delivered online.

CC Instruction is provided at the Career Center. Comprehensive high school commute by bus.

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Elementary Level

At the elementary level, a partial two-way Spanish Dual Language Immersion program is offered at two elementary option schools: Key and Claremont. 50% of instruction is in English and 50% of instruction is in Spanish. In addition, the World Languages Office offered Foreign Language at the Elementary School, (FLES) to elementary students in all of our elementary schools except Key and Claremont Dual Language Immersion programs. In the 2018-20 school years, FLES teachers worked at creating a new scope and sequence to align VDOE World Language standards of learning to both the 90-minute proficiency-based and 60-minute exploratory-based FLES options.

Secondary Level

The comprehensive Program of Studies in World Languages and Latin offers all students the opportunity to begin their studies at the middle school level and continue in a sequential program through their high school years. At the middle school level, three levels of Spanish: Introduction to Spanish, Transitional Spanish and Spanish for Fluent Speakers 6th Grade are offered in 6th grade. Some students can participate in an exploratory class that introduces them to French, Latin, or Spanish, others have an opportunity to enroll in an introductory course for either American Sign Language, Arabic, Chinese, French, and Spanish. Beginning 7th grade, American Sign Language (currently offered at Hamm, Jefferson and Williamsburg Middle Schools), Arabic, Chinese, French, Latin, and Spanish are choices for students. Language offerings may vary within middle schools based on enrollment and scheduling limitations.

The number of middle school students in grades 6-8 enrolled in a world language has remained steady with some fluctuations. In 2015-16 67% of middle school students were enrolled in a world language; the percentage is the same for 2019-20. The number of students who have completed at least one level of a world language has remained steady, fluctuating slightly between 76% in 2014-15 to 78% in 2019-20.

High School has an additional two languages that are offered, German and Japanese and offers high level courses to include AP and IB where applicable. Enrollment in world languages at the high school level has remained steady. In 2015-16 there were 56% of high school students enrolled in a world language. Since then, the number has remained at 55%. There are three options for students to be eligible on the World Languages side to meet the requirements for the Advanced Study Diploma. Students may either study three sequential years of one language, two sequential years of two different languages, and if you are a Student with Disabilities, (SWD), or English Learner, (EL), there are multiple pathways. SWD may, through SB 323 (2020) may have a specified credit accommodation for world language that allows them to take one or two world languages classes and may substitute two standard units of credit in computer science for two standard units of credit in a world language. In addition, ELs may count their EL courses for world language credit. ELs, or any student who has proficiency in another language, also have the opportunity to take advantage of the Credit-By-Exam, (CBE) to earn both world language credits through proficiency-based assessments that are approved by the VDOE and potentially the Virginia Seal of Biliteracy.

Best and Current Practices

The release of the *American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners* (2002), the *ACTFL Proficiency Guidelines* (2001 and 2012) and the 2015 ACTFL World-Readiness Standards for Learning Languages and Can-Do Statements provide a national perspective on language proficiency expectations and help to define what "success" looks like in a proficiency-based program. ACTFL guidelines in conjunction with the Teacher Effectiveness for Language Learning, (TELL) Framework offer guidance for best practices in preparing for, advancing and supporting student learning and teacher professional growth. The TELL Framework focuses on the

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learning environment, planning, teaching, assessment, resources, collaboration, and professionalism in the world language classroom. Each teacher at APS has been exposed to and had professional learning in using the TELL Framework and ACTFL guidelines.

Curriculum and Instruction

The curriculum for all languages is aligned to national and state standards and focuses on developing communicative skills and proficiency. A curriculum framework has been created for each of the World Language programs. The frameworks serve as a guide for goals for students, expected outcomes by level and skills taught at each level. We are in process of updating our Spanish for Fluent Speakers curriculum. In January 2021, the VDOE has a proposed Revised World Language Standards of Learning Public Hearing.

Professional Learning

There are a variety of professional learning opportunities for World Language teachers in APS. Pre-service training is offered to all World Language teachers, with extra support given to new teachers. Secondary teachers meet at countywide meetings after school to develop skills related to best practices in instruction and assessment. Elementary Immersion teachers are offered periodic, focused professional development to hone skills primarily related to the Spanish literacy skills of their students. Job-embedded Instructional Rounds, (IR) with a focus on the student tasks, since task predicts performance, and what supports learning are done K-12 with a visit to classrooms in APS. Teachers are accountable to their peers for implementing learned practices. Guest speakers who are leaders in their field of expertise have been hired on occasion to offer professional learning either at the program level or across all languages and programs. Throughout the school year, individual and small group professional learning is given by the World Languages Supervisor and Specialist on an as-requested basis. The office provides self-paced modules through Canvas, and online training through Frontline. In addition, the Supervisor is one of APS' trainers for Cognitive Coaching and the Specialist has been trained. Cognitive Coaching is a research-based strategy effective in building capacity in teachers. Both the Supervisor and Specialist use these strategies to help teachers reflect on their practice and focus their planning.

Status of Recommendations Made in Previous Evaluation

The World Languages Program was last evaluated in 2012-13 and included the following recommendations:

Recommendation	Status
Recommendations to be implemented by World Languages staff:	
1. Examine the implementation of the instructional practices within the Immersion program to encourage the transfer of content from one language to the other. Integrate the Spanish- and English-language curricula at the county level to ensure that crucial content vocabulary and concepts are taught and practiced in both languages in order for students to attain academic success.	Monthly grade level meetings in 2016-17 to plan lessons using the new Calkins literacy materials. Principals, coaches and the Supervisor of World Languages attended La Cosecha conference in 2018 followed by additional staff attending in 2019. Elementary Curriculum Framework was updated in June 2019 bringing teachers together from both schools on the English and Spanish side to align

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	<p>English and Spanish language arts and language development.</p> <p>Gunston hired a Dual Language Immersion part time coach in January 2020.</p> <p>A consultant was hired in 2021 to lead DLI through a visioning process.</p>
2. Create for schools a model for FLES implementation that focuses on fidelity and follows consistent guidelines (i.e., scheduling, collaboration, time for instruction, cultural experiences, etc.).	FLES was eliminated at the end of the 2019-20 School Year. The program was not funded in the School Board's FY 2021 Budget. Before the elimination of the program, Instructional Rounds were conducted for job-embedded professional Learning. An updated curriculum framework based on standards was developed and shared with teachers.
3. Re-evaluate the Latin curriculum in order to better align to the AP Latin standards.	Latin teachers met in the spring of 2016 to align curriculum. In addition, they had time in August of 2017 and March 2018 to work as a collective group on curriculum.
4. Ensure that professional development opportunities meet the needs listed below: Instructional Support, specifically in the areas of language modeling, content understanding, and analysis and problem solving. Differentiation of instruction, specifically based on students' proficiency levels. o Working with students with disabilities, to ensure the needs of Special Education students enrolled in World Language classes are being met.	<p>Professional Learning (PL) on comprehensible input and output has been one of our choice topics in 2015-16 and 2016-17.</p> <p>PL on supporting SWD and differentiation occurred throughout in 2015-16, 2016-17, and 2017-18 in collaboration with the Special Education liaison to deliver PL on supporting SWD. In addition, the World Languages Office collaborated with Fairfax County Public Schools inviting department chairs to PL on supporting students with disabilities, (SWD).</p> <p>A memo was by former Assistant Superintendent of Student Services to ensure SWD are not pulled from programs without thoughtful consideration of the ramifications and that unilateral decisions for a SWD could not be made for a student to not continue world language instruction.</p>
Recommendations requiring work with other programs, offices, and departments:	
5. Continue to monitor the impact of FLES on enrollment in World Language courses at the 7th and 9th grade levels, as FLES programs expand and are more fully implemented within an articulated sequence.	Transitional Spanish was added to the Middle School Program of Studies to challenge students who had taken at least two years of FLES in the elementary school. Intensified Spanish I was also added because of FLES. The World Languages Office monitors both projected and fall enrollment on a yearly basis.
6. Continue to monitor all test scores to adapt curriculum and proficiency expectations as	STAMP scores are analyzed, and we have identified listening as an area for improvement. In

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<p>needed and to determine where additional instructional support is necessary. Particular attention needs to be paid to Arabic, Chinese, Japanese, and Spanish for Fluent Speakers courses.</p>	<p>addition, we analyze STAMP scores to measure the recipients for the Virginia Seal of Biliteracy at level IV. On average, 40% of students at level IV are eligible for the Seal based on writing and speaking scores at the Intermediate Mid level.</p>
<p>7. Continue to monitor the enrollment patterns of under-represented groups in World Languages courses, in collaboration with the Office of Minority Achievement, Pupil Services, and Directors of Counseling. In addition, the Office of Planning and Evaluation will explore this issue for all instructional areas in the upcoming evaluation of Minority Achievement, which will enter the planning phase in the 2013-14 school year.</p>	<p>Enrollment is monitored and shared with staff on an annual basis. In addition, we have created an alternative pathway through Credit-By-Exam to acknowledge and validate English Learners' heritage/native language and offer credit through proficiency-based testing.</p>
<p>8. Develop a plan to provide an uninterrupted sequence of World Language study from elementary (FLES and Immersion) to secondary Spanish instruction, specifically addressing the transition that occurs at grade 6.</p>	<p>New courses were offered at the 6th grade level to accommodate students who had been enrolled in FLES for more than two years.</p> <p>For students who complete immersion at Key and Claremont, the next step is to enroll at Gunston for a continuation of the Dual Language Immersion program. Once students complete Gunston, the next level of placement is Wakefield High School. If students choose to go to their home high school, there are upper-level Spanish classes they have access to such as AP and IB.</p>
<p>9. Work with the Special Education Office to examine and improve support for students with disabilities enrolled in World Languages courses.</p>	<p>Our Special Education liaison has done instructional walk-throughs with the world languages office and hosted PL sessions for our teachers to build competence in how to differentiate instruction and support SWD learners.</p>
<p>10. Define the responsibilities associated with delivering World Language instruction via distance learning.</p>	<p>We have moved from a Distance Learning model to a face-to-face model of instruction at the comprehensive high schools in all former Distance Learning languages except Chinese which is taught online at the high school level except at Washington Liberty where it is an IB language.</p>
<p>11. Work with the Office of Instructional and Innovative Technologies to improve the quality of the video and audio provided through distance learning instruction.</p>	<p>APS now provides 1:1 devices to students, eliminating the video and audio quality issues for students taking a world language online.</p>