

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

World Language Observations

Secondary

Table 1: Part of class observed

Program	% Beginning	% Middle	% End
Middle School (n=34)	91%	82%	9%
High School (n=33)	70%	82%	18%
Middle School French (n=6)	100%	100%	100%
Middle School Spanish (n=24)	88%	100%	13%
High School French (n=9)	78%	33%	11%
High School Spanish (n=20)	65%	100%	20%
Latin (n=8)	88%	100%	13%

Table 2: Setting

Program	% Teacher's classroom	% Shared classroom	% Cart in another teacher's classroom
Middle School (n=34)	82%	18%	0%
High School (n=33)	94%	6%	0%
Middle School French (n=6)	100%	0%	0%
Middle School Spanish (n=24)	88%	13%	0%
High School French (n=9)	78%	22%	0%
High School Spanish (n=20)	100%	0%	0%
Latin (n=8)	63%	37%	0%

Table 3: Seating arrangement

Program	% In groups	% In pairs	% Whole group	% Individually
Middle School (n=34)	44%	18%	62%	65%
High School (n=33)	27%	42%	52%	61%
Middle School French (n=6)	50%	33%	50%	33%
Middle School Spanish (n=24)	46%	17%	67%	71%
High School French (n=9)	56%	33%	33%	0%
High School Spanish (n=20)	15%	50%	55%	90%
Latin (n=8)	25%	13%	63%	63%

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Table 4: Objectives for lesson are communicated in writing in student-friendly language.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	24%	26	0%	12%	19%	69%
High School (n=33)	36%	21	0%	10%	24%	67%
Middle School French (n=6)	0%	6	0%	0%	33%	67%
Middle School Spanish (n=24)	33%	16	0%	19%	13%	69%
High School French (n=9)	0%	9	0%	0%	22%	78%
High School Spanish (n=20)	60%	8	0%	25%	38%	38%
Latin (n=8)	0%	8	0%	0%	13%	87%

Table 5: Objectives for lesson are communicated orally in student-friendly language.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	29%	24	0%	13%	29%	58%
High School (n=33)	39%	20	0%	10%	25%	65%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	42%	14	0%	21%	43%	36%
High School French (n=9)	0%	9	0%	11%	11%	78%
High School Spanish (n=20)	60%	8	0%	13%	50%	38%
Latin (n=8)	13%	7	0%	0%	0%	100%

Table 4: The teacher shares the sequence of learning activities with students.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	11%	21%	68%
High School (n=33)	15%	28	0%	4%	25%	71%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	21%	19	0%	16%	32%	53%
High School French (n=9)	0%	9	0%	0%	0%	100%
High School Spanish (n=20)	15%	17	0%	6%	41%	53%
Latin (n=8)	38%	5	0%	0%	0%	100%

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Table 5: Students are engaged in activities designed to meet the daily performance objectives.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	9%	31	0%	19%	23%	58%
High School (n=33)	9%	30	0%	37%	20%	43%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	13%	21	0%	29%	33%	38%
High School French (n=9)	11%	8	0%	25%	38%	38%
High School Spanish (n=20)	10%	18	0%	50%	17%	33%
Latin (n=8)	0%	8	0%	0%	0%	100%

Table 6: The pacing is such that students have an appropriate amount of time allocated for the practice of skills and processes presented in the lesson.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	0%	34	3%	9%	44%	44%
High School (n=33)	0%	33	0%	15%	49%	36%
Middle School French (n=6)	0%	6	0%	17%	33%	50%
Middle School Spanish (n=24)	0%	24	4%	8%	54%	33%
High School French (n=9)	0%	9	0%	44%	22%	33%
High School Spanish (n=20)	0%	20	0%	5%	65%	30%
Latin (n=8)	0%	8	0%	0%	13	88%

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Table 7: The learning experience address speaking.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	15%	29	0%	28%	38%	35%
High School (n=33)	27%	24	4%	25%	21%	50%
Middle School French (n=6)	0%	6	0%	33%	0%	67%
Middle School Spanish (n=24)	8%	22	0%	27%	50%	23%
High School French (n=9)	0%	9	11%	44%	11%	33%
High School Spanish (n=20)	25%	15	0%	13%	27%	60%
Latin (n=8)	88%	1*				

*Sample sizes less than 5 are not reported

Table 8: The learning experience address listening.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	9%	31	0%	10%	36%	55%
High School (n=33)	3%	32	6%	0%	41%	53%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	8%	22	0%	14%	50%	36%
High School French (n=9)	0%	9	0%	0%	33%	44%
High School Spanish (n=20)	0%	20	0%	0%	50%	50%
Latin (n=8)	25%	6	0%	0%	0%	100%

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Table 9: The learning experience address reading.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	18%	39%	43%
High School (n=33)	15%	28	4%	11%	39%	46%
Middle School French (n=6)	17%	5	0%	20%	0%	80%
Middle School Spanish (n=24)	17%	20	0%	20%	50%	30%
High School French (n=9)	33%	6	17%	33%	17%	33%
High School Spanish (n=20)	5%	19	0%	5%	53%	42%
Latin (n=8)	25%	6	0%	0%	17%	83%

Table 10: The learning experience address writing.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	29%	24	0%	25%	42%	33%
High School (n=33)	36%	21	5%	10%	52%	33%
Middle School French (n=6)	17%	5	0%	20%	40%	40%
Middle School Spanish (n=24)	21%	19	0%	26%	42%	32%
High School French (n=9)	44%	5	20%	0%	40%	40%
High School Spanish (n=20)	20%	16	0%	13%	56%	31%
Latin (n=8)	100%	0				

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Table 11: The students participate in activities that allow for physical movement.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	41%	20	0%	25%	65%	10%
High School (n=33)	64%	12	0%	8%	58%	33%
Middle School French (n=6)	17%	5	0%	0%	80%	20%
Middle School Spanish (n=24)	46%	13	0%	39%	54%	8%
High School French (n=9)	33%	6	0%	0%	50%	50%
High School Spanish (n=20)	75%	5	0%	20%	60%	20%
Latin (n=8)	63%	3*				

*Sample sizes less than 5 are not reported

Table 12: The teacher returns student attention to the targeted learning objectives to affirm what they can do now that they couldn't do at the beginning of the class.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	53%	16	0%	13%	63%	25%
High School (n=33)	49%	17	0%	12%	59%	29%
Middle School French (n=6)	33%	4*				
Middle School Spanish (n=24)	58%	10	0%	20%	60%	20%
High School French (n=9)	22%	7	0%	29%	43%	29%
High School Spanish (n=20)	60%	8	0%	0%	75%	25%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported

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Table 13: The students use the target language at their proficiency level to communicate with each other and/or the other teacher.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	35%	22	5%	27%	23%	46%
High School (n=33)	30%	23	0%	39%	26%	35%
Middle School French (n=6)	17%	5	0%	60%	20%	20%
Middle School Spanish (n=24)	42%	14	7%	21%	29%	43%
High School French (n=9)	0%	9	0%	67%	33%	0%
High School Spanish (n=20)	40%	12	0%	25%	17%	58%
Latin (n=8)	38%	5	0%	0%	20%	80%

Table 14: The teacher engages learners in tasks that transfer to the real-world.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	18%	50%	32%
High School (n=33)	18%	27	0%	4%	37%	59%
Middle School French (n=6)	0%	6	0%	0%	33%	66%
Middle School Spanish (n=24)	17%	20	0%	25%	55%	20%
High School French (n=9)	33%	6	0%	0%	17%	83%
High School Spanish (n=20)	10%	18	0%	6%	50%	44%
Latin (n=8)	38%	5	0%	0%	20%	80%

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Table 15: What is the cognitive complexity of the tasks or assignments?

Program	% Remember	% Understand	% Apply	% Analyze	% Evaluate	% Create
Middle School (n=30)	97%	97%	47%	23%	13%	10%
High School (n=29)	90%	100%	72%	38%	14%	10%
Middle School French (n=6)	83%	100%	67%	50%	50%	17%
Middle School Spanish (n=24)	100%	96%	42%	17%	4%	8%
High School French (n=9)	67%	100%	89%	56%	22%	22%
High School Spanish (n=20)	100%	100%	65%	30%	10%	5%
Latin (n=8)						

Table 16: Students engage in cultural observation and analysis of both the new and the students' own cultures.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	59%	14	0%	7%	50%	43%
High School (n=33)	55%	15	0%	13%	27%	60%
Middle School French (n=6)	17%	5	0%	0%	60%	40%
Middle School Spanish (n=24)	71%	7	0%	14%	57%	29%
High School French (n=9)	22%	7	0%	0%	43%	57%
High School Spanish (n=20)	70%	6	0%	33%	17%	50%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported

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Table 17: The teacher embeds grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	21%	27	0%	26%	37%	37%
High School (n=33)	15%	28	0%	18%	43%	39%
Middle School French (n=6)	33%	4*				
Middle School Spanish (n=24)	17%	4	0%	30%	35%	35%
High School French (n=9)	22%	7	0%	43%	43%	14%
High School Spanish (n=20)	10%	18	0%	11%	50%	39%
Latin (n=8)	25%	6	0%	0%	0%	100%

*Sample sizes less than 5 are not reported

Table 18: The teacher embeds vocabulary as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	3%	33	0%	18%	36%	42%
High School (n=33)	9%	30	0%	10%	37%	53%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	0%	24	4%	25%	46%	25%
High School French (n=9)	11%	8	0%	25%	50%	25%
High School Spanish (n=20)	10%	18	0%	6%	39%	56%
Latin (n=8)	13%	7	0%	0%	0%	100%

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Table 19: Percentage of what the teacher says that is in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Middle School (n=30)	13%	7%	20%	7%	53%
High School (n=29)	0%	7%	14%	17%	62%
Middle School French (n=6)	0%	0%	50%	17%	33%
Middle School Spanish (n=24)	17%	8%	13%	4%	58%
High School French (n=9)	0%	11%	33%	22%	33%
High School Spanish (n=20)	0%	5%	5%	15%	75%
Latin (n=8)					

Table 20: Percentage of materials the teacher shares with students that are in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Middle School (n=30)	3%	3%	13%	20%	60%
High School (n=29)	0%	10%	7%	17%	66%
Middle School French (n=6)	0%	0%	50%	50%	0%
Middle School Spanish (n=24)	4%	4%	4%	13%	75%
High School French (n=9)	0%	33%	11%	56%	0%
High School Spanish (n=20)	0%	0%	5%	0%	95%
Latin (n=8)					

Table 21: The teacher uses a variety of strategies to make language comprehensible.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	15%	29	0%	14%	52%	35%
High School (n=33)	27%	24	0%	17%	46%	38%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	13%	21	0%	19%	57%	24%
High School French (n=9)	11%	8	0%	25%	13%	63%
High School Spanish (n=20)	20%	16	0%	13%	63%	25%
Latin (n=8)	75%	2*				

*Sample sizes less than 5 are not reported

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Table 22: The classroom display materials are culturally and linguistically significant.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	12%	30	0%	3%	10%	87%
High School (n=33)	9%	30	0%	0%	13%	87%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	4%	23	0%	5%	15%	80%
High School French (n=9)	22%	7	0%	0%	14%	86%
High School Spanish (n=20)	5%	19	0%	0%	16%	84%
Latin (n=8)	0%	8	0%	0%	0%	100%

Table 23: Technology is utilized to:

Program	%Technology not observed	Number observed with technology	% Substitute	% Augment	% Modify	% Redefine
Middle School (n=34)	12%	30	77%	60%	40%	3%
High School (n=33)	27%	24	92%	79%	54%	13%
Middle School French (n=6)	0%	6	83%	50%	67%	17%
Middle School Spanish (n=24)	25%	18	100%	83%	44%	0%
High School French (n=9)	11%	8	75%	50%	50%	38%
High School Spanish (n=20)	20%	16	100%	94%	56%	0%
Latin (n=8)						

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Table 24: Visuals used by the teacher can be seen by all students.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	6%	32	0%	3%	28%	69%
High School (n=33)	12%	29	0%	7%	21%	72%
Middle School French (n=6)	0%	6	0%	0%	33%	67%
Middle School Spanish (n=24)	4%	23	0%	4%	30%	65%
High School French (n=9)	22%	7	0%	14%	14%	71%
High School Spanish (n=20)	5%	19	0%	5%	26%	68%
Latin (n=8)	25%	6	0%	0%	0%	100%

Table 25: The teacher uses formative checks for learning during lessons.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	4%	54%	43%
High School (n=33)	12%	29	0%	14%	45%	41%
Middle School French (n=6)	17%	5	0%	20%	40%	40%
Middle School Spanish (n=24)	17%	20	0%	4%	30%	65%
High School French (n=9)	11%	8	0%	25%	38%	38%
High School Spanish (n=20)	15%	17	0%	12%	59%	29%
Latin (n=8)	13%	7	0%	0%	14%	86%

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Table 26: Students participate in activities appropriate to their proficiency level.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	3%	33	0%	3%	49%	49%
High School (n=33)	0%	33	0%	6%	33%	61%
Middle School French (n=6)	0%	6	0%	17%	33%	50%
Middle School Spanish (n=24)	4%	23	0%	0%	56%	44%
High School French (n=9)	0%	9	0%	11%	33%	56%
High School Spanish (n=20)	0%	20	0%	5%	40%	55%
Latin (n=8)	0%	8	0%	0%	12%	88%

Table 27: Students are self-assessing and/or goal setting.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	65%	12	0%	8%	58%	33%
High School (n=33)	46%	18	11%	28%	33%	28%
Middle School French (n=6)	0%	6	0	17%	50%	33%
Middle School Spanish (n=24)	83%	4*				
High School French (n=9)	22%	7	0%	57%	29%	14%
High School Spanish (n=20)	55%	9	22%	11%	44%	22%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported