To: Members of the School Committee

From: Margaret Adams, Assistant Superintendent for Teaching and Learning
              Dr. Kimberly Talbot, Director of Global Languages

Subject: Global Languages Program Review

Date: June 23, 2015

Define the Issue/Question:
Evaluate the effectiveness of curriculum, instruction, and assessment in the global
languages program in grades 6-12 as measured by student achievement, student work,
curriculum alignment, and instructional practices.

Essential Questions:
- How does the Global Language Program support skills and concepts in culture,
  collaboration, communication, comparison, and communities?
- How does the Global Language Program build proficiency in reading, writing,
  listening, and speaking vertically and horizontally? How is proficiency measured?
- How can and does technology support the goals of proficiency?
- What are the best instructional practices that build and motivate students to
  achieve long-term proficiency?
- How does the curriculum and instruction develop oral fluency in the target
  language?

Brief Overview/Background Information:
A team of educators spanning grades 6-12 met to begin the first year of a two-year process
during the 2014-2015 school year to review current the global language curriculum,
assessments, and instruction. The team began by developing a timeline and identifying
essential questions for the study. Each global language researched their curriculum,
assessments, and instruction and presented the information to the team. The team also
administered surveys to teachers, students, and parents and collaboratively analyzed the
results.

The team will meet again next year to continue its analysis of data and documentation of
the current global language curriculum. The team will facilitate a site visit by educators
from other districts to visit our schools and view our global language instruction,
curriculum, assessment, and materials in order to help inform the review.

Recommendations:
There are no recommendations at this time. The team will present a report when it
completes the review in the spring of 2016. The report will outline the findings and an
action plan to remediate any areas of need.

Budget Implications:
There are no budget implications at this time. The review of the curriculum, instruction,
and assessment may present areas of need that may require additional resources.

Statement of Impact:
The Global Language Program Review provides an opportunity to complete a detailed review of current practices in curriculum, instruction, assessment, and professional development. By outlining current programming, an action plan can be developed to meet identified areas of need and also build upon existing strengths of the program.

Identify Potential Policy Implications:
The program review process will continue with subsequent content areas by adding one content area each year.

Begin the program review of English Language Arts in 2015-2016. Revised chart is included.

Previously, Science and Technology were scheduled to begin in 2015-2016. The delay of the approval of new final Science Curriculum Frameworks by the Massachusetts Department of Elementary and Secondary Education support postponing the review of our science programs until these standards are available. The program review process of Science and Technology would begin in 2017-2018.

Foreign Language Curriculum Review

Team Members:
- Dr. Margaret Adams, Assistant Superintendent for Teaching and Learning
- Dr. Kimberly Talbot, Director of Global Languages, 6-12
- Sara Cain, Latin Teacher, MVMMS/MHS
- Nisca Dagger-Cain, Spanish Teacher, MHS
- Anahi Pari-Di-Monriva, Spanish/Italian MHS
- Steven Malley, Spanish Teacher MHS
- Leslie Sullivan, French Teacher, MVMMS

Essential Questions:
- How does the Global Language Program support skills and concepts in culture, collaboration, communication, comparison, and communities?
- How does the Global Language Program build proficiency in reading, writing, listening, and speaking vertically and horizontally? How is proficiency measured?
- How can and does technology support the goals of proficiency?
- What are the best instructional practices that build and motivate students to achieve long-term proficiency?
- How does the curriculum and instruction develop oral fluency in the target language?

Dates of Meetings for 2014-2015:

Date	Topic
December 16th	Review Proposed Timeline Develop Essential Questions
February 24th	Latin Presentation of Courses, Curriculum, Assessments Review Surveys of Stakeholders
March 24th	French and German Presentation of Courses, Curriculum, Assessments
April 30th	Spanish Presentation of Courses, Curriculum, Assessments
May 11th	Final Drafts of Teacher, Student, and Parent Surveys Plan for Administration of Surveys in the Spring

Each language strand is asked to present curriculum maps, assessments, student work, exchange enrollments, clubs, and community connections.

Next Steps:
- Prepare for site visit including outreach to develop a team and development of orientation materials.
- Review final language of Italian at the middle and high school.
- Review parent, student, and teacher survey data.
- Identify themes from review of the data.
- Begin writing final report.
- Develop action plan based upon review of the data.
- Share final report with various stakeholder groups including superintendent, principals, and school committee.

Timeline

Develop Essential Questions	December 2014
Gather Curriculum Documents and Assessment	December-January 2014
Gather Assessment Data • Mid-Year and Finals Grades 6-12	January 2014
Gather Budget and Staffing Information	January 2014
Ongoing Collection of Student Work Presentations by Latin, Spanish German, and French Teachers	February-June 2015
Review of Information Collected by Level • Grades 9-12 • Grades 6-8	February-June 2015
Survey teacher, students, and parents	May 2015
Review of Additional Program Languages, Italian Review End of 2014-2015 School Year Data	September 2015
Develop Themes from the Data Collected around Curriculum, Assessment, and Instruction	October 2015
Focus Groups of Students	October 2015
Complete Draft 6-12 Program Review Document	November 2015
Recruit and Orient Visiting Team • Site Visit of Visiting Team	December 2015
Document Findings of Visiting Team	January 2016
Action Plan	February-March 2016

PROTOCOL

The Program Review Process (PRP) is characterized by a systematic evaluation protocol consisting of the following components:

- **Self Study**
  During this phase the Assistant Superintendent leads the Program Review Team as they coordinate the work. The key work in this phase consists of three stages: 1.) developing essential questions to focus the self study; 2.) documenting the district's curriculum and instructional resources in preparation for evaluation; 3.) conducting the self study

- **Action Planning**
  This phase is the district's response to the Program Review Team's report and recommendations. The action plan sets the agenda for program development and curriculum updates/changes, identifies professional development needs, and is used in the budgeting process to allocate resources.

- **Program and Professional Development and Implementation**

  This phase is the implementation of updates and/or changes based on the report's recommendations. During this phrase professional development is provided and recommended resources are reviewed, piloted, and purchased.   The effectiveness of any updates and/or changes are monitored through teacher observation, student achievement, and staff self-reflection and collaboration.

Each of these phases is described in further detail later in this document.

The PRP is the key responsibility of the Assistant Superintendent, administrators in their role as instructional leaders, department chairs, and other facilitators and coordinators with program responsibilities. However, the success of this process requires participation by the faculty.

RESOURCES
The PRP is an extremely important process for the development of curriculum and the instructional program. It requires significant resources, must be supported by the administration, and must remain one of the high priority goals for administrators and instructional leaders in diverse positions.

Resources that will be allocated to the PRP process include:
- Substitute teachers so that the documentation team can schedule full working days during the school year.
- Access to appropriate technology and technology support.
- Financial resources in the form of curriculum development stipends (summer and special projects), research and resource materials and support for pilot projects.

WHO IS RESPONSIBLE?

Program review is an inclusive process. Within the district, a Program Review Team for each content area K-12 will facilitate the PRP.

The Program Review Team coordinates and organizes the Program Review under the direction of the Assistant Superintendent/Director of Curriculum. Members of the Program Review Team may include:

- Assistant Superintendent
- Department Chairs
- Instructional Coaches
- Elementary Principal
- Middle School Principal or Assistant Principal
- High School Principal or Assistant Principal
- General Education Teachers k-12
- Specialists
- Special Education and English as a Second Language Teachers

Additionally, the Program Review Team is responsible for:

- Developing Essential Questions for the study
- Presenting the Program Review Team's report to the School Committee, School Councils, Faculty and Community
- Developing the Action Plan in response to the report
- Proposing changes and/or updates for presentation in the budget development process
- Reviewing the progress of work on the Action Plan on an annual basis

SELF-STUDY (Time Frame: 18 months)

This phase of the process involves an in-depth review of the existing program and begins actual program evaluation. During this period, the Program Review Team, under the direction of the Assistant Superintendent/Director of Curriculum, review and document the course of study at each grade level. In addition, they must also interpret assessment data from MCAS and other standardized tests, district determined measures, and draft essential questions to be answered by the review. The team should also survey students, parents, and staff regarding their experience with curriculum and instruction.

The following will be reviewed by the Administrative Team:

- Essential Questions
- Self-study plan and timeline
- Questionnaires, surveys, etc.

Development of Essential Questions

These essential questions should serve as a guide for program evaluation. Members of the Program Review Team should formulate these questions during the first month. Some common questions may be framed around the following topics:

- Alignment with the state or national frameworks
- Validation of written curriculum
- Range of student work

- Current instructional practices
- Program rigor and currency
- Provision for meeting the needs of all learners
- Assessment components
- Student performance

(Note: Each set of guiding questions should also include this question: How well is the program being evaluated promoting/meeting the **School wide Expectations** and the **District Mission**?)

Creation or Revision of a K-12 Program Review Document

Components include Program Overview, Statement of Philosophy, Scope and Sequence and specific grade level units of study using a common template format. Time allocated for this work is approximately 14 months. The Program Review Team may complete the work in a variety of settings such as grade level meetings, staff meetings, release time and summer professional development time.

Teacher Validation of the K-12 Curriculum

Under the direction of the Program Review Team, teachers review and evaluate curriculum documents and validate them as being representative of what in fact, they do teach. This process should be ongoing and completed between the 12th and 18th month.

Collection and Organization of Other Important Information

The information may be gathered from the Office of the Director of Curriculum. The designated time frame is month 14 to month 18.

- Assessment Data: District and departmental evaluations (MCAS, Authentic and Performance Assessment data, districted developed measures, etc.)
- Budget Information/Resources: previous 2 years
- Staffing Information
- Professional Development Activity: define and address needs (current/future as well as data regarding the amount of teacher participation.)

Documentation of Framework Alignment K-12

This document should indicate how each level is meeting each of the specific standards prescribed by the Massachusetts State Framework for the particular curriculum area. If the content area does not have a Massachusetts State Framework, the Program Review Team should use national standards from professional organization as a reference. This work should occur between the 12th month and the 18th month.

List of Special Concerns and Strengths

Collect data from various groups of people who have a vested interest in the program: students, teachers, administrators, parents, and community members. Note policies and mandates that may influence the program in a significant way. The Program Review Team should participate in this data gathering process during the first three months and again at the 14th-18th month. Tools for data gathering may include random surveys, questionnaires, interviews, focus groups, forums, etc.

Collection of Student Work Samples

Collect a variety of student work samples that represent a range of achievement levels.

ACTION PLANNING: Time Frame: 5 months (24th – 27th months forward)
This phase of the Program Review Process begins once the Program Review Team's report has been disseminated throughout the district. The purpose of this phase is to ensure the successful implementation of recommended changes. The responsibilities of this phase are divided among Administrations, staff, and the Program Review Team

Department and Staff Review of the Report
The Program Review Team disseminates the report to staff for review and feedback.

Design Action Plan
The Administration will take into account the recommendations of the Program Review Team, as well as staff feedback. In collaboration with the Program Review Team, the action plan for the program in review will be developed. This plan will establish short and long range goals for Professional Development and outline proposed changes in the program. Projected budgetary needs will be outlined in this plan as well. If the Program Review Team recommends new or additional materials, then it is during this phase that materials will be piloted and evaluated under the direction of the Curriculum Materials Working Group. The Administration and Program Review Team will continue to monitor and document changes in the curriculum with assistance from staff. Every three years the documented curriculum will be reviewed and revised as necessary. Ongoing K-12 articulation will occur under the direction of the Director of Curriculum with K-12 content Teams

ACTION PLAN IMPLEMENTATION: Time Frame: 9 months (27th – 36th months forward)
At this stage, the district will pilot and evaluate program changes and new materials (as necessary). Curriculum documents will also be reviewed and updated to reflect any necessary changes. Proposed new resources will be included in the budget development, following review by the Curriculum Materials Working Group. As with all curriculums, the administration and staff will continue to articulate K-12 horizontal and vertical alignment. The Administration and the Program Review Team will monitor the implementation and success of the Action Plan.

SELF-STUDY PREPARATION						
2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Social Studies/History	FOREIGN LANGUAGE	ENGLISH LANGUAGE ARTS	MATH	SCIENCE AND TECHNOLOGY	PHYSICAL EDUCATION, HEALTH, CONSUMER ED	Fine Arts and Performing Arts
Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires	Preparation of Documentation Self-Study Questionnaires

PROGRAM REVIEW						
2014-15	2015-16	2016-17	2017-18	2018-2019	2020-21	2021-22
Social Studies/History	FOREIGN LANGUAGE	ENGLISH LANGUAGE ARTS	MATH	SCIENCE AND TECHNOLOGY	PHYSICAL EDUCATION, HEALTH, CONSUMER ED	FINE ARTS and Performing Arts
Action Plan Implementation	Action Plan Implementation	Action Plan Implementation	Action Plan Implementation	Action Plan Implementation	Action Plan Implementation	Action Plan Implementation