



# World Language Education Report

November 28, 2016

# Tonight's Presentation

- Curriculum Review Process
- The Data
- Recommendations



# The Process

Summer 2016:

District World Language  
Committee Reconvened



# The Committee

- Ann Barron, Middle School Spanish Teacher
- Larry Chatzinoff, Middle School Assistant Principal
- Sylvie Corten, High School World Language Coordinator
- Mitch Crasson, Teacher on Special Assignment, Curriculum Office
- Wenhui Gu, Mandarin Teacher, Scarsdale High School
- Scott Houseknecht, Principal, Edgewood Elementary School

# The Committee

- Shaun Johnson, World Language Teacher, Heathcote Elementary School
- Michael McDermott, Middle School Principal
- Chris Renino, High School Assistant Principal
- Lynne Shain, Assistant Superintendent, Curriculum, Instruction, and Assessment
- Sarah Whittington, Elementary and Middle School World Language Coordinator

# Committee Consultants

- **Greg Duncan**, national and international WL Consultant
- **Robin Harvey**, Consultant, Coordinator of NYU's Project for Developing Chinese Language Teachers (DCLT), Master Teacher of Multilingual/Multicultural Studies at Steinhardt, NYU



# The following charges were issued to the Committee:

- Conduct a review of our world language programs, including the possibility of offering middle school Mandarin, starting in Grade 6, beginning in the 2017-2018 school year;
- Consider requests from other parents to offer Urdu, Arabic, Italian, Hebrew, and other languages at the middle school and high school levels;

# The following charges were issued to the Committee:

- Develop surveys for parents and students to assess level of interest for adding additional world languages to middle school and high school; and
- Make recommendations for future changes to the world language program offered in Scarsdale.



# World Language Committee Work and Discussion

## Princeton Middle School Mandarin Model

- Mandarin program for students in Grades 7 and 8 with no prior Mandarin experience.
- Classes are scheduled five mornings a week before school.
- Mandarin students are enrolled in French or Spanish classes during the day.
- Parents provide transportation

# If Scarsdale School District Sponsored Before (or After) School Mandarin Program

- District would set a minimum enrollment before running the program.
- Does not conflict with MS House System which seeks to distribute students with same World Language choices across all four Houses.
- Would require a NYS certified Mandarin teacher; question about recruiting a highly qualified Mandarin teacher to teach four early morning sessions a week.

# If Scarsdale School District Sponsored Before (or After) School Mandarin Program

- Scarsdale students could only study Mandarin four out of five days before school in order to avoid a conflict with music rehearsals scheduled one morning per week per grade.
- Students enrolled in Before (or After) School Mandarin would take either French or Spanish within the school day.
- Parents would provide transportation.



# If PTA Sponsored Before (or After) School Mandarin Program

- Would require a lower minimum number of students.
- Does not conflict with MS House System.
- Would not require a certified Mandarin teacher.
- Students must take either French or Spanish within the school day.
- Scarsdale students could only study Mandarin four out of five days before school in order to avoid a conflict with music rehearsals scheduled one morning per week per grade.
- Parents provide transportation

# Goals of the Scarsdale World Language Program

- Oral proficiency
- Cultural understanding

# World Language Skills

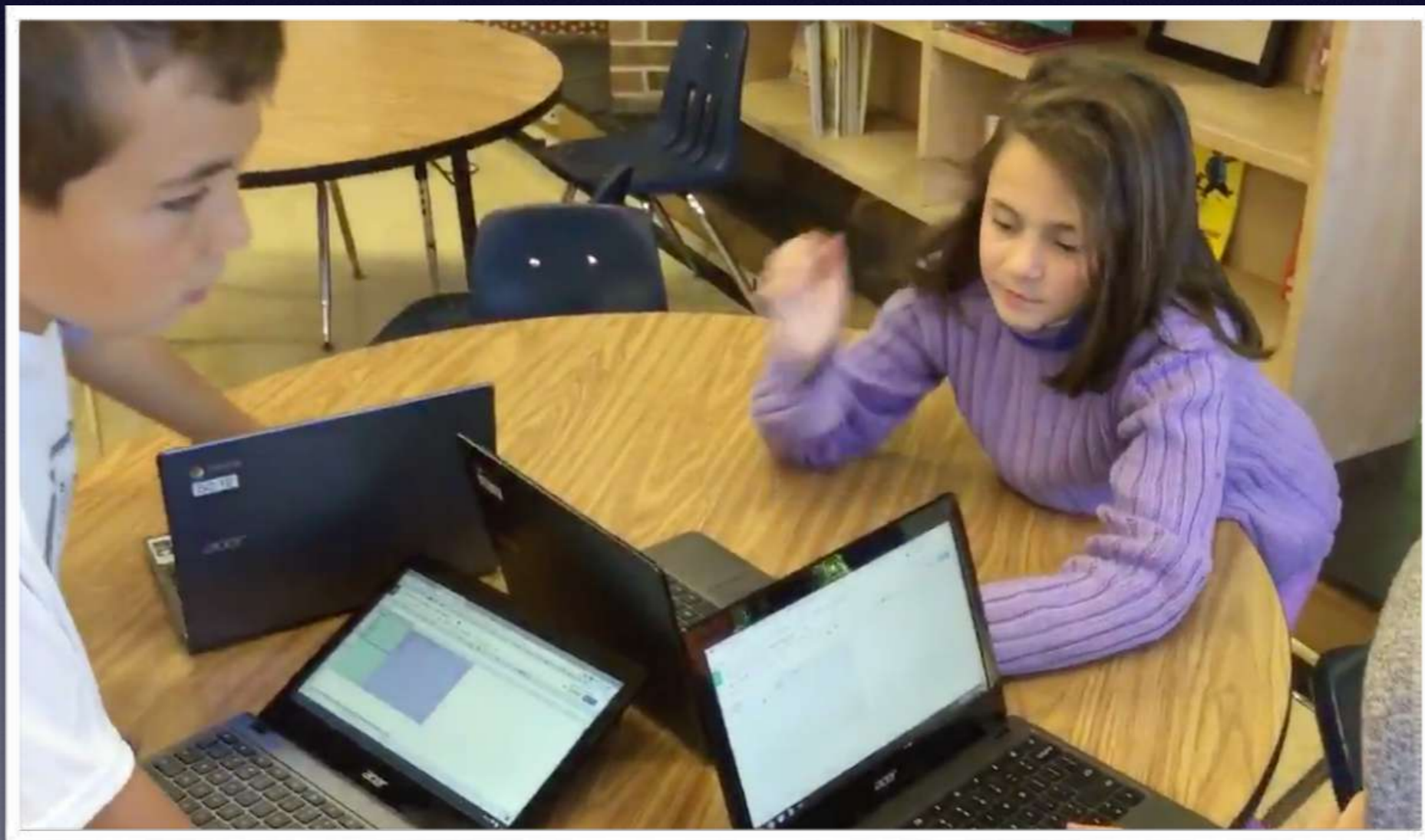
- Communicate effectively in more than one language in order to share information, opinions, and feelings with others.
- Connect with other disciplines to acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the relationship between language and culture in order to interact with others using cultural competence and understanding.



# World Language Skills

- Compare and contrast the nature of their language and culture to the nature of the language and culture that they are studying.
- Communicate using cultural competence and understanding in multilingual situations and in multilingual communities locally and globally.

# World Language Assessment





# Teacher Assessments

- Emphasis on oral proficiency
- Authentic opportunities for students to demonstrate their facility in the target language
- Examples include role play, engaging in conversation, acting in short videos, and blogging.



# Standardized Assessments

- Student Oral Proficiency Assessment (SOPA)
- World Language AP Exams
- SAT World Language Subject Tests

# The Current Program





# Elementary



- Spanish is offered in Grades 2-5, for two 40 minute periods, during each six day rotation.



# Middle School

- Grade 6: World Language classes are taught one period every other day during the first semester; every day during the second semester
- Grades 7 and 8: World Language classes are taught one period each day. In most years, each of the four Middle School houses have three sections of Spanish and one section of French.
- World Language courses meet for 48 minutes.

# High School

- Students may choose to continue with the language they were studying at the Middle School at either Level 2, Level 2 Honors, or Level 3
- Students may choose a different language to study, including French, Spanish, Latin, or Mandarin
- Students may choose to study two languages; either two different languages from the one they studied at Middle School, or continue with the same language and add a new one.
- World Language courses meet four times per week for 49 minutes each.

# World Language Program Enrollment



# Middle School

## Spanish:

6th grade: 259

7th grade: 230

8th grade: 229

## French:

6th grade: 75

7th grade: 87

8th grade: 71

# High School

Language	Number of students	Percent of enrollment in all World Language
Latin	54	3.7%
Mandarin	74	5.3%
French	321	22.2%
Spanish	992	68.7%

# An In-Depth Look at Mandarin Enrollment



# 2016-2017 Mandarin Course Enrollment

Mandarin 313, two sections:	25 students.	There are four heritage students* in the course.
Mandarin 323, one section:	23 students.	There are five heritage students in the course.
Mandarin 334, one section:	12 students.	There are four heritage students in the course.
Mandarin 344,/355 one section:	14 students.	There are eight heritage students in the course.

# Heritage Students

- Heritage students refer to the language a child learns at home which is a minority language in society, but because of growing up in a dominant language, the speaker seems to be more competent in the latter and feels more comfortable communicating in that language.
- Grand totals: Of the 74 students, 21 are heritage students.
- One teacher (1.0 FTE) teaches all five sections.

# Historical enrollment of first year Mandarin students

- 2011 - 2012: 50 students: open to all students in grades 9-12 (2%\*, 14%\*\*)
- 2012 - 2013: 18 students (6%\*, 11%\*\*)
- 2013 - 2014: 16 students (6%\*, 18%\*\*)
- 2014 - 2015: 27 students (0%\*, 37%\*\*)
- 2015 - 2016: 25 students (8%\*, 4%\*\*)
- 2016 - 2017: 27 students (course is ongoing)

\* *Drop rate* during the course.

\*\* *Discontinue rate* at the end of the year  
(does not include graduates).



# Mandarin Total Enrollment Program History

School Year	August Enrollment	January Enrollment
2011-2012	62	65
2012-2013	62	63
2013-2014	63	63
2014-2015	61	54
2015-2016	74	63
2016-2017	74	

# World Language Program Surveys

# 2016 World Language Surveys

- Summer, 2016: School Districts in the Tri-State Area
- October 5-13, 2016: Scarsdale K-12 Households
- October 5-13, 2016: Students in Grades 6-11
- October 25-28 2016: Parents of Grade 5 Students



# Survey #1

# Survey #1: School Districts in the Tri-State Area, Summer, 2016

## Purposes of the survey:

- Gather information from neighboring districts about World Language course offerings
- If Mandarin is an option, collect information about the course offering and enrollment.

# Survey #1: School Districts in the Tri-State Area, Summer, 2016

- Districts Surveyed 75
- Districts Responded 35
- Districts with a  
Elementary School  
World Language Program: 17/35
- Districts with a  
Mandarin Program  
in Elementary School: 3/35
- Districts with Mandarin in MS WL Program: 11/35
- Districts with Mandarin in HS WL Program: 18/35



# Survey Summary

Enrollment numbers from districts in the Tri-state area that have Mandarin programs show that MS Mandarin enrollment numbers do not necessarily carry over into the HS program.

# Survey Summary

- 75 districts surveyed
- 10 districts responded that they have a HS Mandarin program that begins in MS or ES
- 6 of these 10 districts gave Mandarin enrollment numbers for both MS and HS Mandarin programs
- 4 of these 6 districts show decreases in HS Mandarin enrollment from their MS program numbers

# Survey #2



# Survey #2: Scarsdale K-12 Households, October 5-13, 2016

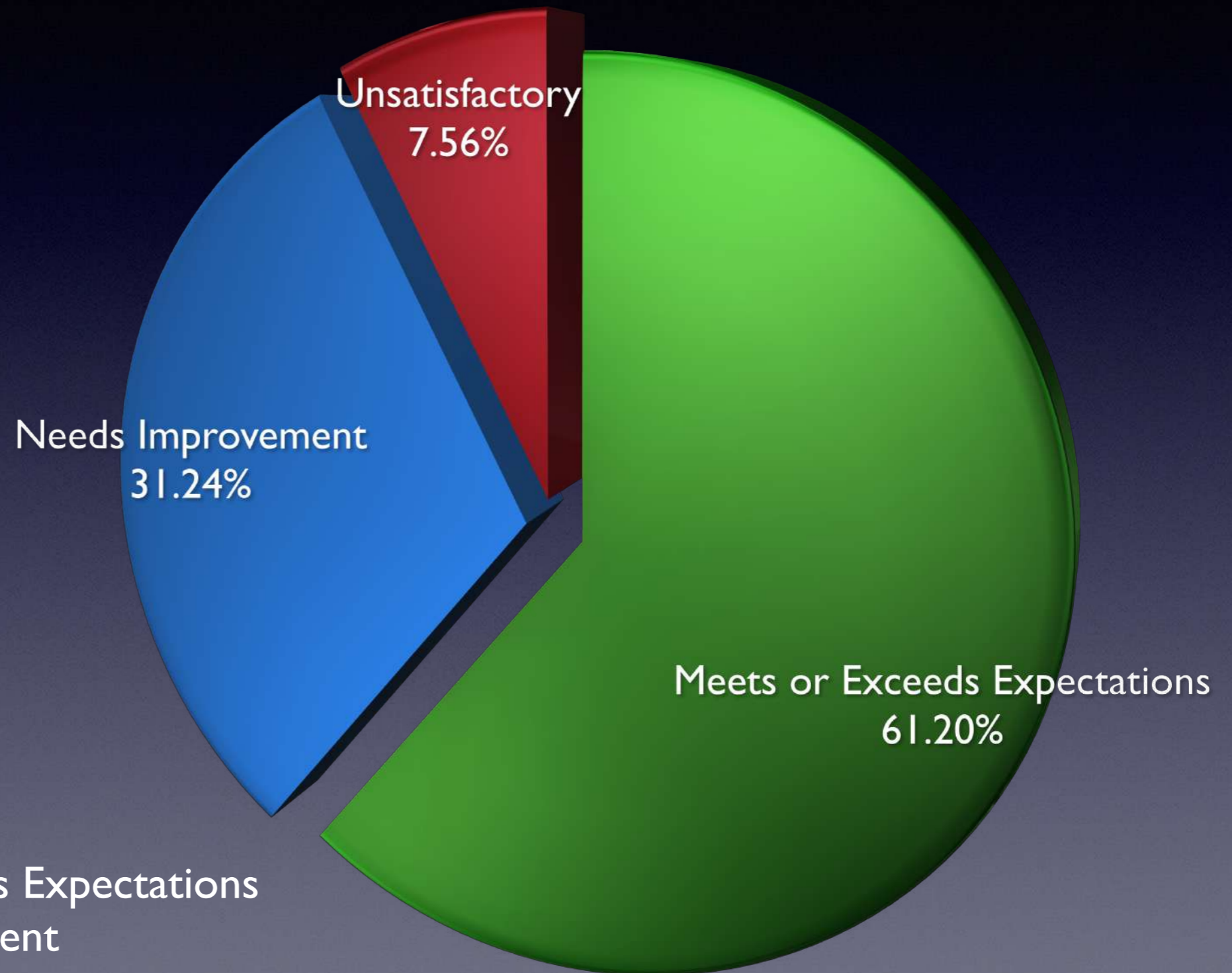
## Purposes of the survey:

- Gather feedback from the community about student experience in the World Language program.
- Determine the interest in offering additional languages at various levels in our World Language program.
- Assess parents' budget priorities regarding adding new programs.

# Survey #2: Scarsdale K-12 Households, October 5-13, 2016

- K-12 households: 2707 households
- Response Rate: 854 households (31.55%)
- This represents 1470 of 4778 students (30.77%)

# How would you rate your child's experience so far in our World Language program?



- Meets or Exceeds Expectations
- Needs Improvement
- Unsatisfactory



*Please prioritize the areas that have educational value to you and your children.*  
(88% answered this question)

<b>Category</b>	<b>Weighted Average Score</b>
STEAM	6.84
Technology	6.62
World Language	5.95
Fine Arts	4.96
Facilities	4.81
Other Curriculum Improvements	4.79
Professional Development	4.78
Health & Athletics	4.53
Extra Curricular Activities	4.15

Please indicate how much of a priority expanding the World Language Program is for your family.

85% answered this question

Average priority number recorded: 54

Expanding World Language is a priority 0 - 50	354 Households	48.76%
Expanding World Language is a priority 51 - 100	372 Households	51.23%

Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the Middle School?

78% answered this question



# Language Options

## American Sign Language

Arabic

German

Hebrew

Hindi

Italian

Japanese

Latin

Mandarin

Portuguese

Russian

Urdu

None

# Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the Middle School?

Language Choice	Weighted Average Score
Mandarin	11.93
None	10.92
Latin	10.67

Which languages would you like to see offered if the District's World Language offerings were expanded beyond French, Latin, Mandarin, and Spanish at the High School?

75% answered this question



# Language Options

## American Sign Language

Arabic

German

Hebrew

Hindi

Italian

Japanese

Portuguese

Russian

Urdu

None



# Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the High School?

Language Choice	Weighted Average Score
None	9.91
German	9.44
American Sign Language	9.14

# Survey #3



# Survey #3: Students in Grades 6-11, October 5-13, 2016

## Purpose of the survey:

- To poll students as to their interest in adding an additional world language program

Current 6 -11 enrollment: 2263

Response Rate: 125 (5.5%)

Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the **Middle School**?

# Language Options

## American Sign Language

Arabic

German

Hebrew

Hindi

Italian

Japanese

Latin

Mandarin

Portuguese

Russian

Urdu

None



# Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the Middle School?

Language Choice	Weighted Average Score
American Sign Language	9.68
Italian	9.16
German	8.99

Which languages would you like to see offered if the District's World Language offerings were expanded beyond French, Latin, Mandarin, and Spanish at the High School?

# Language Options

## American Sign Language

Arabic

German

Hebrew

Hindi

Italian

Japanese

Portuguese

Russian

Urdu

None





# Which languages would you like to see offered if the District's World Language offerings were expanded beyond French and Spanish at the High School?

Language Choice	Weighted Average Score
American Sign Language	8.61
Italian	7.94
German	7.85

# Survey #4

# Survey #4: Parents of Grade 5 Students

## October 25-28, 2016

### Purpose of the survey:

- To get a more accurate count of probable 6th grade World Language choices from parents of current 5th grade students

Current 5th grade enrollment: 383

Response rate: 207 students' parents  
responded (54%)



Please select your **FIRST CHOICE**  
for 6th grade World Language

Language Choice	Percentage	Number
Spanish	68.6%	142
French	16.91%	35
Mandarin	14.49%	30

# Recommendations

# Recommendations

1. Maintain the current Scarsdale World Language offerings.



# Recommendations

Student interest in adding an additional Middle School language (beyond French and Spanish):

1st: American Sign Language

2nd: Italian

3rd: German

4th: Mandarin

# Recommendations

Parent survey results were somewhat different:

1st: Mandarin

2nd: “None” (no additional languages)

3rd: Latin

4th: German

# Recommendations

2. Increase the frequency of elementary Spanish instruction from two (out of six) days to three (out of six) days in the six-day rotation to strengthen proficiency.



# Recommendations

## Current:

Two 40-minute periods per 6-day rotation = 80 minutes per rotation, 2400 minutes/40 hours per year

## Recommendation:

Schedule Spanish three periods in a six-day rotation in grades 2-5: One 40-minute period and two 20-minute periods

# Recommendations

3. Consider offering before or after school World Language classes, sponsored by the District or the PTAs, that match students' expressed interests, such as American Sign Language (MS, HS), Italian (HS), and Mandarin (MS).





## World Language Program

- > Overview
- > Elementary Curriculum
- > Middle School Curriculum
- > High School Curriculum
- > Reports and Documents
- × Videos of Classroom Instruction
  - > Elementary Spanish Videos
  - > Middle School French Videos
  - > Middle School Spanish Videos
  - > High School French Videos
  - > High School Latin Videos

## Scarsdale's World Language Program

Oral proficiency and cultural understanding are the major goals of Scarsdale's World Language Program.

The program aims to develop globally competent students who exhibit the following skills as delineated in the ACTFL World Readiness Standards for Learning Languages:

- Communicate effectively in more than one language in order to share information, opinions, and feelings with others.
- Connect with other disciplines to acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the relationship between language and culture in order to interact with others using cultural competence and understanding.
- Compare and contrast the nature of their language and culture to the nature of the language and culture that they are studying.
- Communicate using cultural competence and understanding in multilingual situations and in multilingual communities locally and globally.

The World Language Department is committed to offering a program that meets the needs of all students. It is our belief that every student can learn a world language and develop the four language acquisition skills of listening, speaking, reading, and writing. Additionally, we promote creative and critical thinking skills, which assist students to problem solve in real life situations.

Our program recognizes the varying levels of student proficiency through its flexibility and variety





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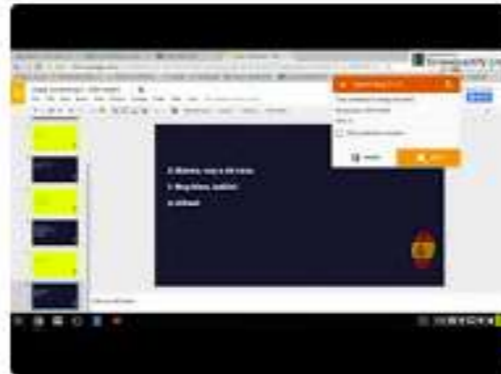
SpanishGrade02.MP4



SpanishGrade02.MP4



SpanishGrade03.mp4



SpanishGrade04.mp4



SpanishGrade05.mp4





**Steve Jackson**  
@srstevejackson

Letter Projects - Fountain 6  
[#scarsdalemspride](#) [#ScarsdaleWL](#)  
[pic.twitter.com/2SJztxpdvT](https://pic.twitter.com/2SJztxpdvT)

16 Nov 9:58am



**Steve Jackson**  
@srstevejackson

Letter Projects - Butler 6  
[#scarsdalemspride](#) [#ScarsdaleWL](#)  
[pic.twitter.com/nxdy7tumqO](https://pic.twitter.com/nxdy7tumqO)

16 Nov 1:21pm



**Javier Urena**  
@sr\_urena

Grado 6 Butler: Practicing vocabulary  
on Classroom Objects. Muy Bien!!!!  
[#scardalemspride](#) [#scarsdaleWL](#)  
[pic.twitter.com/oQKIGqc1gg](https://pic.twitter.com/oQKIGqc1gg)

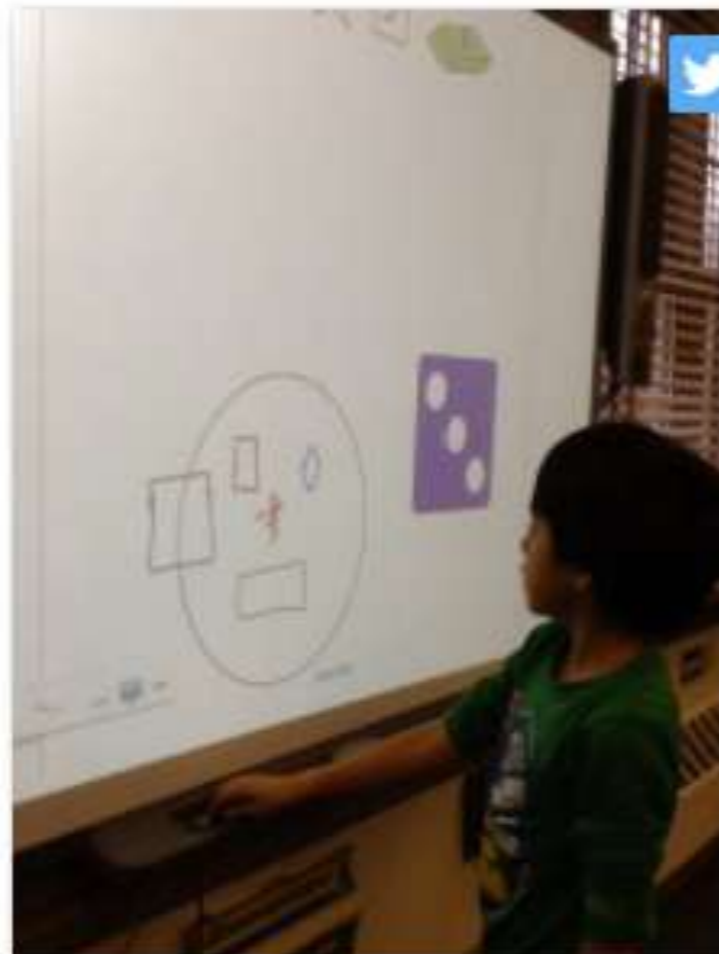
16 Nov 12:35pm



**Señor Johnson**  
@SenorJohnsonElm

@vivanroberthe Nos divertimos  
practicando con la extensión de Read  
& Write en Google Docs  
[#heathcotepride](#) [#heathcoteHabla](#)  
[#ScarsdaleWL](#)  
[pic.twitter.com/Qnf4fGrd4Z](https://pic.twitter.com/Qnf4fGrd4Z)

15 Nov 1:45pm



**Srta. Houston**  
@srtahouston

Playing a game to practice shapes in  
Spanish. Looks like there are future  
Picassos in @bmartin\_2nd !  
[#edgewoodproud](#) [#ScarsdaleWL](#)  
[pic.twitter.com/noumoza4cm](https://pic.twitter.com/noumoza4cm)



**Señor Johnson**  
@SenorJohnsonElm

¿Qué desayunas? 🍌🍌🍌🍌🍌  
[#HeathcotePride](#) [#heathcoteHabla](#)  
[#ScarsdaleWL](#)  
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