



6-8 World Language Action Plan Update

Public Schools of Brookline World Language Task Force (WLTF), 2023-2024

Teachers:

Marnie Weiss (French), Heather Pineault (French), Shenandoah Paun (Spanish), Colleen Boyle (Spanish), Xiaoxue Cao (Chinese)

Administrators:

Tanya Alvarado, Rachel Eio, Jodi Fortuna, Michelle Herman, Brian Denitzio

Recommendations from the K-8 WL Program Review



- Develop all K-8 world language curricula around a series of backward designed thematic units that identify unit performance objectives, performance assessment tasks, and anchor lessons.
- Expand collection of summative internal and external assessment data in order to document student growth in language learning.
- Expand external assessment opportunities in order to monitor student growth and make program adjustments.
- Use the Teacher Effectiveness for Language Learning (TELL) Framework and tools to prioritize high-leverage teaching practices that can be implemented by all world language teachers. p36
- Provide professional learning that allows teachers to develop a deep understanding of the ACTFL proficiency guidelines in order to make instructional decisions aligned with the expectation of the program.
- Develop embedded professional learning opportunities aligned to revised district expectations for lesson planning.

Recommendations from the K-8 WL Program Review



- The district should identify what the role and importance of the K-8 world language program are, and what its place is in the larger K-8 curriculum.
- Prioritize scheduling practices to allow world language teachers to excel in their jobs.
- Develop systems that provide language learning experiences that meet the needs of students with heritage or native speaker capabilities, students developing proficiency at different rates, or other identified students.
- Empower all stakeholders to support language learners success through collaboration and strategic communication.
- Establish policies and procedures to award the Seal of Biliteracy to Brookline students.

WLTF Prioritized Recommendations



Thematic Units	8
Assessment	2
External Assessment	0
TELL Framework	0
Professional Development	5
Lesson Planning	0
Role and Importance	3
Scheduling	4
Differentiation	3
Communication	1
Seal of Biliteracy	0

WLTF Prioritized Recommendations



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Seal of Biliteracy	0

Develop Thematic Units



Develop 6-8 world language curricula around a series of backward designed thematic units that identify unit performance objectives, performance assessment tasks, and anchor lessons. p27

- Identifying performance targets for all three modes of communication to guide the curriculum development process. When developing targets, consider the differences in receptive vs. productive skills.
- Developing a language independent curriculum that can be applied within cultural context of any language. Using a common curriculum development process and following the principles of backward design facilitates the sharing of units, instructional strategies, and quality materials across grade levels and languages.
- Developing K-5 thematic units of study that make direct connections to state and local content standards will provide learning extension and differentiation opportunities for learners across all content areas and increase the overall value of the program to the K-8 curriculum.
- Developing middle school thematic units that build on the existing language skills of the incoming 6th graders.
- Identifying opportunities for differentiation to address the needs of heritage language learners in the program within each thematic unit.
- Standardizing all curriculum documents so that all program stakeholders have easy access and can support outcomes of the program.

6-8 World Language Action Plan

Action I: Develop Thematic Units



Goal:

- Over the next 9 years, the WL department will develop 4 backwards-designed and language-independent thematic units for each grade level.

Action Steps:

- By June of SY24, identify the performance targets for each grade level across all skills.
- Each year, use the unit template provided by PEARLL to develop units - the template will include opportunities for differentiation for heritage speakers.
- By June of each year, establish a summer curriculum writing calendar and team with representatives from each language and level 2 teachers from BHS.
- By June of each year, WL coordinator identifies potential curricular connections with other content area coordinators to inform best potential themes/connections for each grade level.
- By August of each year, 2 new units will be developed for a pilot implementation, beginning with grade 6.

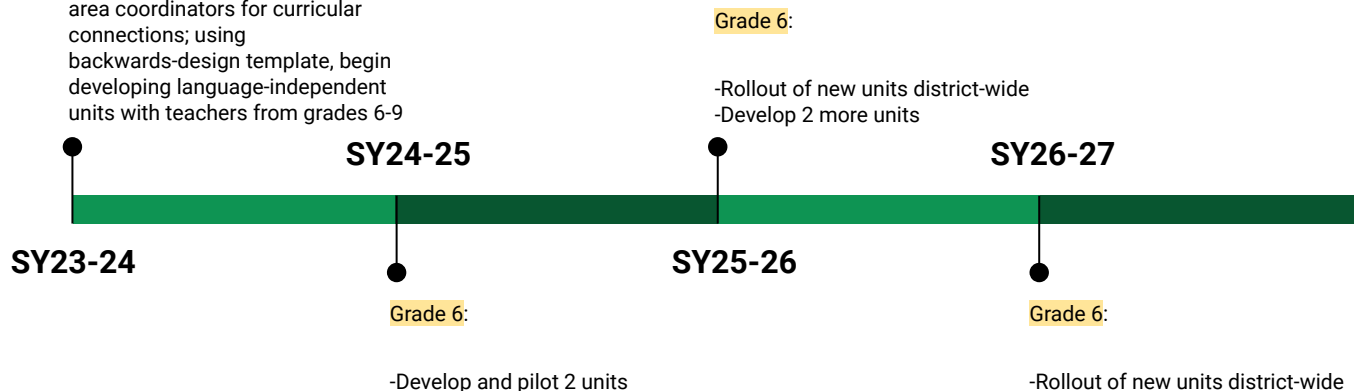
6-8 World Language Action Plan

Timeline of Thematic Units



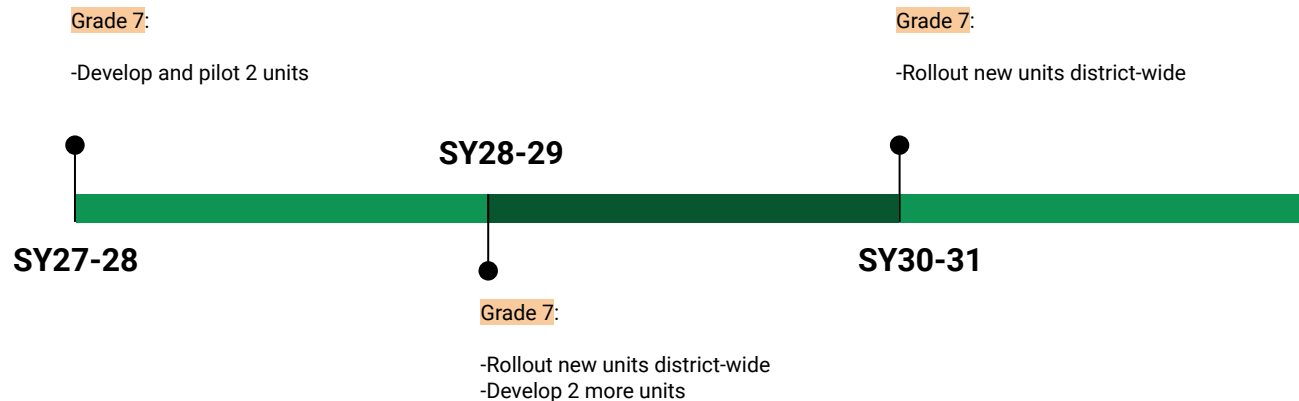
Identify performance targets 6-8

June check-ins with other content area coordinators for curricular connections; using backwards-design template, begin developing language-independent units with teachers from grades 6-9



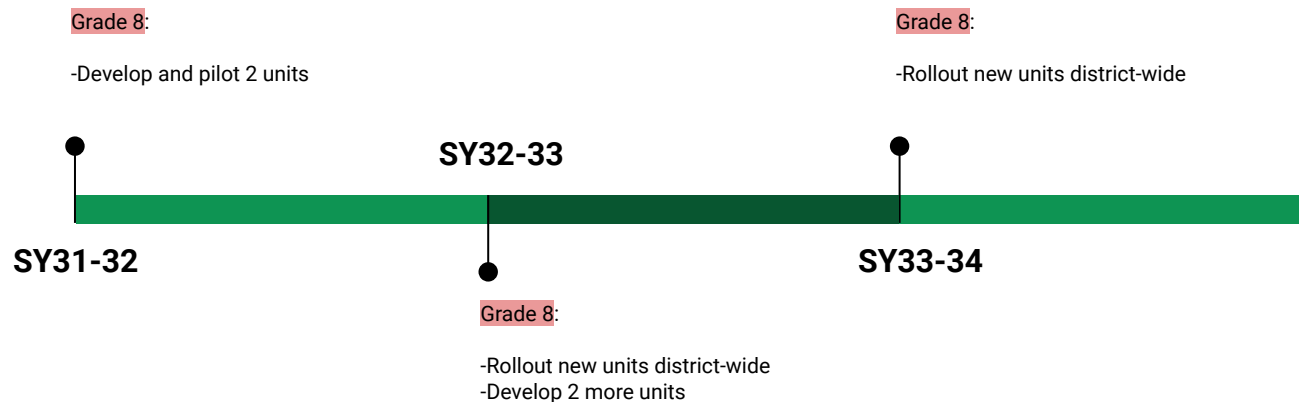
6-8 World Language Action Plan

Timeline of Thematic Units



6-8 World Language Action Plan

Timeline of Thematic Units



WL Review Recommendation

Provide PD



Provide professional learning that allows teachers to develop a deep understanding of the ACTFL proficiency guidelines in order to make instructional decisions aligned with the expectation of the program. p39

- Providing proficiency training to K-8 world language that teachers in the district's high school are currently completing.
- Providing training on the use of the NCSSFL-ACTFL Can-Do Statements and the Massachusetts Curriculum Framework for World Languages.
- Clarifying the differences in proficiency and performance and their impact on curriculum planning and instructional choices.
- Establishing an annual review of student work at program transition points to establish interrater reliability among the teachers when evaluating student work samples.

6-8 World Language Action Plan

Action II: Provide Professional Development

Goal:

- By SY27-28, the 6-8 World Language department will provide a series of professional development opportunities to support teachers to develop a deep understanding of the ACTFL proficiency guidelines in order to make instructional decisions aligning to the expectation of the program.

Action Steps:

- In SY25, provide 6-8 WL teachers with the [Avant ADVANCE](#) proficiency training to align to 9-12 WL trainings in SY24.
- In SY25, provide training on the use of the NCSSFL-ACTFL Can-Do Statements and the Massachusetts Curriculum Framework for World Languages.
- In SY25, clarify the differences in proficiency and performance and their impact on curriculum planning and instructional choices via new formatting of performance targets.
- Establish an annual review of student work at program transition points to establish interrater reliability among the teachers when evaluating student work samples.
 - In SY26, begin annual review of student work reflecting new units in quarter 4 of grade 6.
 - In SY27, begin annual review of student work reflecting new units in quarter 2 of grade 7.
 - In SY28, begin annual review of student work reflecting new units in quarter 1 of grade 8.

Scheduling



Prioritize scheduling practices to allow world language teachers to excel in their jobs. p13

- Limiting as much as possible, the number of grade levels a teacher is assigned during a given academic year. With a smaller number of distinct lessons to prepare, teachers will be able to devote more attention to each one; additionally, teachers teaching a smaller number of grades will be more likely to be able to join grade-level meetings.
- Avoiding, as much as possible, frequent changes in teachers' grade level assignments from year to year so that teachers can refine their teaching of the curriculum, rather than learning a new grade level of the curriculum every year.
- Simplifying teacher assignments by adjusting class schedules, reducing the number of different schedules for different grades. Currently four different world language schedules for different grades.

6-8 World Language Action Plan

Action IV: WLTF Recommendation on Scheduling



The World Language Task Force recommends that district decision-makers take the following action steps to allow WL teachers to excel in their jobs, and welcomes additional actions to support this recommendation.

Action Steps:

- Schedule WL teachers to attend middle school common planning time.
- Ensure that WL teachers are included on emails, and in events, for middle school staff.
- Release WL teachers from duties in recognition of having three grade levels (thirteen 45-minute lessons each week).
- Provide 1.0 FTE to ensure every teacher has no more than 5 sections.
- If teachers must have 6 sections, principals can confer with teachers to find out if their preferences for grade 6 scheduling are possible (ie. placement of two 6th grades on same days).
- Traveling teachers: avoid 6 sections and duties; schedule for the same grade levels across schools; travel time must be adequate and separate from lunch/prep; travel only once per day.
- In larger schools, implement horizontal sectioning to reduce the amount of grade levels for WL teachers.

Role and Importance



The district should identify what the role and importance of the K-8 world language program are, and what its place is in the larger K-8 curriculum. p9

- If the district wants to continue to consider its world language program a signature of the district, it needs to be included in the overall vision for teaching and learning, and messages about the standing and value of the program need to be clear to all stakeholders, from students to principals.

6-8 World Language Action Plan

Action III: WLTF Recommendation on the Role and Importance of WL



The World Language Task Force recommends that district decision-makers take the following action steps to define the role and importance of WL and its place in the larger middle school curriculum, and welcomes additional actions to support this recommendation.

Action Steps:

- As a core content area, 6th grade WL should be increased to 5x's per week.
- WL teachers should be included as part of the core middle school team.
- Consider the terminology the district uses for 'core' and 'specials' curriculum areas.

Differentiation



Develop systems that provide language learning experiences that meet the needs of students with heritage or native speaker capabilities, students developing proficiency at different rates, or other identified students. p17

- Establishing and following a transparent process (involving input from the student and parents) for determining the best timing for IEP and ESL pull-outs, so that world language class is not automatically the default time for pull-outs. Document the implementation of this process in a way that is accessible to parents and to all of the student's teachers, including their world language teacher.
- Identifying curricular extensions and teacher resources to address the needs of heritage language learners.

6-8 World Language Action Plan

V. WLTF Recommendation on Differentiation - TBD



The World Language Task Force recommends that district decision-makers take the following action steps to meet the diverse needs of students, and welcomes additional actions to support this recommendation.

Action Steps:

- TBD in upcoming WLTF meeting