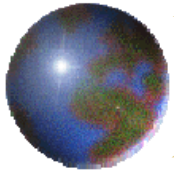


# ***Bedford Public Schools***

## **FOREIGN LANGUAGE PROGRAM REVIEW: *Grades 3-12***

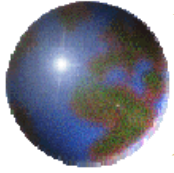
Report of the Visiting Team:

April 13, 2010



# *Agenda*

1. Visiting Team Members
2. Program Review Process
3. Structure for the Visit: Answer the Essential Questions.
4. Highlights from the Visiting Team Report: Commendations and Recommendations
5. Questions

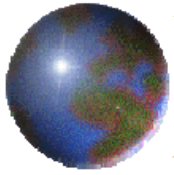


## *Visiting Team Members*

### **Janice Darias, Chair**

Acting Assistant Superintendent, Foreign Language Chair,  
Belmont Public Schools

- **Timothy Eagan:** Director of Classical and Modern Languages, Wellesley Public Schools
- **Dr. Cortland Mathers:** Director of World Languages. Weston Public Schools
- **Ines Rodriguez-Digon:** Foreign Language Teacher, Concord Middle School



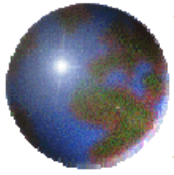
# *Program Review Process*

- **Step 1: Complete Self-study**

- **Step 2: Conduct Peer Review**

- **Visiting Team Dates:** March 1, 2 and 4, 2010. This was the second step in the three-part Program Review Process (PRP) described in the Bedford Public Schools Guidelines for Program Review

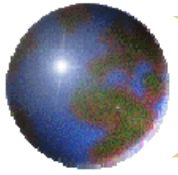
- **Step 3: Develop an Action Plan**



## *Visiting Team Meetings*

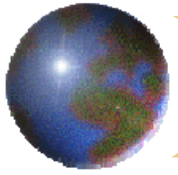
### Participant Groups for Site Visit:

- District and building administrators.
- Foreign Language teachers from all three schools.
- Foreign Language Program Director.
- Guidance counselors, METCO Director.
- Integration specialists.
- Special Education teachers.
- Parents with students at all levels of the program.
- Middle and high school students.



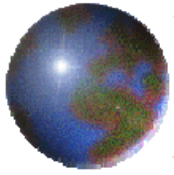
# *Essential Questions Posed to the Visiting Team*

1. How can we continue to improve curricular transitions system-wide?
2. How effectively do our respective curricula integrate the five C's as explained in the Massachusetts Foreign Language Curriculum Framework?
3. How well does the variety/range of assessments we use allow students to demonstrate their knowledge?
4. How well do our present course offerings reflect our interest in providing a global perspective for our students?
5. How well do our instructional practices meet the needs of all students?



## *Essential Questions Posed to the Visiting Team*

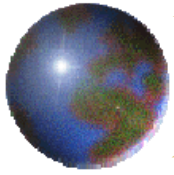
6. How sustainable are our range of courses and our leveling practices grades 3-12?
7. How well are we preparing our students to use their foreign language skills in real world settings?
8. How well are we integrating technology into our foreign language program?
9. To what extent do the existing units of study appropriately support students' language development for students at the Lane School?
10. How well is the BHS foreign language program promoting meeting the school-wide expectations in our new mission statement?



## *Transitions Among Language Levels: General Commendations*

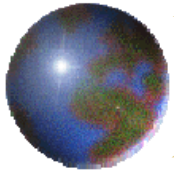
- High level of **System-wide Support** for Foreign Languages.
- Strong departmental **leadership**.
- **Dedication, content knowledge** and **collaboration** among department members.
- Travel opportunities that support **Real World use** of Languages.
- Emphasis on **Higher Order Thinking** and **Active Learning**.





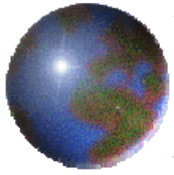
## *Transitions Among Language Levels: General Commendations*

- Curricular documentation (based on UBD) facilitating horizontal and vertical articulation.
- Level of Collaboration across the district among department members.
- Strong culture of collaboration fostered in the schools.



# *Transitions Among Language Levels: Recommendations*

- Review the curriculum in Grades 6-8 to avoid repetition.
- Add culturally themed units incorporating skills learned in Grades 3-5.
- Increase teacher to teacher observations.
- Create placement tests to ease transitions for students entering BHS at Grade 9.



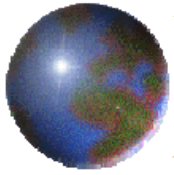
## *Integration of Frameworks:* Communication, Connections, Comparisons

### ✚ **Commendation**

- ▣ Extensive use of Target Language at all levels.

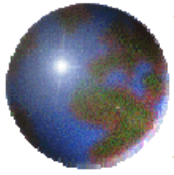
### ✚ **Recommendations**

- ▣ Strengthen cultural studies, expanding on material presented in the Textbook.
- ▣ Seek more opportunities for contact with language groups outside the schools .



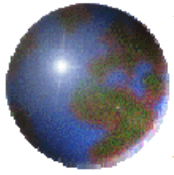
## *Instructional Practices/Assessment: Commendations*

- Faculty commitment to meet the needs of all learners.
- Strong FLES curriculum offered in Lane School.
- Use of Student Assessment Portfolios at Lane and JGMS.



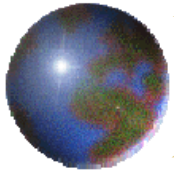
# *Instructional Practices/Assessment: Recommendations*

- Expand faculty ability to differentiate instruction, particularly at JGMS and beginning level courses at BHS.
- Develop Common Formative Assessments.
- Develop Summative Assessment for end of Grade 3-5 and 6-8 sequences.



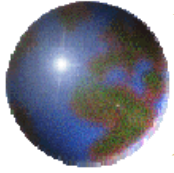
## *Use of Technology: Commendations*

- Use of technology at JGMS and BHS to Differentiate Instruction.
- Effective use of a variety of tools to reinforce skills development and authentic communication.
- Support of the Technology Integration Specialists in all schools and the Language Lab Assistant at BHS.



## *Use of Technology: Recommendations*

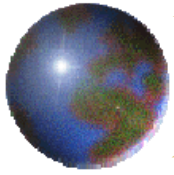
- Tap expertise of teachers who use technology to develop common practices in all classes.
- Add SmartBoards to all classrooms at JGMS where Foreign Language is taught.
- Ensure consistent availability of technology at Lane School.
- Provide access to *YouTube* at JGMS and BHS.



## *Course Offerings: Commendations*

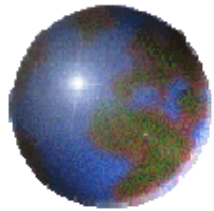
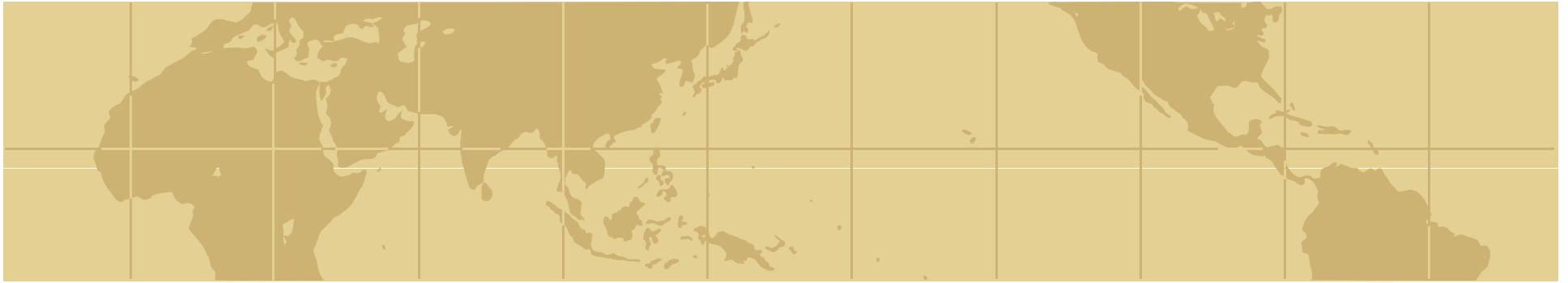
- Range of offerings district-wide.
- Creativity in offerings, particularly at the advanced levels at BHS.





## *Course Offerings: Recommendations*

- Consider the addition of **Mandarin** as a language offering beginning in Grade 6.
- Reconsider dual language offering at Lane School.
- Develop a protocol for placing **ELL Students** at BHS.
- Review policy allowing students to change language in Middle School.
- Offer **French 1/2** in alternate years at BHS.



## *From the Visiting Team Report.....*

*You are to be commended for the professional preparation and extensive documentation leading up to our visit, and for the planning of our three days here. We were warmly received and welcomed by all, and were thus able to learn a great deal about your foreign language program even in this short period of time.*