

HIGH SCHOOL

Essential Question #1: How can we continue to improve curricular transitions system-wide?

Findings/Commendations	Recommendations	Action Plan
1. We commend the high school curriculum for validating the preparation students receive in grades 3-8, which results in students entering the third year course at Bedford High School. We also commend the high school faculty for creating courses for seniors that engage them in relevant topics while continuing to develop their linguistic and cultural proficiency.	1. Create placement tests to ease the transition for students entering Bedford High School from Hanscom Middle School. This could also be used for students entering Bedford High School from other districts.	

Essential Question #3: How well does the variety/range of assessments we use allow students to demonstrate their knowledge?

Findings/Commendations	Recommendations	Action Plan
1. We commend the use of technology to conduct oral assessments (using the computer labs at the middle school and the language lab at the high school).		

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Essential Question #5: How well do our instructional practices meet the needs of all students?

Findings/Commendations	Recommendations	Action Plan
	1. Repair and maintain the language lab at the high school to support and increase the capacity to use technology.	

Essential Question #6: How sustainable are our range of courses and our leveling practices grades 3-12?

Findings/Commendations	Recommendations	Action Plan
1. We commend the high school foreign language teachers and the Program Director for their creativity in developing the range of courses offered at the advanced levels of French, Latin and Spanish.	1. Offer French 1 at Bedford High School every other year, alternating with French 2. This would address the issue of having to combine these courses due to low enrollment, while still maintaining an entry point for beginning French at the high school. If a student wanted to select French 1 in a year when it wasn't offered, he could take a summer school course in order to prepare to take the French 2 course.	

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Essential Question #7: How well are we preparing our students to use their foreign language skills in real world settings?

Findings/Commendations	Recommendations	Action Plan
1. We commend the foreign language teachers and the Program Director for travel opportunities available to high school students.	1. Explore the possibility of exchange programs, including short- and long-term stays, to expand the learning opportunities for students.	

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Essential Question #8: How well are we integrating technology into our foreign language program?

Findings/Commendations	Recommendations	Action Plan
<p>1. We commend the middle and high school foreign language teachers for their use of the technology tools available to them; the language lab, SMART boards, computer labs, Moddle, Voice Thread. They are very effective tools to facilitate students' practice of new language structures and application/demonstration of these skills to read, write, listen and speak. We recommend tapping the expertise of the teachers using these tools to make common practice in all foreign language classes.</p>	<p>1. Inspect the language lab at the high school to determine the cause of the problems impeding its full use (wiring, headsets, other hardware?), and then make the repairs necessary so that students can benefit from the technology.</p>	
	<p>2. Allow teachers and students at the middle and high school access to YOU Tube. There are many videos that teachers can use in instruction to promote authentic communication. These are materials created by native speakers for native speakers, and allow our students to "travel" virtually and apply what they are learning both in terms of the language and the culture. In Belmont, Concord, Wellesley and Weston teachers and students are able to have access to this resource.</p>	

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Essential Question #10: How well is the BHS foreign language program promoting/meeting the school-wide expectations in our new mission statement.

1. We commend the high school foreign language teachers and the Program Director for the UBD's that link the learning experiences to the school-wide expectations. They document explicitly how Bedford High School students demonstrate mastery of these expectations in their foreign language courses.

2. We commend the emphasis on critical thinking and active learning, both outlined in the UBD's and demonstrated in the classes observed during the visit.