

BVSD World Language Curriculum Council

Superintendent's Conference Room
BVSD Education Center
Monday, October 19, 2009, 4:30 – 6:30 pm

Minutes

In attendance:

1. Elisabeth Denizot, French, Boulder HS
2. Helena Shirai, German, Boulder HS
3. Katie Dickinson, Spanish, Eldorado K8
4. Lena Carroll, Spanish, Broomfield HS
5. Lisa Hanckel, Spanish, Arapahoe Ridge HS
6. Lynn Gibert, Latin, Fairview HS
7. Mary O'Brien, French, Broomfield HS
8. Michael Kleinkopf, Japanese, Boulder HS
9. Stephen Goettsche, Spanish, Summit MS Charter
10. Victoria Gao, Chinese, Fairview HS
11. David Burrous, World Languages Consultant, Ed. Center

What is a Content Area Curriculum Council?

Content specific stakeholder groups that facilitate communication between the field and the central office, inform decision and help provide vision in the areas of curriculum, instruction, professional development and assessment.

- *Review the Curriculum Essentials Document (CED)*
- *Review proposed new courses*
- *Review existing courses/course numbers*
- *Information about state and national trends-review changes to state standards*
- *Review trends in district data*
- *Review exemplars of units and curriculum maps and supporting materials for district-wide publication*
- *Guide professional development plans*

New World Language State Content Standards

Question: Do we have new state World Language Standards?

Answer: New Colorado State World Language Content Standards are currently being proposed. They have not been approved yet by the State Board of Education. They are available for viewing at:
<http://www.cde.state.co.us/cdeassess/UAS/DRAFTS/World%20Languages%20Tour%20Draft%2010.2.2009.pdf>

Question: How many World Language Standards do we currently have?

Answer: The State of Colorado currently has 2 World Language Standards:

1. **Communication**
2. **Culture**

Question: What will the new Standards look like?

Answer: The new state document proposes 5 Standards:

1. **Communication** in languages other than English
2. Knowledge and Understanding of Other **Cultures**
3. **Connections** with Other Disciplines and Information Acquisition

4. **Comparisons** to Develop Insight into the Nature of Language and Culture
5. Participation in Multilingual **Communities** at Home and Around the World

Question: Will the current Curriculum Essentials Document need to be modified if the proposed State Standards are approved by the State Board of Education?

Answer: If they are approved for the next academic school year it is possible that there will be some changes made to the current Curriculum Essentials Document. The good thing is that we are already teaching to the Communication and Culture Standards. Connections, Comparisons, and Communities will have to be added in.

Curriculum Essentials Document

Question: Why didn't we receive a copy of the World Languages Curriculum Essentials Document (C.E.D.) at the beginning of the year?

Answer: The World Languages C.E.D. was approved by the Board of Education one (1) year prior to the other subjects. And, due to the fact that the W.L. guide contains 6 different languages plus ASL, Levels I-IV, it didn't make sense to have all languages at all levels printed and distributed to all teachers. Therefore, all languages and levels are listed on the World Languages website at: <http://bvsd.org/curriculum/worldlanguages/Pages/courseoutline.aspx>. Teachers can download whichever languages and levels that they want. The entire curriculum guide is also listed on that website.

Question: What are the expectations regarding the Design Templates that were distributed at the September 18th meeting?

Answer: This is the information that Principals were asked to share with their staffs.

9/25/09 Dr. Miller-Brown:

Curriculum Essentials Document

*Chief Academic Officer, Dr. Miller-Brown described this year as an awareness year. The expectation is that **each semester, elementary and middle level teachers will increase their awareness of the curriculum Essentials Document (CED) by designing and teaching one unit using a template from the CED binder. By second semester, High School teachers are expected to implement the course syllabus template in all of their courses.***

Question: How do we use the design templates distributed at the September 18th meeting when there is a discrepancy between the vocabulary of the CED and the templates?

Answer: David will meet with Chief Academic Officer to discuss this problem. He will find out if it is possible to develop a Unit Design Template without the vocabulary discrepancy.

District Assessments

Question: Why doesn't the District assess students in all levels and all standards?

Answer: It would be very expensive to create comprehensive assessments at every level. And, the state mandates that subjects that are not included in CSAP testing are to be assessed at each level in at least one standard.

continued

Question: Who decided that Listening would be assessed at Level I, Speaking at Level II, Reading at Level III, and Writing at Level IV?

Answer: Writing teams made up of BVSD teachers designed the assessments and determined at which levels they would be administered. In terms of how a child learns her/his own language it is the same order as the assessments: listening, speaking, reading, writing.

Level I Listening Assessment

Question: Can the Listening Assessment be re-done?

Answer: There are no monies available this year to re-do the Listening Assessment. It is very expensive to pay teachers to design a new assessment, hire pairs of natives speakers, schedule studio time, and produce new CDs.

Level II Speaking Assessment

Question: Why don't we change the Speaking Assessment to make it easier for some students?

Answer: Teachers should make modifications to any assessment based upon the 504 or ILP plans of the individual students. Teachers who are unsure about how to make these modifications should check with their school's special ed. teacher for suggestions about how to implement them.

Question: Can we change some of the prompts?

Answer: Yes. Contact David if you would like to work on this.

Level III Reading Assessment and Level IV Writing Assessment

Question: Who designed the Reading and Writing Assessments?

Answer: A group of BVSD World Language teachers, who volunteered for the project, designed the assessments. All teachers were invited to participate.

Question: Why are the Reading and Writing Assessments administered in the middle of the year instead of the end of the year?

Answer: Some W.L. teachers teach more than one level. The idea was to spread the assessments out so that these teachers would not have 4 assessments to administer at the end of the year. Also, the W.L. Consultant only works part-time and it would not be physically possible to organize, distribute, collect, and design reports for 4 different assessments at the same time of year.

Question: Can we re-design the Reading and Writing Assessments?

Answer: Budgets are incredibly tight. There are no monies available this year to redesign the assessments.

Next Meetings:

- January 26, Southern Hills MS
- March 8, Southern Hills MS