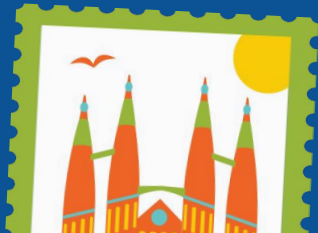


K-12 World Languages Department Update



World Languages Review Committee

- **Maria Zachery (WL Coordinator)**
- **Diana Chiodi (CES, Spanish)**
- **Jenn Ferreira (BMS, Spanish)**
- **Suzie Minogue (LLS, Spanish)**
- **Sarah O'Mahoney (BMS, Spanish)**
- **Maria Tomblin (BMS, Spanish)**
- **Liubov Ulianova (SHS, German)**

Overview

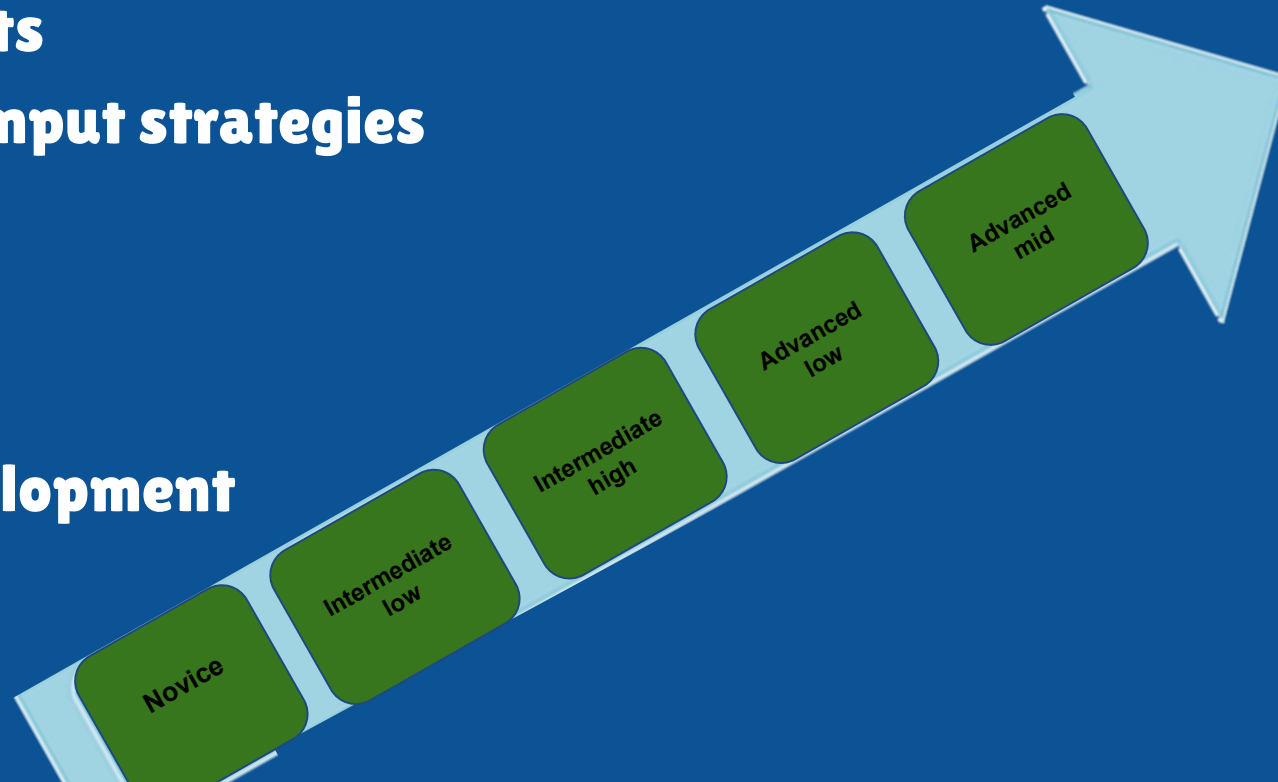
- **History of the program**
- **Mission statement**
- **Department goals**
- **Next steps**
 - **Communication plan**
 - **Identifying measurable goals**
 - **Professional development**

Summary of Process

- **K–12 Spanish program Review**
- **Professional Development Plan**
- **Committee Met**
- **Shared with the K–12 World Language department**
- **3–5 year plan**
- **Feedback and Input**

History of Proficiency – Based Work

- **ACTFL proficiency–based benchmarks**
- **Can–do statements**
- **Comprehensible Input strategies**
- **UbD units**
- **PBA and Rubrics**
- **Common Ground**
- **Professional development**



Achievements



- **Seal of Biliteracy**
- **Advanced Placement exams**
- **National Honor Societies**
- **World Language Department Awards**
- **World Language Week at BMS, CMS and SHS**



Our Mission

**Why do we
need it?**

**To reach our
common goals.**

**How did we
build it?**

**We brainstormed,
studied and
fine-tuned.**

**What will we do
to accomplish it?**

**We strive for
continuous
improvement.**

Our Mission

Our mission is to equip students with the linguistic and cultural competencies to actively contribute, collaborate and thrive as global citizens.

Priority Goals: (2023–2024)

- **Create a strategic planning team (WL Review Committee)**
- **Develop proficiency targets**
- **Provide professional development**
- **Design a communication plan for the community**

Priority Goals beyond 2024

- **Needs assessment**
- **Opportunities within the community**

Professional Development Plan

- **Create stronger teacher efficacy**
- **Deeper understanding of proficiency**
- **Highly effective and engaging practices**
- **Stronger alignment in and across programs**

An emphasis on

- **Proficiency-driven practice**
 - **Applying the ACTFL proficiency guidelines**
 - **Ensure real world relevance and use of the target language**
- **Assessment development**
 - **Designing better assessments**
 - **Reflect on instructional practices**
 - **Inter-rater reliability**

Continued emphasis on

- **Data analysis**
 - **Allows us to accelerate student learning**
 - **Identify students' strengths and weaknesses in order to best adjust instruction**
- **Strategic Lesson Planning**
 - **Effective and engaging language learning strategies in all four skills**
 - **Creating innovative curriculum**
 - **Alignment of proficiency and class expectations**

Next Steps

- **Ongoing professional development**
 - **Reflecting on professional learning**
 - **Performance-based practices**
 - **An engaging classroom environment**
 - **Proficiency through instructional practices**
 - **Measuring student success**