

**MAKING THE SHIFT:
SUPPORTING WORLD LANGUAGE TEACHERS IN MOVING TO A
COMMUNICATIVE CURRICULUM**

A Record of Study

by

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ABSTRACT

Within the context of a public school district at the middle and high school levels, this study investigates the problem of world language teachers struggling to shift their instructional practice to promote communicative competence through a curriculum focused on student proficiency development in the target language, and addresses the problem by using a study group and collaborative curriculum writing model. Although previous research has supported the rationale behind a shift in instructional focus in the world language classroom, this study is novel in using curriculum design as a model for professional development. Teachers' beliefs about curriculum were surveyed to ascertain if a shift in these beliefs occurred as a result of participation in the study. Seven teachers participated in the study, representing teachers of Spanish, Mandarin, and Latin. Using mixed methods, qualitative and quantitative data were collected through a series of three surveys, and supporting documentation in the form of the researcher's journal, meeting notes, and sample units was collected. Results indicate a positive shift in teacher beliefs about curriculum, with the model implemented being perceived as an effective and positive experience, and final curriculum units created as a result of the study document a shift to a thematic-based curriculum that makes purposeful communication a central focus. The model could be replicated in similar districts to develop the ability of world language teachers to revise curriculum.

DEDICATION

To my three children, Adrien, Emma, and Mae, and my husband, Romain, for their love and support, and to my parents, Bruce and Maura, for instilling in me a love of education. All done...no more degrees!

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NOMENCLATURE

ACTFL	American Council for the Teaching of Foreign Languages
AP	Advanced Placement
IPA	Integrated Performance Assessment
IRB	Institutional Review Board
PD	Professional Development
PLC	Professional Learning Community

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CHAPTER I

INTRODUCTION

Problem

Over the last three decades, the world language profession has been undergoing a “paradigm shift...focusing less on students being able to talk and write *about* language and more on students being able to *use* language in real-life contexts” (Duncan, 2014, p. 18). With the launch of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (ACTFL, Inc., 1989), national guidelines were developed for world languages and the shift in focus of instruction and assessment was outlined: “these guidelines identify stages of proficiency...they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired” (p. 1). The ACTFL Proficiency Guidelines (ACTFL, Inc., 1989) launched a so-called revolution in communicative language teaching—moving teachers from direct grammar instruction where the emphasis was on learning how a language worked to instructional practices that supported student communication and proficiency development in the language. However, Whitley (1993) dubs the movement an “incomplete revolution,” and notes that “most teachers only have a vague notion of what [communicative language teaching] entails,” and that “visits to their classrooms often reveal a continuing reliance on earlier or idiosyncratic approaches, and even a determined preference for them” (p. 137). While there is ample research to support the superiority of communicative and proficiency-based language teaching over grammar-translation and drill-based learning in terms of

student achievement (Oxford et al, 1989; Lee & VanPatten, 2003; Wong & VanPatten, 2008), as well as an abundance of workshops and conferences available to teachers that stress its importance and provide strategies for implementation, many teachers continue to use outdated methods of language instruction, struggling to fully embrace or believe in the shift. Furthermore, foreign language teachers who are non-native teachers of the language “may feel ‘deficient’ in their language skills” and unable to conduct a lesson entirely in the target language (Hertel & Sunderman, 2009, p. 469). According to the ACTFL Program Standards (2002), foreign language teachers must achieve an “Advanced Low” rating on the ACTFL proficiency scale in order to successfully conduct the class in the target language (p. 6).

Although ACTFL has published a guideline on curriculum development along with some sample units to guide teachers and districts (Clementi & Terrill, 2013), few states have adopted model world language curriculum units to support teachers. In Massachusetts, the Department of Elementary and Secondary Education launched Model Curriculum Units (MCUs) in early 2014 with the goal of “help[ing] educators with implementation of Massachusetts Curriculum Frameworks” (Massachusetts Department of Elementary and Secondary Education, 2014a). World languages, however, were not included in this initiative.

In Arbor Public Schools (pseudonym), Massachusetts, significant progress has been made in recent years to revise curriculum in upper level courses that emphasize language use in authentic contexts and with authentic materials (defined as materials created by native speakers for native speakers). In beginning language courses, however, the textbook remains the driving force behind the curriculum. Teachers recognize and

acknowledge that the textbook does not always meet students' needs or interests. Teachers have expressed frustration at needing to keep up with other teachers of the same section, understanding the pace is not meeting the needs of their students. There is also a high attrition rate in the world language program, with almost 70% of students not continuing language studies when comparing beginning and upper level courses. While a causal relationship cannot be assumed, there is an indication for needed improvement.

Context

Arbor Public Schools are located in Arbor, MA, a mid-sized town just outside of Boston. The total population of the town was 42,844 in 2010 with a racial distribution of 85.7% white, 8.3% Asian, 2.4% black or African American, and mixed race, Hispanic, or other making up the remaining percent (Arbor Master Plan Draft Interim Report, 2010). The population of the town is highly educated, with 64% of residents over the age of 25 holding a Bachelor's degree—higher than the state average of 38.7%—and 35% of residents over 25 hold a graduate degree, which is also higher than the state average (Arbor Master Plan Draft Interim Report, 2010). Adjacent to Boston, Arbor often attracts white collar professionals seeking a good school system for their children. The enrollment in the public school system has been on the rise, with almost 300 new students enrolled in the summer of 2014—a significant increase and almost doubling predictions. Arbor High School serves 1,185 students in grades 9-12.

The state ranks Arbor High School as high performing. In 10th grade Massachusetts Comprehensive Assessment System (MCAS) data from 2013, 98% of Arbor High School students scored as proficient or higher in English Language Arts

(compared to 91% of students state-wide), 92% scored proficient or higher in Mathematics (compared to 80% state-wide), and 89% scored proficient or higher in Science and Technology/Engineering (compared to 71% state-wide) (Massachusetts Department of Elementary and Secondary Education, 2014b).

Arbor Public Schools offers a 6-12 World Language program, with almost all students taking an “Exploratory” language in 6th grade, then choosing one language in 7th grade, which they must continue in 8th grade. In the middle school, students have a choice of four languages: French, Latin, Mandarin, or Spanish. When students enter Arbor High School, they may continue with the language they began in the middle school, or switch to a new language. There are five languages to choose from at the high school: French, Italian, Latin, Mandarin, or Spanish. There is a two-year (non-sequential) language graduation requirement, with limited exceptions for students with special needs.

There are 19 full- and part-time world language teachers in the middle and high school. The researcher is the World Language Director and is responsible for the supervision and evaluation of all teachers in the department. The high school and middle school principals contribute to the evaluation of teachers, and are ultimately responsible for the hiring and firing of all teachers in the school. Of the modern language teachers, three are native speakers of the language (one high school French teacher and two high school Spanish teachers). All other teachers are non-native teachers of the language they teach, however, they all have high proficiency in their language, and would be considered Advanced Low or higher on the ACTFL proficiency scale.

The curricula for all World Language courses were revised in 2011, with a few courses revised in more recent years. In level 1-3 courses, the textbook was used as the

basis of the curriculum. In level 4 and 5 courses, no textbook was used, and these courses were designed to rely solely on authentic materials. Teachers are typically given summer pay time to work independently on curriculum revision, with no teachers in the past four years ever working in pairs or groups. The district has been using an online curriculum mapping software for the past five years, but is in the process of moving all curriculum materials to GoogleDrive.

Students who complete the full World Language course sequence and take level 5 tend to score well on the Advanced Placement (AP) exam, administered by the College Board (The College Board, 2015). AP scores range from 1 to 5, and in May, 2014, the average score in Arbor High School was 4.167 for the AP French Language & Culture exam, 3.417 for the AP Latin exam, and 3.375 for the AP Spanish Language & Culture exam.

Initial Understanding

Initial belief by the researcher was that—despite research showing that students make more progress in language learning when the emphasis is on proficiency and communication—teachers have been unable to shift their teaching methods due to lack of professional development. ACTFL defines proficiency in its guidelines as, “what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context” (ACTFL, 2012). The researcher believed that teachers understood that they should be teaching “differently,” but did not know what “differently” really meant. If teachers were able to teach more effectively for communication and proficiency development, students would likely be

more successful and feel that they were making more progress in learning the language. There was no initial anticipation of a major curriculum overhaul as part of this research project, however conversations with the various stakeholders led the researcher to a deeper understanding of the problem that required a more substantial solution.

Relevant History of the Problem

In the four years the researcher has been World Language Director in Arbor, department meeting time has regularly been spent discussing best practices generally focused on student-centered activities that develop students' communication skills. Teachers have been supported to attend at least one professional conference or workshop per year, and for the past two years, teachers have worked in small groups during district-supported professional learning community (PLC) time. Some of the topics that PLC groups have focused on are integrating authentic materials, teaching in the target language, differentiating instruction, and implementing vertical alignment with Advanced Placement (AP) courses. Through teacher evaluations, teachers have been supported individually to develop strategies for placing a stronger emphasis on communication and proficiency development.

Stakeholders

The stakeholder groups for this problem are teachers, district administrators, and students. Teachers are responsible for implementing the curriculum and choosing appropriate instructional strategies to support students. Relying heavily on the textbook-based curriculum, teachers are aware that they are not meeting students' needs, but feel

pressure to keep up with other teachers who are teaching the same course. District administrators are the assistant superintendent, the principals, and the World Language Director. Overseeing and evaluating curriculum development, these district administrators want students to achieve at high levels in the language program, and appropriately support the program through budget allocation. Students experience the curriculum and instructional methods that teachers use in class.

The researcher has spoken to teachers and the district administrators about the problem, and found from teachers and the high school principal that there is a strong sense of “obligation to organization.” Detailed summaries of these conversations were kept, and the information gathered was categorized according to value (see Appendix D). The teachers and the principal shared that “there is pressure to cover the curriculum,” and a perceived need to “teach grammar.” Table 1 shows the illustrative statements from conversations with stakeholders demonstrating their values in regards to the problem.

Table 1
Stakeholder Values

Rank	Category and Value	*Conversant	Illustrative Statement(s)
1	Professional Values: Obligation to Organization	Ms. H Ms. H Dr. J	“There is pressure to cover the curriculum and keep up with other teachers.” “Students don’t want to continue with the textbook. They ask, ‘more grammar again?’” “When teachers begin talking about grammar, all the life is sucked out of the class.”
2	Professional Values: Obligation to Clients	Ms. H Ms. T	“We should focus on what students can do with the language. Students want to have conversations in the language.” “If students are prepared well and have a good experience, they will continue.”

Table 1 Continued

Rank	Category and Value	*Conversant	Illustrative Statement(s)
			However, students need to see value and their own progress in learning.”
3	Basic Human Values: Survival	Ms. T Dr. J	“We need to hook them. I have to sell my product.” “Students drop your classes, which threatens your job. Teachers are competing for resources.”
4	Professional Values: Power/Control	Ms. T	“It’s all about good teaching” and “having all the teachers on the same page helps.”
5	Social and Political Values: Participation	Ms. M	“I make the class fun and help kids form an attachment to the language.”
6	Professional Values: Autonomy	Ms. M	“I want the kids to be able to have the same teacher for two years in a row so that I have a chance to develop a relationship with the students,” which encourages them to continue.
7	Personal Values: Gender	Ms. T	“A lot of the topics are female orientated, such as family, housecleaning, clothing, etc. Boys in the class aren’t as interested, so they drop.”

Notes: Conversants (not their real names) have the following roles in the situation:

- Dr. J – high school principal
- Ms. H – high school Spanish teacher
- Ms. M – high school Latin teacher
- Ms. T – high school Spanish teacher

The teachers value the curriculum, and want to do their best to teach it. However, the emphasis is on covering content, versus meeting the needs of students. Teachers feel bound by the curriculum and textbooks they’re using. Despite the high value placed on honoring the curriculum, teachers also realize that students are their top priority. They are aware of students’ motivation in taking language courses and know that students need to see their progress in language learning as a way of staying motivated and recognizing the value in continuing their language studies.

Researcher Background

The researcher has been a French and Spanish teacher for over ten years, and the World Language Director in Arbor Public Schools since 2011. The researcher holds two Master's degrees, one in Foreign Language Education from New York University, and another in Foreign Language, Literature and Culture (with a focus on French and Spanish) from Harvard University, and is a National Board Certified Teacher in French, which was awarded in 2013. The researcher is an insider to the problem in this research study, as she is responsible for overseeing curriculum development and providing professional development for district teachers.

Field-Based Mentor

Dr. Laura Chesson has been the Assistant Superintendent in Arbor Public Schools since 2012. Prior to working in Arbor, Dr. Chesson was the principal of Maynard High School, MA. Her background is in mathematics and technology, having worked in the private technology sector before going in to education and becoming a mathematics teacher. Dr. Chesson oversees all curriculum and professional development for the district.

Summary

This chapter has given an introduction to the problem of teachers shifting toward a World Language communicative curriculum, provided a context for the problem nationally and in the local context of Arbor Public Schools, and discussed both the relevant history of addressing the problem and an overview of stakeholder values. In the

next chapter, relevant literature will be reviewed to provide further background into understanding the problem.

CHAPTER II

LITERATURE REVIEW AND BACKGROUND

Theories

An important theory in successful teacher professional development is that of “collective participation,” where teachers work collaboratively with colleagues from their district in the reform effort (Penuel et al, 2007). For teacher learning to occur, research indicates that professional development should be of long duration and support teachers working in communities (Bransford et al, 2000). Collaborative, teacher-centered professional development is widely supported in research as being effective in implementing large change efforts (Borko, 2004; Darling-Hammond & McLaughlin, 2011; Fishman et al, 2003; Garet et al, 2001; Grant et al, 2001; Parke & Coble, 1997). Through collaboration within an extended professional development model proposed in this study, with a focus on direct implementation in the classroom, the World Language teachers in Arbor Public Schools will be well supported to design curricula that shift their instructional focus towards a communicative classroom.

Additionally, Glickman et al (2014) state that “large-scale teacher-driven changes in curriculum content, organization, and format will not take place unless teachers change their curriculum orientations and beliefs,” but that these beliefs will not change “unless [teachers’] levels of understanding of and involvement in curriculum development gradually increase” (p. 315). Teacher involvement in curriculum development will be supportive in helping change teachers’ beliefs about curriculum, leading to stronger investment in and understanding of a shift towards a communicative language classroom. The proposed study will use a “creative-generative” approach to curriculum, where

teachers are central to the development, implementation, and revision of curriculum (Glickman et al, 2014, p. 312).

A component of “collective participation” used in this study is a teacher study group, which Hung and Yeh (2013) define as “a professional learning community in which the teachers meet regularly for collaborative inquiry about their practice experiences to achieve their collective goal of group learning in a systematic and interactive way” (p. 153-154). Contrasting with traditional methods of teacher professional development where there is a “presentation of information by experts to participants” (Stanley, 2011, p. 77), this model is intended to provide a structure in which the teachers will experience the “profound” “effect of teachers talking together to unpack teaching” (Stanley, 2011, p. 77).

Relevant Literature

Previous research studies have looked at teaching strategies for effectively shifting instructional practices in world language classrooms to focus on development of communication skills (Oxford et al, 1989), as well as investigated why the move towards a communicative classroom has been an “incomplete revolution” in language teaching (Whitley, 1993). While there is ample research supporting the rationale behind a shift in instructional focus (Morris, 2005; Overland et al, 2011; Toth, 2004; Wong & VanPatten, 2008), after a thorough search of various indexes (GoogleScholar, Eric, etc.), no studies documenting professional development initiatives that support teachers in making the shift through curriculum design were located. Research exists documenting models of major curriculum shifts that have been implemented predominantly at the university level

using content-based instruction as their focus (Caldwell, 2001; Dupuy, 2000; Hoecherl-Alden, 2000; Oukada, 2001; Rifkin, 2003), though the emphasis is predominantly on the structure and outcome of such models as opposed to the process of developing them. Furthermore, research demonstrates that communicative teaching and learning is an important motivational factor for students in taking and continuing with a foreign language (Sandrock, 2002; Shedivy, 2004; Stewart-Strobelt & Chen, 2003). By shifting from a textbook-driven curriculum—with too strong of an emphasis on grammar-based instruction—to one driven by proficiency and communication, teachers will be able to better integrate the textbook to serve as a resource to support student learning.

Table 2 outlines a summary of the relevant literature reviewed as a part of this study.

Table 2
Significant Research and Practice Studies

Research Article	Annotations
Borko, H. (2004). Professional development and teacher learning: mapping the terrain. <i>Educational Researcher</i> , 33(8), 3-15.	Discusses phases of research into effective professional development and what the research shows in each area.
Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.). (2000). <i>How people learn: brain, mind, experience, and school</i> . Washington, D.C.: National Academy Press.	A chapter on teacher learning explores typical professional development for teachers and presents theories on ideal training to support learning.
Caldwell, A.M. (2001). A FLAC model for increasing enrollment in foreign language classes. <i>The French Review</i> , 74(6), 1125-1137.	FLAC stands for Foreign Languages Across the Curriculum, the goal of which is to enrich the study of other disciplines through language. The article discusses the implementation of FLAC at different universities.
Darling-Hammond, L., & McLaughlin, M.W. (2011, March). Policies that support professional development	Discusses ways in which professional development can and should change to support teacher learning.

Table 2 Continued

Research Article	Annotations
in an era of reform. <i>Kappan Classic</i> , 92(6), 81-92.	
Duncan, G. (2014, February). Embracing the paradigm shift in learning and assessment. <i>The Language Educator</i> , 9(2), 18-19.	Article that discusses how to shift assessments to better support students in the foreign language classroom.
Dupuy, B.C. (2000). Content-based instruction: can it help ease the transition from beginning to advanced foreign language classes? <i>Foreign Language Annals</i> , 33(2), 205-223.	Explores the use of content-based instruction in foreign language classes as a way to increase motivation and proficiency development.
Fishman, B.J., Marx, R.W., Best, S., & Revital, T.T. (2003). Linking teacher and student learning to improve professional development in systemic reform. <i>Teaching and Teacher Education</i> , 19, 643-658.	Discusses importance of professional development to standards-based reform, and design methods for effective professional development.
Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2014). <i>Supervision and instructional leadership: a developmental approach</i> . Boston: Pearson Education, Inc.	A chapter on curriculum development discusses types of curriculum reform and teacher involvement in curriculum reform.
Grant, M.S., Porter, A.C., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. <i>American Educational Research Journal</i> , 38(4), 915-945.	Discusses structural and core features of effective professional development, such as type of activity, duration, collective participation, content, active learning, etc.
Hoecherl-Alden, G. (2000). Turning professional: content-based communication and the evolution of a cross-cultural language curriculum. <i>Foreign Language Annals</i> , 33(6), 614-621.	Discusses a shift in instructional focus at a university, which emphasized professional communication skills along with language learning.
Morris, M. (2005). Two sides of the communicative coin: honors and nonhonors French and Spanish classes in a midwestern high school. <i>Foreign Language Annals</i> , 38(2), 236-248.	Research that compares types of learning activities in honors and nonhonors classes, which revealed that honors students are exposed to more communicative activities than nonhonors.
Oukada, L. (2001). Toward responsive beginning language curricula.	Reconsiders curricular focus in beginning level language courses to better meet

Table 2 Continued

Research Article	Annotations
<i>Foreign Language Annals</i> , 34(2), 107-116.	student needs and better align with upper-level courses.
Overland, P., Fields, L., & Noonan, J. (2011). Can communicative principles enhance classical language acquisition? <i>Foreign Language Annals</i> , 44(3), 583-598.	Research study into whether communicative language principles can also support classical language acquisition, concluding that this approach accelerates language acquisition even for classical languages.
Oxford, R.L., Lavine, R.Z., & Crookall, D. (1989). Language learning strategies, the communicative approach, and their classroom implications. <i>Foreign Language Annals</i> , 22(1), 29-39.	Discusses characteristics of “good” language learners, the main principles of the communicative approach to language learning, and implications for classroom instruction when applying communicative strategies.
Parke, H.M., & Coble, C.R. (1997). Teachers designing curriculum as professional development: a model for transformational science teaching. <i>Journal of Research in Science Teaching</i> , 34(8), 773-789.	Outlines steps to support teachers in designing and implementing new curricula effectively.
Penuel, W.R., Fishman, B.J., Yamaguchi, R., & Gallagher, L.P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. <i>American Educational Research Journal</i> , 44(4), 921-958.	Discusses structures of professional development that help teachers implement new curricula, which must be “interactive with their teaching practice” (p. 929).
Rifkin, B. (2003). Oral proficiency outcomes and curricular design. <i>Foreign Language Annals</i> , 36(4), 582-588.	Discusses research around moving foreign language curricula to one based on proficiency outcomes and oral development.
Sandrock, P. (2002). Creating intrinsic motivation to learn world languages. <i>The Modern Language Journal</i> , 86(4), 610-612.	Discusses various strategies that have been employed to impact enrollment in a foreign language (requirements, elementary programs, etc.), but ultimately argues that “careful attention to curriculum...assessments, and to the availability of innovative course options” is the best way to motivate students to enroll in and stick with a language (p. 611).
Shedivy, S. (2004). Factors that lead some students to continue the study of foreign language past the usual 2 years in high school. <i>System</i> , 32, 103-119.	The researchers interviewed five students who studied abroad and found five major themes that led them to continue their language study: 1) a spark, 2) a desire to blend in, 3) a desire to immerse, 4)

Table 2 Continued

Research Article	Annotations
	pragmatic orientations, 5) political awareness.
Stewart-Strobelt, J. & Chen, H. (2003). Motivations and attitudes affecting high school students' choice of foreign language. <i>Adolescence</i> , 38(149), 161-170.	Attempts to answer the question, "Why do students choose to take a particular foreign language?" (p. 161). From the survey the researchers designed, they found that "interest in language/culture" was the highest motivating factor.
Toth, P.D. (2004). When grammar instruction undermines cohesion in L2 Spanish classroom discourse. <i>The Modern Language Journal</i> , 88, 14-30.	Research looking at how grammar instruction impacts learner participation and language acquisition, concluding that it may undermine learning.
Whitley, M.S. (1993). Communicative language teaching: an incomplete revolution. <i>Foreign Language Annals</i> , 26(2), 137-154.	Discusses why research into more effective foreign language education has stalled in terms of being put into practice in the classroom.
Wong, W., & VanPatten, B. (2008). The evidence is IN: drills are OUT. <i>Foreign Language Annals</i> , 36(3), 403-423.	Examines the question of whether drills that focus on language form are effective or undermine language learning, concluding that communicative strategies are superior.

In conceptualizing and framing the problem, a review of the literature helped the researcher in viewing the issues in a larger context, understanding the research that supports the rationale for a shift. Looking at the theory behind effective professional development models helped inform the design of a solution for this study. The solution is planned to be of long duration (six months) and begins by examining teachers' beliefs, leading to a collaborative process. The research data collected will be surveys with open-ended questions and Likert Scale statements to collect both qualitative and quantitative data (see Appendices A, B, and C). In addition, sample unit plans along with meeting

notes, the researcher's journal, and other pertinent documents will be collected as supporting documentation.

Summary

This chapter discussed relevant theories centered around professional development models that will be used in this study, as well as relevant literature on the problem specific to foreign language education. In the next chapter, the problem statement and solution will be discussed in detail.

CHAPTER III

PROBLEM AND PROPOSED SOLUTION

The Problem Situation

The researcher's initial assumption was that, despite research showing that students make more progress in language learning when the emphasis is on proficiency and communication, teachers have been unable to shift their teaching methods due to lack of professional development focused on enhanced teaching strategies. In discussions with stakeholders, a strong value that was revealed (see Table 1) was a sense of "obligation to organization." Teachers feel bound by the curriculum and the textbooks they're using. Despite the high value placed on honoring the curriculum, teachers also realize that students are their top priority, and strive to meet their needs, but also report that they are often not able to meet student needs in order to cover the curriculum.

The challenge that teachers' experience in moving towards a communicative curriculum presents the district with a dilemma. On one hand, there is a need for continuity across sections of the same course. On the other hand, an over-reliance on using the textbook to drive curriculum that has supported this continuity is not meeting students' needs. Cuban (2001) defines a dilemma as "messy, complicated, and conflict-filled situations that require undesirable choices between competing, highly-prized values that cannot be simultaneously or fully satisfied" (p. 10). Rather than a simple issue with an easily implementable solution, the curricular shift is wrapped up in competing values.

Journey in the Problem Space

Holding over 15 documented conversations with teachers and other stakeholders (see Appendix D) and reframing the problem from the perspective of one teacher who holds a strongly oppositional point of view helped the researcher in understanding the teachers' values and in considering various solutions. Conversations helped broaden the "problem space" by developing a better understanding of teachers' perspectives and what they view happening with students in their classes. A turning point was in hearing teachers express a feeling of pressure to cover the curriculum, which was not initially expected. While the initial thinking was to address the problem through professional development, the conversations with stakeholders made clear that substantial change in the form of major curriculum revision was needed.

While all teachers with whom the researcher spoke expressed support for curriculum revision through a collaborative process, there was one teacher who held a strong oppositional opinion. Ms. B has been teaching for over 10 years in the same school. She identified issues with individual teachers as the cause of the problem, and did not agree that there was a need to revise the curriculum. Ms. B believes that deficits in individual teachers are causing the problem. She feels that certain teachers lack the expertise to use the textbook in such a way that it serves as a resource while not stifling students' proficiency development in the language. She would likely suggest a change strategy of individual remediation for teachers, including workshops, coaching, and mentoring. Considering the history of the problem, the researcher concluded that the interventions Ms. B would suggest had already been attempted through providing professional development and through supervision and evaluation.

Problem Statement

The World Language teachers in Arbor Public Schools will be responsible for this problem once the intervention is implemented. These teachers will be directly responsible for implementing revised curriculum and adapting it to meet the needs and interests of their students. The Assistant Superintendent will approve funding for teacher stipends and professional development. As the World Language Director for the district, the researcher will also be responsible for designing and implementing the intervention, monitoring the problem, providing ongoing support to teachers, and proposing and implementing future interventions.

Intervention in the problem of teachers in Arbor Public Schools struggling to make the shift from a more traditional curriculum to one that reflects national standards and is focused on communication will result in teachers being well-supported to develop curriculum that better meets students' needs and interests at all levels. Emphasis placed on meaningful communication in the language should result in increased student proficiency levels.

Teachers will be integral in curriculum development and revision, will be supported through ongoing professional development as part of the intervention—in the form of a study group and collaborative curriculum writing—and will be able to adapt their curriculum to the specific group of students in each course. In spite of an understanding of what *ought to be* in a world language classroom, teachers currently feel bound by the textbook-driven curriculum.

With many teachers who teach the same course, teachers need to commit to align curriculum so that students across sections complete the course with the same skill set.

The district acquired a new textbook series in Spanish four years ago, and in French three years ago. Curriculum maps were revised after the textbooks were acquired, and textbooks were used to guide curriculum development. Most teachers feel an obligation to respect the curriculum, while realizing that it doesn't always meet the needs of their students. Whereas teachers have been supported through professional development and professional learning communities over the past few years to help them move forward with and implement best practices, they remain bound to their textbook-based curriculum. As a result, teachers report that students become overwhelmed and are unable to acquire language at the pace the curriculum demands.

As the World Language Director, the researcher will be responsible for designing and facilitating the curriculum development work. The researcher will design an intervention in which she facilitates the teacher study group and collaborative curriculum writing.

Possible Solutions and Stakeholder Input

A possible solution is for teachers to form a "Proficiency Cohort," and participate in: 1) spring curriculum study group; 2) summer training – Massachusetts Foreign Language Association Proficiency Academy (July 13-16, 2015); and 3) summer collaborative curriculum writing, with the intention of implementing the revised curriculum the following school year.

An anticipated result of this solution is that teachers will report a deeper understanding of communicative and proficiency-based curriculum, a shift in beliefs about foreign language curriculum, and feel well-prepared to implement a new

curriculum the following year. To collect data, a pre/post-assessment survey will be conducted for the study group, as well as a survey regarding the summer training and collaborative curriculum meeting time (Appendices A, B, and C). A pre-assessment survey will be administered in the spring before the first study group meeting (Appendix A), followed by a post-assessment survey at the close of the study group (Appendix B). A collaborative curriculum writing survey will be administered at the end of curriculum writing (Appendix C).

A second possible solution follows the same outline as the solution above, but makes the summer training optional. Many teachers have other summer commitments and this requirement may prevent them from participating.

Three important stakeholders were consulted regarding these possible solutions: a high school French teacher, a high school Latin teacher, and a high school Spanish teacher. Combined information from them supported a strong interest in both of the possible solutions, with an indication that there needed to be some flexibility as to the amount of time teachers will be required to be involved since many teachers are away over the summer. The effect of this input on the possible solutions is to offer the summer training as an option for teachers who are available, but not a required commitment to participate. All three teachers also saw a need for the collaborative pre-curriculum writing study group, as well as doing the actual curriculum writing as a group. This approach approximately models one used in a study by Parke and Coble (1997), which employs curriculum design as a form of professional development. Study groups are also considered a “reform” type of professional development that makes teachers more active participants in their own professional development and has shown to be more effective

than traditional lecture-style professional development (Garet et al, 2001, p. 920). As the curriculum-writing component of the solution was already designed to be collaborative and there was a plan to run a study group to prepare for curriculum writing, this input did not change the overall design. Another important piece of information discussed was the need to assure teachers that any risks taken in the classroom as a result of the revised curriculum would in no way impact their professional evaluation. As a result of this input, the course that teachers focus on will not be included as part of their professional evaluation, and this will be made clear in advance.

Furthermore, it is worth noting that the proposed solution is applicable to all foreign language teaching, including classical languages, though with some modification. Communicative language teaching is important for all modern languages (reflecting the interpersonal, interpretive, and presentational modes of communication) as well as classical languages (reflecting interpretive reading and presentational writing communication).

Proposed Solution

Through conversations with teachers and the field supervisor, the proposed solution was improved. These discussions and the feedback received resulted in a solution that seeks to increase teacher capacity so that teachers are able to effect curricular changes and meet national world language standards more effectively, thereby better supporting students to develop higher levels of proficiency.

The final solution will be to use a cohort model with three important steps: 1) spring study group to look at current curriculum and consider its strengths/weaknesses

while referencing research and looking at national standards for world language education; 2) independent research on the part of teachers to prepare for curriculum writing; 3) collaborative curriculum writing by the cohort. The participating teachers will work on curriculum for only one of their courses. The favorable outcome as a result of this intervention will be that teachers report a better understanding of current standards for world language education, report a shift in beliefs about foreign language curriculum, and feel confident in their ability to implement the new curriculum. Data will be collected anonymously in both qualitative and quantitative forms. Pre-/post-surveys will be conducted before and after the study group (Appendices A and B) and after the collaborative curriculum writing (Appendix C). Additional supporting data will be collected from curriculum units, meeting agendas, notes, the researcher's journal, and other pertinent documents.

Statement Regarding Human Subjects and the Institutional Review Board

A preliminary review of the methods for collecting information from human subjects determined that the methods proposed for this study did not meet the definition of "human subjects research with generalizable results." As the proposed information gathering methods are within the general scope of activities and responsibilities associated with my current position, I was not required to seek human subjects approval. Please see Appendix E, which is a copy of the email communication regarding the IRB's decision about the study. Furthermore, a Conflict of Interest Resolution Plan was completed to address issues of supervision between the researcher and the teachers participating in the study (Appendix F).

Goals and Guiding Questions

Two major goals will be achieved through the course of this study: 1) A cohort of World Language teachers will explore their beliefs about curriculum while investigating current research, coming to a better understanding of national standards for World Language curriculum development and implementation; 2) A cohort of World Language teachers will be prepared to implement a new curriculum for one of their classes that has communication and proficiency development at its core. Table 3 reflects the connection between goals, objectives, and activities.

Table 3
Goals, Objectives, and Activities Associated with the Problem Solution

Goal	Objective	Activity
I. A cohort of World Language teachers will explore their beliefs about curriculum while investigating current research, coming to a better understanding of national standards for World Language curriculum development and implementation.	A. A cohort of World Language teachers will participate in a spring curriculum study group.	1. Provide a study group for World Language teachers on curriculum.
II. A cohort of World Language teachers will be prepared to implement a new curriculum for one of their classes that has communication and proficiency development at its core.	A. A cohort of World Language teachers will do independent research to prepare for curriculum writing.	1. Provide time for teachers to work independently.
	B. A cohort of World Language teachers will participate in collaborative curriculum writing, thereby re-writing curriculum for one of their classes.	1. Provide collaborative curriculum writing time.

The questions guiding the data collection are as follows:

1. Before beginning a spring study group on curriculum revision, what are teachers' beliefs about effective curriculum and what do they envision as a final product?
2. After participating in a spring study group on curriculum revision, what changes (if any) to teachers' beliefs have occurred? What do teachers now envision as a final product? And what do teachers still feel they need to be successful?
3. How effective was the collaborative curriculum writing time in supporting teachers to develop a new curriculum and how prepared do they feel to implement it?

The related methods for collecting data on the guiding questions are 1) a pre-curriculum study group survey that includes open-ended questions and Likert Scale statements with which teachers must indicate levels of agreement or disagreement (Appendix A), 2) a post-curriculum study group survey that includes open-ended questions and Likert Scale statements with which teachers must indicate levels of agreement or disagreement (Appendix B), 3) a post-collaborative curriculum writing time survey that includes open-ended questions and Likert Scale statements with which teachers must indicate levels of agreement or disagreement (Appendix C), and 4) supporting data collected from unit plans, meeting notes, the researcher's journal, and other pertinent documents. Table 4 illustrates the connection between the goals of the study, the objectives and guiding questions, the activities and surveys that will be implemented to assess the solution.

Table 4

Goals, Objectives, Activities, Guiding Questions, and Assessments Associated with the Problem Solution

Goal	Objective	Activity
<p>I. A cohort of World Language teachers will explore their beliefs about curriculum while investigating current research, coming to a better understanding of national standards for World Language curriculum development and implementation.</p>	<p>A. A cohort of World Language teachers will participate in a spring curriculum study group.</p> <p><i>Guiding Questions:</i> 1. <i>Before beginning a spring study group on curriculum revision, what are teachers' beliefs about effective curriculum and what do they envision as a final product?</i></p>	<p>1. Provide a study group for World Language teachers on curriculum.</p> <p><i>Digital survey with open-ended questions and Likert Scale statements.</i></p> <p><i>Collect sample of current unit plans.</i></p>
	<p>2. <i>After participating in a spring study group on curriculum revision, what changes (if any) to teachers' beliefs have occurred? What do teachers now envision as a final product? And what do teachers still feel they need to be successful?</i></p>	<p><i>Digital survey with open-ended questions and Likert Scale statements.</i></p> <p><i>Collect sample of unit plans created as a result of study group.</i></p>
<p>II. A cohort of World Language teachers will be prepared to implement a new curriculum for one of their classes that has communication and proficiency development at its core.</p>	<p>A. A cohort of World Language teachers will do independent research to prepare for curriculum writing.</p>	<p>1. Provide time for teachers to work independently.</p>
	<p>B. A cohort of World Language teachers will participate in collaborative curriculum writing, thereby re-writing curriculum for one of their classes.</p> <p><i>Guiding Questions:</i> 3. <i>How effective was the collaborative curriculum writing time in supporting teachers to develop a new curriculum and how prepared do they feel to</i></p>	<p>1. Provide collaborative curriculum writing time.</p> <p><i>Digital survey with open-ended questions and Likert Scale statements.</i></p> <p><i>Collect sample of unit plans created as a result of collaborative curriculum writing time.</i></p>

Table 4 Continued

Goal	Objective	Activity
	<i>implement it?</i>	

Instruments and Analysis

Surveys will be designed by the researcher using GoogleForms prior to beginning the study focusing on teacher’s beliefs about curriculum and curriculum development, and teacher’s feelings of confidence in implementing the new curriculum as a result of their participation in the cohort (Appendices A, B and C). Furthermore, notes from meetings, sample unit plans, the researcher’s journal, and other pertinent documents generated will also be collected as supporting documentation.

Open-ended data collected from surveys, meeting notes, and other documents generated by the cohort will be analyzed using a content analysis approach, as follows: 1) getting to know the data through multiple readings; 2) focusing the analysis on specific questions and individuals who participate in the study; 3) categorization of data using a coding system for important themes and ideas that emerge from the data; 4) identification of patterns within or between the various categories; 5) final interpretation of data. Likert Scale statements indicating levels of agreement or disagreement from the survey is quantitative and will be analyzed by comparing data points to determine changes in teachers’ beliefs.

Timeline

The study began in January of 2015. The curriculum study group was ongoing from January until June, 2015. The collaborative curriculum writing occurred over the summer of 2015. Table 5 outlines in detail the timeline followed in this study.

Table 5
Timeline

December, 2014	- Meet with field-based mentor to finalize plans for solution. - Submit final ROS proposal to ROS chair.
January, 2015	- ROS proposal approved by committee - Administer digital survey to address guiding question #1. - Hold first meeting of curriculum study group. - Begin collecting sample unit plans.
February, 2015	- Hold second meeting of curriculum study group.
March, 2015	- Hold third meeting of curriculum study group.
April, 2015	- Hold fourth meeting of curriculum study group.
May, 2015	- Hold fifth meeting of curriculum study group.
June, 2015	- Hold last meeting of curriculum study group. - Administer digital survey to address guiding question #2.
July, 2015	- Collaborative curriculum writing session. - Administer digital survey to address guiding question #3.
August, 2015	- Data analysis & completion of study.

Issues of Reliability, Validity, Confidentiality, and Other Ethical Concerns

While the context in which this study occurs is specific to Arbor Public Schools, many aspects of the study may be generalized to other similar school districts. Open-ended data will be analyzed using a content analysis approach. All participant names will be kept confidential, and pseudonyms will be used in reporting data. Although teachers are evaluated by the researcher as the district World Language Director, the course for

which teachers revise curriculum and implement in the 2015-2016 school year will not be included in their professional evaluation.

The researcher will use multiple sources of data to ensure reliability, surveying participating teachers at multiple times throughout the study. Furthermore, by using several types of data—surveys, meeting notes, other documents generated by the group, as well as quantitative and qualitative data from the surveys—the researcher attempts to triangulate the data to strengthen its validity, a strategy shown to “[improve] the validity and reliability of research or evaluation of findings” (Golafshani, 2003, p. 603).

Summary

In this chapter, the problem under investigation has been discussed in detail, along with the proposed solution and the input received about this solution from various stakeholders. The goals and guiding questions for the solution have been presented along with the corresponding data collection methods and issues of reliability, validity, and confidentiality. In the next chapter, the methods and results from the implementation of the solution will be presented.

CHAPTER IV

METHODS AND RESULTS

Methods

Seven teachers participated in what became referred to as the “Proficiency Cohort” as a part of this study. The breakdown of participating teachers is as follows: three high school Spanish teachers, one middle school Spanish teacher, one high school Mandarin teacher, one middle school Mandarin teacher, and one high school Latin teacher. Each teacher agreed to revise the curriculum for one of their courses, with the following courses being revised: Spanish 2 Curriculum A (high school), Spanish 4 Curriculum A (high school), Spanish 3 Curriculum Honors (high school), Spanish 1A (middle school), Mandarin 2 Curriculum A/Honors (high school), Mandarin 1A (middle school), and Latin 1 Curriculum A/H (high school).

The first part of the solution was to participate in a curriculum study group, which began meeting in January (see Appendix G for meeting agendas). The study group met six times. Two books were read by teachers as a part of the study group: “The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress” (2010), by Paul Sandrock, and “Implementing Integrated Performance Assessment” (2013), by Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan. These two texts were selected due to their focus on developing authentic unit assessments that frame the entire unit of curriculum. Meeting time was dedicated to discussing the readings, discussing issues with the current curriculum, imagining the teachers’ ideal curriculum, practicing using templates from the readings, beginning to develop assessments, and drafting a unit for the course teachers would be revising. Furthermore, the group

identified needed supports, such as visiting a school where communicative curriculum was being effectively implemented, and a visit to a neighboring district was organized as a result. A teacher observed during this visit was then invited to come speak to the group. Teachers were also given independent time beyond the study group meetings to work on designing a unit. A decision made collectively by the group was to use the American Council on the Teaching of Foreign Languages (ACTFL) curriculum template designed by D. Clementi and L. Terril (2015) to write curriculum for the spoken languages (Appendix H) and the Arbor Public Schools district curriculum template (Appendix I) to write curriculum for Latin. In the final study group meeting, all teachers had a working draft of one unit that would be used as a part of their revised curriculum. Teachers were surveyed at the beginning and end of the study group time (Appendices A and B).

The second part of the solution was a three-day collaborative curriculum writing process (see Appendix G for agendas). Meeting time was split between independent work and group sessions where work was shared, questions were asked, and feedback was given. Teachers were surveyed at the end of the collaborative curriculum writing time (Appendix C). Table 6 outlines the guiding questions, their connection to the data collection methods, and the rationale for the methods.

Table 6
Guiding Questions, Data Collection Methods, and Rationale for Methods

Guiding Questions	Data Collection Methods	Rationale for Methods
1. Before beginning a spring study group on curriculum revision, what are teachers' beliefs about effective curriculum and what do they envision as a	Digital survey with open-ended questions and Likert Scale statements of agreement/disagreement. Collect sample unit plans.	Information about the beliefs about curriculum and final product will help provide baseline data useful to compare later on in the study.

Table 6 Continued

Guiding Questions	Data Collection Methods	Rationale for Methods
final product?		
2. After participating in a spring study group on curriculum revision, what changes (if any) to teachers' beliefs have occurred? What do teachers now envision as a final product? And what do teachers still feel they need to be successful?	Digital survey with open-ended questions and Likert Scale statements of agreement/disagreement. Collect sample unit plans.	Information about the beliefs about curriculum and final product will be compared to initial data to determine effectiveness of study group and changes in teachers' beliefs. Information about remaining needs will help inform areas of implementation needing further attention.
3. How effective was the collaborative curriculum writing time in supporting teachers to develop a new curriculum and how prepared do they feel to implement it?	Digital survey with open-ended questions and Likert Scale statements of agreement/disagreement. Collect sample unit plans.	Information about teachers' perceptions on the collaborative writing process will help determine how effective it was, and teachers' beliefs about their readiness to implement the new curriculum.

Overview of Results

In this mixed-methods study, data analyses were conducted on both the quantitative and qualitative questions. Qualitative questions were coded and grouped by similar questions across surveys to see the progression of results. The coding process identified themes across questions. Qualitative results were then compared across surveys to analyze changes in teachers' responses as related to the guiding questions. The results from both types of data follow. The questions developed are original to this study and were designed to address the three guiding questions.

Quantitative Survey Results

Table 7 represents a summary of results from the Likert Scale statements on the three surveys. (See Appendices J, K, and L for full survey results.)

Table 7
Surveys 1, 2, 3/Likert Scale Responses

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units. <i>Surveys 1, 2, & 3</i>	0 0% Survey 1	0 0% Survey 1	3 50% Survey 1	3 50% Survey 1	0 0% Survey 1
	0 0% Survey 2	5 71.43% Survey 2	2 28.57% Survey 2	0 0% Survey 2	0 0% Survey 2
	1 14.29% Survey 3	6 85.71% Survey 3	0 0% Survey 3	0 0% Survey 3	0 0% Survey 3
I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind curriculum planning. <i>Surveys 1 & 2</i>	0 0% Survey 1	3 50% Survey 1	3 50% Survey 1	0 0% Survey 1	0 0% Survey 1
	3 42.86% Survey 2	4 57.14% Survey 2	0 0% Survey 2	0 0% Survey 2	0 0% Survey 2
I have a clear goal for what my curriculum should look like next year. <i>Surveys 1, 2, & 3</i>	0 0% Survey 1	0 0% Survey 1	1 16.67% Survey 1	5 83.33% Survey 1	0 0% Survey 1
	1 14.29% Survey 2	3 42.86% Survey 2	3 42.86% Survey 2	0 0% Survey 2	0 0% Survey 2
	0 0% Survey 3	5 71.43% Survey 3	2 28.57% Survey 3	0 0% Survey 3	0 0% Survey 3
I am nervous about implementing a new curriculum next year. <i>Surveys 1, 2, & 3</i>	0 0% Survey 1	5 83.33% Survey 1	0 0% Survey 1	1 16.67% Survey 1	0 0% Survey 1
	0 0% Survey 2	3 42.86% Survey 2	2 28.57% Survey 2	2 28.57% Survey 2	0 0% Survey 2
	1 14.29% Survey 3	0 0% Survey 3	3 42.86% Survey 3	3 42.86% Survey 3	0 0% Survey 3

Table 7 Continued

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Even within thematic units, grammar explanations and drilling is still an important piece of curriculum. <i>Surveys 1 & 2</i>	2 33.33% Survey 1	4 66.67% Survey 1	0 0% Survey 1	0 0% Survey 1	0 0% Survey 1
	2 28.57% Survey 2	3 42.86% Survey 2	1 14.29% Survey 2	1 14.29% Survey 2	0 0% Survey 2
I believe my students will be successful using a thematic-based curricular model. <i>Surveys 1, 2, & 3</i>	0 0% Survey 1	2 33.33% Survey 1	4 66.67% Survey 1	0 0% Survey 1	0 0% Survey 1
	0 0% Survey 2	6 85.71% Survey 2	1 14.29% Survey 2	0 0% Survey 2	0 0% Survey 2
	3 42.86% Survey 3	4 57.14% Survey 3	0 0% Survey 3	0 0% Survey 3	0 0% Survey 3
The textbook will still be an important part of my curriculum next year. <i>Surveys 1 & 2</i>	0 0% Survey 1	2 33.33% Survey 1	4 66.67% Survey 1	0 0% Survey 1	0 0% Survey 1
	1 14.29% Survey 2	4 57.14% Survey 2	1 14.29% Survey 2	0 0% Survey 2	1 14.29% Survey 2
I am clear on how to incorporate proficiency targets into my curriculum and assessments. <i>Surveys 1 & 2</i>	0 0% Survey 1	0 0% Survey 1	1 16.67% Survey 1	3 50% Survey 1	2 33.33% Survey 1
	1 14.29% Survey 2	2 28.57% Survey 2	4 57.14% Survey 2	0 0% Survey 2	0 0% Survey 2
I plan on using can-do statements to set goals for each unit. <i>Surveys 1 & 2</i>	0 0% Survey 1	3 50% Survey 1	3 50% Survey 1	0 0% Survey 1	0 0% Survey 1
	4 57.14% Survey 2	2 28.57% Survey 2	1 14.29% Survey 2	0 0% Survey 2	0 0% Survey 2
	I used can-do statements to set goals for each unit. <i>Survey 3</i>	5 71.43% Survey 3	2 28.57% Survey 3	0 0% Survey 3	0 0% Survey 3
Using thematic units rather than traditional methods will be more work for me as a teacher. <i>Surveys 1 & 2</i>	1 16.67% Survey 1	3 50% Survey 1	2 33.33% Survey 1	0 0% Survey 1	0 0% Survey 1
	1 14.29% Survey 2	2 28.57% Survey 2	4 57.14% Survey 2	0 0% Survey 2	0 0% Survey 2

Table 7 Continued

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Using thematic units rather than traditional methods will result in more student learning and engagement. <i>Surveys 1 & 2</i>	0 0% Survey 1	2 33.33% Survey 1	4 66.67% Survey 1	0 0% Survey 1	0 0% Survey 1
	2 28.57% Survey 2	3 42.86% Survey 2	2 28.57% Survey 2	0 0% Survey 2	0 0% Survey 2
The work we've done in the Study Group has helped me in rethinking what my curriculum could look like. <i>Survey 2</i>	2 28.57% Survey 2	4 57.14% Survey 2	1 14.29% Survey 2	0 0% Survey 2	0 0% Survey 2
The work we've done in the Collaborative Curriculum Writing has helped develop strong units for next year. <i>Survey 3</i>	4 57.14% Survey 3	3 42.86% Survey 3	0 0% Survey 3	0 0% Survey 3	0 0% Survey 3
It was helpful to have the group to share concerns and challenges with as we worked. <i>Survey 3</i>	5 71.43% Survey 3	2 28.57% Survey 3	0 0% Survey 3	0 0% Survey 3	0 0% Survey 3

Figures 1-11 are representations of each statement that was repeated across surveys to visually illustrate the changes in teacher responses.

Figure 1. I am comfortable designing my own curriculum using thematic-based units. *Surveys 1, 2, & 3*

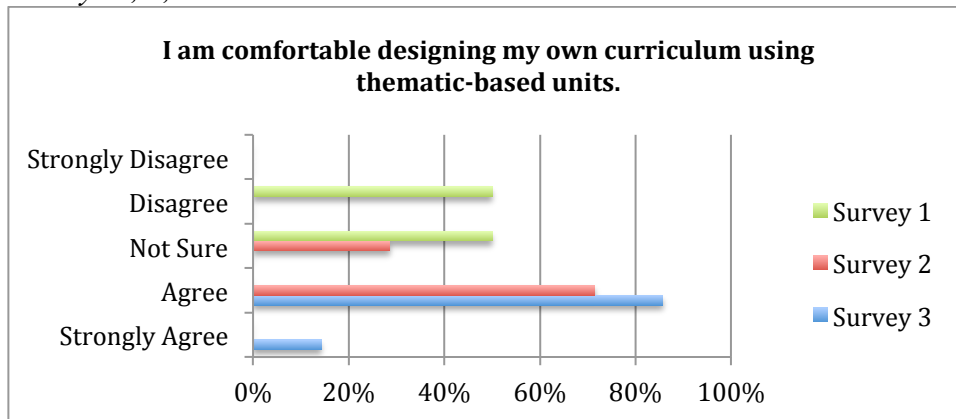


Figure 2. I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind the curriculum. *Surveys 1 & 2*

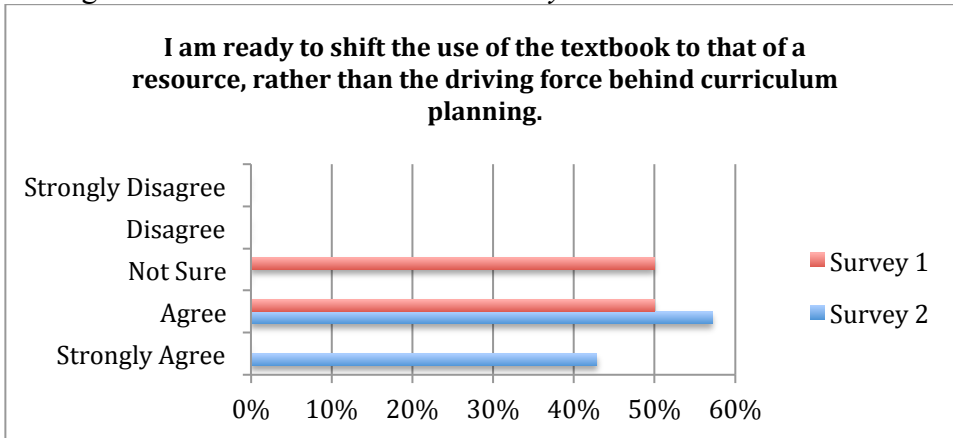


Figure 3. I have a clear goal for what my curriculum should look like next year. *Surveys 1, 2, & 3*

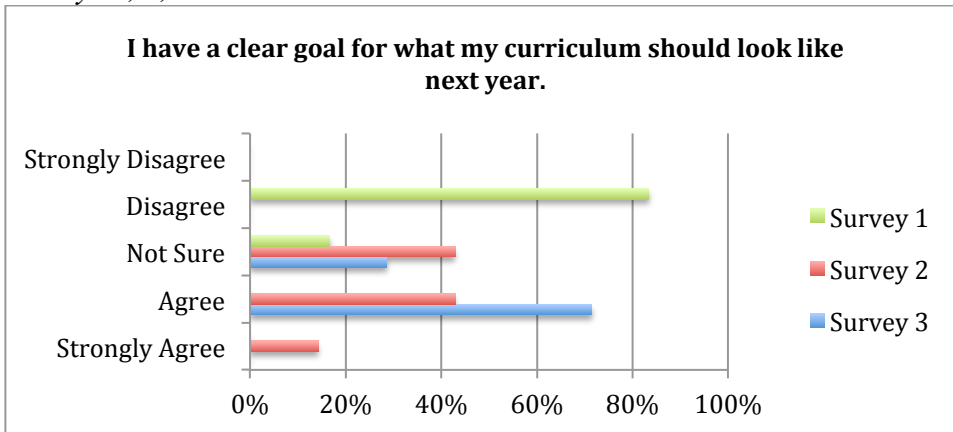


Figure 4. I am nervous about implementing a new curriculum next year. *Surveys 1, 2, & 3*

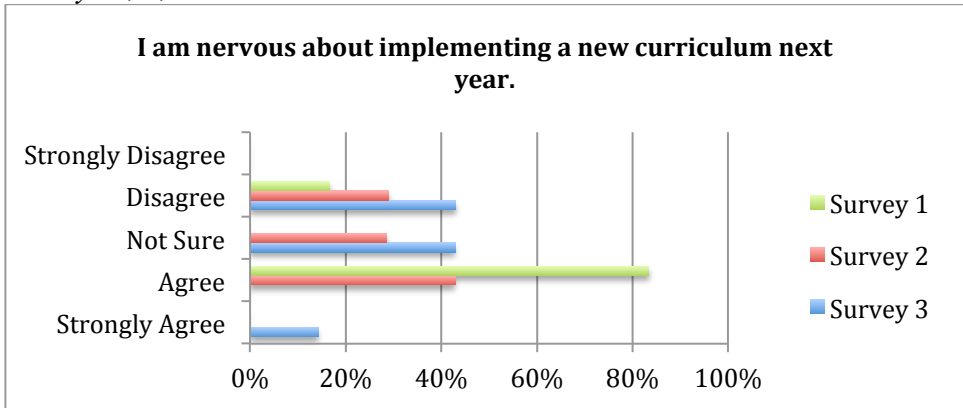


Figure 5. Even with thematic units, grammar explanations and drilling is still an important piece of curriculum. *Surveys 1 & 2*

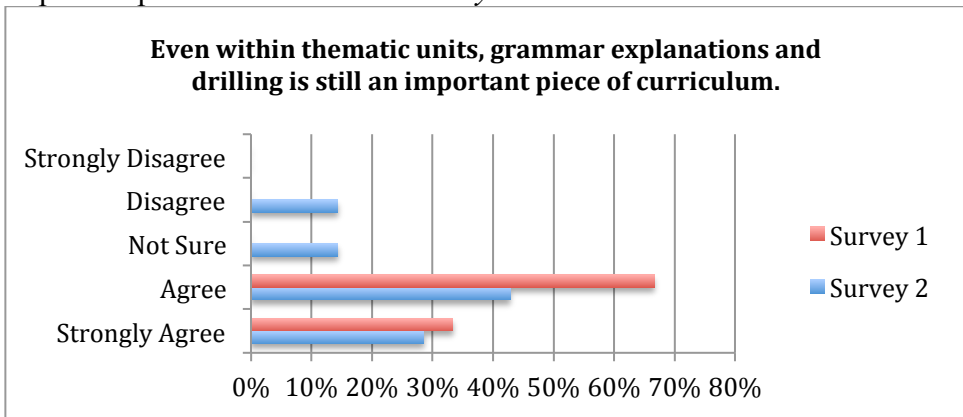


Figure 6. I believe my students will be successful using a thematic-based curricular model. *Surveys 1, 2 & 3*

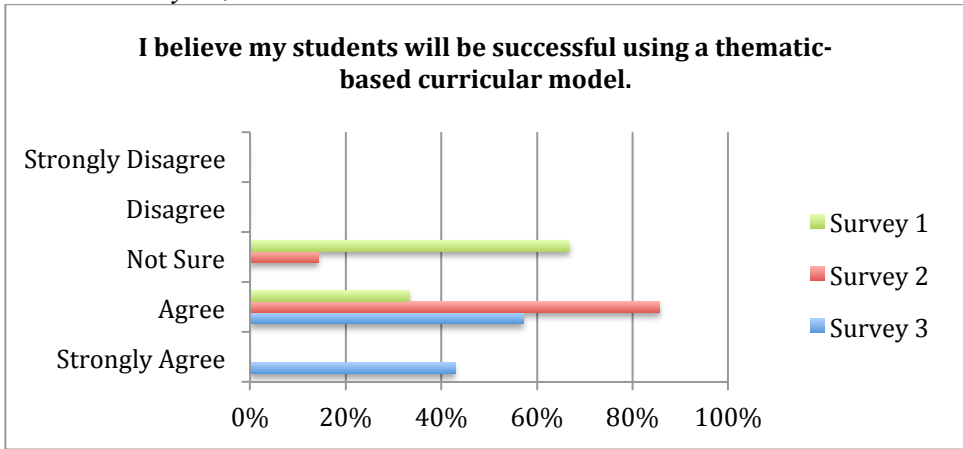


Figure 7. The textbook will still be an important part of my curriculum next year. *Surveys 1 & 2*

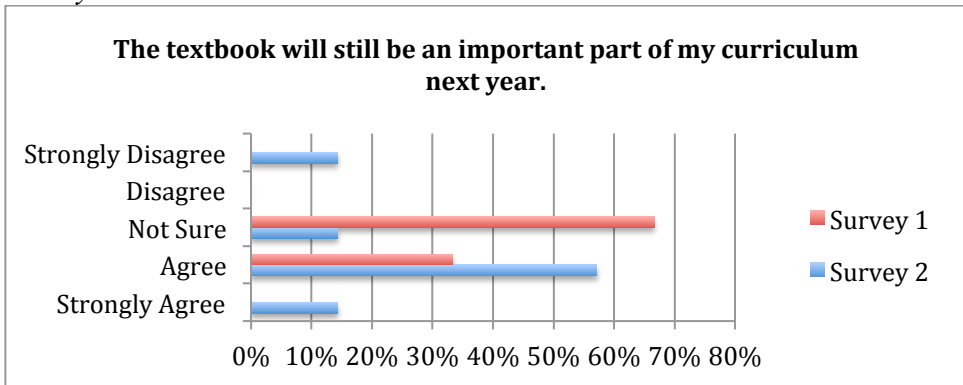


Figure 8. I am clear on how to incorporate proficiency targets into my curriculum and assessments. *Surveys 1 & 2*

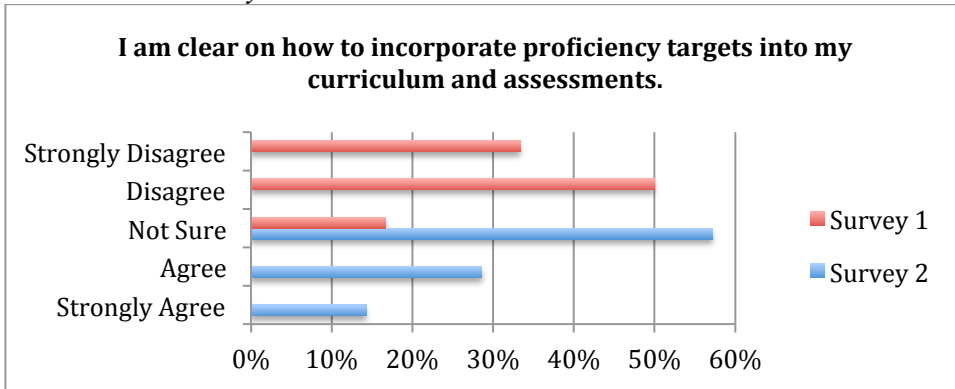


Figure 9. I plan on using/I used can-do statements to set goals for each unit. *Surveys 1, 2, & 3*

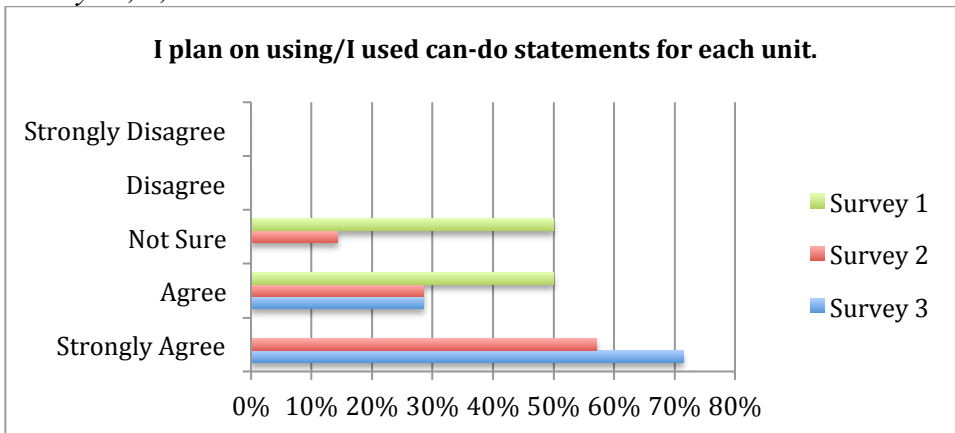


Figure 10. Using thematic units rather than traditional methods will result in more work for me as a teacher. *Surveys 1 & 2*

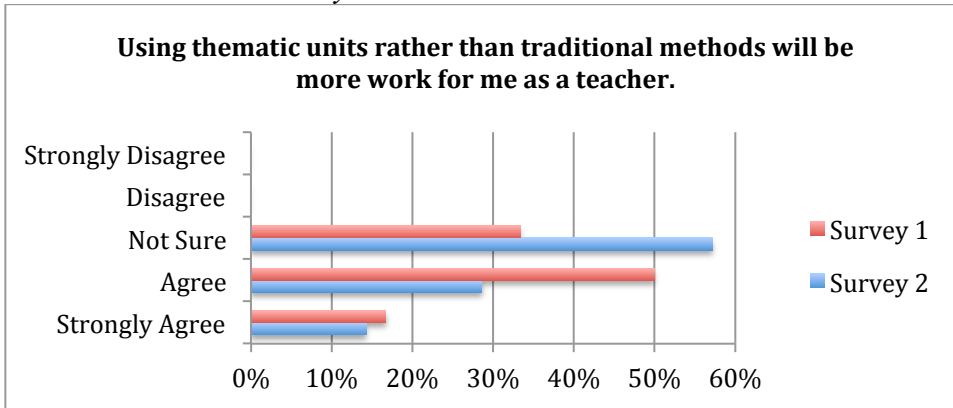
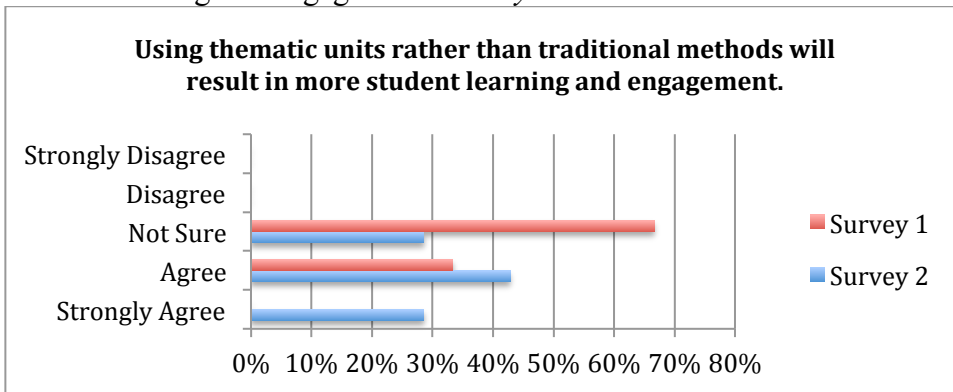


Figure 11. Using thematic units rather than traditional methods will result in more student learning and engagement. *Surveys 1 & 2*



Finally, quantitative data were categorized to look for trends across categories, as outlined in Table 8.

Table 8

Quantitative Data Categories and Summary of Findings

Category	Statement	Summary of Findings
Belief in Self (S)	I am comfortable designing my own curriculum using thematic-based units. <i>Surveys 1, 2, & 3</i>	Positive trend, 100% of teachers reported agree or strongly disagree in final survey
	I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind the curriculum. <i>Surveys 1 & 2</i>	Positive trend, 100% of teachers reported agree or strongly agree in second survey
	I am nervous about implementing a new curriculum next year. <i>Surveys 1, 2, & 3</i>	Negative trend, 100% of teachers reported not sure or disagree in the final survey compared to 83.33% who reported agree in the initial survey
	I am clear on how to incorporate proficiency targets into my curriculum and assessments. <i>Surveys 1 & 2</i>	Positive trend, 100% of teachers reported strongly agree, agree, or not sure on the final survey
	Using thematic units rather than traditional methods will result in more work for me as a teacher. <i>Surveys 1 & 2</i>	Some negative trend, with more teachers reporting in the not sure category in the second survey
Belief about Curriculum (C)	I have a clear goal for what my curriculum should look like next year. <i>Surveys 1, 2, & 3</i>	Positive trend, 71.43% of teachers reported agree in final survey, compared to 83.33% who reported disagree in initial survey
	Even with thematic units, grammar explanations and drilling is still an important piece of curriculum. <i>Surveys 1 & 2</i>	Some negative trend, no teachers reported not sure, disagree, or strongly disagree in the initial survey, whereas almost 30% reported not sure or disagree in the second survey
	The textbook will still be an important part of my curriculum next year. <i>Surveys 1 & 2</i>	Mixed, 100% of teachers reported not sure or agree in the initial survey, and while almost 85% reported not sure, agree, or strongly disagree in the second survey, 15% jumped to strongly disagree

Table 8 Continued

Category	Statement	Summary of Findings
	I plan on using/I used can-do statements to set goals for each unit. <i>Surveys 1, 2, & 3</i>	Positive trend, 100% of teachers reported strongly agree or agree in the final survey
Belief in Students (St)	I believe my students will be successful using a thematic-based curricular model. <i>Surveys 1, 2 & 3</i>	Positive trend, 100% of teachers reported agree or strongly agree in final survey
	Using thematic units rather than traditional methods will result in more student learning and engagement. <i>Surveys 1 & 2</i>	Positive trend, over 70% of teachers reported strongly agree or agree in the second survey
Intervention Effectiveness (E)	The work we've done in the Study Group has helped me in rethinking what my curriculum could look like. <i>Survey 2</i>	Positive response, over 85% of teachers reported strongly agree or agree
	The work we've done in the Collaborative Curriculum Writing has helped develop strong units for next year. <i>Survey 3</i>	Positive response, 100% of teachers reported strongly agree or agree
	It was helpful to have the group to share concerns and challenges with as we worked. <i>Survey 3</i>	Positive response, 100% of teachers reported strongly agree or agree

Qualitative Survey Results

Tables 9-18 include significant statements and the researcher's coding of those statements from the open response questions from surveys 1, 2, and 3 (see Appendices J, K, and L for full survey results). Questions that were repeated or similar across surveys have been placed next to each other for ease in comparison.

Table 9

Survey 1/Open-Response Question 1 Significant Statements and Coding

<i>What do you see as the major problems with the current curriculum you are planning to revise?</i>	
Significant Statement	Researcher Coding
Current curriculum is not well organized.	Organization
It's too much content to teach within the time frame we have.	Organization
Well-organized and level appropriate textbooks and other materials are desperately sought after.	Organization/ Resources
The content of the books is too dense and students are usually overwhelmed.	Organization
Grammar is too hard and they get frustrated.	Textbook
Focused on grammar rather than proficiency.	Textbook
Large amount of content to be cover [sic]	Organization
Grammar focus	Textbook
No authentic resources	Resources
...too many [sic] materials covered in one unit.	Organization
The materials are not tightly organized.	Organization
I feel as though the entirety of the Latin curriculum is too slow. Making the curriculum faster would keep students engaged and no [sic] bogged down with meaningless exercises.	Organization

Table 10

Survey 1/Open-Response Question 2 Significant Statements and Coding

<i>What do you see as the strengths of the current curriculum you are planning to revise?</i>	
Significant Statement	Researcher Coding
I enjoy the textbook series we work with.... I find the material given in the textbook and the material added by the teacher to be a wonderful balance, it just needs to be weeded through and sped up.	Textbook
The book has some speaking assessments that are appropriate.	Textbook
Although the grammar content in the book is too dense, it helps to have a guide on what to cover and the specific points of grammar that they need to know.	Textbook
Give some ideas of activities and assessments that can be adapted.	Textbook
In some cases, can be use [sic] as a guideline if needed.	Textbook
In our textbook...the Foundations part...are [sic] helpful.	Textbook
In combination of better and tightly organized lesson units..., this curriculum works.	Textbook

Table 11

*Surveys 1, 2, & 3/Open-Response Questions 3 (Survey 1), 1 (Survey 2), and 5 (Survey 3)
Significant Statements and Coding*

<i>What do you feel is essential in a good world language curriculum? (Survey 1)</i>	
Significant Statement	Researcher Coding
Challenge and autonomy.	Student engagement
Students don't learn unless they are being challenged. My goal is to reduce the amount of time harping on a grammar concept or construction and free more time for self reflection and learning.	Student engagement
Clear and realistic goals [sic] setting	Goals
Arrange topic in a sequence of ascending difficulty yet lots of intertwining of taught and new topics	Organization
Integrate LOTS of authentic materials that expose students to how to use the target language in very original contexts.	Resources
I think it is basic to communicate ideas, thoughts and to get to meet and discuss what is working and what is not working from our own experience.	Collaboration
Access to GOOD authentic audio and video samples of language that are the right length for students, that go along with the curriculum, and that are interesting.	Resources
Use of authentic resources.	Resources
Engaging and useful	Student engagement
Vertical alignment. AP theme focus.	Organization
Curriculum that scaffold and connects in context.	Organization
It includes authentic materials, and materials that students can apply.	Resources
Integrate performance assessment	Assessment
<i>After participating in the study group, what do you now feel is essential in a good world language curriculum? (Survey 2)</i>	
Units with Integrated Performance Assessments enriched with Real resources and student-engaging activities or outcome projects.	Assessment/ Resources/ Student engagement
Share clear, achievable goals with students and parents. Plan backwards from those goals.	Goals
Develop authentic tasks.	Resources
Intrigue. Backward design. What do we want them to know, then how to we get them there.	Student engagement/ Goals
A curriculum that the learning goal is clearly defined, that is interesting and connecting to the students, and that is thematically well thought of and designed	Goals/ Student engagement/ Thematic
Want to make the students engaged and interested in the curriculum.	Student engagement
A culturally driven unit that sparks students' interests	Thematic/ Student engagement

Table 11 Continued

<i>After participating in the collaborative curriculum writing, what do you feel is essential in a good world language curriculum? (Survey 3)</i>	
Significant Statement	Researcher Coding
A clear, comprehensive task overview; then use backward design to map out the whole unit; setting clear can-do goals for me and my students; have students self-assess on these goals; finding the right authentic materials and develop appropriate, effective assessments in all 3 modes.	Goals/ Resources/ Assessment
Units based on thematic units that allow students to develop their skills and wide [sic] their knowledge of the culture	Thematic
Communicating clear goals to students.... Making sure that it's not all a bunch of activities, but rather proficiency-oriented tasks. Everything needs to lead toward the final assessment.	Goals/ Proficiency/ Assessment
Thematic units. Focus on a theme and not on grammar and vocabulary with out [sic] sense or just to feel [sic] gaps. Have a product (summative assessment) result of a learning process. Have specific goals (can do statements). Use of authentic resources.	Thematic/ Assessment/ Goals/ Resources
It's theme based, with 3 modes elements incorporated.	Thematic

Table 12

Surveys 1 & 2/Open-Response Questions 4 (Survey 1) and 2 (Survey 2) Significant Statements and Coding

<i>Briefly describe the ideal curriculum for the course you are planning to revise? (Survey 1)</i>	
Significant Statement	Researcher Coding
Fast paced, reading focused Latin.	Organization
Ideally we should create a curriculum that incorporates a big amount of assessments...and ideally the assessments will be speaking assessments.	Assessment
It starts with "I CAN" statements or statements of what the students should be able to do at the end of each module.	Goals
There is a basic text or some kind of hard copy of the curriculum to fall back on and/or to use as a guide for the students to use as well.	Textbook
It is thematic and complements the level(s) above and the level(s) below.	Organization
Use of "can do statements." Use of authentic resources.	Goals/ Resources
Performance assessments instead of unit text.	Assessment
One of the ideas is collaborating with other dept. such as music and art for projects is it is feasible.	Collaboration

Table 12 Continued

<i>Has your vision for the “ideal” curriculum for the course you are planning to revise changed as a result of our work? If so, how? (Survey 2)</i>	
Significant Statement	Researcher Coding
Yes. Now it is not just about how much the students know, it is more about how the students are able to show how much they know through Integrated Assessments.	Assessment
It is tough being tied down to the textbook. I have been looking at others. It has made me second guess our text.	Textbook
Yes. My vision has changed in a way that I feel as a teacher, we are empowered through this training, to redesign our curriculum based on theme, to focus on student performance assessments while still adopting and incorporating textbook as one of the resources.	Thematic/ Assessment/ Textbook
I still want to use the textbook as a support, but I can see that it shouldn't be the driving force behind the curriculum as it has in the past. My ideal curriculum is that we have an authentic purpose for students for each unit and we connect it to the real world.	Textbook/ Goals
Yes, I am trying to think of ways to teach kids the same language structures in a more authentic way.	Communication
Not so much. I've felt that there was a lot out there that would be better than following a textbook. My vision feels more concrete now.	Textbook

Table 13

*Surveys 1 & 2/Open-Response Questions 5 (Survey 1), 3 (Survey 2), and 4 (Survey 3)
Significant Statements and Coding*

<i>As a result of this study group, what do you envision as a final product? (Give some examples of how you expect your curriculum will change as a result of the work we do together.) (Survey 1)</i>	
Significant Statement	Researcher Coding
I strongly hope to “near” double the amount of Latin taught in a given year. This newer faster pace will enable us to better prepare out [sic] students for Latin V and AP.	Organization
Working together we will be able to share experiences, ideas and lead to a better practice in the classroom.	Collaboration
I envision an engaging, entertaining and productive class for the students who are going to feel that they have become more proficient in the target language.	Student engagement/ Communication

Table 13 Continued

Significant Statement	Researcher Coding
It will be more engaging, authentic and realistic. USEFUL!!!	Student engagement
A curriculum that is topic focused in each unit...the goal can be easily defined.... Both teacher and students can easily measure learning progress.	Thematic/ Goals
<i>As a result of this study group, what do you now envision as a final product? (Give some examples of how you expect your curriculum will change as a result of the work we have done together.) (Survey 2)</i>	
Engaged students who are involved in the learning process as a whole. Not just worried about grades or how they are going to do on the final.	Student engagement
Share clear, achievable goals with students and parents. Plan backwards from these goals. Develop authentic tasks that truly reflect goals of each unit.	Goals
I suspect things will feel more cohesive.	Organization
The final product will have at least these elements: a clearly defined unit goal at the beginning for students; a task overview on the unit; lesson content, procedure, content; a can-do statement for students to check of [sic], which echoes the unit goal.	Goals
I will include more authentic resources.... My curriculum will focus more on being able to communicate effectively in the target language and less on how well students understand a grammatical concept.	Resources/ Communication
Lots of "I can" statements with – this is the tricky part – students checking themselves and checking in with me on whether they've reached them; ... More time for students to "perform" extemporaneously; More reading of "authentic materials" when starting a unit; more reading in general; Using the structure INTERPRETIVE, INTERPERSONAL, and PRESENTATIONAL and getting the students to use those modes of communication.	Goals/ Assessments/ Communication
<i>As a result of this collaborative curriculum writing, what do you envision as a final product? (Survey 3)</i>	
Faster pace. More linked curriculum.	Organization
Each unit has clear goals and a good task overview. Students are motivated because they know they are working towards an authentic final project.	Goals/ Student engagement
I envision a class where students feel happy and motivated to be active in the classroom.	Student engagement
There will be more focused group and pair work, and since all activities in a unit are oriented toward the Summative Assessment, I will be more task-oriented and less likely to say "Now what!?" or "What should we do next?!"	Student engagement/ Assessments

Table 13 Continued

Significant Statement	Researcher Coding
I envision a more fun curriculum where students are more engage [sic] and able to compare and contrast their own culture and the Hispanic one while learning the target language.	Student engagement
As a result of the work we have done together, I envision a final product will be a well designed curriculum which contains a theme, and the curriculum content answers an essential question. Students are given a task to apply what they are learning; the learning goal is clearly set so the students know what to expect from the unit.	Organization/ Goals

Table 14

Surveys 2 & 3/Open-Response Questions 4 (Survey 2) and 3 (Survey 3) Significant Statements and Coding

<i>What do you still need in order to be successful in making changes to your curriculum? (Survey 2)</i>	
Significant Statement	Researcher Coding
I guess it is a matter of how much time I am willing to spend not just working on a good curriculum, but also doing research of Sample Units, successful cases with implementation of IPAs, good real resources, practice on Comprehension Guides, etc.	Time
Have a better understanding of how to fill out ACTFL unit templates; Have a better understanding of how to prioritize parts of the template; Be able to communicate with teachers who are more experience developing IPAs.	Templates/ Collaboration
Authentic resources.	Resources
Keep practice [sic]	Experience
I think just time to walk through the process of developing the units. The time we work together over the summer will (I hope) help me in feeling more confident with the ACTFL curriculum templates. Working together next year in a PLC is a good idea so we can help each other.	Time/ Experience/ Collaboration
More time to work on gathering authentic resources and other teacher aids that I will actually use in my teaching.	Time
Practice using it and getting an idea of timing – how long to spend in preparation for an assessment....	Experience
<i>What do you still need in order to be successful in making changes to your curriculum? (Survey 3)</i>	
Resources	Resources

Table 14 Continued

Significant Statement	Researcher Coding
Find more authentic resources; have opportunities to exchange experience of curriculum development with other world language teachers	Resources/ Collaboration
Just some time to focus on fully developing my units.	Time
I would say a little bit more time, and probably being able to see more classes where the methodology is being implemented.	Time/ Collaboration
I need to try things out and have a co-teacher try them out with the same level of students and share feedback.	Experience/ Collaboration
Know how to implement it. Find authentic resources. Make sure I am going in the right direction.	Experience/ Resources
What is in need has been pretty much provided. The rest will be lots, lots of brain work and time.	Time

Table 15

Surveys 2 & 3/Open-Response Questions 5 (Survey 2) and 1 (Survey 3) Significant Statements and Coding

<i>What did you find to be the most valuable part of participating in the study group? (Survey 2)</i>	
Significant Statement	Researcher Coding
To be able to share your own work and getting to have feedback from my colleagues.	Collaboration/ Feedback
Collaboration	Collaboration
Bouncing ideas of each other. Being able to go over my work little by little and gain feedback.	Collaboration/ Feedback
Looking at and sharing each other's work, listening to each other's ideas; have Rebecca coming to show us lots of concrete work....	Collaboration/ Exemplars/ Expert support
I loved talking through our concerns as a group. It is nice to have time to work together and feel like we're planning together, instead of doing all the planning by ourselves. I would have gotten stuck on curriculum pretty quickly without the rest of the group, and to be honest, I think I would have given up! I also liked reading the resources we were given and having time to talk about them. I also LOVED going to visit Wellesley with the group. It was great to get out and see another district. Having Rebecca come speak to our group was fantastic.	Collaboration/ Resources/ Expert support
Looking at curriculum in a different way. Visiting Rebecca's class in Wellesley.	Exemplars

Table 15 Continued

Significant Statement	Researcher Coding
Other teacher's ideas. Rebecca's visit. Reading the books.	Collaboration/ Expert support/ Resources
<i>What did you find to be the most valuable part of participating in the collaborative curriculum writing time? (Survey 3)</i>	
Getting ongoing feedback.	Feedback
Collaboration. Clarification.	Collaboration/ Feedback
I haven't really used the textbook much in my curriculum at all except as a reference, but this group helped me to envision what my non-textbook based curriculum should look like.	Vision
Being able to share your work and getting ideas from the other members if [sic] the group. Sometimes you get too deep into the unit and it is hard to see with perspective. So sharing helped, a lot!	Collaboration/ Feedback
Collaborating and sharing ideas, which helped sort through and understand all the different parts of the ACTFL template. Before it was obscure, and now it's clear.	Collaboration
Team work. Getting ideas. Collaborating with each other.	Collaboration
Learning the new approach to curriculum design.	Exemplars

Table 16

Surveys 2 & 3/Open-Response Questions 6 (Survey 2) and 2 (Survey 3) Significant Statements and Coding

<i>What did you find to be the least valuable part of participating in the study group? (Survey 2)</i>	
Significant Statement	Researcher Coding
Maybe having to spend too much time figuring out some specific sections on the Templates instead of being able to use the time in other useful things or practical aspects. I personally believe that the ACTFL template we have implemented is good, but it is a little bit frustrating to have to look up for the meaning of some sections. The template should guide us instead of getting us lost	Templates
Honestly, I think we could have benefited from an ACTFL expert's presentation on how to prioritize when designing IPAs using ACTFL template.	Expert support
Being the only non modern language person often makes me feel left out because I can't organize my curriculum (nor would I want to) like the modern languages get to. I also felt very "left out" and "overlooked" of the Wellseley trip...	Isolation

Table 16 Continued

Significant Statement	Researcher Coding
To be too focused on or restricted with forms/format.	Templates
Overall, I think everything went really well. I think we could have used more time to work on our draft units. Maybe if we had started at the beginning of the year, rather than second semester, we would have had more time.	Time
Doing the readings and spending so much time discussing them in study group. I think it would have been more beneficial to look at other example curriculum during the study group time and share ideas for creating our own.	Resources
Observing the Latin teacher in Wellesley.	Exemplars
<i>What did you find to be the least valuable part of participating in the collaborative curriculum writing time? (Survey 3)</i>	
Not being a modern language and not benefiting from most group discussions.	Isolation
Some parts of the ACTFL unit templates appear to be repetitive and redundant.	Templates
Discussing the readings during study group.	Resources
I think everything was valuable. Sometimes, felt to me a little bit less valuable to talk about someone's else unit which was almost not developed or not enough time was spent on it. I feel you need to spend some (or a lot) of time working on it in order to share and get useful input.	Time
Being crazy or spending too much time over a small detail on the unit designing template.	Templates

Table 17

Surveys 2 & 3/Open-Response Questions 7 (Survey 2) and 7 (Survey 3) Significant Statements and Coding

<i>Please share any other feedback you have on the curriculum study group? (Survey 2)</i>	
Significant Statement	Researcher Coding
Great experience! Can't wait to actually implement the IPA's in my classroom and to see how students perform. I think it will be a slow process, challenging as well, but I believe worth it to try!	Time
Thanks for the opportunity. I am really eager to spend some time this summer finding (hunting) some authentic or even adapted resources. I am also excited to revamp the common assessments for next year.	Time
It really felt like a collaborative process where everyone was equal. I think we came to decisions together and worked through our challenges as a group. Thanks!	Collaboration

Table 17 Continued

Significant Statement	Researcher Coding
<p>I think it's been very positive! I like the idea of making the curriculum revolve around proficiency and reality rather than chapters of a textbook. HOWEVER, having seen the "open classroom" movement in the early 70s, and "individualized instruction" during the same era, I know that (1) not every new practice fits every teacher; (2) not every new practice fits every student; (3) there will ALWAYS be a new bandwagon, no matter how "perfect" the latest thing seems; and (4) in my opinion ECLECTIC is the only way to go. Also, in the interest of teacher sanity, we need to have a textbook to fall back on for those days when we are in between activities/units, haven't had time to plan something awesome and unique, or just need to hand out seatwork for whatever reason. I may want to be able to have the students read an infograph today, but if I haven't had time to search for a good infograph, pick out three tiers of vocabulary, and create questions or true/false items to test comprehension, an infograph is not the way to go that day. (That's not including the time it takes to re-format an infograph so it will print out clear!) I think creating a proficiency-based unit is a lot of work, especially at higher levels in high school, because you have to have a wide variety of materials and activities that prepare the students for the assessments. Deciding on the themes for the 6 units is just the beginning. We need to have lots of communication within the department to test things out and see how they're going and modify as we need to. It's not clear whether that will work in our department, as we all know!</p>	<p>Collaboration</p>
<p><i>Please share any other feedback you have on the collaborative curriculum writing? (Survey 3)</i></p>	
<p>I really enjoyed it. It has inspired me to look into another textbooks options and even to thinking about creating my own curriculum, non-textbook based.</p>	<p>Inspiration</p>
<p>I really enjoyed rewriting my curriculum in this way and learning from the ideas of other teachers.</p>	<p>Collaboration</p>
<p>It's a great idea and I hope everyone else will get on board.</p>	<p>Collaboration</p>
<p>Can't wait to be a PLC group! I think it could be great to use the PLC time in the following: - Sharing HOW is it going. Sharing WHAT is working, WHAT is not working, WHY it is or it is not working, etc. - Getting input on what can we do better, or why some activities may not be working as expected, etc. - Sharing Unit Templates and getting feedback to do a better job in the classroom</p>	<p>Collaboration</p>

Table 17 Continued

Significant Statement	Researcher Coding
We might need extra times/hours to continue building a good curriculum. We might not have enough time to finish all 4-6 units in full.	Time

Table 18

Survey 3/Open-Response Question 6 Significant Statements and Coding

<i>Have your beliefs about world language curriculum changed or evolved since we began our work? If so, how? (Survey 3)</i>	
Significant Statement	Researcher Coding
Yes, the logical grouping for my textbook isn't as logical as I thought for thematic usages.	Thematic
No. However, it's becoming more clear and concrete.	Clarification
It has helped me to focus on topics that I think will be intriguing to my students.	Student engagement
YES - It is a lot of work, but when you get into it you start getting engaged on the idea of having students motivated and active in the classroom and the learning process	Student engagement
Yes - I've wanted to bypass the textbook and focus on standards or frameworks, so this is a way to achieve that by working with other teachers.	Collaboration
Yes! I am more focus on the result, using a backwards design. Knowing what the goals are, then I can focus on what to teach.	Goals
Yes. I am thinking more in depth about planning around a theme, and an essential question for each unit.	Thematic

Document Analysis

Additional documentation in the forms of researcher's journal (Appendix M) and a sample unit (Appendix N) were collected to support data collection. A summary of findings follows:

- Researcher's Journal

- An initial examination of teachers' beliefs about curriculum exposed a lot of frustration with the textbook, as well as a desire to make curriculum more meaningful and relevant to students.
- The questions about curriculum that teachers began with focused on assessment, instruction, and the process of creating new curriculum.
- Although national resources were used as reference, teachers strongly wanted and needed to see a real-life example of curriculum being implemented in order to feel prepared to move forward with writing their own curriculum.
- The national resources available do a very poor job in including Latin and other classical languages. The Latin teacher expressed frustration at feeling “left out” of the movement toward a proficiency and communication-based classroom.
- The most valuable element of the study group and curriculum writing time appeared to be being able to share ideas with other teachers and get their feedback. As each teacher presented first initial ideas about the unit they wanted to develop, then a very rough draft, then a better draft, the improvements made were clearly influenced by feedback from the group.
- Sample Units
 - The Spanish 2A sample unit (Appendix N) prior to this study summarized the corresponding chapter in the textbook. An “alternative” performance assessment was provided (in place of the textbook chapter test) in which students wrote and performed a skit about planning a surprise party.

- The post-study group Spanish 2A unit continued to outline the components of the chapter, but there was an attempt to articulate student goals in the form of the NCSSFL-ACTFL Can-Do Statements (2015), which are statements for student use organized around the three modes of communication (interpersonal, interpretive, presentational). These can-do statements focus on what a student can do with the language. An example from the sample unit is: “I can describe my family, my friends and myself.” The topics covered in this sample unit are broad and the can-do statements cover a substantial amount of material.
- The Spanish 2A post-collaborative curriculum writing is more focused and provides an authentic task for students to complete as their summative assessment. The three modes of communication are represented in this task. Grammar remains a component of the unit, however, is referred to as “structures” and “patterns” of language, and is included only after the function in which the language will be used is articulated. The textbook is still included as a resource to support the unit, but a large amount of authentic resources have been identified, and the textbook is referred to only as an “additional resource.” The teacher identified a theme for the unit, developed an authentic and engaging summative assessment that guides the unit, articulated what students will be able to do as a result of the unit, backing in to grammatical structures needed for communication, and finally looked to the textbook for supporting resources.

Summary

In summary, this chapter provided an overview of the methods used to collect data, as well as both the quantitative and qualitative results from the three surveys used. Quantitative data were compared to show changes in teacher response to same or similar Likert Scale statements across surveys, and qualitative data were coded to identify emerging themes. Supporting documentation was also analyzed for significant information to support qualitative and quantitative data. In the next chapter, findings from the data will be presented, along with a discussion of recommendations and needs for further research.

CHAPTER V

FINDINGS, IMPLICATIONS, AND CONCLUSION

This chapter presents the findings from the study on supporting teachers to shift to a communicative curriculum through a study group and collaborative curriculum writing intervention. Thorough analyses of the data from the three surveys were used to answer the guiding questions: 1) Before beginning a spring study group on curriculum revision, what are teachers' beliefs about effective curriculum and what do they envision as a final product? 2) After participating in a spring study group on curriculum revision, what changes (if any) to teachers' beliefs have occurred? What do teachers now envision as a final product? And what do teachers still feel they need to be successful? 3) How effective was the collaborative curriculum writing time in supporting teachers to develop a new curriculum and how prepared do they feel to implement it? The overall result was positive in shifting teachers' beliefs about curriculum and leaving them to feel prepared to implement the new curriculum they designed.

Overview and Analysis of Key Findings

Teachers' beliefs about curriculum shifted through the course of this study. Teachers reported a positive shift in belief about their own ability to design and implement proficiency and communication centered curriculum, as well as a stronger belief that students would be successful with the new curriculum.

Empowerment

My vision has changed in a way that I feel as a teacher, we are empowered through the training, to redesign our curriculum based on theme, to focus on student performance assessments while still adopting and incorporating textbook [sic] as one of the resources. (Appendix K)

Teachers reported increasing levels of comfort in designing thematic units, with 100% initially disagreeing or not sure that they were comfortable and ending with 100% agreeing or strongly agreeing with this statement at the close of the study. Teachers also reported more readiness to make the shift away from having the textbook drive curriculum, shifting from only 50% agreeing that they were ready, to almost 60% agreeing and over 40% strongly agreeing that they were ready at the end of the study. Likewise, levels of nervousness about implementing a new curriculum decreased as the group worked together, with 83% reporting that they were nervous at the outset of the study and 85% reporting that they were either not sure or disagreed that they were nervous about implementing a new curriculum at the end. Teachers reported more clarity on certain aspects of a new curriculum as the group progressed, such as the use of can-do statements (50% agreed that they would use can-do statements at the beginning of the study, but 100% agreed or strongly agreed that they had in fact used them at the end of the study) and targets for student proficiency levels (83% of teachers reported disagreeing or strongly disagreeing that they were clear on how to use proficiency targets with curriculum at the beginning of the study and 43% agreed or strongly agreed that there were now clear at the end of the study). Most importantly, teachers felt “empowered” through the training to take curriculum design into their own hands.

Knowledge Base

The final product will have at least these elements: a clearly defined unit goal at the beginning for students; a task overview on the unit; lesson content, procedure, content; a can-do statement for students to check of [sic] which echoes the unit goal. (Appendix K)

The clarity around what curriculum should look like increased through the course of this study. By building teachers' knowledge base around curriculum that follows national guidelines, teachers reported more clarity on their goals for curriculum, with 83% disagreeing that they had a clear goal for their curriculum at the beginning of the study but 71% agreeing that they now had a clear goal at the end of the study. All teachers used the can-do statement framework in their final units. In the pre-study group survey, teachers had a vision for an "engaging, entertaining and productive class" where students would "become more proficient in the target language" (Appendix J), however, there lacked specificity in terms of how the curriculum would be designed to make this vision a reality. Teachers responded to questions about what their final curriculum would look like in increasingly concrete terms as the study progressed, as in the example above, demonstrating their broadening knowledge base around curriculum design.

Student Engagement

I envision a more fun curriculum where students are more engage [sic] and able to compare and contrast their own culture and the Hispanic one while learning the target language. (Appendix L)

Teachers' beliefs about student engagement in thematic units where proficiency and communication are central shifted as a result of this study, with all teachers believing

their students would be successful with the new curriculum at the end of the study (67% of teachers reported being not sure that students would be successful with the new curriculum at the beginning of the study, but 100% reported that they agreed or strongly agreed that students would be successful at the end of the study). Teachers also brought up the importance of student engagement throughout the study. Student engagement is clearly an important motivational factor for teachers in wanting to revise curriculum, as it was repeatedly referenced in the pre-study group survey as well as the post-study group and post-collaborative curriculum writing surveys. Teachers also reported stronger belief that their students would be more successful with this new model as the study progressed.

Time

What is in need has been pretty much provided. The rest will be lots, lots of brain work and time. (Appendix L)

In moving forward with implementing their new curriculum, the challenge of finding time to continue the work came out as a strong need by many teachers in the study. During the study group time, teachers suggested that the Proficiency Cohort members continue working together next year during district professional learning community (PLC) time. A number of teachers also asked if the group could continue to meet after school once a month because they were worried they wouldn't have enough time to get support from each other during the regularly scheduled PLC time.

Collaboration

I loved talking through our concerns as a group. It is nice to have time to work together and feel like we're planning together, instead of doing all the planning by

ourselves. I would have gotten stuck on curriculum pretty quickly without the rest of the group, and to be honest, I think I would have given up. (Appendix K)

One of the most positive elements of the study was the collaborative nature of it. All teachers reported that it was helpful to have the group of teachers to share concerns and challenges, with over 70% stating that they strongly agreed with that statement. As indicated in the above quote, the teachers requested that they continue meeting to support each other through district PLC time as well as after-school meetings. In one participant's words, "sharing helped, a lot!" (Appendix L). Furthermore, there was a sense of egalitarianism in the group, with one participant stating that the Cohort "felt like a collaborative process where everyone was equal," and that "we came to decisions together and worked through our challenges as a group" (Appendix K).

Isolation

Being the only non modern language person often makes me feel left out because I can't organize my curriculum (nor would I want to) like modern languages get to. (Appendix K)

The group was composed of mostly Spanish teachers, with two Mandarin teachers, and only one Latin teacher. The Latin teacher reported a sense of isolation in the group, which presents a challenge for moving forward. The materials reviewed in the group, although coming from the national language organization (ACTFL), fail to include guidelines for classical languages. Although classical language teachers can be included in teaching for communication by focusing on interpretive reading and presentational writing, there is a lack of sufficient resources to support these teachers in designing curriculum focused on developing communication and proficiency. A challenge for

Arbor Public Schools is to develop a collaborative model that includes the Latin teachers and makes them feel included and an integral part of curriculum design.

Recommendations for Future Models

Based on the overall responses from teachers, the study group and collaborative curriculum writing model used in this study were effective in shifting their beliefs around curriculum, building teacher capacity to write effective curriculum, and in supporting teachers to design curriculum about which they felt confident to implement. This model could easily be implemented in other similar districts with the following recommended changes: 1) Provide more time for the study group to meet prior to curriculum writing. The study group began at the start of the second semester. If the model were to be repeated at Arbor Public Schools, a full school year would be given for meetings to provide teachers with more time to investigate national research and develop model units. Teachers in the survey expressed the need for additional time. 2) Incorporate better resources for teachers of classical languages. This is a challenging point due to the fact that there is a lack of resources for classical language teachers at the national level. However, identifying other classical language teachers in the region who may want to participate or including at least two teachers of a classical language in the group, if possible, could help mitigate the feeling of isolation that the Latin teacher in this study experienced.

Recommendations for Further Research

Although previous research has supported the rationale behind a shift in instructional focus in the world language classroom, as well as research documenting models of major curriculum shifts that have been implemented using content-based instruction as their focus, there is a lack of existing research where curriculum design is used as a model for professional development. To the researcher's knowledge, no such research exists in the domain of world language education. This study attempted to merge theories around progressive models for professional development (e.g. study group and using curriculum design as a means of professional development) with the need for shifting curricular models in world languages. Results from this study may contribute to the research gap and serve as a model for future studies where curricular shifts need to be implemented. A further need for research is how classical languages fit in the communicative, proficiency-based world language curriculum model.

This study could be improved in a number of ways. More time could have been spent during the initial study group to provide teachers with more support and better build their knowledge base around curriculum. Additionally, three days are a limited amount of time to work collaboratively on writing curriculum. The teachers could have used an extended period of time to write their curriculum with the support of the group, as evidenced by teacher feedback from the surveys.

In summary, the intervention model using both a study group and collaborative curriculum writing time was overall successful in shifting teachers' beliefs about world language curriculum and preparing them to feel confident in implementing new curriculum.

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APPENDIX A

SURVEY 1

Curriculum Study Group – Pre-Survey

1. What do you see as the major problems with the current curriculum you are planning to revise?
2. What do you see as the strengths of the current curriculum you are planning to revise?
3. What do you feel is essential in a good world language curriculum?
4. Briefly describe the ideal curriculum for the course you are planning to revise?
5. As a result of this curriculum study group and collaborative curriculum writing, what do you envision as a final product? (Give some examples of how you expect your curriculum will change as a result of the work we do together.)

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.					
I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind curriculum planning.					
I have a clear goal for what my curriculum should look like next year.					
I am nervous about implementing a new					

curriculum next year.					
Even within thematic units, grammar explanations and drilling is still an important piece of curriculum.					
I believe my students will be successful using a thematic-based curricular model.					
The textbook will still be an important part of my curriculum next year.					
I am clear on how to incorporate proficiency targets into my curriculum and assessments.					
I plan on using can-do statements to set goals for each unit.					
Using thematic units rather than traditional methods will be more work for me as a teacher.					
Using thematic units rather than traditional methods will result in more student learning and engagement.					

APPENDIX B

SURVEY 2

Curriculum Study Group – Post-Survey

1. After participating in the study group, what do you now feel is essential in a good world language curriculum?
2. Has your vision for the "ideal" curriculum for the course you are planning to revise changed as a result of our work? If so, how?
3. As a result of this curriculum study group and collaborative curriculum writing, what do you envision as a final product? (Give some examples of how you expect your curriculum will change as a result of the work we have done together.)
4. What do you still need in order to be successful in making changes to your curriculum?
5. What did you find to be the most valuable part of participating in the study group?
6. What did you find to be the least valuable part of participating in the study group?
7. Please share any other feedback you have on the curriculum study group.

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.					
I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind curriculum planning.					

I have a clear goal for what my curriculum should look like next year.					
I am nervous about implementing a new curriculum next year.					
Even within thematic units, grammar explanations and drilling is still an important piece of curriculum.					
I believe my students will be successful using a thematic-based curricular model.					
The work we've done in the Study Group has helped me in rethinking what my curriculum could look like.					
The textbook will still be an important part of my curriculum next year.					
I am clear on how to incorporate proficiency targets into my curriculum and assessments.					
I plan on using can-do statements to set goals for each unit.					
Using thematic units rather than traditional methods will be more work for me as a teacher.					
Using thematic units rather than traditional methods will result in more student learning and engagement.					

APPENDIX C

SURVEY 3

Collaborative Curriculum Writing Survey

1. What did you find to be the most valuable part of participating in the collaborative curriculum writing time?
2. What did you find to be the least valuable part of participating in the collaborative curriculum writing time?
3. What do you still need in order to be successful in making changes to your curriculum?
4. As a result of this collaborative curriculum writing, what do you envision as a final product?
5. After participating in the collaborative curriculum writing, what do you feel is essential in a good world language curriculum?
6. Have your beliefs about world language curriculum changed or evolved since we began our work? If so, how?
7. Please share any other feedback you have on the collaborative curriculum writing.

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.					
I have a clear goal for what my classes will look like next year implementing the new					

curriculum.					
I am nervous about implementing my new curriculum next year.					
I believe my students will be successful using my new curriculum.					
The work we've done in the Collaborative Curriculum Writing has helped me develop strong units for next year.					
I used can-do statements to set goals for each unit.					
It was helpful to have the group to share concerns and challenges with as we worked.					

APPENDIX D

NOTES OF CONVERSATIONS WITH STAKEHOLDERS

Conversation #1: Arbor High School Principal, Dr. J, 9/23/14

Dr. J thinks there is something about “languages in America” that makes them less important. He says, “we’re not a country that learns foreign languages.” Dr. J describes when he was living abroad in Israel and how the people living there were motivated to speak English with him. Even in their own country, they wanted someone to practice English with when they didn’t “need” it. He found it hard to get people there to speak Hebrew with him, which is what he wanted to practice. He doesn’t think similar things would happen in this country.

As the high school principal, Dr. J also sees that there are “scheduling problems” that are “set up by design to lock kids out of classes.” Upperclassmen can’t always take the elective they want since there are too many choices and they have to prioritize. He wonders if this could be fixed by having more half-year electives and fewer “seat time” requirements.

Regarding foreign language instruction, Dr. J thinks there is an “over reliance on grammar” as well as a “cultural aversion to rigorous language use.” When teachers begin talking about grammar, “all the life is sucked out of the class.” Students are “not engaged” because they see it as “not relevant.”

Dr. J also recognizes that teachers can be defensive about their instruction: “students drop your classes, which threatens your job.” Teachers are “competing for resources” and fear that if a student, for example, takes a language course online, “they won’t come back.”

Dr. J thinks that the “smart kids take French” and that the other kids take Spanish. His own son chose Latin in part because “those kids” aren’t in his class.

Overall, Dr. J thinks that having a “good teacher” and helping students make “cultural connections” results in students taking a language and sticking with that language.

Conversation #2: Arbor High School Spanish Teacher, Ms. H, 9/25/14

When deciding whether or not to continue, Ms. H feels that students “go by the teacher.” When they’re seniors, “they have too many choices, so they go by the teacher.” It has “nothing to do with us,” but rather “what do they need for the future, what did guidance recommend to them?” She thinks the decision to continue is “related to college.” Students “just need the requirement” for high school graduation, and then they consider “what will be important in their future.”

Ms. H also identifies a “lack of real experiences for students to see a use for the language.” She wonders, “how can we give them an experience so they see the value of learning another language?” Students need to “have motivation” to continue. In this country, “kids live in a bubble” and “don’t understand why they need a language.”

Ms. H also thinks the curriculum is a factor. Students “don’t want to continue with the textbook.” They ask, “more grammar again?” Students don’t realize that at level 4 and 5, there is no textbook. Ms. H feels that “students need to understand what’s at the next level” and that we should “have a teacher explain this or current students explain.” Ms. H has felt “pressure to cover the curriculum” to keep up with other teachers, but that

“we should focus on what students can do” with the language. Students “want to have conversations” in the language.

Conversation #3: Arbor High School Spanish Teacher, Ms. T, 9/25/14

Ms. T feels that “if students are prepared well and have a good experience,” they will continue. However, “students need to see value” and their own “progress in learning.” If students understand that they are making real progress, they are more likely to continue.

Ms. T also feels that she needs to “sell” the language. “We need to hook them.” “I have to sell my product,” she elaborates. “If students see that it’s kind of hard, but that it’s fun and that they’re making progress,” they will continue. The “standards” that teachers hold students to is also important. “It’s super important that students *see* that they’re learning.”

Thinking about the lower level classes, Ms. T points out that “a lot of the topics are female orientated,” such as family, housecleaning, clothing, etc. Boys in the class aren’t as interested, so they drop. She also thinks that the level 3 class is “too grammar heavy.” “We need to put the focus on speaking and make it engaging.” “We don’t want to overwhelm them.” Ms. T thinks it’s important to “put things in context” and “take the kids where they are.”

Finally, Ms. T points out that with so many Spanish teachers in the district, it’s all about “good teaching” and that “having all the teachers on the same page helps.”

Conversation #4: Arbor High School Latin Teacher, Ms. M, 9/26/14

Ms. M sees the most important reason that students continue their language as being the “relationship with the teacher the year they decide to drop.” Kids always ask her “who’s teaching the class next year?” If they don’t like the answer, they drop. She feels it’s crucial to have a strong “rapport” with the students to motivate them to continue. Overall, Ms. M doesn’t see “a huge amount of passion in them” to study Latin. She works hard to “make the class fun and help kids form an attachment to the language.” With Latin, it’s “easy to get in to drilling” the language, but the class still “needs to be fun” for students. There “isn’t a lot of motivation” in students. Ms. M tries to help make “modern connections” between Latin and English. For example, she has a poster in her classroom with 100 English vocabulary words students “must” know before they graduate high school. She shows this to students and asks them what the words mean. Even if they don’t know, she points out the root of the word and they can usually figure it out from knowing Latin.

Ms. M really likes that students “be able to have the same teacher for two years in a row” since this give the teacher and students a “chance to develop a relationship,” which she thinks will result in more students continuing. Since they are familiar with the teacher, they know what to expect the following year, as opposed to worrying about a new teacher being too hard or different. Kids have a lot of “anxiety” about a new teacher and how they test students. Ms. M is worried about students dropping when the leave the middle school, rather than continuing even to level 2 of Latin in the high school. When she was teaching in the middle school, she ran the Latin Club, and now that she’s at the high school, there were a bunch of students she was expecting to continue Latin.

However, many of them decided to switch to a different language and she doesn't know why. Ms. M suggests that we "do a tour in middle school to talk to students about what's coming next," sort of a "meet the teacher" activity. She thinks it would be effective to "preview" with students what's coming at the next level.

Conversation #5: Field Mentor, Assistant Superintendent, Dr. Laura Chesson, 10/2/14

I shared my initial data with my field supervisor, and shared the conversations I had had with teachers in my department and the high school principal. I shared that I had been surprised by the fact that teachers seemed to feel constrained by the curriculum, feeling that they had to cover a certain amount of content in order to be on track with other teachers. I also shared that there is a realization among teachers that we will never be able to achieve zero attrition in our classes and that there are certainly cultural factors at play as to why students don't see languages as important. I shared that I wanted to focus on what was within my/our control as department chair and as teachers.

My assistant superintendent has always been very resistant to the over-reliance on textbooks, and has worked to phase out textbooks in many disciplines. She wondered about the use of textbooks in our beginning levels and whether they forced teachers to be overly focused on content coverage, rather than meeting the needs of the students in the classes. I agreed that – while I have really resisted the elimination of textbooks in levels 1-3 – I am beginning to question whether they are actually having detrimental effects on the curriculum. I shared my concern that teachers don't often reference written curriculum materials, but rather just look to the textbook to know what to cover. While the textbooks provide a nice framework for teachers, particularly at the beginning levels,

they also put a strong emphasis on grammar, and include a lot of grammar points that do not have a natural fit in the theme of the unit and go beyond what students can naturally acquire. We discussed the challenge of needing to provide teachers with resources, but wanting them to see these resources as *supports to the curriculum*, rather than the curriculum itself.

Conversation #6: Ottoson Middle School Latin Teacher, Ms. H, 10/15/14

Ms. H feels that the recent “movement of Latin teachers” has affected kids in not staying with the language. She thinks that “knowing the teachers is helpful” and that students generally “take the class because of the teacher.” As a former high school teacher, Ms. H knows that students “have a lot of competition in other classes” and believes that “guidance is encouraging students not to take too many AP classes,” which negatively impacts enrollment in AP Latin.

Ms. H see that students often choose a certain language based on the fun extras that it offers, such as field trips. She is aware that in the middle school, there is no field trip for Latin, and thinks this could be a reason there aren’t as many students signing up. She also thinks “clubs are important” as they “help bring kids to us.”

Another concern in the high school is the fact that more students in “curriculum A” (the regular, non-honors track) drop than students in Honors classes. Ms. H feels that “discipline” issues and a high amount of students with learning disabilities is a reason. In Latin, “there is a lot of memorization, which is hard for them.” She also thinks it’s a “difficult mix of kids who don’t work well together.” Ms. H and I talked about two recent courses we’ve started in the high school, one in Latin that is designed for students who

have learning disabilities, and another one in Spanish designed for students who are in a program called “Workplace” – generally students with very difficult home lives and social/emotional issues. She called these two new courses a “great move” since it helped target students with specific problems, rather than mixing them all together.

As a possible solution to attrition moving even from the middle school to the high school, Ms. H suggested “having a high school teacher come down and talk to the kids about continuing.” Ms. H also considered rethinking the curriculum in particular for struggling students. She has started using more “spoken Latin,” and has students “act stories out.” For the “kids that struggle,” they “like to do this” and it helps them retain material better.

Conversation #7: Arbor High School French Teacher, Ms. A, 10/16/14

Ms. A felt that many students “may want to continue, but the schedule doesn’t allow them to.” It’s “part of the culture to fulfill the requirements, but kids don’t understand the importance of learning another language.” “Parents don’t put as much importance on language” as they do other subjects. Ms. A also thinks that students drop because “languages just get harder, plus they don’t see the value.”

In her French classes, Ms. A says she uses “mind control” to convince the students to stick with it. She tries to make students feel like they’re “part of a team, that French is the best.” “The teachers enthusiasm is key.” She talks to students about how important the class is and how wonderful it is to speak another language. “Kids drop because it gets too hard, not because they don’t like it.”

When thinking about solutions, we discussed the fact that more curriculum A kids drop than Honors kids. Ms. A thought we should “separate curriculum A and Honors kids,” but realized that often there aren’t enough kids for a separate track. She thought we should “consider combining 3A and 4A students and develop a course with a conversational focus.” Ms. A also thought we should put “more ladders in place to support kids before they drop.”

Conversation #8: Arbor High School Latin Teacher, Mr. F, 10/16/214

Mr. F felt that Latin is a “tough sell” to students. “Unless they’re interested in the culture and history, it’s hard to maintain motivation.” Mr. F also felt that overall, students in the United States don’t see the value in language. He heard from a student that “doing homework for Latin wasn’t as important as the ‘big four’ – English, Social Studies, Math, and Science.” He felt that “it’s getting worse because English is such an international language” and students don’t believe that they really need to learn another language. It’s “not a strong enough reason just to ‘enrich’ themselves with another language.”

Another factor impacting why students drop are the competing requirements. Recently, he had one of his “best students” drop “because of an art requirement.”

As possible solutions, Mr. F suggested doing “more PR,” and suggested a “language day” where students could learn something about all of the different languages and cultures. Mr. F said, “I hate to suggest this, but should we consider lowering our standards and make grading not so difficult?” For curriculum A students, having easier grading policies might help them feel comfortable sticking with the language.

Conversation #9: Arbor High School Italian Teacher, Mr. D, 10/16/14

A veteran teacher, Mr. D felt that “a certain reduction is natural” and that we “can’t retain all students.” “If you look at other schools, it’s probably the same.” We face a cultural problem in this country – the “foreign exchange students see the importance of language,” but our students don’t.

Mr. D wondered what was offered in the curriculum in the upper levels, which he doesn’t teach. He said that the longer he has been teaching, the less he tries to impose his interests upon students. Mr. D has a PhD in literature, but prefers to find out what the kids are interested in and use those interests in the curriculum. “We need to offer the kids something that’s practical.” “We can’t do what we as teachers like, but what the kids like.”

Conversation #10: Arbor High School Spanish Teacher, Ms. H, 11/5/14

I shared my ideas for revising the curriculum with Ms. H to get her feedback. Ms. H shared other concerns with the curriculum and wondered if there was a way to get all teachers sharing materials, such as through a shared folder in Google. Ms. H explained how she felt that she was trying to cover everything in the textbook, but was also adding her own activities, which made her go more slowly. She feels like the textbook becomes enormous with all the things she adds. Ms. H shared that when she’s behind, but there is a common assessment coming up, she does what every teacher does – flips ahead in the book to the chapter where the common assessment aligns to. Ms. H said sometimes she didn’t understand why the book had so many little grammar points, and she couldn’t see how they fit with the theme or the vocabulary. I asked Ms. H if she had looked at the

written curriculum for the course, which is in an online program, other than when she started and I gave it to her. She said no. In essence, the textbook is her curriculum. Ms. H also expressed concern that there is a big jump between level 3 and 4 in Spanish. In Spanish 3, they are using the textbook, and in Spanish 4, there is a teacher-made curriculum focusing on real-world events. She feels like it's a big jump from one to the next. Ms. H brought up the themes that are covered in the AP Spanish course. She wondered if we could use those themes in every single level Spanish course to develop our curriculum. Ms. H said she didn't think the current curriculum (textbooks) aligned well at all with what is ultimately expected of students in AP Spanish. I asked Ms. H what she thought of having spring after-school time to look at curriculum for one course per teacher and talk about its problems, followed by a collaborative summer curriculum planning. She really liked the idea, but acknowledged that summer can be tricky for getting teachers in for work. Ms. H does think she should be available, however. We also talked about how a thematic curriculum that has authentic performance assessments would be more interesting to students.

Conversation #11: Field Mentor, Assistant Superintendent, Dr. Laura Chesson, 11/6/14

My field mentor and I discussed where I am in the process of data collection, as well as my conclusions from speaking to teachers. Laura quickly agreed that students hate grammar! She remembered when she was a student and that was the one point she really hated and contributed to her giving up. Laura talked about how she wants to develop PD events for teachers to help “change their capacity” in the classroom. I walked Laura through my solution, and overall she loved it. She said that rather than spending

money on textbooks, it would be better to put money into teacher curriculum work. She agreed we could stipend teachers to develop a “study group” this spring, could fund four teachers for the summer workshop, and could stipend people over the summer for curriculum work. I expressed my concern that not everyone is free over the summer, and she suggested I try to work virtually with them. She encouraged me to model what I would want to see in the classroom with my teachers. Laura and I talked about what a model curriculum could look like – performance-based assessments only, and she even suggested a YouTube channel with authentic materials to use instead of textbooks. Laura cautioned me that teachers would have different entry points into this work, and said I needed to be prepared to differentiate to support each of them.

Conversation #12: Arbor High School French Teacher, Ms. L, 11/7/14

I talked with a French high school teacher, Ms. L, about the possible solutions. Ms. L agreed that we have been spending a lot of time as a department talking about this “new” way of teaching, but haven’t totally made the jump yet. She shared that, for many teachers, there is a fear of what it means. Teachers are comfortable with the way they teach now, and don’t have a clear understanding yet of what teaching for proficiency and communication really means. Ms. L also shared that teachers would be concerned that, if they take the risk in their classroom and it fails, that this will reflect negatively in their evaluations. She said that if I want to be successful, I need to reassure people that any chances they take in moving towards a new type of curriculum and teaching methodology will not negatively impact their evaluations. Ms. L and I talked about my ideas for a spring study group, followed by possible summer workshop, then curriculum

development time. She liked the idea that teachers would have time to start thinking a lot about their curriculum *before* they actually sit down to write it. She shared that the last time she revised her French 4 curriculum, she spent a lot of time looking at *all* the resources, thinking about what she wanted to do, and needed some time to digest everything before she began actually writing. She liked the idea of not writing the curriculum until later in the summer. Teachers could have time in July to research, then bring everything together for writing in August. Ms. L also felt it was important that if we write the curriculum in August that we all write it together. She was worried that since different teachers are in different places, we would all come up with different types of curriculum. Since there is so much overlap in particular between French and Spanish, it would make sense to all work together to share the general format of the curriculum, set common themes, develop similar assessments, but then use different authentic resources for each language.

Conversation #13: Arbor High School Latin Teacher, Ms. M, 11/7/14

I spoke with a Latin high school teacher, Ms. M, about some of my ideas for addressing curriculum. Her first response was, “I’m in!” She was really excited about the idea of working together. She acknowledged that we had never had time to share our various curriculum documents together and discuss what is working and what’s not working, so she looked forward to this opportunity. Ms. M also thought it would be a good idea to write the curriculum together since teachers are in different places. She thought it would a good chance to talk about what kids really don’t like (and probably don’t really need) in the current curriculum, and instead focus on what motivates

students. I shared the idea of creating a YouTube channel for each course with authentic resources, and Ms. M loved the idea. She has already started this for her classes, and wishes more teachers would use something similar. Ms. M did caution that a few teachers would be resistant. She said that some of them just don't like change, but that if we presented it as a trial, they might feel more comfortable. She also agreed that teachers would need to feel assured that their evaluations wouldn't be impacted if they weren't successful. We discussed possibly not including the course they chose as one that is observed. Ms. M also mentioned that teachers might be more on board if they felt that they were given materials to work with – it takes more time to prepare if you don't have a textbook, which could lead to teacher resistance to the initiative. However, if the teachers in the initial cohort developed most of the materials to begin with, they could pass these on to other teachers once we expanded the curriculum.

Conversation #14: Arbor High School Latin Teacher, Ms. B, 11/7/14

I shared my idea for a possible solution with Ms. B to get her feedback. Meagan's initial reaction was that we had already revised the curriculum four years ago and she thought it was working well. She said that she knew many teachers got bogged down by the textbook, but that she never did. Ms. B said that, while she went quickly, her students still did every exercise in the book. She would assign them to students to do at home, while other teachers assigned only one exercise at a time, so it took them a really long time. Ms. B felt that the current Spanish 2 Honors curriculum was working really well and she didn't want to change it. She said she thought other teachers just needed to understand that they didn't have to do every single thing in the book so slowly. Ms. B

asked me if I had talked to other teachers about this, and I said yes, but that it still presented a problem to many people. Overall, Ms. B doesn't see a need for a curriculum revision and thinks that it is a problem only certain teachers have.

Conversation #15: ROS Chair, Dr. Rupley, 11/16/2014

Dr. Rupley and I discussed my proposal and some details about the timeline for moving forward. We talked about possible methods for my proposal. Dr. Rupley and I talked about using surveys to collect data, which I am planning to do at multiple points throughout the study. Dr. Rupley and I also discussed the shift in focus for my problem – moving from focusing on the problem of student attrition to focusing on the problem that teachers are struggling to shift instruction to meet national standards, which is resulting in high student attrition.

Conversation #16: World Language Methods Professor, Dr. S, 11/18/2014

Dr. S and I talked through the steps in my proposed solution. She puzzled as well that it was taking teachers so long to catch up with the research around best practices for foreign language acquisition. Dr. S shared that one area teachers really felt challenged by was teaching vocabulary, and she suggested a method that can be pulled from English Language Arts. She found this very effective in supporting teachers to move away from vocabulary lists.

APPENDIX E

STATEMENT OF IRB DISPOSITION OF THE PROPOSED STUDY



Catherine Ritz <catherineritz@tamu.edu>

RE: RITZ_ROS_SUMMARY_REVISIED edits August 14.docx

1 message

Higgins, Catherine <clhiggins@tamu.edu>

Wed, Aug 20, 2014 at 1:36 PM

To: "Lynn M. Burlbaw" <burlbaw@neo.tamu.edu>

Cc: Catherine Ritz <catherineritz@neo.tamu.edu>, "w-rupley@tamu.edu" <w-rupley@tamu.edu>, Carol Stuessy Dickson <carolsd@suddenlink.net>

Hi, Lynn,

Given that this project fits within her scope of work as a needs assessment and quality improvement exercise and will not be used for generalizable knowledge, IRB submission, review, and approval is not needed. Also a COI management plan is not needed. Let me know if any other information would be helpful.

Best regards,
Cathy

Catherine L. Higgins, Ph.D.
Manager, Human Subjects Protection Program and Institutional Review Board
Division of Research | Texas A&M University
750 Agronomy Road, Suite 2701, 1186 TAMU, College Station, Texas 77843-1186
Office: 979-458-4117 | Cell: 832-684-6462 | Fax: 979-862-3176 | clhiggins@tamu.edu | <http://rcb.tamu.edu>

APPENDIX F

CONFLICT OF INTEREST RESOLUTION PLAN

Texas A&M University
CONFLICT OF INTEREST- RESOLUTION PLAN

FINANCIALLY INTERESTED PARTY: *N/A*

CONFLICTED INVESTIGATOR: *Catherine Ritz*

PROJECT TITLE: *ROS Summary: Making the Shift: Supporting World Language Teachers in Moving to a Communicative Curriculum*

SPONSOR: *N/A*

PREAMBLE:

Ms. Catherine Ritz is a National Board certified teacher and the Director of World Languages for Arlington Public Schools, located in Arlington, Massachusetts. As the Director of World Languages in her district, Ms. Ritz has a direct and vested interest in understanding what can be done to decrease attrition rates in foreign language students. Her field-based mentor will be the district Assistant Superintendent, Dr. Laura Chesson, who is also an important stakeholder in this problem. Ms. Ritz is the direct supervisor of the teachers in her department, and will work with them to develop curriculum materials, among other things.

In many secondary schools, textbooks remain the driving force behind curriculum. And while world language textbooks have incorporated some strategies that embrace communicative language teaching, there remains a heavy emphasis on grammatical points of instruction. In Arlington Public Schools (MA), significant progress has been made in recent years to revise curriculum in upper level courses that emphasize language use in authentic contexts and with authentic materials. In beginning language courses, however, the textbook remains the driving force behind the curriculum, although teachers recognize and acknowledge that it does not always meet student needs or interests and often results in students becoming overwhelmed with grammar and consequently dropping the course once language requirements have been met. Teachers have expressed frustration at needing to keep up with other teachers of the same section, realizing the pace is not meeting the needs of their students. There is also a high attrition rate in the world language program, with almost 70% of students not continuing language studies when comparing level 2 (the typical entry point for 9th grade students) to level 5 (the typical exit point for 12th grade students who complete the full course sequence).

To fully achieve the shift in curriculum, Ms. Ritz will work with a cohort of teachers through a study group and collaborative curriculum writing to support the shift in curriculum needed. Teachers' beliefs about curriculum will be explored and national reference material will be consulted during the study group, with teachers being surveyed before and after, and the study group time being documented throughout. Collaborative curriculum writing time will also include surveys and careful documentation. Finally, teachers will be observed using an observation protocol in the fall to determine whether changes are being successfully implemented.

This Record of Study will focus on improvement of practice in her district.

The results from this Record of Study will not be shared outside the district.

This Record of Study has been approved by Dr. Laura Chesson, Assistant Superintendent.

Dr. William H. Rupley is the Faculty Advisor, Dr. Rupley has and will continue to guide Ms. Ritz through her research.

1. Human Subjects Protections

The project has been reviewed by TAMU's IRB Committee, and they have determined the work is not within the generalizable knowledge beyond the district where Ms. Ritz works, and therefore is not considered human subjects' research.

However, Arlington Public Schools has posted their grievance procedures online for teachers at: <https://www.arlingtonpublicschools.org/HR/HR%20POLICIES%20AND%20PROCEDURES>. Should any teacher feel they have been retaliated against due to this Record of Study, the grievance process is outlined in the procedures.

2. Personnel

All personnel directly involved in the conduct of the project will be made aware of the associated conflict of interest and the manner in which it will be managed.

3. Nepotism and Cronyism

All employees and contractors involved in this project were selected in accordance with school policy and based on qualifications, rather than prior personal relationship.

4. Students, Post Docs and Other Trainees

At this time, no trainees are expected to participate in these studies. If conditions change, this plan must be amended and approved by the conflict of interest review committee before any trainees may participate.

5. Intellectual Property

Inventorship and ownership of any new intellectual property arising from this project will be determined in accordance with the TAMU policy subject to third party rights. Financial arrangements related to new inventions or discoveries will be negotiated at fair market value.

6. Publications

Scholarly publications of this project will be submitted in accordance with TAMU policy.

7. Reporting and Review of Conflict of Interest Management

Catherine Ritz will prepare an annual report updating all information relevant to the management plan, which will be reviewed and approved by her department head. The report will be approved by the Department Head and forwarded to the Senior Associate Vice President for Research Administration for administrative review and approval on at least an annual basis.

8. Limitations on Risk and Bias Established by Experimental Design and Conditions

N/A

9. Departmental and Financial Oversight (*used at times to ensure conflicted investigator does not have sole control of finances*)

N/A

10. Project Oversight (*used at times when companies have direct financial ties to the investigator and/or TAMU, e.g., start up companies*)

N/A



11. Use of University Resources

N/A

12. Special Circumstances

Dr. William H. Rupley, Faculty Advisor will provide research oversight for the project.

Management plan participants

Role	Name	Signature	Date
Conflicted Investigator	Catherine Ritz		2/18/15
Research Oversight, Principal Investigator	William H. Rupley		3/3/15

Conflicted Investigator Signature



Catherine Ritz

Date: 2/18/2015

Department/Section Approval

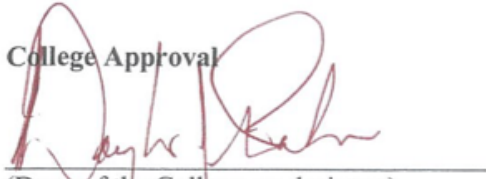


Yeping Li

Department Head, Teaching, Learning, and Culture

Date: 3-4-15

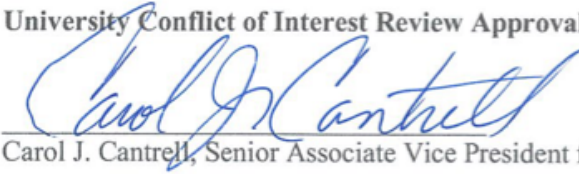
College Approval



(Dean of the College, or designee)

Date: 3/5/15

University Conflict of Interest Review Approval



Carol J. Cantrell, Senior Associate Vice President for Research Administration

Date: 03/05/15

APPENDIX G
MEETING AGENDAS

Agenda: January 21, 2015

1. Group share-out
2. Which curriculum are you focusing on and why?
3. What's going wrong?
 - a. What's not working with the current curriculum?
 - b. Why? How do you know?
 - c. What are our challenges/constraints with the curriculum?
4. What's going right?
 - a. What is working well with the current curriculum?
 - b. Why? How do you know?
 - c. What are our strengths with the curriculum?
5. What is your ideal?
 - a. What is your dream curriculum?
 - b. What would students who experienced this curriculum know and be able to do?
 - c. What do we need to know to be able to design this kind of curriculum?
6. Housekeeping
 - a. Sign-ins
 - b. Green sheets
 - c. Time log for independent work
 - d. Structuring our meetings - what would be helpful for this time?
 - e. Summer PD opportunity: <http://mafla.org/proficiency-academy/>
7. Reading assignment for the next meeting

Agenda: March 2, 2015

1. Summer Curriculum dates
 - a. Tentative: 6/26, 6/29, 6/30
 - b. How can we work virtually for those who can't make it?
2. Summer PD opportunity
 - a. <http://mafla.org/proficiency-academy/>
3. Site Visit: Wellesley, March 19
 - a. What do we hope to accomplish by this visit?
 - b. What are we looking for?
 - c. What questions do we want answered?
4. Reflection on the reading
 - a. Take one minute to choose three passages (one from each chapter) that you find to be particularly important
 - b. One minute partner discussion
5. AP Themes/ACTFL Themes & sample essential questions
6. Designing a Performance Assessment
 - a. Partner practice (steps 1-5, at least)
 - b. Group share out

7. Debrief
8. “Homework” for next meeting:
 - a. Chapters 4, 5, 6 of Keys to Assessing Language Performance
 - b. Use the Interpretive Comprehension Guide Template in one of your classes and be prepared to share feedback on its effectiveness at next meeting

Agenda: March 25, 2015

1. Site Visit: Wellesley, March 19
 - a. Revisit Our Questions, Reflections, Action Steps
2. Performance Assessment (Quick Summary)
 - a. Share with a partner
 - b. Partner critique: Is the assessment...
 - i. Cognitively engaging?
 - ii. Intrinsically interesting?
 - iii. Culturally connected? Communicatively purposeful? (p. 14 Keys book)
3. Group share - Am I there or do I want to tweak?
4. Take a photo of this and upload to shared drive for everyone to see!
5. Comprehension Guide
 - a. Share your experience with using this in class
6. AP Themes/ACTFL Themes & sample essential questions
7. Should we agree on themes for all courses?
8. Reflection on the reading
 - a. Take one minute to choose three passages (one from each chapter) that you find to be particularly important *and* how you can envision using this in our curriculum development work
 - b. One minute partner discussion
9. Template for Curriculum Materials
10. iPad tips
11. Debrief
12. “Homework” for next meeting:
 - a. Chapters 1-5 of “Implementing Integrated Performance Assessment”
 - b. Using the curriculum template, begin to map out *one* unit for your class to share for next time (make a copy of it and save it in the team “Curricula” folder)

Agenda: May 11, 2015

1. Reading reflection:
 - a. share one thing you are excited about from the reading
 - b. share one thing that concerns/worries you from the reading
2. Comments/Discussion on curriculum template vs. the ACTFL template
 - a. Does it fit what we want to achieve?
 - b. Are there sections we should cut? Add?
3. Share your unit draft with a partner
 - a. Is the unit...

- i. Cognitively engaging?
 - ii. Intrinsically interesting?
 - iii. Culturally connected?
 - iv. Communicatively purposeful? (real-world task?)
- 4. AP Themes/ACTFL Themes & sample essential questions
- 5. Should we agree on themes for all courses?
- 6. How many units/themes per course?
- 7. Preview next meeting - visit from Rebecca Blouwolf
 - a. Questions we want to ask her?
- 8. "Homework" for next meeting:
 - a. Chapters 6-7 of "Implementing Integrated Performance Assessment"
 - b. Using the curriculum template, continue mapping out and revising *one* unit for your class to share for next time (make a copy of it and save it in the team "Curricula" folder)

Agenda: May 27, 2015

- 1. Visit: Rebecca Blouwolf from Wellesley (2:45 - 4:15)
- 2. Debrief on visit (4:15 - 4:45)
 - a. What did you learn?
 - b. How does this change/help/challenge our work?
- 3. "Homework" for next meeting:
 - a. Using the curriculum template, continue mapping out and revising *one* unit for your class to share for next time (make a copy of it and save it in the team "Curricula" folder). Plan on bringing a good and complete draft to share at the next meeting.

Agenda: June 10, 2015

- 1. Presentation of each draft unit
 - a. Is the unit...
 - i. Cognitively engaging?
 - ii. Intrinsically interesting?
 - iii. Culturally connected?
 - iv. Communicatively purposeful? (p. 14 Keys book)
- 2. Quick discussion: chosen themes and number of themes/units per course
- 3. Planning for summer time
- 4. Complete survey

Agenda: June 26, 2015

- 1. Independent work time
- 2. Open conference time with me

Agenda: June 29, 2015

- 1. Check-in. Share out what you've been working on. What questions do you have for the group? What do you need help with?
- 2. Independent work time
- 3. Open conference time with me

Agenda: June 30, 2015

1. Check-in. Share out what you've been working on. What questions do you have for the group? What do you need help with?
2. Independent work time
3. Open conference time with me
4. Final check-in. What last questions do you have for the group?
5. Complete survey.

APPENDIX H

ACTFL CURRICULUM TEMPLATE

Reprinted with permission from “The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design,” by Donna Clementi and Laura Terrill, 2013, The American Council on the Teaching of Foreign Languages, Alexandria, VA. Copyright [2013] by The American Council on the Teaching of Foreign Languages.

Appendix I.

Standards-Based Unit Template by Clementi & Terrill November 2013

Language and Level / Grade			Approximate Length of Unit	
			Approximate Number of Minutes Weekly	
Theme/Topic				
Essential Question				
Goals <i>What should learners know and be able to do by the end of the unit?</i>				
Task Overview				
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks.</i>	Interpretive Mode			

ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013

• The tasks should incorporate 21 st Century Skills.	Presentational Mode		Interpersonal Mode	
Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.	Product: Practice: Perspective: Product: Practice: Perspective:			
Connections (Sample Evidence)	Making Connections		Acquiring Information and Diverse Perspectives	
Comparisons (Sample Evidence)	Language Comparisons		Cultural Comparisons	
Communities (Sample Evidence)	School and Global Communities		Lifelong Learning	
Connections to Common Core				
Toolbox				
Language Functions		Related Structures / Patterns		Vocabulary Expansion
				Tier 1

ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013

		Tier 2	
Key Learning Activities/Formative Assessments			
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Resources		Technology Integration	

ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013

APPENDIX I

ARBOR PUBLIC SCHOOLS DISTRICT CURRICULUM TEMPLATE

Public Schools District Curriculum Map: TEMPLATE

**Course Description:**

In this course, students will...

Student Learning Outcomes:

As a result of this course, students will be able to...

Unit 1 Theme:

Unit Duration:

Student Outcomes

Standards <i>How does this unit meet state and national learning expectations?</i>	
Essential Questions <i>What are the key questions students should investigate in this unit?</i>	
Content Knowledge <i>What should students know and understand as a result of this unit?</i>	
Skills/Goals	

Public Schools, Arlington, MA 02476

© 2014



Public Schools District Curriculum Map: TEMPLATE



<i>What should students be able to do as a result of this unit?</i>	
---	--

Assessments/Evidence of Student Learning

Performance Tasks <i>How will students show what they know and are able to do?</i>	
Other Evidence <i>What other evidence needs to be collected (i.e. quizzes, work samples, etc.) to show that students have met learning outcomes?</i>	
Student Self-Assessments & Reflections <i>How will students be involved in monitoring their own learning?</i>	

Resources

Primary Sources/ Authentic Materials	
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Public Schools District Curriculum Map: TEMPLATE



Educational Materials	
Support Resources for Students <i>Where can students go for additional support outside of the classroom?</i>	

APPENDIX J

RESULTS FROM SURVEY 1

Curriculum Study Group – Pre-Survey

1. What do you see as the major problems with the current curriculum you are planning to revise?

I feel as though the entirety of the Latin curriculum is too slow. Making the curriculum faster would keep students engaged and not bogged down with meaningless exercises. It will also encourage them to be more self-sufficient learners, because some of them will need to review a lot more and potentially reteach themselves material. This would keep them engaged even at home or outside of class.

Current curriculum is not well organized. Level of difficulty is not ascending appropriately. It's too much content to teach within the time frame we have for each level of Mandarin Chinese. It should be broken down and reorganized. Well-organized and level-appropriate textbooks and other materials are desperately sought after as a tool to help the teacher revise the current curriculum.

The content in the book is too dense and students are usually overwhelmed. Grammar is too hard and they get frustrated. There is a lack of original content like videos or audios.

Focused on grammar rather than proficiency

- Large amount of content to be covered
- Grammar focus
- Not vertical alignment
- No authentic resources
- No AP theme focus

The flow of content. With the textbook we have there are too many materials covered in one unit. The materials are not tightly organized. It is hard for students to dive in.

2. What do you see as the strengths of the current curriculum you are planning to revise?

I enjoy the textbook series we work with. I find its style and layout helpful, especially since it was designed to be taught faster. I find the material given in the textbook and the material added by the teacher to be a wonderful balance, it just needs to be weeded through and sped up.

I've done a lot of revision myself, and feel strong and confident about the path I'm in.

The book has some speaking assessments that are appropriate. Although the grammar content in the book is too dense, it helps to have a guide on what to cover and the specific points of grammar and vocabulary that they need to know.

- Give some ideas of activities and assessments that can be adapted
- In some cases, can be used as a guideline if needed

In our text book (Mandarin, Zhen Bang) the Foundation parts, which is information on Chinese culture, customs, etc. are helpful. The part in Classroom Expression is very helpful too. In combination of better and tightly organized lesson units from Better Chinese, this curriculum works.

3. What do you feel is essential in a good world language curriculum?

Challenge and autonomy. You will never learn anything as well as when you try to explain it and/or teach it to yourself or others. Students don't learn unless they are being challenged. My goal is to reduce the amount of time harping on a grammar concept or construction and free more time for self reflection and learning.

1. Clear and realistic goals setting
2. Essential and most frequently used vocabulary bank
3. integrate performance assessment
4. arrange topic in a sequence of ascending difficulty level yet lots of intertwining of taught and new topics
5. integrate LOTS of authentic materials that expose students to how to use the target language in very original contexts

I think it is basic to communicate ideas, thoughts and to get to meet and discuss what is working and what is not working from our own experience. Also, when we reach an agreement of what it works (like speaking in the target language) I think we should all stick to it so we can reach a goal together, as a team.

Access to GOOD authentic audio and video samples of language that are the right length for students, that go along with the curriculum, and that are interesting.

- Use of authentic resources
- Vertical alignment
- AP theme focus
- 90%+ target language
- Engaging and useful

Curriculum that scaffolds and connects in context, is presented in a interesting way; it includes authentic materials, and materials that students can apply.

4. Briefly describe the ideal curriculum for the course you are planning to revise?

Fast paced, reading focused Latin.

1. Clear and realistic goals setting
2. Essential and most frequently used vocabulary bank
3. integrate performance assessment
4. arrange topic in a sequence of ascending difficulty level yet lots of intertwining of taught and new topics
5. integrate LOTS of authentic materials that expose students to how to use the target language in very original contexts

Ideally we should create a curriculum that incorporates a big amount of assessments as the students will be in level 4, so we want them to do and ideally a lot of the assessments will be speaking assessments, so they can develop better and more accurate skills.

It starts with "I CAN" statements or statements of what the students should be able to do at the end of each module (chapter, unit, whatever).

There is a basic text or some kind of hard copy of the curriculum to fall back on and/or to use as a guide, and for the students to use as well.

There are good ancillary materials for same reason as the text.
It is thematic and complements the level(s) above and the level(s) below.

- Use of "can do statements"
- Use of authentic resources
- Prepare the students for the AP exam, even when they are not going to take it (in their own level).
- Performance assessments instead of unit test

One of the ideas is collaborating with other dept. such as music and art for projects if it is feasible.

5. As a result of this study group, what do you envision as a final product? (Give some examples of how you expect your curriculum will change as a result of the work we do together.)

I strongly hope to "near" double the amount of Latin taught in a given year. This newer faster pace will enable us to better prepare our students for Latin V and AP.

1. Clear and realistic goals setting
2. Essential and most frequently used vocabulary bank
3. integrate performance assessment
4. arrange topic in a sequence of ascending difficulty level yet lots of intertwining of taught and new topics
5. integrate LOTS of authentic materials that expose students to how to use the target language in very original contexts

I think working together will strength not just the curriculum, but also the expectations that we will have for the course and the goals the students will reach. Working together we will be able to share experiences, ideas and lead to a better practice in the classroom.

I envision an engaging, entertaining and productive class for the students who are going to feel that they have become more proficient in the target language.

I'm not sure, since I haven't decided which level to work on. I'm leaning toward working on Spanish 3 Honors because I can collaborate with the Spanish 4 Honors teacher, whereas the teacher who regularly teaches Spanish 2 Honors isn't someone who is easy to collaborate with.

- It will be more engaging, authentic and realistic. USEFUL!!!

A curriculum that is topic focused in each unit, not necessary to be long; the goal can be easily defined; a can-do statement is realistic. Both teacher and students can easily measure learning progress. In the case of Mandarin, some examples are: The current order of lessons from the textbook put the Classroom Expression for phrase such as "please listen". "please speak" toward to the middle or end of the book. I would rather teach these simple phrases at the beginning before

teach any conversations. Because the phrases are short and used on a daily bases, students would grasp these phrases and feel a sense of achievement in a relatively short time at the beginning of learning stage.

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.	0 <i>0%</i>	0 <i>0%</i>	3 <i>50%</i>	3 <i>50%</i>	0 <i>0%</i>
I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind curriculum planning.	0 <i>0%</i>	3 <i>50%</i>	3 <i>50%</i>	0 <i>0%</i>	0 <i>0%</i>
I have a clear goal for what my curriculum should look like next year.	0 <i>0%</i>	0 <i>0%</i>	1 <i>16.67%</i>	5 <i>83.33%</i>	0 <i>0%</i>
I am nervous about implementing a new curriculum next year.	0 <i>0%</i>	5 <i>83.33%</i>	0 <i>0%</i>	1 <i>16.67%</i>	0 <i>0%</i>
Even within thematic units, grammar explanations and drilling is still an important piece of curriculum.	2 <i>33.33%</i>	4 <i>66.67%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>
I believe my students will be successful using a thematic-based curricular model.	0 <i>0%</i>	2 <i>33.33%</i>	4 <i>66.67%</i>	0 <i>0%</i>	0 <i>0%</i>
The textbook will still be an important part of my curriculum next year.	0 <i>0%</i>	2 <i>33.33%</i>	4 <i>66.67%</i>	0 <i>0%</i>	0 <i>0%</i>
I am clear on how to incorporate proficiency targets into my curriculum and assessments.	0 <i>0%</i>	0 <i>0%</i>	1 <i>16.67%</i>	3 <i>50%</i>	2 <i>33.33%</i>
I plan on using can-do statements to set goals for each unit.	0 <i>0%</i>	3 <i>50%</i>	3 <i>50%</i>	0 <i>0%</i>	0 <i>0%</i>

Using thematic units rather than traditional methods will be more work for me as a teacher.	1 <i>16.67%</i>	3 <i>50%</i>	2 <i>33.33%</i>	0 <i>0%</i>	0 <i>0%</i>
Using thematic units rather than traditional methods will result in more student learning and engagement.	0 <i>0%</i>	2 <i>33.33%</i>	4 <i>66.67%</i>	0 <i>0%</i>	0 <i>0%</i>

APPENDIX K

RESULTS FROM SURVEY 2

Curriculum Study Group – Post-Survey

1. After participating in the study group, what do you now feel is essential in a good world language curriculum?

Units with Integrated Performance Assessments enriched with Real resources and student-engaging activities or outcome projects

1. Share clear, achievable goals with students and parents
2. Plan backwards from those goals
3. Develop authentic tasks that truly reflect goals of each unit

Intrigue. Backwards design. What do we want them to know, then how do we get them there.

A curriculum that the learning goal is clearly defined, that is interesting and connecting to the students, and that is thematically well thought of and designed.

Want to make the students engaged and interested in the curriculum. The textbook is dry and boring. Having interesting units will make the students have fun and be engaged while learning more.

A culturally driven unit that sparks students' interest.

Opportunities for the students to experiment with the language and assessments that aren't scripted or fill-in-the-blanks.

2. Has your vision for the "ideal" curriculum for the course you are planning to revise changed as a result of our work? If so, how?

Yes. Now it is not just about how much the students know, it is more about how the students are able to show how much they know through Integrated Assessments

No.

It is tough being tied down to the textbook. I have been looking at others. It has made me second guess our text.

Yes. My vision changed in a way that I feel as a teacher, we are empowered through this training, to redesign our curriculum based on theme, to focus on student performance assessments while still adopting and incorporating textbook as one of the resources.

I still want to use the textbook as a support, but I can see that it shouldn't drive the curriculum as it has in the past. I am excited about coming up with authentic tasks for students. This will make the units more meaningful than they have been in the past. My ideal curriculum is that we have an authentic purpose for students for each unit and we connect it to the real world.

Yes, I am trying to think of ways to teach the kids the same language structures in a more authentic way.

Not so much. I've felt that there was a lot out there that would be better than following a textbook. My vision feels more concrete now.

3. As a result of this study group, what do you now envision as a final product?

(Give some examples of how you expect your curriculum will change as a result of the work we have done together.)

Engaged Students who are involved in the learning process as a whole. Not just worried about grades or how they are going to do in the final

1. Share clear, achievable goals with students and parents
2. Plan backwards from those goals
3. Develop authentic tasks that truly reflect goals of each unit

I suspect things will feel more cohesive. In Latin it is stage after stage. I think grouping them together and drawing comparisons will be nice.

The final product will have at least these elements:

- * A clearly defined unit goal at the beginning for students
- * A task overview on the unit
- * Lesson content, procedure, and resources
- * A can-do statement for students to check of, which echoes the unit goal.

I'm glad we switched to the ACTFL curriculum templates. I'm expecting that I will put together a folder in GoogleDrive for my class with each of the units. I can then add any additional materials I create to it. This will be really helpful when we have teachers of more than one section so we can share.

-I will include more authentic resources

-I will provide more opportunities for students to be able to compare and contrast different cultural practices

-My curriculum will focus more on being able to communicate effectively in the target language and less on how well students understand a grammatical concept

Lots of "I can" statements with - this is the tricky part - students checking themselves and checking in with me on whether they've reached them;

More flexibility for the students who "got it right away" to not have to keep being assessed on the same thing;

More time for students to "perform" extemporaneously;

More reading of "authentic materials" when starting a unit; more reading in general;

Using the structure INTERPRETIVE, INTERPERSONAL, and PRESENTATIONAL and getting the students used to these modes of communication

4. What do you still need in order to be successful in making changes to your curriculum?

I guess it is a matter of how much time I am willing to spend not just working on a good curriculum, but also doing research of Sample Units, successful cases with Implementation of IPA's, good real resources, practice on Comprehension guides, etc.

Have a better understanding of how to fill out ACTFL unit templates;
Have a better understanding of how to prioritize parts of the template;
Be able to communicate with teachers who have more experience developing IPAs

Authentic resources. I am looking into other textbooks which teach via adapted authentic Latin as ancillary materials.

Keep practice.

I think just time to walk through the process of developing the units. The time we work together over the summer will (I hope) help me in feeling more confident with the ACTFL curriculum templates. Working together next year in a PLC is a good idea so we can help each other.

More time to work on gathering authentic resources and other teaching aids that I will actually use in my teaching.

Practice using it and getting an idea of timing - how long to spend in preparation for an assessment (interpersonal or presentational, or even interpretive). Patience - not to throw out the baby with the bathwater

5. What did you find to be the most valuable part of participating in the study group?

To be able to share your own work and getting to have feedback from my colleagues

Collaboration

Bouncing ideas off each other. Being able to go over my work little by little and gain feedback.

Looking at and sharing each other's work, listening to each other's ideas; have Rebecca coming to show us lots of concrete work, particularly the part to reduce teacher's work on grading on papers which at most of the times is overwhelming, yet without compromising student learning performance. Instead, students are encouraged to take more control of their learning.

I loved talking through our concerns as a group. It is nice to have time to work together and feel like we're planning together, instead of doing all the planning by ourselves. I would have gotten stuck on the curriculum pretty quickly without the rest of the group, and to be honest, I think I would have given up! I also liked reading the resources we were given and having time to talk about them together. I also LOVED going to visit Wellesley with the group. It was great to get out and see another district. Having Rebecca come speak to our group was fantastic.

Looking at curriculum in a different way.
Visiting Rebecca's class in Wellesley.

Other teachers' ideas
Rebecca's visit
Reading the books

6. What did you find to be the least valuable part of participating in the study group?

Maybe having to spend too much time figuring out some specific sections on the Templates instead of being able to use the time in other useful things or practical aspects. I personally believe that the ACTFL template we have implemented is good, but it is a little bit frustrating to have to look up for the meaning of some sections. The template should guide us instead of getting us lost

Honestly, I think we could have benefited from an ACTFL expert's presentation on how to prioritize when designing IPAs using ACTFL template.

Being the only non modern language person often makes me feel left out because I can't organize my curriculum (nor would I want to) like the modern languages get to. I also felt very "left out" and "overlooked" of the Wellseley trip...

To be too focused on or restricted with forms/format.

Overall, I think everything went really well. I think we could have used more time to work on our draft units. Maybe if we had started at the beginning of the year, rather than second semester, we would have had more time.

Doing the readings and spending so much time discussing them in study group. I think it would have been more beneficial to look at other example curriculum during the study group time and share ideas for creating our own.

Observing the Latin teacher in Wellesley

7. Please share any other feedback you have on the curriculum study group.

Great experience! Can't wait to actually implement the IPA's in my classroom and to see how students perform. I think it will be a slow process, challenging as well, but I believe worth it to try!

Thanks for the opportunity. I am really eager to spend some time this summer finding (hunting) some authentic or even adapted resources. I am also excited to revamp the common assessments for next year.

Thanks!

It is mind-opening.

It really felt like a collaborative process where everyone was equal. I think we came to decisions together and worked through our challenges as a group. Thanks!

I think it's been very positive! I like the idea of making the curriculum revolve around proficiency and reality rather than chapters of a textbook. HOWEVER, having seen the "open classroom" movement in the early 70s, and "individualized instruction" during the same era, I know that (1) not every new practice fits every teacher; (2) not every new practice fits every student; (3) there will ALWAYS be a new bandwagon, no matter how "perfect" the latest thing seems; and (4) in my opinion ECLECTIC is the only way to go. Also, in the interest of teacher sanity, we need to

have a textbook to fall back on for those days when we are in between activities/units, haven't had time to plan something awesome and unique, or just need to hand out seatwork for whatever reason. I may want to be able to have the students read an infographic today, but if I haven't had time to search for a good infographic, pick out three tiers of vocabulary, and create questions or true/false items to test comprehension, an infographic is not the way to go that day. (That's not including the time it takes to re-format an infographic so it will print out clear!) I think creating a proficiency-based unit is a lot of work, especially at higher levels in high school, because you have to have a wide variety of materials and activities that prepare the students for the assessments. Deciding on the themes for the 6 units is just the beginning. We need to have lots of communication within the department to test things out and see how they're going and modify as we need to. It's not clear whether that will work in our department, as we all know!

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.	0 <i>0%</i>	5 <i>71.43%</i>	2 <i>28.57%</i>	0 <i>0%</i>	0 <i>0%</i>
I am ready to shift the use of the textbook to that of a resource, rather than the driving force behind curriculum planning.	3 <i>42.86%</i>	4 <i>57.14%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>
I have a clear goal for what my curriculum should look like next year.	1 <i>14.29%</i>	3 <i>42.86%</i>	3 <i>42.86%</i>	0 <i>0%</i>	0 <i>0%</i>
I am nervous about implementing a new curriculum next year.	0 <i>0%</i>	3 <i>42.86%</i>	2 <i>28.57%</i>	2 <i>28.57%</i>	0 <i>0%</i>
Even within thematic units, grammar explanations and drilling is still an important piece of curriculum.	2 <i>28.57%</i>	3 <i>42.86%</i>	1 <i>14.29%</i>	1 <i>14.29%</i>	0 <i>0%</i>
I believe my students will be successful using a thematic-based curricular model.	0 <i>0%</i>	6 <i>85.71%</i>	1 <i>14.29%</i>	0 <i>0%</i>	0 <i>0%</i>
The work we've done in the Study Group has helped me in rethinking what my curriculum could look like.	2 <i>28.57%</i>	4 <i>57.14%</i>	1 <i>14.29%</i>	0 <i>0%</i>	0 <i>0%</i>

The textbook will still be an important part of my curriculum next year.	1 <i>14.29%</i>	4 <i>57.14%</i>	1 <i>14.29%</i>	0 <i>0%</i>	1 <i>14.29%</i>
I am clear on how to incorporate proficiency targets into my curriculum and assessments.	1 <i>14.29%</i>	2 <i>28.57%</i>	4 <i>57.14%</i>	0 <i>0%</i>	0 <i>0%</i>
I plan on using can-do statements to set goals for each unit.	4 <i>57.14%</i>	2 <i>28.57%</i>	1 <i>14.29%</i>	0 <i>0%</i>	0 <i>0%</i>
Using thematic units rather than traditional methods will be more work for me as a teacher.	1 <i>14.29%</i>	2 <i>28.57%</i>	4 <i>57.14%</i>	0 <i>0%</i>	0 <i>0%</i>
Using thematic units rather than traditional methods will result in more student learning and engagement.	2 <i>28.57%</i>	3 <i>42.86%</i>	2 <i>28.57%</i>	0 <i>0%</i>	0 <i>0%</i>

APPENDIX L

RESULTS FROM SURVEY 3

Collaborative Curriculum Writing Survey

1. What did you find to be the most valuable part of participating in the collaborative curriculum writing time?

getting ongoing feedback

Collaboration
Clarification

I haven't really used the textbook much in my curriculum at all except as a reference, but this group helped me to envision what my non-textbook based curriculum should look like

Being able to share your work and getting ideas from the other members of the group. Sometimes you get too deep into the unit and it is hard to see with perspective. So sharing helped, a lot!

Collaborating and sharing ideas, which helped to sort through and understand all the different parts of the ACTFL template. Before it was obscure, and now it's clear.

Team work.
Getting ideas.
Collaborating with each other.

Learning the new approach to curriculum design.

2. What did you find to be the least valuable part of participating in the collaborative curriculum writing time?

not being a modern language and not benefiting from most group discussions.

Some parts of the ACTFL unit templates appear to be repetitive and redundant

Discussing the readings during study group

I think everything was valuable. Sometimes, felt to me a little bit less valuable to talk about someone's else unit which was almost not developed or not enough time was spent on it. I feel you need to spend some (or a lot) of time working on it in order to share and get useful input

Nothing, really.

I find it valuable in all the ways.

Being crazy or spending too much time over a small detail on the unit designing template.

3. What do you still need in order to be successful in making changes to your curriculum?

Resources

Find more authentic resources;
have more opportunities to exchange experience of curriculum development with other world language teachers

Just some time to focus on fully developing my units

I would say a little bit more of time, and probably being able to see more classes where the methodology is being implemented

I need to try things out and have a co-teacher try them out with the same level of students and share feedback. Christina will be a good person to try things out with!

Know how to implement it.
Find authentic resources.
Make sure I am going on the right direction.

What is in need has been pretty much provided. The rest will be lots, lots of brain work and time.

4. As a result of this collaborative curriculum writing, what do you envision as a final product?

Faster pace
more linked curriculum

Each unit has clear goals and a good task overview.
Students are motivated because they know they are working towards an authentic final project.

- more authentic resources
- more cross-cultural comparisons
- more opportunities for students to be producing with the language

I envision classes where students feel happy and motivated to be active in the classroom. Also, I hope they feel as excited as I am about implementing the new curriculum

There will be more focused group and pair work, and since all activities in a unit are oriented toward the Summative Assessment, I will be more task-oriented and less likely to say "Now what!?" or "What should we do next?!"

I envision a more fun curriculum where students are more engaged and able to compare and contrast their own culture and the Hispanic one while learning the target language.

As a result of the work we have done together, I envision a final product will be a well designed curriculum which contains a theme, and the curriculum content answers an essential question.

Students are given a task to apply to what they are learning; the learning goal is clearly set so the students know what to expect from the unit. Students will be given a three-mode integrated performance assessments, interpretive, interpersonal, and presentational to demonstrate to the teacher on how well they learn in this unit.

5. After participating in the collaborative curriculum writing, what do you feel is essential in a good world language curriculum?

Intrigue

A clear, comprehensive task overview; then use backward designing to map out the whole unit; setting clear can-do goals for me and my students; have students self assess on those goals; finding the right authentic materials and develop appropriate, effective assessments in all 3 modes; review and revise my curriculum on a regular basis according to my students' reaction

including ideas and topics that students can easily relate to

Units based on thematic units that allow students to develop their skills and wide their knowledge of the culture

Communicating clear goals to students and following through so they know they're responsible. Making sure that it's not all a bunch of activities, but rather proficiency-oriented tasks. Everything needs to lead toward the final assessment, meaning that it's all reality-oriented and useful.

Thematic units. Focus on a theme and not on grammar or vocabulary with out sense or just to feel gaps. Have a product (summative assessment) result of a learning process. Have specific goals (can do statements). Use of authentic resources. Practice the three modes of communication.

It's theme based, with 3 modes elements incorporated.

6. Have your beliefs about world language curriculum changed or evolved since we began our work? If so, how?

yes, the logical grouping for my textbook isn't as logical as I thought for thematic usages.

No. However, it's becoming more clear and concrete.

It has helped me to focus on topics that I think will be intriguing to my students

YES - It is a lot of work, but when you get into it you start getting engaged on the idea of having students motivated and active in the classroom and the learning process

Yes - I've wanted to bypass the textbook and focus on standards or frameworks, so this is a way to achieve that by working with other teachers.

Yes! I am more focus on the result, using a backwards design. Knowing what the goals are, then I can focus on what to teach.

Yes. I am thinking more in depth about planning around a theme, and an essential question for each unit.

7. Please share any other feedback you have on the collaborative curriculum writing.

I really enjoyed it. It has inspired me to look into another textbooks options and even to thinking about creating my own curriculum, non-textbook based.

I really enjoyed rewriting my curriculum in this way and learning from the ideas of other teachers

Can't wait to be a PLC group! I think it could be great to use the PLC time in the following:

- Sharing HOW is it going. Sharing WHAT is working, WHAT is not working, WHY it is or it is not working, etc.
- Getting input on what can we do better, or why some activities may not be working as expected, etc.
- Sharing Unit Templates and getting feedback to do a better job in the classroom

It's a great idea and I hope everyone else will get on board.

We might need extra times/hours to continue building a good curriculum.
We might not have enough time to finish all 4-6 units in full.

Please indicate your agreement with the following statements.

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am comfortable designing my own curriculum using thematic-based units.	1 <i>14.29%</i>	6 <i>85.71%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>
I have a clear goal for what my classes will look like next year implementing the new curriculum.	0 <i>0%</i>	5 <i>71.43%</i>	2 <i>28.57%</i>	0 <i>0%</i>	0 <i>0%</i>
I am nervous about implementing my new curriculum next year.	1 <i>14.29%</i>	0 <i>0%</i>	3 <i>42.86%</i>	3 <i>42.86%</i>	0 <i>0%</i>
I believe my students will be successful using my new curriculum.	3 <i>42.86%</i>	4 <i>57.14%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>
The work we've done in the Collaborative Curriculum Writing has helped me develop strong units for next	4 <i>57.14%</i>	3 <i>42.86%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>

year.					
I used can-do statements to set goals for each unit.	5 <i>71.43%</i>	2 <i>28.57%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>
It was helpful to have the group to share concerns and challenges with as we worked.	5 <i>71.43%</i>	2 <i>28.57%</i>	0 <i>0%</i>	0 <i>0%</i>	0 <i>0%</i>

APPENDIX M

RESEARCHER'S JOURNAL AND NOTES

Curriculum Study Group Meetings *January 21, 2015*

We started off our study group meetings by introducing ourselves and sharing the curriculum we are each planning to work on through this process. Ms. A will be working on Spanish 4 at the high school. Ms. H will be working on Spanish 2 at the high school. Ms. O will be working on Spanish 3 at the high school. M. Y will be working on Mandarin 1 at the high school. Ms. L will be working on Mandarin 1A - 7th grade at the middle school. Ms. Ma will be working on Spanish 1A - 7th grade at the middle school. And Ms. M will be working on Latin 1 at the high school. After we introduced ourselves, we spent some time talking about three important questions: 1) what is wrong with the current curriculum? 2) what is going well with the current curriculum? 3) what is our ideal curriculum? This took up the bulk of our discussion time (see the meeting notes for details on the responses for these questions from the group). It was clear to me that teachers understood the problems, strengths, and an ideal vision for curriculum. Finally, we went over some logistical items for the group (PDPs, etc.) and a summer professional development opportunity. I also handed out the two books I purchased for this work, "The Keys to Assessing Learning" and "Integrated Performance Assessments," both by ACTFL. We planned to read the first three chapters of the Keys book before our next meeting.

Meeting Notes

What's NOT working in the current curriculum?

- too grammar-heavy
- too much material to cover
- too slow (Latin)
- not aligned with AP (for both Honors and Curriculum A classes)
- textbook doesn't integrate performance assessments or authentic materials
- textbook activities aren't engaging
- time-consuming to find and adapt authentic materials
- weird to teach one country per unit in the Spanish textbook (superficial knowledge)
- textbooks don't teach meaningful culture
- audio/video from Spanish textbooks isn't good
- the basic skills aren't well developed in students
- don't want to move on to more content when students haven't mastered previous content (their base isn't solidified)
- not recycling themes well -- students forget what they learned
- students should realize that language is something to use
- not clarifying well student expectations for what they can do
- lacking real-life scenarios for assessments
- students aren't invested enough in their learning (self-assessments)

- students aren't challenged enough cognitively (need more interpretive type of reading/listening assessments)

What IS working in the current curriculum?

- we are teaching in the target language
- there is some good foundational material in the Chinese textbook
- we've found some good authentic materials (but not from the textbooks)
- we are teaching student-centered, not teacher-centered
- some good additional Chinese supplementary materials
- like the Latin textbook
- good to start with basic classroom commands
- some good communicative activities in Expresate textbook
- Spanish content from the textbooks is appropriate for the level, though the order is not okay
- the activity book with the Spanish textbook is more useful than the book itself

What is our IDEAL/DREAM curriculum?

- follow the ACTFL can-do statements & ACTFL guidelines
- have very clear and measurable objectives for students
- don't have grammar points be the reference points in the curriculum
- use ACTFL as a tool
- use authentic materials
- align the themes from AP across all levels
- can use the same authentic resource at multiple levels, adapted differently
- more activities in the three modes of communication
- invite guest speakers to classes
- engaging for the students! pick topics/themes that are really interesting for them
- incorporate field trips into each level
- include pen pals or Skype with native speakers
- collaborating with other departments (art?) -- inter-departmental

What RESOURCES do we need to help us work towards this ideal?

- Site visit -- agreed to visit and observe at Wellesley High School
 - Catherine will arrange a time
- Guru? -- is there someone local who can help guide us?
- look at ACTFL can-dos and updated standards
- look at AP themes
- read the two books purchased for this work
 - read chapters 1-3 in Keys book for next meeting

March 4, 2015

We spent today looking at the reading we had done independently (chapters 1-3 from the Keys to Assessing book), then trying out the performance assessment model from the reading. The discussion on the book went really well. Some passages that the group highlighted as being particularly important were "Too often, teachers identify the thematic focus of a unit as not much more than a vocabulary list. Frequently we hear of

the ‘food’ unit or a ‘clothing unit. At other times, the unit focus is little more than a grammatical unit in disguise, such as a unit on what students will do in the future” (p. 14). We used a model where, in pairs, one person shared a quote from the book that really resonated for them and explained why. They spoke for one minute while the other person listened. They then switched and the other person spoke. After this discussion, we reviewed the step-by-step guideline for creating a performance assessment outlined in the book. I had made a print-out of these steps and asked everyone to work in pairs for 20 minutes to start putting together a performance assessment for the course they planned to revise curriculum for. This went okay. We realized that the directions were fairly complicated and in an odd order. After everyone spent time working on this, each person shared what they had written and we discussed. We found that the “quick summary” that is given in the book was the most useful in terms of setting up a performance assessment. While we probably won’t use this template in the future, it was a good first practice at writing performance assessments. The template forces you to first come up with an authentic purpose for the assessment in each of the three modes of communication. I like that this focused first on the final task -- only later do you get into what students need to know in terms of vocabulary and grammar in order to accomplish the performance task. As everyone struggled with the format of this template, we agreed to work on it independently and come back together to share at our next meeting with a completed performance task. I asked everyone to use another template with their students before our next meeting -- an Interpretive comprehension sheet -- and we would discuss this next time. Another important topic for today was to put together questions we wanted to focus on during a visit I arranged to a nearby school. I know the department chair in Wellesley Public Schools where they’ve done a lot of work on developing their own curriculum without the use of a textbook. We arranged a day for the entire group to go visit. The visit will happen on March 19, 2015.

Group Questions Generated for Wellesley Visit

Assessment:

- What kinds of assessments are being used? Are IPAs used?
- How is feedback given and used to help students make progress?
- Are there sample common assessments you could share with us?
- How do you measure how well students are doing?
- What is the grading policy?
- How proficient are the students? And how do you know?
- Do you give the National Spanish Exam (or other National Language Contests)?

Instruction:

- What activities are used that reflect real-life communication?
- How are students exposed to authentic materials?
- How is culture integrated?
- How do you make the learning process transparent to students and parents so they can monitor progress?
- What techniques or strategies are used to ensure that all students use the target language in class at all levels? Is this a department policy?

Curriculum:

- Are there any inter-disciplinary connections within the curriculum?
- What expectations are there for each level?
- Are there curriculum maps you could share with us?
- What process was used to develop curriculum?
- How comfortable were teachers developing curriculum *without* using a textbook?
How did that process work?
- What does a typical unit look like from start to finish?

March 19, 2015 - group visit to Wellesley Public Schools

At today's group visit to Wellesley Public Schools, we were able to observe a number of classes and also spend a lot of time talking with the department chair, Tim Eagan. First, we observed a Spanish 1 class for students with IEPs (Individualized Education Plans). This was taught by the department chair. The group was intrigued by a number of activities and strategies that were used. First, Tim used a lot of group and pair work to engage students. One activity stood out for the group: a large picture card with a family on it. Each group was given a card and had some questions about it that they needed to answer in Spanish. This was timed, and students had to work quickly to answer the questions. Students were highly engaged. There were some behavior issues that arose, but Tim dealt with them judiciously, choosing not to stop the lesson to deal with them, but rather to allow some small issues to slide (cell phone) and get the group back on task. Furthermore, at the end of the lesson, Tim stopped five minutes early and switched back into English. He displayed the goals that the group had been working on today, and asked students to share whether they felt they were ready to demonstrate their knowledge of the goals or if they needed more time to work on it. Many students shared that they felt they were in progress on the goals and needed one more day. It was clear that this was an established routine. We were all very impressed with this and liked the format that he used for deliberately choosing when to use English and for checking in on goals at the end of the class.

We then visited a few other classes: a middle school French class, the end of a middle school Mandarin class, a high school Spanish class, and a high school Latin class. We saw a mixed level of classes, with some being less impressive than others. However, the entire group was real excited about the middle school French teacher, Rebecca Blouwolff, who (we learned) had spent the previous summer completely re-doing her curriculum using the ACTFL model as a guide and focusing entirely on thematic units, putting aside her textbook to do so. She had attended a workshop the previous spring and, after almost 20 years of teaching, felt like she wanted to radically change her curriculum. In the class we observed, students were working in groups of four to present a summative performance assessment. They had created a presentation on travelling to either Quebec or Paris, and were presenting in French to their peers, who had evaluation rubrics to score them. Rebecca was walking around with a sheet on which she was taking notes. She did not listen to every student's presentation in its entirety, but rather relied on student evaluations and her notes to determine the final scores. We were all impressed with the quality and level of student work for an 8th grade class, and as we left, we wondered whether Rebecca would be willing to come speak to our group in person. I think we all

really appreciated seeing in person what we are hoping to accomplish through our curriculum work. Furthermore, it was a nice bonding experience for the group to get out together!

March 25, 2015

At today's meeting, we began by reflecting on our visit to Wellesley. The group agreed that they want to invite Rebecca Blouwollf to speak to our group. There were some questions we had that weren't answered, and we hope that if Rebecca can come we can get those questions answered soon. We then each presented our practice performance assessment to the group. I had taken four key elements of an effective performance assessment out of the ACTFL Keys book to help the group in giving feedback. We asked each other... is the assessment 1) cognitively engaging? 2) intrinsically interesting? 3) culturally connected? 4) communicatively purposeful? As each person presented, it was clear that some people had a better understanding of the goals than others. For most of us, the information in the performance assessment template was in note form. Some teachers had topics that felt more like traditional assessments than performance assessments. With the four guiding questions, we were able to focus our feedback. We also noticed that many topics in each of the three modes of communication were not connected -- teachers had set them up as independent activities. As we began thinking about an "Integrated Performance Assessment" (IPA), the question that we raised was how to develop an assessment that had a "connective thread" from the Interpretive to Interpersonal to Presentational assessment. We are beginning the next book, which focuses entirely on IPAs, for our next meeting, so everyone was eager to learn more about how to do this through that reading.

The next part of our meeting was to share how each of us had used the Interpretive reading comprehension template with our classes. I was a bit disappointed that not everyone had actually followed through with using this, but a few teachers in the group had with good results. One teacher shared how she had adapted it to a video she had showed with her Spanish 1 class. She found the template easy to adapt once she did it once. Another Mandarin teacher shared that she had used it once, then liked it so much she had used it many times since. She liked how easy it was and that it fit with any topic. We also spent more time discussing the next part of the reading we all had done from the Keys book.

The final topic was to share some apps that teachers could use for instructional purposes with their classes. The middle school teachers have iPads and have had them for two years, and I was able to purchase iPad Minis for the high school teachers in the group to support their work. We shared some apps and discussed how we could see using them next year to change our instruction and make it more student-centered. As the "homework," everyone will read three chapters in our next book and also begin mapping out a unit, building off of the practice performance assessment we developed previously. Everyone wanted to test out the ACTFL curriculum template in addition to the district template, so we'll see how this goes.

Meeting Notes

Reflections on Wellesley Visit:

- Word of the day to engage students
- using English with a clear purpose
- Emphasizing the objectives more articulately
- Using story-telling
- Rebecca - want to learn about her curriculum development
 - Action: Invite Rebecca to a future meeting
- Common assessments -- when should English be used? Should be intentional. What do you want to learn from the assessment?
- Applying strategies already, such as using images, how binders were organized
- One question that wasn't answered: how to give feedback and how to correct mistakes in class -- how would you follow up with errors that were heard?
- Liked the way students had to talk and present, but that they had some pre-speaking activities first to help prepare them.
- French teacher we observed was great, even though she thought she had so many worksheets
 - How does she overcome obstacles in implementing a new curriculum?
 - How do you move past flopped lessons?
- Really liked how she was having students present in groups, rather than one student in front of the whole class
 - What classes is this effective with?
 - If there was a class that you found it not effective, how did you adapt/modify?

Quick Summary Performance Assessment:

- Need to find the “connective thread” to make the assessment meaningful
- Many need to make the cultural connection - embed this into the units throughout
- Good discussion on how to do this and sharing of great ideas.
- Once we find the overarching umbrella for the unit, it becomes easier to put the pieces together.

Comprehension Guide:

- Ms. A had a lot of success with this! Student who performs low actually did really well on this!
- Ms. L uses this regularly, and really likes it

End of Keys Book Share-Out:

- Rubrics can be really useful, but the idea is that you need to make sure that it is efficient. Working on them isn't helpful just to make our jobs easier, but more to give feedback to our students. Sharing rubrics as a department would be ideal.
- Interesting the way assessment, evaluation, and grading are delineated in the book.
- Sharing goals/objectives with students makes them responsible for their own learning. They have a better chance of succeeding if we do this!

- Teach students how to build communication skills. How to carry on a conversation, need to give students the skills to stay in the language.
- Integrate the common assessment rubric in our curriculum next year. Could use next year's common planning time to grade and compare.
- The rubric samples are more subjective than the ones we're accustomed to. We need more time to norm how we grade.
- If we came to agree on a grading process, there might be more consistency across levels and teachers will know (really) where students are.

Ideas for Apps:

- ClassDojo
 - Track student participation
 - Send text messages to parents
- BookCreator
- Notability

May 11, 2015

We continued our book discussions at this meeting, spending time talking about the new book we're reading, "Integrated Performance Assessments," also by ACTFL. Everyone is really excited about the IPA framework and wants to use this as the format for the curriculum work. The only exception is Latin, where IPAs just don't make sense. We then looked at the district curriculum template and the ACTFL curriculum template. Since the ACTFL template is set up specifically for an IPA, there was consensus that this made more sense for us to use. Again, Latin felt that it didn't make sense, so decided that she would continue to use the district template. We each shared briefly what we had put together as our draft unit, though most of us had not gotten very far. We had initial thoughts on the unit, and were able to give each other feedback using the four questions (above) to help frame our thinking. Some of the teachers continue to struggle with coming up with an authentic context for the summative assessment (now in IPA format). One teacher seems to have a very good grasp, and she was able to give some concrete suggestions that were very helpful. We also took a few minutes to discuss themes for the units. ACTFL suggests themes that can be re-used throughout a program of courses. Should we use these as guidelines for our work? Most teachers didn't seem quite sure at this point, so we will revisit the question later. We then spent a few minutes thinking about what we'd like to ask Rebecca when she came to our next meeting.

May 27, 2015

We invited a teacher, Rebecca Blouwolff to come speak to the group today. Rebecca walked us through the process she went through to move from textbook-driven to thematic-based units. Rebecca shared an example of a French unit on food, and how it really shifted from students talking about food that they like to eat to one about food in the world and also a basic conversation about world hunger. The course she re-worked was an eighth grade class. Rebecca showed us how she integrated the ACTFL can-do statements into student self-assessments. She walks us through her grading policies, which are radically different than what is typically used by teachers and are really focused on student progress towards goals. The can-do statements are central to each unit, and every

activity must focus on these. Rebecca also heavily emphasized the use of authentic materials, which she incorporated at least twice per week (either a reading or listening) and used the ACTFL interpretive communication comprehension template for students to complete. She felt this was easy to adapt and actually took her very little time to prepare each day. Rebecca helped connect for the group the use of the textbook, which very clearly became a reference guide in her new curriculum. For example, on the students' can-do self-reflection template, Rebecca listed the goal, then the associated grammar point, then the page in the textbook where the material could be found. Rebecca first set the appropriate goals for the thematic unit, then looked to see what grammar/vocabulary students needed to be successful, and finally gave them the textbook page so they could reference it for help. The group really appreciated this, as we were all struggling with how to make use of the textbook without having it dominate our curricula. Another important piece Rebecca clarified for the group was shifting the amount of time spent grading previously (hundred of vocabulary or grammar quizzes per week) to the amount of time spend planning. Rebecca "let go" all of the grading to focus on the more important task of planning meaningful lessons for students toward clear goals. Initially concerned about the amount of work thematic units would take her, by giving up drill-style quizzes, she felt she had enough time. She also found the work more meaningful and that the students were learning more and enjoying the class more.

Meeting Notes

Guest speaker: Rebecca Blouwolf

- Brookline is doing thematic overhauls and having the same units in all languages
 - Dawn Carney is leading this...
- Laura Terril -- coming to EDCO on January 12, 2016 and will be presenting with Rebecca
- found it helpful to start with a unit someone else had made - ACTFL units by Toni Thiesen and Laura Terril
- connections to Social Justice
- good idea to look for authentic resources starting with what other language teachers online are using
- Rebecca can share with us a document she created with a list of teachers' websites
- CARLA has a resource (the VAC) that takes you through every step of the unit
- can-dos are essential -- make sure they are very clear and strong and that everything you do connects back to them
- can-dos -- she took ACTFL ones and "married" them to what's in her textbook - found the ACTFL ones vague
- in Keys to Planning - there is a TALK rubric
- 30% attaining goals, 30% assignments (i.e. interpersonal speaking, writing, other "on-demand" assignments), 30% assignments where students may have had help from others (peers, teacher, etc. things they can draft), 10% hw participation behavior.
- French 8 themes: 1) la ville 2) la maison (comparing different types of houses in French-speaking countries), 3) le shopping, 4)
- maybe the first part of 7th grade/level 1 is pre-unit?? need to develop basic skills
- you can play youtube videos on Chrome at half-speed

- fluency counts - students write in French for 10 minutes on a topic. The next day, they exchange with a partner and count how many sentences and count how many vocabulary words they're using. They then transfer this to a fluency count chart that's in their binder. -- she does this about twice per unit.

June 10, 2015

At our last meeting, we spent time sharing the draft unit each of us has been working on. One teacher at a time presented their unit, then the group gave feedback and the teacher asked questions they needed help with. Ms. M presented first on the Latin course she's been working on. The curriculum is still very textbook-driven, however, she has added student-centered projects where the student takes the role of a Roman throughout the year and creates a presentation. This builds throughout the year on the various topics. Ms. Y presented her unit on Chinese sports. She hadn't included any authentic task, so the unit felt very traditional (learn sports vocabulary and talk about sports). The group proposed a way to integrate a meaningful task, such as having students prepare an Olympics festival with a local Chinese school that would highlight both American and Chinese sports. Konwen was excited about this idea. Luna presented her unit, which focused on shopping at a night market. This prompted a discussion about the meaning of tier 1 and tier 2 vocabulary on the ACTFL template. The group was confused on this point. We agreed that I would investigate and provide the group with an answer. Finally, Ms. A presented her unit on the challenges of being a Spanish-speaking immigrant for a Spanish 4 class. Everyone loved the topic, but we realized she had listed the "language functions" as grammar points. I provided some clarification on what language functions are, and proposed putting together a list to use as a reference guide. I also presented my unit to the group. Everyone asked me to get the questions brought up today answered, then finalize my unit so it would serve as a good example for the rest of the group.

Finally, the group discussed what the best format for the Collaborative Curriculum Writing time would be. We agreed that on the first day, we would work independently flushing out the units and thinking through some of the questions brought up today. In order to do that, I would provide the model unit and additional support resources for the group prior to the meeting. We agreed that we would then come back together as a group on the second morning to share our work, ask questions, and give additional feedback. We left some flexibility for the remainder of our time together.

Collaborative Curriculum Writing Meetings

June 26, 2015

On the first day of summer curriculum writing, the group agreed to work independently with check-ins with me as needed. A Mandarin teacher asked me for help on looking over a unit she was working on. We looked at it together, and she really is struggling with writing essential questions. This is in part due to not being a native English speaker, but she really wants to find a good, central question that is intriguing, and also concise -- she tends to write very long ones. We brainstormed this a bit, and I also gave her some feedback on the unit in general. She wanted to focus the cultural element of her unit on the fact that Chinese prefer to have round tables for meals. This is a curious point, but I probed her as to whether it was really the core of her unit. She had found it so interesting

herself that she is assuming that students will also be as intrigued as she is. We discussed this a bit, and she started to see that it is one element of her unit on food and dining habits. Still, she wants this to be an important part.

June 29, 2015

The group came back together this morning to share what they're been working on and get feedback. Each teacher presented a bit of what they were working on and asked some questions of the group. A Mandarin teacher, Ms. Y shared her unit on Chinese sports, and we were all happy to see that she had incorporated an authentic hook for her unit. In our previous meetings she had basically just vocabulary topics without any meaningful communicative purpose for the unit. The group congratulated her on the improvement and she shared that she felt like she was on the right path. A few other teachers shared as well. We then agreed to work independently and meet again in the morning, but that I would be available for anyone for a one-on-one conference. A Spanish teacher, Ms. H came to see me about her unit. She was feeling like the rest of the group was easily moving along and she was having more trouble than the others. She is working on a Spanish 2 curriculum, and her unit is about family and friends and household chores. Her unit feels very much like a regular chapter unit from the textbook, but wrapped in a new IPA format. We talked a bit about how to find an authentic hook for the unit, but I'm not sure she really gets it quite yet. Ms. H was also concerned about what her class will look like next year. How will she start the year, how will the unit progress, etc.? We talked through this as well.

June 30, 2015

We met in the morning again to touch base and go over questions. A middle-school Spanish teacher, Ms. Ma, shared her unit for her 7th grade Spanish class. She had some really fun and interesting ways to have students demonstrate knowledge, and the group was excited about these. Another teacher asked if they could borrow some ideas for their unit. The Latin teacher, Ms. M, went over her course. She has it very well laid out, as she is essentially following the textbook. The only new addition is that she has grouped the units and added a student project at the end of each one. Students will basically "be a Roman" throughout the year and will complete projects, such as making a house layout, demonstrating their understanding of culture.

We came back together at the end of the day for final questions and check-in. A Spanish teacher, Ms. A gave an overview of a new unit she had started working on today. She wanted students to have students read articles and watch news reports in her Spanish 4 class. She was then thinking to have students make their own news report. The group was very excited about this topic and suggested that she contact the local community television station, which has partnered with the school in the past, to see if they would be interested in filming the students as part of their final project. The mood of the group was very positive throughout this discussion. I asked teachers to fill out the final survey.

APPENDIX N

SPANISH 2A SAMPLE UNIT

Spanish Unit: Pre-Curriculum Study Group

Stage 1: Desired Results	
STANDARDS	
<p>Standards</p> <p style="text-align: center;">MA: Foreign Languages MA: Stage 1 Communication</p> <p>PreK-12 STANDARD 1: Interpersonal Communication</p> <p>1.3 Ask and answer questions*</p> <p>1.6 Express likes and dislikes</p> <p>PreK-12 STANDARD 3: Presentational Communication</p> <p>3.1 Express opinions and ideas</p> <p>3.4 Describe people, places, and things*</p> <p style="text-align: center;">Cultures</p> <p>PreK-12 STANDARD 4: Cultures</p> <p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.*</p> <p style="text-align: center;"><i>Copyright 2015 by Massachusetts Department of Education.</i></p>	<p>Technology & Information Literacy</p> <p style="text-align: center;">FCL: 21st Century Student Outcomes FCL: K-12 Core Subjects & 21st Century Themes</p> <p>Global Awareness</p> <p>Using 21st century skills to understand and address global issues</p> <p>Understanding other nations and cultures, including the use of non-English languages</p> <p style="text-align: center;">Learning & Innovation Skills</p> <p>Communication and Collaboration Communicate Clearly</p> <p>Communicate effectively in diverse environments (including multi-lingual)</p> <p>Collaborate with Others</p> <p>Demonstrate ability to work effectively and respectfully with diverse teams</p>
<p>Enduring Understandings</p> <p>Students will understand:</p> <ul style="list-style-type: none"> ▪ the importance of family in the Mexican culture ▪ how to describe their typical day and ▪ that Spanish vocabulary differs from country to country ▪ how to make plans using conjugated verbs + infinitives 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does the importance of family in Mexico differ from that of families in the United States? 2. How does the study of foreign languages differ among Spanish speaking countries and the United States? <p><i>En español:</i></p> <p style="text-align: center;">¿Te gusta más el....o el.....?</p> <p style="text-align: center;">¿Qué prefieres hacer.....?</p>
<p>Content Knowledge</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ▪ Family members ▪ Rooms in a house ▪ Chores in the house ▪ Travel plans ▪ Activities ▪ Parts of the house 	<p>Skills</p> <p>Bloom's Taxonomy</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ say what they like to do and what they are currently doing ▪ ask someone else what they like to do and what they are doing ▪ read short passages about Mexican history ▪ listen to and understand short dialogues in which people talk about their education

<ul style="list-style-type: none"> ▪ Furniture <p><u>Grammar</u></p> <ul style="list-style-type: none"> ▪ Ser + adjectives ▪ Adjective agreement ▪ Gustar ▪ Present tense <i>ar, er, ir</i> verbs ▪ Reflexive pronouns <p><u>Culture</u></p> <ul style="list-style-type: none"> ▪ Costa Rica, Spain (El relicario, Episode 1) ▪ Chistes (jokes) in Spanish ▪ Cantinflas ▪ Maria Izquierdo, Mexican painter ▪ Tongue-twisters ▪ Mexico City 	<ul style="list-style-type: none"> ▪ write a short dialogue in which people plan what they are going to do, speak about what they are doing, and use commands to tell others what to do ▪ write a brief presentation about their daily routine ▪ identity major Spanish-speaking countries ▪ compare certain cultural differences between the U.S. and Mexico
<p>Essential Vocabulary</p>	
<p>Stage 2: Assessment Evidence</p>	
<p>Assessments</p> <p>Quiz Vocab and grammar quiz 1</p> <p>Quiz Vocab and grammar quiz 2</p> <p>Test: Short Ans.</p> <p>Unit assessment (chapter test)</p> <p>Performance: Dramatization</p> <p>Alternative unit assessment Students work in groups to create a short skit about a surprise party in which they ask each other questions, such as, “Who will send the invitations? Who will clean the house? What is there to be done?” and also tell each other what needs to be done using commands and direct object pronouns.</p>	
<p>Stage 3: Learning Plan</p>	
<p>UDL Learning Experiences</p>	<p>Resources/Primary Sources</p> <ul style="list-style-type: none"> ▪ “Expresate, Spanish II,” Chapter 1 ▪ Holt McDougal On-line: ▪ Quizlet flashcards:

Spanish Unit: Post-Curriculum Study Group

Language/Level Spanish 2

Theme/Topic Family and Friends

Essential question

- What differences are between families in United States and in Hispano-American countries?
- What do United States teenagers like to do and Hispano American teenagers?

Goals

- Communicate and exchange information about people, routines and activities.
- Communicate and exchange information about likes and dislikes.

Interpersonal

I can exchange some personal information

- I can ask and talk about family members and their characteristics (physical and emotional), routines and activities.
- I can ask and talk about friends, classmates, teachers or co-workers.
- I can ask and talk about likes and dislikes.

Assessments

- Role-play. Dialogue between two friends about a new classmate or an exchange student. They will describe the characteristics of the student and what he/she likes and doesn't like to do.
- Survey. Gather information about what your classmates and you like to do during the weekend. Record the information and determine the most popular activity.
- Groups. Take turns to introduce yourself and to share your characteristics, likes and dislikes with your peers. Allow them to ask questions.

Presentational Speaking

I can exchange some personal information

- I can describe my family, my friends and myself.
- I can talk about others and my own likes and dislikes.
- I can talk about others and my own free time activities.

Assessments

- Total Physical Response. A student will describe someone in the classroom and the rest of the students will choose which student fits the description.
- Family tree: Describe family members and indicate what they like and don't like.
- Pictures. Students describe what they see as I ask questions about the pictures.

Presentational Writing

I can write about personal information

- I can introduce others and myself.
- I can describe my family, friends and myself.
- I can write about what my family, friends and I like to do in our free time.
- I can write about likes and dislikes using pictures or photos.

Assessments

- Short note. Write a description of yourself that would allow a host family to decide if you would be a good match for the family and that would allow the family to pick you up at the airport.
- Poster Likes and Dislikes: List of 15 things that you like and 15 things that you don't like. Represent them with a picture or draw.

Interpretive Listening

I can understand simple questions or statements

- I can recognize the difference between a question and a statement.
- I can understand questions or statements about family, friends or myself.
- I can understand when someone describes physical descriptions from a photo.

Assessments

- Listen to a conversation and answer questions about the characteristics of the characters as well as their likes and dislikes.

Interpretive Reading

I can understand short simple messages

- I can understand basic familiar information from an ad.
- I can identify information from a movie brochure or poster.
- I can understand simple captions under photos.

Assessments

- Answer questions/Interpret an info graphic about family.

Culture

- Compare an American family with a Hispanic family.

- Compare what students that are the same age do on their “free time”, what they like and dislike to do.

Spanish Unit: Post-Collaborative Curriculum Writing

Language and Level / Grade	Spanish 2 Novice High	Approximate Length of Unit		8 weeks
		Approximate Number of Minutes Weekly		55 min, 4-5 times per week
Theme/Topic	Identity: Family and friends activities			
Essential Question	How do USA and Hispanics families and friends activities are different?			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • Introduce others and themselves. • Describe their self, family members and friends characteristics (physical and emotional). • Express ideas about their own and others likes and dislikes. • Describe their own daily routine as well as family members and friends. • Explain about chores that has to be done at home. • Talk about plans and places to go in free time. • Compare and contrast USA and Hispanic families and friends activities. 			
Task Overview	A group of foreign exchange students from an Hispanic country has just arrived at your high school. As a director of the international student club, you will prepare an article to be written in the school newspaper and a video to be published in the web site of the school, comparing and contrasting the USA and the Hispanic families and friends about their characteristics, routines, likes/dislikes, chores, plans and places to go, so that the international students have a point to start. In order to make this article and video you will have to collect information about both USA and Hispanic families and friends.			
Summative Performance Assessment ⑩ <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ⑩ <i>They are integrated throughout the unit.</i> ⑩ <i>The template encourages multiple interpretive tasks.</i> ⑩ <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> ⑩ <i>The tasks should incorporate 21st Century Skills.</i>	Interpretive Mode			
	Students read an article about families and friends in an Hispanic country and complete the comprehension guide.	Students watch/listen a video about families and friends in an Hispanic country and complete the comprehension guide.	Students listen a conversation and answer questions about characteristics of the characters, likes and dislikes.	
	Presentational Mode		Interpersonal Mode	
	Prepare a short video introducing your friends and their characteristics. Talk about them likes and dislikes. Indicate what chores they have to do at home. Explain what they like to do in their free time and what places they like to go.		Dialogue with a classmate who will play the role of an exchange student from an Hispanic country. Talk about family members and their characteristics, likes and dislikes, chores at home, places to go and activities to do on their free time.	
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i>	Product: Family and friends Practice: Activities Perspective: Kind of activities Product: American and Hispanic families and friend Practice: Compare and contrast Perspective: Differences			

Connections (Sample Evidence)	Making Connections	Acquiring Information and Diverse Perspectives	
	Compare and contrast family and friends' activities in USA and in Hispanic countries.	Differences in Hispanic countries. Differences in activities.	
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons	
		Chores at home Recreational activities (plans and places) Likes/dislikes	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	Share information on cultural differences with the community.	Be able to travel to an Hispanic country and adapt to its culture.	
Connections to Common Core			
Toolbox			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
Introduce others and themselves.	Subject pronouns	- Nouns, adjectives describing people. - Phrases to express likes and dislikes. - Chores. - Activities in free time (plans and places).	
		Tier 2	
Describe their self, family members and friends characteristics (physical and emotional).	Ser; present tense		
Describe their own daily routine as well as family members and friends.	Reflexive pronouns and verbs		
Express about their own and others likes and dislikes	Gustar		
Explain about chores that has to be done at home.	Idioms with tener; verbs with infinitive		
Talk about plans and places to go.	Present progressive, ir a + infinitive; direct object pronoun; informal commands		
Key Learning Activities/Formative Assessments			
Key Learning Activity/Formative Assessment (representative samples from beginning to end of unit)	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Role play. Dialogue between two friends about a new classmate who is an exchange student from an Hispanic country. Describe the characteristics of the student and what he/she likes/doesn't like to do.	Introduce others; characteristics, likes/dislikes.	Interpersonal	C
Survey (class divided in 2 groups). Gather information about what your classmates and you like to do during free time. Record the information and determine the most popular activity.	Plans and places to go.	Interpretive Presentational	S, C
Groups. Take turns to share with your peers the activities you like to do during your free time. Allow them to ask questions.	Plans and places to go.	Interpretive Interpersonal	S
Total Physical Response. A student will describe someone in the classroom and the rest of the class will guess which student fits the description.	Describe friends characteristics.	Interpretive	S, C
Family tree: Describe family members and indicate what they like and don't like.	Describe their self and family members characteristics; likes/dislikes.	Presentational	S
Partners: Ask and answer questions about the family tree of their classmates.	Describe their self and family members characteristics;	Interpersonal Interpretive	S, C

	likes/dislikes.		
Pictures: Students will wonder who these people are, what they like and don't like and will describe them to a classmate.	Describe people and their likes/dislikes.	Interpretive Presentational	C
Short note: Write a description of yourself that would allow a host family to decide if you would be a good match for the family and that would allow the family to pick you up at the airport.	Introduce themselves; describe themselves.	Presentational	S
Poster: List of 10 things that you like you and other 10 that you don't like. Represent them with a picture or draw.	Express ideas about their likes and dislikes.	Presentational	S
Listen to conversations and list likes and dislikes of the characters.	Express ideas about other people's likes and dislikes.	Interpretive	C
Storybook: A day in the life. Students will write a storybook using draws or pictures illustrating a day in their lives or in the live of a character that they choose.	Describe daily routine.	Presentational	S
Chart: Divide it with the different rooms in the house. Place the chores that need to be done in each one of them. Use informal commands.	Explain about chores that have to be done at home.	Presentational	S
Partners. Make a phone call to your friend and have a conversation about what he/she is doing and what his/her plans are.	Talk about plans and places to go.	Interpersonal	S, C
Resources		Technology Integration	
<p>Authentic Resources: Paso corto: Tata's Gift (link + pdf) http://zachary-jones.com/zambombazo/paso-corto-tatas-gift/ Lectura: Enfoque cultural Colombia (pdf) Espacio Publicitario: Gracias Mama (link + pdf) http://zachary-jones.com/zambombazo/espacio-publicitario-pg-gracias-mama/ Espacio Publicitario: Gracias Viejo (link + pdf) http://zachary-jones.com/zambombazo/espacio-publicitario-ciudad-de-buenos-aires-graciasviejo/ Tírate a escribir: Los quehaceres (pdf) Twiccionario: A mi familia le gusta (pdf) Twiccionario: En las familias siempre hay (pdf) Video: Routine (link) http://lewebpedagogique.com/hispadictos/tag/rutina-diaria/page/3/</p> <p>Additional Resources Expresate 2, Chapter 1.1 and Chapter 1.2 Quizlet flashcards: Chapter 1.1 and Chapter 1.2 (my website) Grammar presentations, exercises and games Chapter 1.1 and Chapter 1.2 (my website)</p>		Creation of digital video. Use of websites as Quizlet and Kahoot. Digital camera to present projects.	