

## Developing Multilingual Speakers and Readers Minutes

**Date:** Wednesday, April 20, 2016  
Central Services, Room 200      **Time:** 4:00-6:00

**Attendees:**

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| <input type="checkbox"/> Amy Holtorf, WMS<br><input checked="" type="checkbox"/> Josie Estrada, Dean, AW<br><input checked="" type="checkbox"/> Dominic Ghiradini, FMS & SHS<br><input checked="" type="checkbox"/> Sally Unger, SMS<br><input checked="" type="checkbox"/> Larisa Shuvalova, BHS | <input type="checkbox"/> Andrea Quigley, NH/District TOSA<br><input checked="" type="checkbox"/> Stephanie Korn, Director, DTL<br><input checked="" type="checkbox"/> Minutes: Adele Pears |
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Topic	Discussion
<b>1. Welcome</b>	Agenda overview – Norms
<b>2. Follow Ups From Last Meeting</b>	Research on length of time for students to reach proficiency- handed out from ACTFL performance descriptors for language learner. 2 <sup>nd</sup> page is a comparison between performance and proficiency. Important to think about years and the content – we need to look at curriculum and pieces to develop skills to earn proficiency.
<b>3. Next Steps for Curriculum</b>	Next step could be to send out a survey monkey to all language teachers and ask the questions we are asking ourselves so we have accurate and specific information.
<b>4. Identifying Levels of Proficiency for Each Level</b>	What levels of proficiency are we currently giving to kids – what do we want that to look like? Think about the courses we currently teach and the levels of proficiency our students reach – place course on the Lingua folio chart where we believe these are true outcomes of the courses. Currently classes are very transient - every year you get a variety of kids some with experience and some totally new. If WL was the same at all the elementary schools–kids who are transient (in our district) would still have the same teaching at each school regardless. Currently using the same curriculum in elementary in Spanish that is used for English classes. The K-8 pathway needs to be figured out first. Alignment needs to be intentional. At times we focus too much on grammar instead of working on being proficient in conversation. Need to make sure our curriculum aligns to lingua folio and not just a list of words. Language was once open only to students on a college track but now it's open to all students. Some students are taking WL only to meet graduation requirements.
<b>5. Determine goals for next year: What would we recommend for meeting time, structure, and membership to continue this work next year?</b>	<p>We need to do work around taking a look at outcomes at the high school level first and may have to work backwards to see what shifts down from HS.</p> <p>During choice courses and job alike time World Language teachers could get together to have a discussion. The big picture could be addressed this way.</p> <p>Talk to your colleagues – look at recruiting more committee members for Fall.</p> <p><b>Summary:</b>                      We need to focus on the pathway from K-12 and work on performance to proficiency.</p>