



# MASTER PLAN

## World Languages

2023-2024

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**Course Group Number:** 10456247

## Purpose

The World Languages Program plays a unique role in capturing the breadth of human diversity. In this increasingly globalized world, being multilingual is a necessary skill. Learning a second or third language improves the student's opportunities to compete in today's job market. The goal of the World Languages program is to prepare students to become role players in today's job market.

The World Languages Programs prepares teachers to incorporate the three global modes of communication in their daily teaching: interpretive, interpersonal, and presentational.

**World Languages Student Enrollment 2022-2023**  
**Enrollment for 2023-24 will be available in September 2023**

World Language	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Arabic	0	0	0	0	0	0	0	54	9	0	0	0	0	63
ASL	0	0	0	0	0	0	110	40	30	360	467	394	191	1,592
Chinese	0	0	0	0	0	0	59	134	118	92	90	80	40	613
French	0	0	0	0	0	0	147	152	183	1,103	1,534	1,263	748	5,130
German	0	0	0	0	0	0	0	0	0	11	11	14	14	50
Italian	0	0	0	0	0	0	0	0	0	60	58	44	55	217
Japanese	0	0	0	0	0	0	0	0	0	35	20	15	11	81
Latin	0	0	0	0	0	0	0	0	0	34	30	46	22	132
Portuguese	0	0	0	0	0	0	0	0	0	28	34	5	11	78
Spanish	2,393	3,025	3,118	3,080	2,907	3,066	1,229	2,946	3,905	6,529	6,202	4,717	2,733	45,850
OTHER	0	0	0	0	0	0	21	0	0	16	10	32	137	216
<b>Total</b>	<b>2,393</b>	<b>3,025</b>	<b>3,118</b>	<b>3,080</b>	<b>2,907</b>	<b>3,066</b>	<b>1,566</b>	<b>3,326</b>	<b>4,245</b>	<b>8,268</b>	<b>8,456</b>	<b>6,610</b>	<b>3,962</b>	<b>54,022</b>

## State Statute

### **F.S. 1003.432 - Florida Seal of Biliteracy Program for high school graduates**

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English. The Commissioner of Education shall award the Seal of Biliteracy upon graduation to a high school student who meets the qualifications in this section. The seal must differentiate between two levels of competency, designated as Gold and Silver, which must be at least as rigorous as is recommended in the biliteracy seal guidelines established by national organizations supporting foreign languages instruction.

The purpose of the Florida Seal of Biliteracy Program is to:

- (a) Encourage students to study foreign languages.
- (b) Certify attainment of biliteracy.
- (c) Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment.
- (d) Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institute
- (e) Recognize and promote foreign language instruction in public schools.
- (f) Affirm the value of diversity, honor multiple cultures and foreign languages, and strengthen the relationships between multiple cultures in a community.

Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who:

- (a) Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- (b) Has achieved a qualifying score on a foreign language assessment; or
- (c) Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection (8).

**Needs Assessment**

During the 2021-2022 school year, the district had approximately **298** World Language teachers covering the following languages:

- Elementary FLEX (Foreign Language Exploratory Program)  
The goal of this program is to emphasize oral use of the Spanish language in everyday childhood experiences and develop language and cultural awareness that emphasize cross-cultural appreciation and contrast. The program components are: Listening, Speaking, and Culture.

In elementary schools, **32** of the 135 locations offered a world language class as a special during the 2022-2023 school year.

- Spanish – 31 world languages elementary school teachers
  - French – 1 world languages elementary magnet school teacher
  - Japanese is taught thru Broward Virtual to select elementary schools. 1 world languages teacher
- One elementary Magnet offers French, Spanish and Spanish S - 3 teachers world languages teachers  
A total of 39 Elementary World Languages teachers

- In middle schools, as per **Policy 6000.1 Student Progression Plan**, all locations offered Spanish. A total of 75 middle school world languages teachers.
  - Arabic – 1 teacher
  - ASL – 2 middle school teachers
  - French – 4 middle school teachers
  - Chinese – 4 middle school teachers
  - Spanish all 43 middle schools -

- In high schools, all locations offer world language programs, with approximately **192**WL teachers at the high school level during the 2022-2023 school year.

Language	# of schools	# of teachers
American Sign Language	5	8
Chinese	4	4
French	28	30
German	1	1
Italian	1	1
Japanese	1	1
Latin	2	2
Spanish/Spanish S	All High Schools	142
Portuguese	1	1

Live Professional Learning from different universities was offered throughout the year in partnership with the French, and Spanish embassies. A total of 33 teachers participated in these Saturday Professional Learning sessions. All participants agreed that the training was excellent or very good and pertinent to the delivery of WL instruction.

<b>Professional Learning in partnership with embassies</b>	<b># of teachers</b>
<b>WL French Literature Through Immersion</b>	6
<b>WL Spanish Culture and Methodology</b>	18
<b>WL Through the Performing Arts</b>	9
<b>District Professional Learning</b>	
<b>World Languages Standards for New Teachers</b>	7
<b>World Languages TLFA 2022-23</b>	8
<b>SOL VIII WL Strategies for Communication Professional Development June 12 and 13 2023</b> with teachers attending. The following sessions were included in the 2 days PL: <ul style="list-style-type: none"> <li>• The Power of Communication</li> <li>• Worksheets Don't Grow Dendrites</li> <li>• On parle! (French Session)</li> <li>• ¡Hablemos! Assessing for Oral Proficiency</li> <li>• Purposeful Lessons to Build Proficiency Across the Three Modes of Communication</li> <li>• The Power of Art</li> <li>• Background Design</li> <li>• Becoming Bilingual Global Citizens (Spanish S)</li> <li>• The importance of Culture in the Elementary Classroom</li> </ul>	77

All teachers who attended these training courses agreed that the training was excellent or very good and when asked for suggestions for future PD they all agreed that they would like to continue this path they started.

**Comparison of World Languages Advanced Placement Student Enrollment**  
**(Results for 2023 not available at this time)**

Language	BCPS 2019	BCPS2 020	BCPS 2021	BCPS 2022	FL 2019	FL 2020	FL 2021	FL 2022	Global 2019	Global 2020	Global 2021	Global 2022
Chinese	26	12	12	16	263	232	185	217	13,782	14,827	13,513	15,494
French	99	83	88	88	1063	1,032	897	893	23,226	21,837	18,825	19,576
Spanish Lang Culture	1,298	1,285	1,320	987	16,036	15,499	13,690	13,410	185,529	168,999	154,454	159,007
Spanish Literature	361	342	281	337	3,675	3,417	2,894	2,776	29,343	24,142	21,979	23,043

**Comparison of World Languages Advanced Placement Student Passing Scores**

Language	BCPS 2019 %	BCPS 2020 %	BCPS 2021 %	BCPS 2022 %	FL 2019 %	FL 2020 %	FL 2021 %	FL 2022 %	Global 2019 %	Global 2020 %	Global 2021 %	Global 2022 %
Chinese	96.2	91	100	93.8	69.2	70	55	73.3	89.8	88.9	87	86.9
French	82	85	56	62.5	69	78	59	64.3	77	83	70	71.6
Spanish Language	98	97	93	94.4	93	86	93	88.1	89	90	79	81.2
Spanish Literature	83.1	87	80	81.9	79.5	80	86	71.6	72.3	75	64	64.2

- The World Languages department has set a goal to increase the overall passing rate for all World Languages AP exams by 5% by the end of each school year.
- Notice that the number of students taking the AP exam declined in 2020 and 2021 due to students receiving instruction online due to the pandemic. However, during 2021-22 enrollment in AP courses is going up.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

### Desired Outcomes and Performance Indicators

1.0 World Languages Teacher			
1.1 Desired Outcome: <b>Interpretive Listening:</b> The teacher will provide listening skills instruction for students to be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Designs/delivers listening skills instruction to provide students with information about common, everyday, or job- related topics.</p> <p>Creates lessons that present real life opportunities for students to listen to people with different accents and lexical variations in the target language.</p> <p>Creates lessons that provide opportunities for conversations, presentations, and short discussions.</p>	<p>Models the use of context cues in the target language to identify the main idea and essential details on familiar topics in short conversations, presentations, and messages.</p> <p>Uses multimedia to provide students with real life experiences in the target language</p> <p>Provides lessons based on research-based listening skills.</p>	<p>Uses target language to introduce basic words, phrases, and questions using gestures, drawings, pictures and actions.</p> <p>Provides students with listening activities in the target language</p> <p>Provides lessons that focus on listening skills.</p>	<p>Unable to instruct listening skills and interpretation of information in the target language.</p>

1.2 Desired Outcome: **Interpretive Reading:** The teacher will provide instruction on how to interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Designs learning opportunities that use appropriate inferences and recognition of literary elements from a variety of culturally authentic sources.</p> <p>Incorporates the use of newspaper articles or official documents to document significant points and essential details.</p> <p>Creates lessons where students take an active role to demonstrate viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p>	<p>Creates lessons that provide students with opportunities to demonstrate how to identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules and timetables.</p> <p>Creates learning opportunities for presenting general written information through a variety of sources for practical applications in academic and workplace contexts</p>	<p>Uses pre-reading activities to introduce basic vocabulary supported by visuals in the target language.</p> <p>Provides prompts and support in the target language for students to comprehend simple written announcements.</p> <p>Guides the use of context clues and background knowledge to determine the main idea and essential details in texts that contain familiar themes.</p>	<p>Unable to provide instruction on how to interpret information in the target language in writing.</p>

1.3 Desired Outcome: **Interpersonal Communication:** The teacher will provide opportunities for students to engage in conversations, exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Evaluates students' ability to express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Designs opportunities to handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p>	<p>Designs/delivers lessons to Initiate and engage students in a conversation on familiar topics in the target language.</p>	<p>Provides lessons that introduce differentiation among oral statements, questions, and exclamations to determine meaning in the target language.</p>	<p>Unable to provide opportunities to use conversation and exchange information, orally and in written format in the target language.</p>

1.4 Desired Outcome: **Presentational Speaking:** The teacher will provide learning opportunities for the student to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Designs and delivers multimedia lessons that provide students the opportunity to make clear and precise presentations that engages and informs a specific type of audience and concrete and abstract topics in the target language.</p> <p>Evaluates students' detailed, complex, presentations on topics related to home, school, work, leisure activities, and personal interests.</p>	<p>Develops lessons that provide students with the opportunity to use logically sequenced and connected sentences with relevant details to describe events, plans and actions.</p>	<p>Uses lessons that demonstrate how to use words, phrases, and memorized expressions to provide basic information about self and immediate surroundings in the target language.</p> <p>Introduces students to the use of complete sentences to describe aspects of daily life in the target language.</p>	<p>Unable to provide opportunities for students to present information orally.</p>



1.5 Desired Outcome: **Presentational Writing:** The teacher will provide instruction on how to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Designs and delivers lessons that provide students writing opportunities to express viewpoints on an issue and support opinion with clarity and detail.</p> <p>Creates writing lessons that incorporate with accuracy idioms, and culturally authentic expressions of the target culture.</p>	<p>Develops lessons that provide students with the opportunity to write short essays using supporting details to describe a familiar event or situation or informative text through a variety of media in the target language.</p>	<p>Uses lessons to demonstrate steps on how to fill out a simple form with basic information in the target language.</p> <p>Introduces students to simple writing skills to describe aspects of daily life in the target language.</p>	<p>Fails to provide opportunities for students to present information in writing.</p>

1.6 Desired Outcome: **Culture:** The teacher will provide instruction on how to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Designs and delivers lessons that includes historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p> <p>Designs and delivers lessons that provide students with opportunities to investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.</p>	<p>desire</p> <p>Develops research lessons that provide students with opportunities to learn about contributions made by individuals from the target culture through the arts such as Uses lessons that demonstrate basic knowledge of practices, and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p>	<p>Uses lessons that demonstrate basic knowledge of practices, and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p>	<p>Unable to recognize or understand common cultural practices of the target language.</p>

<b>Data Collection Plan: World Languages Teachers</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PL Feedback form in LAB WL PD Feedback in MS Forms	1x/workshop	Blanca Guerra Monique Byrd Beatriz Haydar
2. Participants' Learning	Digital exit tickets	1x/workshop	Blanca Guerra Monique Byrd Beatriz Haydar
3. Organizational Supports	WL staff offer ongoing support via email, Skype sessions, and classroom visits	1x/month	Blanca Guerra Monique Byrd Beatriz Haydar
4. Participants' Practice	Sample lesson plan and reflection	1x/workshop	Blanca Guerra Monique Byrd Beatriz Haydar
5. Student Outcomes	Samples of student work AP Test Results	1x/workshop 1x/year	Blanca Guerra Monique Byrd Beatriz Haydar

## Evaluation Plan

<b>Level 1. Participant Reactions</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
WL Teacher	Analyze LAB and MS Form PD Survey Data	Analyze LAB and MS Form PD Survey Data
<b>Level 2. Participant Learning</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
WL Teacher	Digital exit tickets	Digital exit tickets
<b>Level 3. Organizational Support</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
WL Teacher	Monthly Skype Session attendance	Monthly Skype Session attendance
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
WL Teacher	Sample lesson plans Teacher reflection	Sample lesson plans Teacher reflection
<b>Level 5. Student Learning Outcomes</b>		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
WL Teacher	Samples of student work	Sample of students work AP Test Results