



NHPS World Languages

 *Opening Doors to the World* 

2023-24 Updates and Next Steps

STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

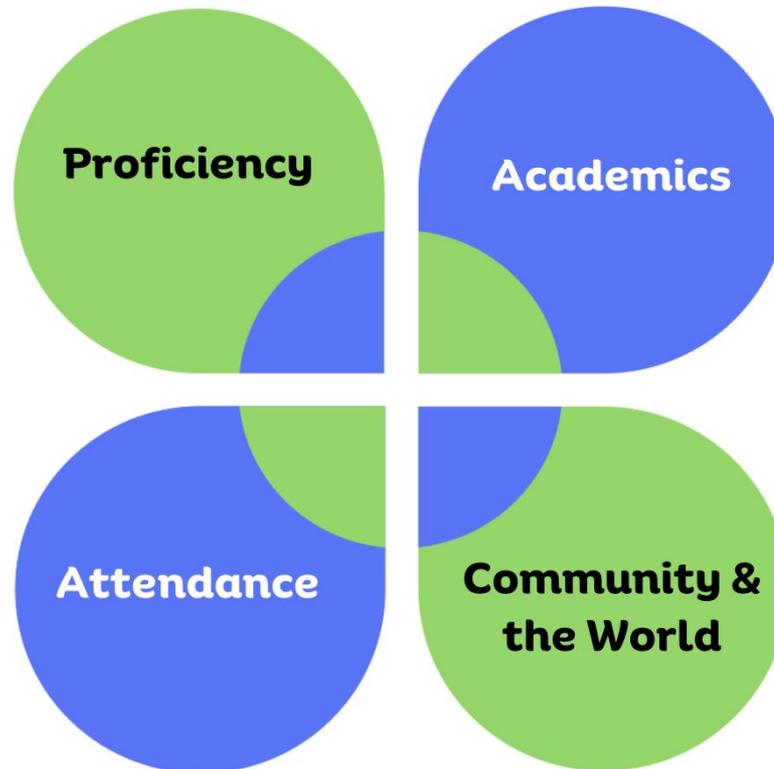
Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

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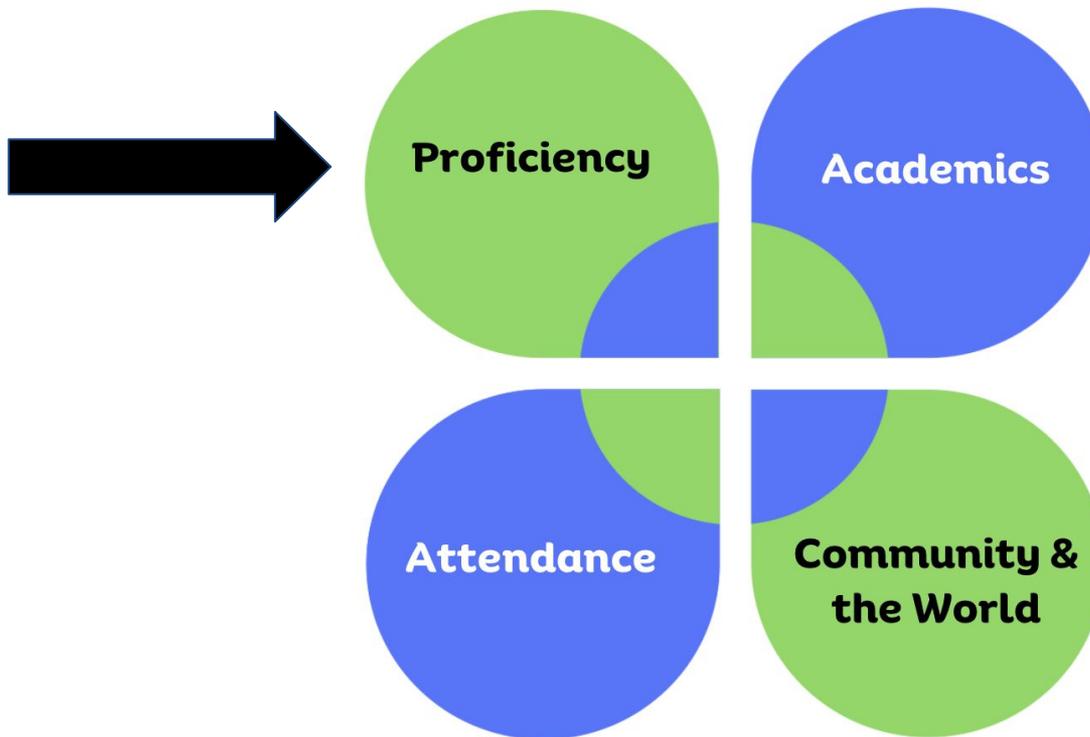
Arabic
ASL
French
Italian
Japanese
Latin
Mandarin Chinese
Spanish



Most students
have the
opportunity to
begin instruction
by 6th grade

4 Elementary
Programs

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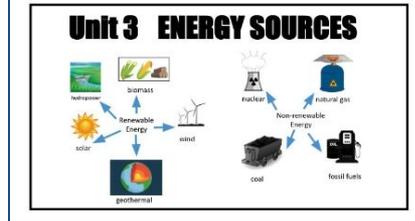
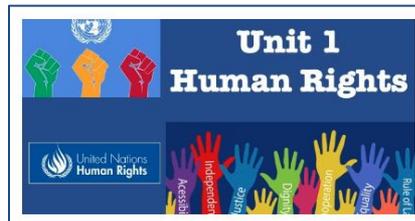
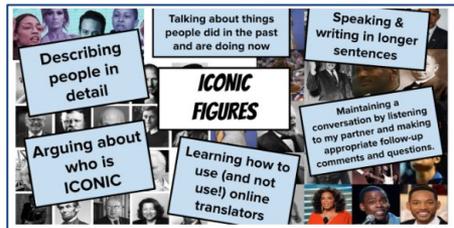


Building "Proficiency"

the ability to successfully use the language in real-world situations and spontaneous contexts

Curriculum

Teacher-authored, Backwards-designed thematic units for every level focus on real-world contexts and build proficiency over time. Revision of Level IV now & Level II this summer.



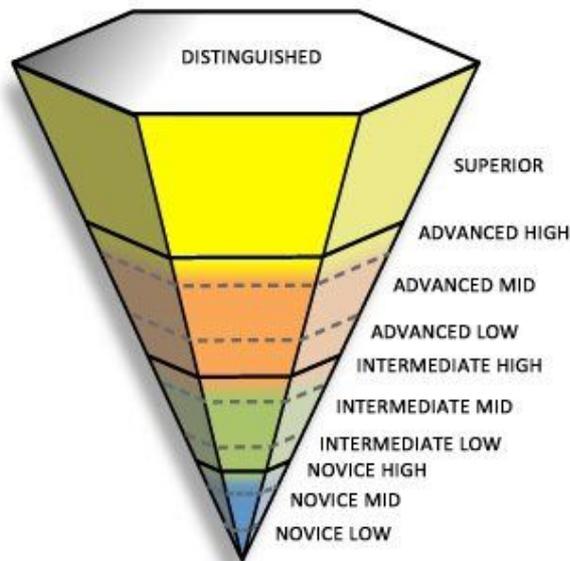
Proficiency

Targeting “Proficiency”

the ability to successfully use the language in real-world situations and spontaneous contexts

Proficiency Targets

Every level has a “proficiency target.” Teachers & students see progress on a continuum.



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Proficiency Targets per Level of Study

	All students reach	Some students reach
Level I (1 year of HS, 2 years of MS)	Novice Mid	Novice High
Level II	Novice High	Intermediate Low
Level III	Intermediate Low	Intermediate Mid
Level IV	Intermediate Mid	
Level V or AP	Intermediate Mid	Intermediate High



Assessing “Proficiency”

the ability to successfully use the language in real-world situations and spontaneous contexts

Bi-Yearly Assessments

Students and teachers measure progress against proficiency targets and focus on “leveling up.” Data from assessments helps students/teachers reflect on goals and drives WL professional learning.

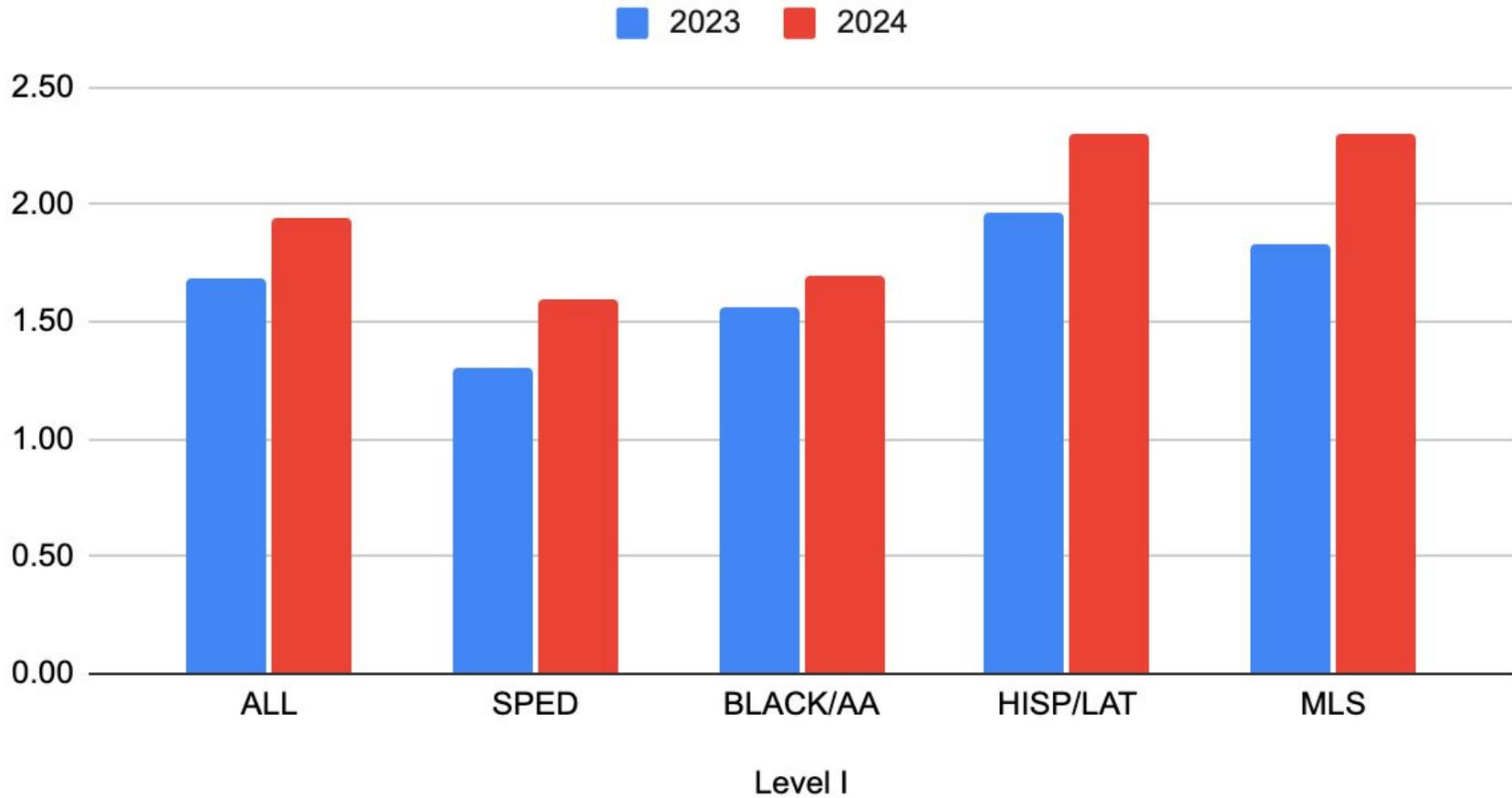
January 2024 - Speaking Interview Assessment End of Year Target = **4.0** points on Proficiency Rubric

	%of students 0.5	%of students 1.0	%of students 1.5	%of students 2.0	%of students 2.5-3	% of students 3.5-4.0	% of students 4.5-5.0	Halfway to 4.0 Target or better
MS IB	6.4%	9.6%	13.5%	24%	31%	10%	1.8%	67%
Level I	14.9%	15.4%	16.3%	28%	20%	4%	4.6%	56%
Level II	7.9%	20.0%	15.2%	20%	23%	5%	6.0%	54%
Level III	11.4%	10.6%	20.5%	20%	25%	9%	3.1%	57%
Level IV	2.7%	6.7%	9.3%	23%	29%	25%	2.7%	80%
AP	0.0%	0.0%	0.0%	3%	24%	47%	25.9%	100%
NHS	0.3%	0.0%	1.1%	3%	15%	22%	32.4%	72%



Sub-Group Focus

2023 and 2024

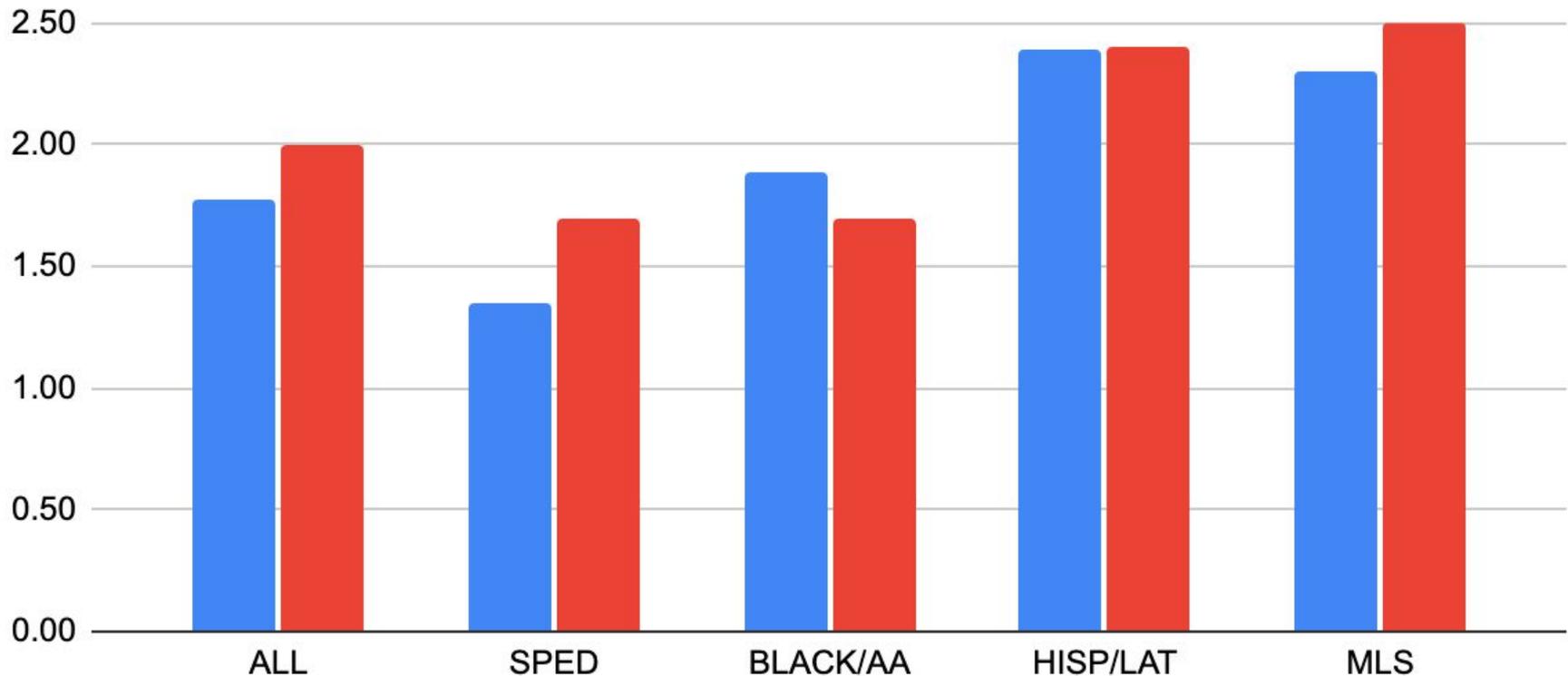




2023 and 2024

Sub-Group Focus

2023 2024



Level II



Awarding “Proficiency”
the ability to successfully use the language in real-world situations and spontaneous contexts

**A
Graduation
Award**

**showing that a
student is
proficient in
English and at
least one more
language**



**Gold Seal
on
Diploma**

**College Placement
or CREDIT!!**

**Purple Cord
at
Graduation**



**Seal of
Biliteracy-(language)
on transcript**

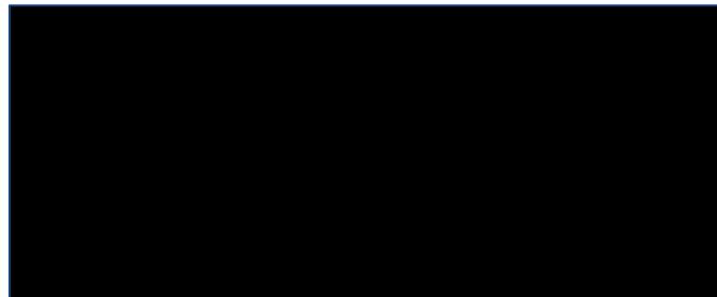


Awarding “Proficiency”

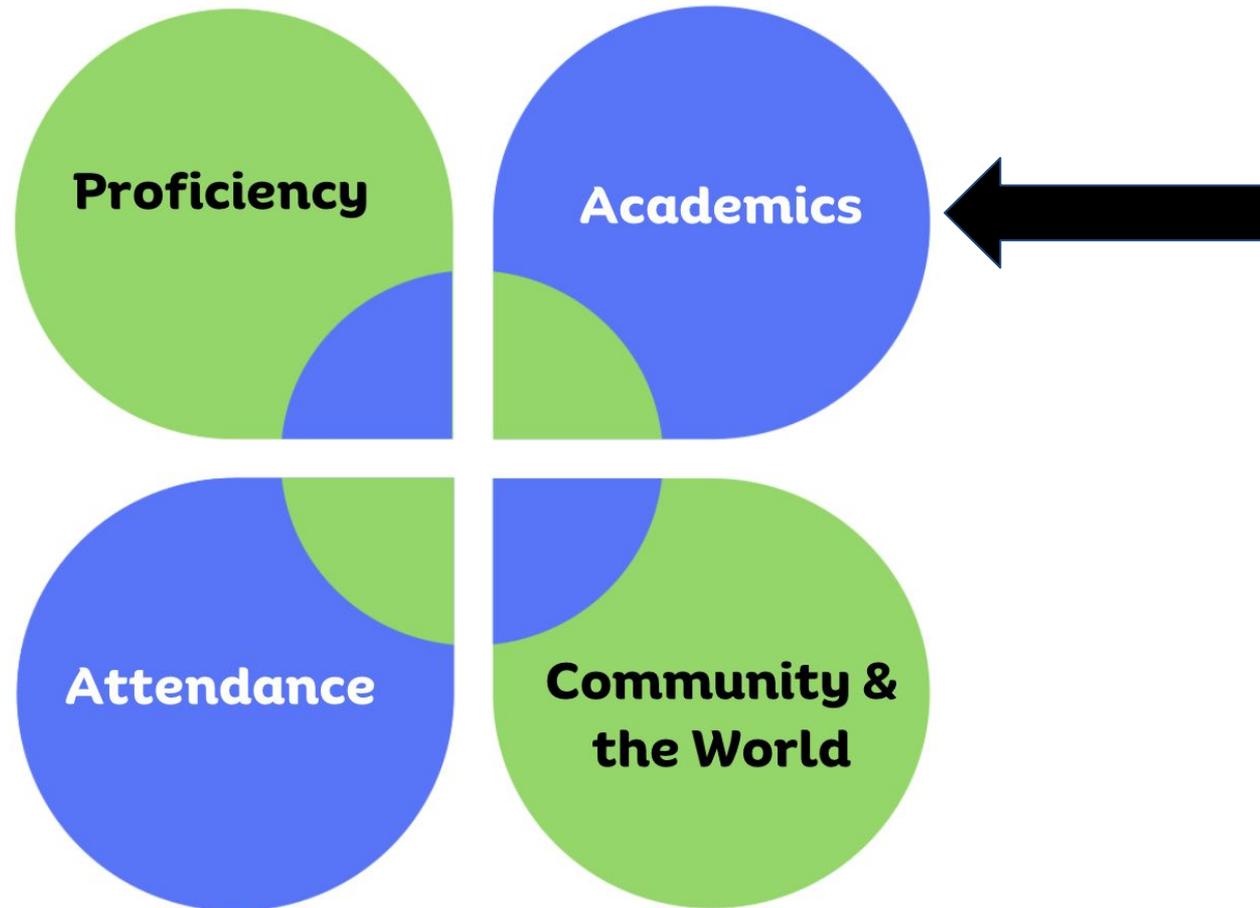
the ability to successfully use the language in real-world situations and spontaneous contexts



	2018	2019	2020	2021	2022	2023	2024
Awards	6	47	148	118	124	141	
Languages	1	10	13	12	11	14	



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Building Academic Skills *in the Target Language*

Immersion-Ready Skills: Teachers stay in the target language (90%+) and use visuals, gestures and context to make the language “comprehensible.” This builds students' ability to excel in any “foreign” situation, in any language, by remaining calm and using context clues to understand and participate.

Connections: All units contain objectives that reinforce content learned in other subject areas, such as math, the Arts, the environment, history, etc.

Transferable Academic Strategies: Teachers provide direct strategy instruction and regular practice for listening, speaking, reading, and writing. Students also learn study skills using visuals, flashcards, Quizlet, collaborative studying, etc.

BEGINNER-LEVEL TEXTS - POSSIBLE QUESTIONS BY TYPE

*portions created by Lisa Peterson and Monroe PS teachers.

MAIN IDEA

- What is the theme of this reading/email/paragraph/dialogue?
- What topic(s) does the author definitely mention/talk about?
- What is the author doing in this paragraph?
- Which of these would be a good title for this paragraph/article/reading/dialogue?

FACT/DETAIL

- Where does the author live?
- How many people are in his/her family?
- What is his/her favorite _____?
- Which colors did he/she definitely mention?
- Which colors (numbers, family members, etc. did he/she **NOT** mention?
- Etc.

INFERENCE

- (Based on the author's description), what is his/her opinion of _____?
- (Based on the author's description), how does he/she feel about _____?
- (Based on the author's description), why does _____?
- (Based on the author's description), which of these would the author like/NOT like? (question choices should be based on having understood the general opinion of the author about something)

ACADEMIC VOCABULARY/CONTEXT

- What words and phrases tell you that the author.....(does like/doesn't like, goes on many trips, has a big family, probably eats healthy, etc.)?

Process for Answering ANY Comprehension Question – Q.U.E.S.O.

Q - Determine the QUESTION type.

U - Be sure you UNDERSTAND the question and answers.

E - ELIMINATE wrong answers, but DON'T be too quick.

S - Use STRATEGIES for that question type.

O – OWN the answer with EVIDENCE.

Bocadillos (snacks) de 100 calorías o menos

Un plan para una alimentación saludable...

- pone énfasis en las frutas, verduras, granos enteros, leche y productos lácteos sin grasa o bajos en grasa;
- incluye carnes con bajo contenido de grasa—pollo, pavo, pescado—, huevos y nueces; y
- tiene bajo contenido de grasas saturadas, grasas trans, colesterol, sal (sodio) y azúcar.



Pruebe estos deliciosos y sencillos bocadillos de 100 calorías o menos para satisfacer su hambre entre comidas. La clave es poner atención al tamaño de las porciones: porciones más grandes significan más calorías.

Porción	Frutas	Calorías
1 (grande)	Naranja	100
½ (grande)	Toronja	53
1 (mediana)	Manzana	72

Porción	Verduras	Calorías
1 taza	jugo de verdura bajo en sodio	53
1 taza	jugo de cereza o de tomate	27
1 taza	coliflor cruda	25
2 tazas	variedad de verduras (1 taza de brócoli y 1 taza de pimiento en rebanadas con 2 cucharaditas de aderezo "ranch" sin grasa)	89

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Understanding Authentic Texts in the Target Language

QUESTIONS – What is it that you need to know?

If your teacher has given you questions to answer, focus on answering them. Or, just try to generally figure out the purpose and general meaning of the text.

CONTEXT – What is this text?

If it is something that you recognize, like a menu, store flyer, or movie poster, use what you know SHOULD be on it in order to figure out what IS on it.

VISUALS – What do they tell me about the meaning?

Pictures, clipart, charts, and graphics will give you hints as to the meaning of the text.

NUMBERS & SYMBOLS – What can I already understand?

Numbers are quick to find and can give you clues as to phone numbers, dates, prices, etc. Symbols and signs are often the same internationally.

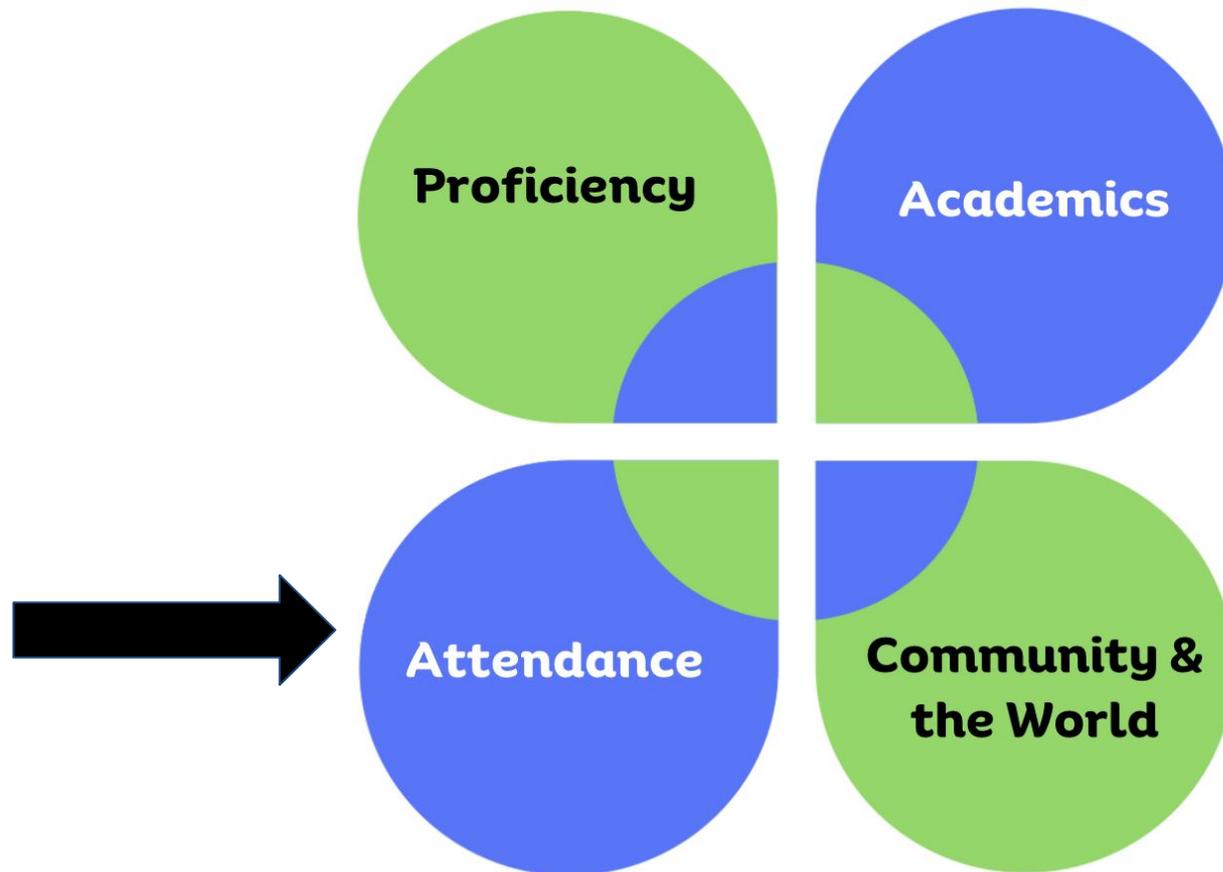
COGNATES – Do the words look or sound like English?

Many languages have cognates that look like their English equivalent; other languages may borrow English words for modern items such as computers, etc. Use these, with your other clues, to figure out meaning. Beware of "false cognates" in Romance Languages.

TEXT FEATURES – What do they tell me about what is important?

Words in bold font and words in bigger font are probably important. Bulleted lists or text boxes might also be used to emphasize certain points. Focus on these text features to give you clues

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Success

Students have many opportunities for students to feel successful in learning languages.

Love

Classes foster a love of languages and cultures.

Joy

Classrooms are welcoming & filled with smiles, fun, and brimming with M.A.G.I.C.

Student Engagement

If we provide students with opportunities for success, love, joy, encouragement and memory-making in our world language classrooms and build learning partnerships,* students will be encouraged to come to school *and* will be more engaged in learning when they are here.

**Zaretta Hammond, Culturally Responsive Teaching & the Brain*

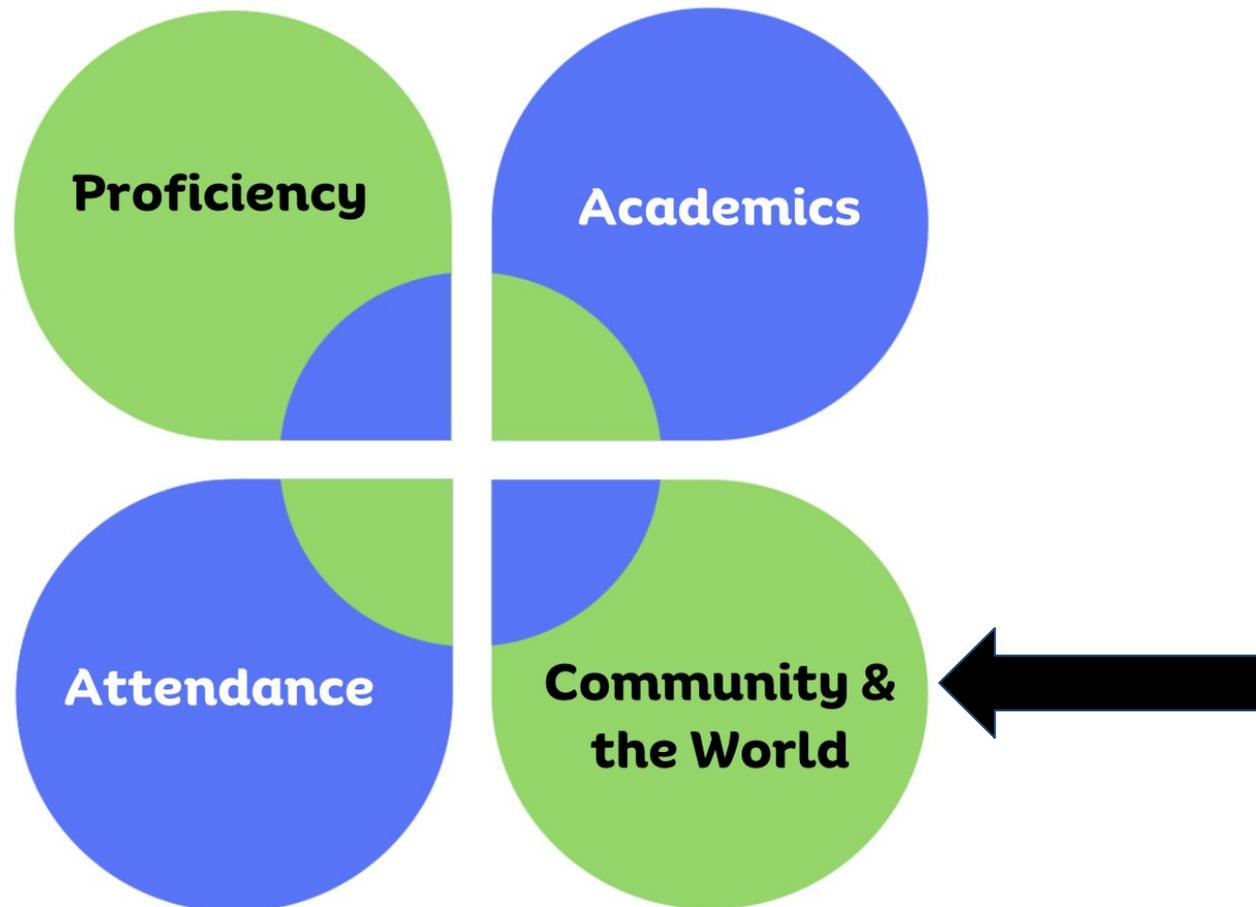
Encouragement

Grading practices emphasize participation, effort and growth.

Memory-Making

field trips, guest speakers, pen pal exchanges, crafts, and celebrations

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**Arabic, ASL, French, Italian, Japanese,
Latin, Mandarin Chinese, & Spanish**

ALL of the languages we teach are
spoken in the New Haven Community.

Teachers encourage students to use the
language in their community and the
world from Level I.

Virtual Exchanges

Argentina, Mexico, Taiwan, Japan

Local Field Trips

International Trips

Summer CIEE Scholarships

Next Steps - Next Goals:

- Use AAPPL Testing data to focus on teaching for proficiency.
- Improve outcomes for Black/African-American students and special education students in WL classes via Culturally Responsive Teaching & book study.
- Focus on more world language learners achieving the Seal of Biliteracy.
- Build award pathways toward the Seal in the younger grades
- Add Pashto as a Native/Heritage Language at HH and Cross
- Prepare for dual-language students arriving in high schools
- Bring a potential policy forward that would award students transcript credit for their language abilities as measured by the AAPPL in high school.

質問

des questions

أسئلة

Questions

quaestiones

domande

Preguntas

問題



תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
ඔබටතෑක
Bedankt Děkujeme vám
ありがとうございます
Tack