

SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)

French 1, April 20__

DATA SOURCES: District-generated French 1 Unit 4 Benchmark: selected response, speaking, and writing assessments

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED:

S.C. 1.1: Engage in conversations in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions.

1.2: Understand and interpret the target language in its spoken and written form on a variety of topics.

District Curriculum 1: Ask and answer simple questions including introductions, origin, and age.

2: Write and deliver short narratives or simple stories about themselves, their family, or friends, emphasizing cultural conventions using the target alphabet, orthography, and punctuation.

Orientation Step 1: Identify the relevant assessments and define the terms used in the assessment data reports (as needed).

District-created Benchmark for Unit 4: Personal Belongings. Data were collected using a Scantron item analysis and the county-created rubric for speaking/writing assessments. The Scantron analysis indicates the number of wrong responses for each item.

The rubric included these categories: comprehensibility, fluency/organization, vocabulary, accuracy/syntax, and content/context. Teachers were asked to compile data from the rubrics so that the strongest and weakest category could be identified. Tally marks represent the number of points missed in each category. In August and regularly throughout the year, teachers reviewed their expectations for proficiency in each category so that they were consistent in their interpretation of the rubric.

Question Step 2: Identify the questions to answer in this data dialogue.

- *How well do students understand the use of the verbs avoir (to have) and être (to be)?*
- *As we are approaching the end of the school year and the last two units of the curriculum, what skills should students improve upon so that they are more prepared to enter French 2?*

Patterns Step 3: Identify the major patterns of students' strengths and needs at the class level (if possible, by using more than one data source).

MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS
<ul style="list-style-type: none"> • <i>Students were able to describe themselves including their name, age, family, and personal description.</i> • <i>Students could easily identify personal belongings and objects.</i> • <i>Students were able to read and interpret a student schedule.</i> 	<ul style="list-style-type: none"> • <i>Students did not accurately use the verbs avoir and être to describe themselves or others; i.e. the differences between “J’ai” and “Je suis” and “Il a” and “Il est.”</i> • <i>Students did not understand the meanings of description words pertaining to personality.</i> • <i>Students did not accurately describe others in complete sentences.</i>

Action Step 4: Use the Reflection Guide to help identify the instructional factors that might have contributed to the patterns of student needs. Identify the steps that team members will take to address the patterns of class-level needs and determine when and how re-assessment will occur.

SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS
<p><i>Once students learned how to describe themselves and then learned how to describe others, they were not given the opportunity to use both of those skills together to practice determining when to use the appropriate subject and verb. Also, adjectives were presented over the course of several lessons, but were presented in the context of whether they came before or after the noun they are describing. Students were not given adequate opportunity to refine their understanding of all of the adjectives, especially the personality traits. One possible reason for this is because vocabulary words are introduced in the target language using images and demonstrations without translation. Perhaps the images used were not clear enough.</i></p> <ol style="list-style-type: none"> 1. <i>A lesson or set of activities distinguishing between je suis/j’ai and il a/il est will be added to the beginning of the next unit as these are skills necessary to master to be able to communicate effectively and to progress into French 2. Students will practice these skills with sentence strip manipulatives, vocabulary sorts, speaking activities prompted by pictures, and sentence completion games.</i> 2. <i>The class will play a game using white boards that asks them to complete sentences using “j’ai, je suis, il a, elle a, il est, elle est.” Students will work in groups of three including one advanced, one proficient, and one non-proficient student. Every student must take turns writing responses.</i> 3. <i>A lesson or set of activities that give students more practice with the personality adjectives will be included in Unit 5. During these lessons, new picture prompts and vocabulary completion activities will be used. Also, word sorts which allow students to place physical description adjectives and personality trait adjectives into categories will be included.</i>

Re-assessment: Once re-teaching and additional practice have occurred, students will be given background information about four possible fictional BFFs, "best friends forever." They will be asked to choose one and to write a composition describing themselves and their fictional new best friend.

IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.

Differentiation Step 5: After follow-up and re-assessment (if necessary), identify the students who excelled and those who still need additional assistance. Identify and implement in-class enrichments and interventions for both groups of students.

STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS	STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
<ul style="list-style-type: none"> • Cenai • Dominic • Zoe • Ali • Jada • Devan • Iyanu • Maddison • Mackenzie • Whitney • Demian 	<p><i>Students will write a description of a real "new best friend." Students will also create an image of the friend by drawing or using magazine cut-outs.</i></p> <p><i>Descriptions will be presented to the class, and class members will guess which description goes with which image.</i></p>	<ul style="list-style-type: none"> • Holly • Harper • Andrea • Samuel • Raquelle • Jacob • Walter • Seamus 	<p><i>Instructors will model several additional examples and then will ask students to choose the correct completion from two choices. Students will be asked to defend their answers so that they are able to discern which verb they should use and why.</i></p> <p><i>Students will independently choose from a word bank to complete several sentences.</i></p>

Future Planning Step 6: Identify a skill or concept to be taught in the next few weeks that students will probably find difficult. Collaboratively plan instructional strategies to teach the difficult concept in a new and innovative way.

Reflect on the success of the CFIP session and plan for the next meeting. Implement the agreed-upon instructional improvements and be ready to report on their success at a future CFIP session.

SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC

Next year, teachers will plan on including two more lessons when teaching Unit 4: a lesson that specifically asks students to distinguish between the uses of the verbs avoir and être and a lesson that asks students to understand, categorize, and use adjectives of physical description and personality. With more direct targeting of these skills in future instruction, students should be more successful on accurately using these verbs.

A real effort will be made to recycle the use of these two verbs into future units. For example, Unit 5 focuses on places and the verb “to go.” An activity will be created in which the students state an item that they have, then state where they will go based on what they have. For example:

Jean has a tennis racket. He is going to the park.

“Il a une raquette. Il va au parc.”

Another activity will be a “before and after activity” in which students state where they are, then tell where they are going.

I am at school. I am going to my house.

“Je suis à l’école. Je vais chez moi.”

Next meeting: two weeks from today. We will look at teacher created assessments to determine the success of the review activities.

Based on the work of Helen Bagdasarov, Patapsco High School, Baltimore County Public Schools. Used by permission.