

Vertically Aligning a World
Language Concurrent
Enrollment Program
Grades 7-12



Justin R. Ehrenberg
Italian & French Teacher
Coordinating Teacher – World Languages
Torrington High School, Connecticut

Curriculum Development



- ✧ Establish a standard curriculum for all grade levels that all teachers follow based on common topics, themes, and expected student outcomes
- ✧ Set year-end expectations for each level of language study and highlight specifically what students should be able to do by the end of each level
- ✧ As a team, develop courses and materials that are consistent for each language offered in the school and district

Areas of Focus



- ❧ **Speaking** – build student speaking skills and use of the target language in the classroom
- ❧ **Listening** - expose students to the speech of native speakers as much as possible
- ❧ **Writing** – include various types & lengths, draft revisions, journal writing, portfolios, rubrics, formative & summative writing assessments
- ❧ **Reading** - exposure to various types & lengths of texts, effective use of dictionaries, comprehension checks, and reacting to what they read

Staff Development



- ❧ Organize district-wide professional development activities that encourage sharing of materials among teachers of the same and different languages
- ❧ Encourage peer observations within the world language department
- ❧ Allow teachers of lower levels to observe concurrent enrollment courses, share syllabi, see exemplary student work, and understand how the program works

Promoting the Program



- ❧ Promotion of the concurrent enrollment program should begin in level one and should continue throughout the language program
- ❧ Share benefits of the program with parents at parent night in all levels of each language
- ❧ Current students should visit lower-level classrooms to promote the program and answer questions
- ❧ Student success stories should be shared - credit transfers, majors, minors, study abroad, etc.

Maintaining a Strong Program



- ❧ Offer options or tracks whenever possible to maintain course rigor while giving other students options for continuing language study
- ❧ Encourage additional concurrent enrollment program certification for other current faculty members and take into consideration advanced credentials for new hiring decisions
- ❧ Encourage new teachers to seek graduate degrees in the language they teach so that they will be better equipped to teach concurrent enrollment courses

Concurrent Enrollment or AP?



- ❧ Create courses and syllabi that meet requirements of both your sponsoring institution and the College Board
- ❧ Weave Advanced Placement test preparation into course assignments and class activities at all levels of instruction
- ❧ Share with students the benefits of earning both college credit and an Advanced Placement score when applying to colleges

The Role of the Supervisor



- ❧ Encourage informal opportunities for teachers to collaborate and share ideas/materials utilizing technology
- ❧ Regularly visit language classrooms and ask to see student work to verify seamless program alignment
- ❧ Seek out and suggest professional development opportunities for individual teachers that promote improving student learning in all skill areas
- ❧ Make a candidate's language proficiency & residence abroad a major factor in hiring decisions

Additional Tips



- ❧ Partner with concurrent enrollment faculty coordinators at your sponsoring institution to ensure program quality and consistency
- ❧ Encourage student participation in national language contests and SAT II subject tests
- ❧ Make the building administration aware of what to look for when observing a language classroom
- ❧ Set departmental SMART goals to promote skill attainment and to track student progress