

TEMPLATE WITH EXAMPLES - SAMPLE ONLY

A FRAMEWORK FOR FRENCH AS A SECOND LANGUAGE, KINDERGARTEN TO GRADE 12

"Students in English-language school boards have the confidence and ability to use French effectively in their daily lives."

**3-YEAR PLAN
DUE DECEMBER 13, 2013**

Name of Board:

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Title:

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FSL PROVINCIAL GOAL 1: INCREASE STUDENT CONFIDENCE, PROFICIENCY, AND ACHIEVEMENT IN FSL

District School Board Baseline Data (Areas of Greatest Need)	District School Board Goal(s)	Planned Progress to Achieve Goal(s)		
		Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
<i>Data Example #1 : 80% of Grade 9 Core French students achieved Levels 2, 3, or 4 in 2012-2013.</i>	<i>Goal Example #1 : Increase the percentage of Grade 9 Core French students who achieve Level 2 or above <u>from 80% to 90% by June 2017.</u></i>	2%	3%	5%
<i>Data Example #2(a) : 25% of grade 9 Core French students in 2012-2013 indicated by self-assessment that they are "confident or very confident" in their oral interaction skills in French (comprehension and production).</i>	<i>Goal Example #2 : Increase the percentage of grade 9 Core French students who indicate by self-assessment that they are "confident or very confident" in their ability to interact orally in French <u>from 25% to 50% by June 2017.</u></i>	4%	8%	13%
<i>Data Example #2(b) : Teacher perception indicated that Grade 9 Core French students, in general, lack confidence interacting orally in French.</i>		<i>Qualitative Data Example : Teacher perception indicates that, in general, students seem progressively more confident each year, as they demonstrate greater frequency of oral participation in interactive oral tasks.</i>		

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<i>Goal Example #1 : Increase the percentage of Grade 9 Core French students who achieve Level 2 or above from 80% to 90% by June 2017.</i>	<i>Action Example #1 : Organize a board team to develop and pilot effectiveness of a student portfolio for Grade 9 Core French students, including professional learning opportunities for teachers involved in the pilot project (e.g. explicit teaching of self-assessment strategies).</i>	<i>Action Example #1 : Implement use of student portfolios in Grade 9 Core French. Support teachers in effective use of student portfolios (e.g. explicit teaching of self-assessment strategies).</i>	<i>Action Example #1 : Undertake a collaborative inquiry involving Grade 9 Core French teachers, focussed on the question: Does explicit teaching of self-assessment strategies and use of student portfolios lead to increased achievement in FSL?</i>
	<i>Action Example #2 : Involve Grade 9 Core French teachers in analyzing Level 1 and 2 written work samples and sharing strategies to improve student performance.</i>	<i>Action Example #2 : Provide job-embedded professional learning to Grade 8 and 9 Core French teachers on planning purposeful oral communication tasks and providing descriptive feedback.</i>	<i>Action Example #2 : Facilitate collaboration of Grade 8 and 9 Core French teachers in moderation sessions focussing on student oral and written performance.</i>

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District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal Example #2 : Increase the percentage of Grade 9 Core French students who indicate by self-assessment that they are “confident or very confident” in their ability to interact orally in French from 25% to 50% by June 2017.</p>	<p>Action Example #1 : Compare report card marks with data on self-confidence collected through a questionnaire/survey to determine the correlation, if any, between marks and self-confidence. Share a summary of qualitative and quantitative data with all Grade 8 and 9 Core French teachers.</p>	<p>Action Example #1 : Expand the lesson study (as described in Year 1) to include Grade 7 Core French teachers, together with Grade 8 and 9 Core French teachers, using additional professional learning resources on developing student confidence and skills in interacting orally in French.</p>	<p>Action Example #1 : Plan at least 4 opportunities throughout the course for oral interaction between Grade 9 Core French students (all or a sample) and native French speakers. Provide students with a tool to self-assess and track their level of confidence on each occasion. Analyze and share results to inform next steps.</p>
	<p>Action Example #2 : Establish lesson study groups of 5 – 6 Grade 8 and 9 Core French teachers. Use resources such as “A Guide to Reflective Practice for Core French Teachers, Module 1, Oral Proficiency” to inform the lesson study (planning and debriefing) focused on improving student confidence in oral interaction in French.</p>	<p>Action Example #2 : Establish partnerships between experienced Core French teachers and those new to Grades 7, 8, and 9. Facilitate in-class visits and debriefs focussed on developing oral proficiency and confidence in interacting orally in French.</p>	<p>Action Example #2 :</p> <p>a) Repeat self-assessment used to establish baseline data on confidence in ability to interact orally in French, with current Grade 9 Core French students, in addition to interviewing a random sample of these students about their confidence to interact orally in French .</p> <p>b) Compare current and baseline data. Share a summary with all Grade 7, 8, and 9 Core French teachers. In small groups, discuss and identify strategies believed to be effective in improving student confidence in interacting orally in French. Determine next steps.</p>
	<p>Action Example #3 : Develop an annotated reference list of resources (websites, etc.) that include authentic conversations at different levels of complexity between native French speakers representing a variety of voices and accents. Share this list with Grade 8 and 9 Core French teachers, and discuss strategies to improve students' skills in listening comprehension, using the resources identified.</p>		

Notes:

Annual dialogues with ministry staff, and a progress report to be submitted in 2016-2017, will focus on outcomes of actions and progress toward meeting school board goals for FSL (*A Framework for French as a Second Language, Kindergarten to Grade 12, pages 20-21*).

Although Year 1 of the plan is 2014-15, boards have the flexibility to begin actions in 2013-14.

This is a sample only. It is not a complete plan.
Boards have flexibility to determine which grade(s) and FSL program(s) to include in their 3-Year FSL Plan based on district needs.
Data and planned progress may be qualitative as well as quantitative.