Spanish Language Theory of Action

Context

- 24 credit and foreign language credit
- Significant ELL populations, many Spanish-speaking
- All students need AP or CitHS Courses
- Some may not be able to do AP in English
- Spanish-speaking students have a world language

Theory of Change:

- All students need a second language
- 2. Builds on an asset model
- 3. Spanish is widely spoken
- 4. Language is associated with students' self-worth
- 5. Address and overcome stereotype threat
- 6. Promote global citizenship

Inputs

Program Components

- Spanish clubs
- Spanish book purchases
- New classes at MS
- AP Spanish in all Gear Up High schools
- Promoting bi-lingual degrees
- Spanish book clubs
- Spanish-language role models

Outputs

- Spanish speaking students are accepted
- More high level Spanish credentialed students
- Less stereotype threat
- More acceptance of students' capability among staff
- More rigorous classes completed
- More PSE persistence.
- Spanish is widely spoken in our districts

Measurement

- More completed Spanish courses
- More equitable enrollment in all rigorous classes
- Increase in Spanish language use
- More bilingual speakers
- More bilingual degrees
- Teachers value Spanish skills and Spanish-speaking students
- More students persist in PSE

Analysis



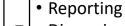


- Revise theory of action
- Identify PD needs
- Add/remove activities

Revision



Use of Evaluation Results



• Dissemination



Evaluation

