

ADREESSING LITERACY NEEDS OF HERITAGE SPANISH SPEAKERS & LEARNERS IN
SPANISH 2 CLASS

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ABSTRACT

Problem Statement: Despite the multiplicity of research available related to best teaching practices and learning strategies for students learning languages, most of it focuses on English-speaking students learning a foreign language and on non-English speakers learning English (See, e.g., Brown, 2000; Oxford, 1990; Rubin & Thompson, 1982; Shipman & Shipman, 1985; Stevick, 1976). In contrast, studies on using best instructional practices and learning strategies towards the education of heritage Spanish-speakers and students who had prior Spanish knowledge studying Spanish in a class with a curriculum designed for beginners, non-Spanish speakers are very limited or non-existent.

Purpose of the Study: The purpose of this research is to determine the effect of utilizing best teaching practices and differentiation approaches developed for addressing the literacy needs of students based on the findings in my literature review and applying those strategies in my intervention in order to address the specific literacy needs of both Spanish heritage speakers and more advanced students enrolled in my Spanish 2 class.

Method: Within the scope of this action research project, a combination of quantitative and qualitative data sets was used. The teacher-researcher utilized the pre-test and post-test model and student's classwork progress scores as part of the quantitative data to evaluate the academic growth of students in the focus group. Moreover, student's academic growth, differentiation method effectiveness, and student's class engagement was measured based on a compilation of students' feedback and reactions collected from students' surveys, video recordings and class observations logged in by the teacher-researcher in the research journal. A data set to measure how effective the teacher was in using best practices and implementing the differentiation strategies came from recorded lessons and the supervising coach's meeting log. The sample of the study was composed of 7 students with various Spanish literacy skill levels superior to the average students taking Spanish 2 class at a public charter high school in a commonly underserved community in Oakland, CA.

Findings, Conclusion & Recommendations: There was a significant increase in the achievement scores of experimental group students in the activities designed according to differentiation approach developed within the scope of this study. This is evident when comparing all the data sets from the pre- and post-intervention test scores, and academic growth development observed during all of the implementations. The effectiveness of the intervention used in this study should be researched with different grade levels, on different topics. It is suggested to inform all teachers across the country faced with addressing the literacy needs of students in an academically heterogeneous demographic group about how they will guide the process of preparing and incorporating effective teaching practices and implementing differentiation methods.

PROBLEM OF PRACTICE

Introduction

There has been a plethora of research about learning strategies for students learning languages. (See, e.g., Brown, 2000; Oxford, 1990; Rubin & Thompson, 1982; Shipman & Shipman, 1985; Stevick, 1976). All of that research focuses on English-speaking students learning a foreign language and on non-English speakers learning English. In contrast, there have been no published studies that I could find on the use of language teaching and learning strategies by heritage Spanish-speakers and students who had prior Spanish knowledge studying Spanish in a class with a curriculum designed for beginner non-Spanish speakers. Research is needed on this unique and growing student population so that educators can learn how to work more effectively with them in high schools where a Spanish class that addresses those students' skill level are not offered.

Problem of Practice:

For the past four years, I have been teaching Spanish 1 and Spanish 2 at my school which consist of a large population of Spanish speakers. As a result, a few students who speak Spanish with a good level of fluency but are lack proper grammar knowledge are assigned to take my classes. Throughout the years, I have observed how these students and other non-Spanish-speaker students who may have previously taken conversational Spanish classes demonstrate some similar behavior patterns which made me wonder about possible problems of practice. One of the behavior patterns of these group of students is their ability to complete their class work faster and internalize and acquire the curriculum content easier than the rest of the class. Whenever I ask questions to check for understanding, they are the first ones to raise their hand to participate, lift their heads after completing independent work, and to turn in their completed assignments ahead of the rest of the class. However, I have also observed how most of them eventually become disengaged or

bored with some of the material because they learn it at a faster pace than the rest of the class or because they already know it well. In addition, during class discussions, these students tend to dominate the discussion. They also interrupt to correct their peers frequently, which challenges the classroom community culture. They become frustrated when I do not call on them to participate more often. In many occasions, whenever I have provided additional work for students who complete their assignment early, these particular students always take upon that challenge to successfully complete them for extra credit. Furthermore, many of these students have express to me that, if after they have completed their regular class work, I was to provide additional work at a more challenging level, they would gladly take on that challenge. However, it was only occasionally that would have the time to create additional work for these students to complete in class. I would only provide more challenging work during my office hours upon request and that would only happen if I did not have many students to help that day with their regular classwork. This issue has also been addressed by my school coach. During class observations, we have discussed how some students in my class become disengaged, idled, or distracted. They also mentioned how some of the systems and dynamics in my class may not address some behavioral issues that have arisen.

Prior to completing my fishbone analysis and considering the principles of the instructional core, (teacher, students, and content), I tried to solved these issues in a couple of different ways. I started by creating strong start and consistent behavior management systems that will allow the class to become more productive and engaged. Most of the time, whenever my more advanced students finished their work earlier I have solved the problem by asking them to mentor and lead others in helping their peers complete their work through pair-share or in small groups. I would also ask them to answer any question that students may ask during class discussions in order to give them more participation time and let them show off their skills. I would also create the

occasional extra class work or offer them additional, more challenging and differentiated material during office hours. I came to the realization that all this time, I was basically placing a Band-Aid on the problem rather than addressing the real problem of practice. I simply was not meeting the specific needs of these students in order for them to grow and be sufficiently challenged in my class. As a consequence, this also became an inequity issue in my classroom because I was creating differentiated curriculum and systems for students with IEP while ignoring my Spanish heritage speakers and exceptionally advanced students.

During the fishbone analysis and after reading the first chapter related to the “Instructional Core” of the book *“Instructional Rounds in Education”* by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel, I started to consider many different possible sources of the problem. I took in consideration the systems that I had created in my classroom and the way that I was presenting or teaching the curriculum content. I also thought of possible flaws on the way that the administration decided which students were placed in my classes. I also wondered about how the lack of offering Spanish 3 and 4 was affecting student placement in Spanish 1 and Spanish 2. In addition, I asked myself if these student’s families had the ability to provide any academic support that would allow students to be better prepared and challenged in the study of their Spanish grammar skills. Finally, I considered the curriculum content which is an area of my practice that I had more control over and that could handle within my expertise as a curriculum developer and Spanish teacher of 30 years of experience. I considered that my curriculum was originally designed for beginner, non-Spanish-speaker students, and that the lack of differentiated material created a limitation that had to be addressed in order to challenge my Spanish speakers and more advanced students in order to allow them to grow at their own pace.

In considering all different source of the problem and inquiry about ways to tackle my

problem of practice I embarked on an inquisitive journey that would help me narrow down not only the source of the problem but the impact that any of the possible outcomes could make in the quality of my student's academics, in my personal practice, and in that of other future instructional facilitators. I started by researching specific information about my school to discover that my school population consists of a very large population of Spanish speakers (about 40%). Therefore, we offer a class called "Heritage Spanish Speakers" for those students who speak Spanish fluently, but who lack proper grammar knowledge. We also offer AP Spanish, meant as the second year of Spanish for the same population of students but that will exclude non-native speakers. Currently, we only offer Spanish 1 and Spanish 2 classes for the rest of the school population of none Spanish background. Every year, I have students in my Spanish 1 and Spanish 2 classes who are in an in-between level. I also have groups of non-native Spanish speakers who are exceptional and capable of progressing at a much faster rate than the majority of my regular and average students.

In those same classes, I have students with IEP who require differentiation and my focus for the past 4 years at the school was to differentiate for those students. At this point the IEP curriculum has been working very well. However, I would only give more advanced students some differentiated additional material whenever they requested it and during office hours. I have not found a sustainable manner to add differentiated material that is aligned to the standards of the curriculum that I currently teach while I was differentiating for IEPs. Now, that the differentiation for IEP seems to be in good standing, I am most interested in investigating if creating differentiated material for students of Spanish background and high achieving students can serve as a bridge between Spanish 2 and the Heritage Speakers class offer at my school. I wonder which are the best practices in order to provide such curriculum in class while teaching Spanish 2 in a way that will keep students engaged while improving their learning. I feel that the lack of having a Spanish 3 or

4 classes offered at my school underserves students who need to be challenged with that instructional level and creates an inequity issue amongst our school population, which graduate to compete in college with students who have had better foreign language opportunities. This issue in my opinion seems a high-leverage factor in my practice. I also feel a sense of urgency to solve this situation in my classes in order to provide for the academic and intellectual needs of all my students while creating a more engaging and positive classroom culture.

In the process of data gathering, I also realize how this issue will also help my school administrators in charge of placing students in my classes more accurately. It should also help create better communication between the teachers in the Spanish department at our school in order to create more cohesive curriculum material for all students studying foreign languages. The findings and knowledge acquired through this action research may consequently be useful to sister charter schools from our district when placing students of Spanish background and high achieving students in the appropriate Spanish level in order for them to grow and be challenged academically to their full potential and achieve more equitable outcomes.

After interviewing the school administrator who is responsible for decisions in allocating students in the Spanish classes, I became aware on the process of her decision making. She starts by surveying the families of the students who apply to our school where she asks them if they consider their children as Spanish speakers. I asked her for a copy of the form to see how the question is posted and how the option allows for an honest answer. She also told me that after that, students of Spanish background are given a Spanish class placement test that is considered to be the standard and also given at other schools in the district. Whoever passes the test, according to the chart, is placed in the HSS class and the rest are placed in either Spanish 1 or Spanish 2. However, some students, who are Spanish speakers may decide not to take the test or were absent

when the test was administered and consequently, they are paced in Spanish 1 or 2 classes without further inquiry. Even though the previous year, part of the test included written answers to questions that the Spanish teachers (me included) had to correct and analyze in order to place students in the correct Spanish class, this year neither one of the Spanish teacher was involved in the decision. Through the interview, the vice principal mentioned that after school starts, she will consider the Spanish teacher's recommendations to move students who we feel are better served in each other classes. However, neither one of us knows what each other is teaching, we make our recommendation base on the performance of the students in our own classes. Since each Spanish teacher at the school works independently from the other and we don't have opportunities to collaborate nor give each other much support during meetings, neither of us knows what the other is covering in class. Recognizing that issue motivated me to learn more about the other Spanish teacher's course of study, scope and sequence map, and curriculum materials. Taking a quick look at her HSS class parameters gave me a better perspective of her expectations for students who are supposed to be placed in her HSS class. I also discovered that there is a good chance for students who are now in Spanish 2 to move to her class given the necessary support that will allow them to cover more material by going at their own pace, thus giving them a better chance to complete and succeed in college with students who have more foreign language opportunities.

I believe that learning how to create best practices to differentiate curriculum for advance students in my Spanish 2 class may inspire and help teachers in other disciplines provide some of the same strategies or ideas in their own classroom in order to close the educational gap that many underserve students receive through the system. I hope that future action researchers may also find the results of my findings and expertise useful in order to add their own insight and knowledge to improve practice even more in the teaching field. The school administrators thought that it would

be awesome if I could discover how to provide the support and differentiated material and instructional method for students to advance at their own pace in Spanish 2 in order to create a bridge between Spanish 2 and HSS class. She also believes that this would allow for all students to be at a closer level with other students once they graduate and go to college where they will encounter students who have taken 4 years of a foreign language. This will also benefit them in their future careers.

Conclusion & Inquiry Process

In this action research, I intend to discover a specific literacy need of my heritage-speaker and heritage-learner students and create an intervention that will target that need in hopes to improve academic literacy of my focus students. It is imperative to take into account the strives that the school site where I am currently practice, an arts and technology public charter high school in Oakland, California, is pursuing in other to address the literacy needs of our student demographic that includes over 45% heritage Spanish speakers and heritage learners. In lieu to achieve this goal a class called "Heritage Spanish Speakers" or "*Español para Hispanohablantes*" is offered for those students who speak Spanish with a high degree of fluently, but who lack proper grammar knowledge. A quick survey that determines the main language spoken at home and our school's standardized placement test is administered to those students. This will determine if they possess enough Spanish grammar and vocabulary knowledge to take part of that class. We also offer AP Spanish, meant as the second year of Spanish for the same population of students but that will exclude non-native speakers. Currently, we only offer Spanish 1 and Spanish 2 classes for the rest of the school population of none Spanish background. Since our school does not offers Spanish 3 or beyond, every year I encounter heritage Spanish speakers and learners in my Spanish 1 and Spanish 2 classes who are in an in-between level. They include groups of non-native Spanish

speakers who are exceptional and capable of progressing at a much faster rate than the majority of my regular and average students due to prior exposure to the target language. Throughout the literature review, I wish to discover the reason why students who are placed in my Spanish 2 class who come from a Spanish background and with more advanced Spanish skills are not engaged or growing at their level. I hope that the literature review will also guide me in finding the best practices and strategies that will help me address my focus group of students' literacy needs.

Brainstorming through this process of inquiry, I became intrigued and curious on the following questions: Why are some students of Spanish background and high achieving students not growing or being challenged enough in my Spanish 2 class? What are the literacy needs of students who are able to speak Spanish but do not have enough skills to be placed in the HSS class? How can I effectively and sustainably serve Spanish speakers and advanced students in Spanish 1 or 2 classes in the daily lessons and allow them to advance at their own pace? Which ELA literacy skills may be transferable and used in Spanish 2 classes? How can I create a bridge between Spanish 2 and HSS classes in order to provide opportunities for more equitable outcomes for our school population? How do I implement, present, and help students learn to use the new method of facilitated-independent study to advance at their own pace? How would students respond to this new approach of studying and learning? What role would the families in my focus-group have in the process? How would the intervention affect their academic growth across disciplines?

LITERATURE REVIEW

Introduction:

As a veteran Spanish teacher of over 30 years, I have come across a heritage-speaker population of students in my classes who come with some type of formal education with skills in comprehension and conversation, but the literacy skills of this population vary widely, ranging from extremely fluent to receptive to only partially receptive (Valdes, 1997). Traditionally, heritage Spanish speakers have been placed in Spanish classes with English speakers learning Spanish as a second language. This scenario comes with great challenges and it is problematic. Other students may resent the heritage speakers' native-like familiarity with oral language and the perception that the Spanish speakers are studying "a language they already know" (Peyton, Lewelling, & Winke, 2001, p. 1). It is important to understand that while students who speak Spanish may be able to discuss day-to-day topics related to home and community, they may have difficulty communicating about more complex topics, such as politics, literature, or careers, and with the mechanics of Spanish writing, such as spelling, syntax, and use of accents. This situation is challenging for heritage Spanish speakers and potentially frustrating for other students. "Neither the Spanish language needs nor the abilities of either group can be duly or successfully addressed" (Peale, 1991, p. 448). Increasingly, researchers and educators realize that these students need courses tailored to their specific needs (Bills, 1997). Considering the heterogeneous nature of this student population and the different levels of literacy needs within this group, it does not come to a surprise to encounter potential flaws that may exist even on classes tailored to meet the specific needs of heritage learners.

As I have stated before, there has been a plethora of research about learning strategies for students learning languages. (See, e.g., Brown, 2000; Oxford, 1990; Rubin & Thompson, 1982; Shipman & Shipman, 1985; Stevick, 1976). All of that research focuses on English-speaking

students learning a foreign language and on non-English speakers learning English. In contrast, there have been no published studies that I could find on the use of language teaching and learning strategies by heritage Spanish-speakers and students who had prior Spanish knowledge studying Spanish in a class with a curriculum designed for beginner non-Spanish speakers. Research is needed on this unique and growing student population so that educators can learn how to work more effectively with them in high schools where a Spanish class that addresses those students' skill level are not offered.

Throughout this literature review I intend to provide a clear definition of who are the heritage Spanish speakers and heritage Spanish learners groups that will become my focus students for my action research. I will be demonstrating how the literature supports that this group of students come to our classes with certain characteristics and specific literacy needs which differed from the ones of mono-lingual students enrolled in a Spanish 2 classes. The literature will also show how imperative it is to learn our student's social and academic background in order to best discover their specific literacy needs (Robb, 1999). In addition, to determining the specific needs of HSS & HSL's, one must consider the specific interest and goals that drives these groups of students to learn Spanish. Lewelling, V. and Peyton, J. (May, 1999) offer us a list of potentially common reasons that represent this student population. I will also be presenting the guidelines and key principles that will support my intervention throughout the literature review. The studies will show the benefits of using differentiation in increasing academic achievement by using key principles such as; flexible grouping (Tomlinson & Allan, 2000), appealing to student's interests and learning styles (Tomlinson & Allan, 2000), and the implementation of ongoing formative assessment (Robb, 2008). Finally, I will explore the possible differentiation methods that I could use for the intervention supported by studies in the literature some of which include; collaborative learning (Freeman I. M. 2015), differentiated

literature-based language instruction (Harp & Brewer, 2005), differentiated worksheets (Cox J, 2017), and flipped instruction (Lasry, Dugdale, & Charles, 2014).

Definition of Heritage Speakers and Heritage Learners

The definition and characterization of what a heritage speaker is a contentious one and it varies depending on many points of view and perspectives. What seems to be true is that the many definitions demonstrate how ethnically and proficiently heterogeneous this particular group of students is due to the differences in cultural background and various degrees of language proficiency. For the purpose of this action research study, it is extremely important to define who are our target students in order to pinpoint their specific needs in my classroom, where I teach a curriculum that has been originally designed to address the needs of beginner non-Spanish speaking students. Among the terms that Spanish-speaking students have been referred to as are "native speakers, quasi-native speakers, residual speakers, bilingual speakers, and home-background speakers" (Valdes 1997, p. 13). Diego Ojeda reminds us that, "Oral proficiency is not language proficiency. A truly proficient heritage speaker should be competent in listening, speaking, reading and writing (LSRW), beyond just basic interpersonal communication skills (BICS)." (Ojeda D., 2015) However, according to Van Deusen-Scholl (2003) "the most commonly agreed-on definition sees the heritage learner as bilingual in English and a home language other than English with varying degrees of proficiency in the home language" (221). She also points out that the degree of proficiency in the language seems to be the most contentious element in defining a heritage learner, because for some people a heritage learner should demonstrate some degree of bilingualism (active or passive), whereas for other people ethnic identity is more important. Lacorte and Canabal (2003) define heritage language learners as "students from homes where languages other than English are spoken, or who have

had in-depth exposure to another language” (107). Campbell and Rosenthal (2000) state how children can develop certain degree of heritage language proficiency due to continuously hearing their parents and grandparents speaking the heritage language in the home.

Valdés (2001) mentions three main criteria for identifying heritage language students. First, he identifies heritage learners as those who are raised in homes where a non-English language is spoken. Another criterion defining heritage learners are those who speak or merely understand the heritage language. Finally, he refers to heritage learners to those who are to some degree bilingual in English and the heritage language. This definition by Valdés is one of the most accepted and widely-used in the literature, even though Valdés (2001) concludes that researchers will continue to look for a better term to describe these learners. In addition, González-Pino (2000) states that a heritage speaker can be referred to as someone who speaks the heritage language in the home and community, those who hear the language in the home and community, those who are foreign-born and perhaps at least partly educated in a country where the language is spoken, and someone who may have spoken or heard the language in the home or community and studied it in school at some level for some period. According to the 2010 census, Oakland has a Latino population of 21.89% and Spanish is commonly heard and spoken around our community. In addition, our school demographic is composed of 47% Hispanic/Latino students. In that sense, some of my focus students who may also become part of my focus group will not necessarily have a first or second generation Spanish heritage background while still be considered heritage learners. Those will be students who have studied Spanish prior to taking Spanish 1 with me, who might have had more exposure to the Spanish language in their community or from distant family members, and those who are able to advanced and acquire and grasp the language at a much faster pace than other students in my class.

Characteristics and Common Literacy Needs of Heritage Speakers (HSS) & Learners (HSL)

The need to address the specific language needs of students who are enrolled in foreign language classes and who already come with prior knowledge of the target language, it either due to prior exposure to that language in school or at home is not a new issue facing foreign language teachers (Diego Ojeda, 2015). He states, “All too often, heritage learners in regular world language classes don’t feel like they are getting anything out of their class. This can lead to behavioral problems,” and “heritage learners in regular language classes need to know right away that the class has something to offer.”

Hispanics or Latin Americans are an ever-growing population that constituted 17.6 of our nation’s total population according to the Hispanic Heritage Month 2016 Census Bureau. As Latinos continue to grow as a demographic group, their numbers in schools generally and in Spanish Language classrooms specifically will increase, making more and more urgent the need to understand and meet their needs. In order to address the specific language needs of students with Spanish background, separate classes for heritage learners are most often offered in parts of the country where there is a high concentration of non-native English speakers. In the case of Spanish speakers, this most often means the West and Southwest. These schools mostly offer heritage learner classes at various levels to prepare students to eventually take AP Spanish Language and/or Literature with non-heritage students. Ojeda states that while the directors do not want to reject heritage learners from the regular world language classroom, they believe that teachers can better serve heritage learners with heritage learner-specific classes (Ojeda, B., 2015). However, it will be ignorant to assume that the Spanish-speaking student population is a homogenous unit, when in fact the degree of oral Spanish proficiency also varies widely among these students, ranging from native proficiency to what Bills has called "disfluency" (1997, p. 267). According to Campbell and Rosenthal (2000) several of the characteristics that can be

considered to be that of a “typical” heritage language learner are:

- they have acquired nearly 90% of the phonological system of their ancestral language;
- they have acquired a large percent of the grammatical rules;
- they have acquired extensive vocabularies, although the semantic range is limited to a few sociocultural domains;
- they have typically acquired appropriate sociolinguistic rules;
- they have learned and adopted many of the customs, values, and traditions of their community;
- they rarely have opportunities to gain literacy skills in their ancestral languages;
- they present a wide range of reasons for wanting to study their ancestral languages.

They also explain how these quasi-bilingual heritage students are different from the more traditional foreign language students. Many researchers agree that heritage language learners are good at oral skills but lack literacy skills (Fishman 2001; Valdés 2001; Klee 1998; Quintanar-Sarellana, Huebner & Jensen 1993). Moreover, Arnhart, Arnold and Bravo-Black (2001) argue that there are several types of heritage language speakers with a variety of literacy needs:

- ***Diglossic bilinguals***- those who use either language depending on the context;
- ***Proficient bilinguals***- those who speak both languages, although they may not be bi-literate;
- ***Passive bilinguals***- those who understand the language audibly but do not speak it; and
- ***Covert bilinguals***- those who, due to socioeconomic factors, refuse to use the language and insist on not understanding it.

Valdés (2001) agrees in the existence of many types of bilinguals and states how the various abilities of a bilingual individual fall along a progression, involving different types of competence. In order to accomplish that task, it is crucial to implement the most effective curriculum and procedure strategies that will determine and address the literacy needs of Heritage Spanish Speakers (HSS) and Heritage Spanish Learners (HSL) in my Spanish 1 and Spanish 2 classes. Based on the results of a research conducted by Kim Potowski at the University of Illinois, some of the literacy weaknesses that they encounter for HSL enrolled in Spanish classes with monolingual students included;

- **Communicative Competence Deficiency or Limited specific content vocabulary or academic language skills (CALP)** - These students demonstrated difficulty communicating about more complex topics such as politics, literature, or careers rather than day-to-day communication (home & community) or BICS.
- **Ignorance of Grammar Rules-** Misuse of Mechanics in Spanish Writing such as: spelling, syntax, and use of accents and other punctuation marks, and errors using monosyllabic words;
- **Common Writing Composition Errors:** lack of clarity and conciseness, simple syntactic structures, and the use of terms such as *no más*, *haiga* or *te llamo pa'trás*
- **Misspellings** on terms due to using a form that is phonetically fine when speaking but look different when they are used in writing; (*baser – va a ser*, *acer – hacer*)
- **Common use of English calque**, which might take a different meaning in Spanish– (*parquear vs. estacionar*, *carpeta vs. alfombra*, *aplicar vs. solicitar*, etc.)
- **Wrong mood:** students using the indicative mood where the subjunctive is required

- **Ignorance of grammatical terms**-Another different problem mentioned was the students' difficulty identifying the names of linguistic terms (Urbana, 1990).

On the other hand, the study revealed that they possess some literacy strengths such as being able to correctly conjugate _ar, -er, and -ir verbs for the subject pronouns because "it sounds good" even if they do not know the rules behind it, and that instructors should use their strengths to meet their needs (Potowski, 1990).

Determining the Specific Literacy Needs of HSS & HSL's

It is imperative to the success of any intervention that aims towards improving academic literacy to take into account their target language proficiency, as well as the many other factors that can impact learning, just as one would with ELL's in an English class with native English speakers (Fairbairn & Jones-Vo, 2010). Therefore, the same general principles in determining and differentiating instruction tailored to the specific literacy needs that apply to ELL's also apply to HSS and HSL's. According to Tomilson and Imbeau (2010) successful differentiation occurs by when a balance between academic content and student's individual needs is created. They further point out that curriculum-factors such as; content, process, product and affect are based on the student's needs in the following areas:

- **Readiness** – student's preparation for learning specific information or skills
- **Interest** – what appeals to students and thus motivates them to learn
- **Learning Profile** – how students approach the task of learning

Rachel Ford (2017), an educator for bilingual ELL's, states in her article that, "Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. Effective

teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs.”

It is of utmost importance to recognize the diversity in backgrounds of HSS and HSL students who participate in Spanish language courses and their motivations for studying a language that they already have some exposure and understanding in order to identify their specific needs. Lewelling and Peyton, (1999) classify this heterogeneous student population and believe that their needs can be identify according to the following categories.

- **Third- or fourth-generation U.S.-born Hispanic** students considered to be receptive bilinguals. That is, they are dominant in English and understand almost all spoken Spanish, but they have limited speaking skills in Spanish and do not read or write it.
- **First- or second-generation bilinguals** who possess different ranges of proficiency in English and Spanish. In most cases, these students have received their education in English and have developed few if any literacy skills in Spanish.
- **Recent immigrants to the United States who are Spanish dominant.** Their level of English proficiency and the amount of formal education they have had in Spanish varies.

In addition, González-Pino (2000) states that a heritage speaker or heritage learners can be referred to as someone based on the following characteristics:

- Someone who speaks the heritage language in the home and community,
- Those who hear the language in the home and community,
- Those who are foreign-born and perhaps at least partly educated in a country where the language is spoken, and

- Someone who may have spoken or heard the language in the home or community and studied it in school at some level for some period of time.

In all of these categories, language proficiency may vary from individual to individual and from language dialect to language dialect. Many students are completely fluent in oral Spanish (both speaking and comprehending), others speak and understand Spanish fairly well, while others possess only basic Spanish language skills. Moreover, HSS and HSL's students enrolled in Spanish courses come from a number of cultural backgrounds and have had exposure to different varieties of Spanish (Rodriguez-Pino, 1997).

In discovering the literacy and specific needs of my focus target students, as part of my action research, I intend to research and create the necessary tools that will facilitate acquiring as much information as possible to get to know my student's academic and personal background that will inform the possible next steps of my intervention.

Choosing Tools to Determine the Specific Literacy Needs of HSS & HSL's

Students who speak Spanish can have various levels of proficiency in both English and Spanish. Their skills in reading, writing, listening, and speaking for each language must be assessed before instructional materials can be selected. Teachers may use locally or individually developed assessments or commercially available proficiency tests to determine students' proficiency levels. According to the Center for Applied Linguistics (CAL), Otheguy and Toro (2000) describe published tests for Spanish Native Speaker (SNS) students at the elementary and high school levels. At the school site where I perform my teaching practice, a standardized placement test created by teachers from another school site of the our School's Charter System in 2012 is administer to assess SNS student's reading and writing skills in Spanish in order to accommodate them in the appropriate Spanish class level. However, it needs to be noted that the

demographic needs and Spanish classes offered at each of our School's campuses vary in many ways, making the current assessment flawed and ineffective for addressing the needs of the school population at our school site and other schools in the system. Based on CAL's article published by Winke and Stafford, a challenge for SNS programs is the dearth of assessment materials and the lack of a national proficiency scale for benchmarking language competencies of SNS students (2002). Therefore, all materials, even those designed specifically for SNS students, must be reviewed to see if they match the student population to be taught. According to Winke and Stafford, the selection of textbooks for SNS classes or classes with mixed groups is a complicated process. "Teachers and district supervisors must carefully and critically evaluate SNS materials before adopting them to ensure that they fit the proficiency levels and needs of their students and the goals of instruction. Finally, teachers who use SNS materials should consider submitting reviews of them to professional journals to aid other teachers in their own SNS textbook selection process" (2002). Considering that during this action research project (ARP) I will be using a Spanish 1 and Spanish 2 curriculum to teach HSS & HSL's, it will require precise considerations of not only the focus student's literacy needs, but also the reasons why they wish to pursue studying the target language.

Considering Focus Student's Interest and Goals for Learning Spanish

A key factor that guides instruction is student engagement. It is important to have all students work on activities that are fascinating and appealing. Tomlinson & Allan (2000) suggests that teachers should provide specific tasks that are both interesting and that allow for equal access to mastery and skills. In addition to determining the specific needs of HSS & HSL's, one must consider the specific interest and goals that drives these groups of students to learn Spanish.

Lewelling, V. and Peyton, J. (May, 1999) offer us a list of potentially common reasons that represent this student population.

- to develop or augment academic language skills in Spanish,
- to enhance career opportunities, or
- to fulfill a foreign language requirement.

Furthermore, Peyton, J. K., Lewelling, V. W., and Winke P. (2001), refer to how Valdés (1997) delineates the following goals of SNS instruction:

“***Language maintenance.** Based on the view that Spanish can be maintained across generations through the formal study of Spanish, this instructional goal focuses on grammar, reading and writing, vocabulary development, exposure to the language and culture of Hispanic communities, and consciousness raising activities about Spanish language and identity.

***Expansion of the bilingual range.** The language proficiency of many bilingual students is not equally developed in their two languages. For example, they may possess the cultural understanding to comprehend a particular exchange but be unable to express themselves using the appropriate vocabulary and grammar. The goal of expanding the bilingual range moves beyond developing initial expressive and receptive language abilities to cultivating a much broader command of the language.

***Acquisition of a prestige variety.** Many students who participate in SNS courses speak what may be interpreted as rural or stigmatized varieties of Spanish. Instruction aimed at teaching students the prestige or standard variety involves developing metalinguistic awareness about the differences between the standard and other varieties, teaching traditional grammar, and teaching when it is appropriate to use more or less formal Spanish.

***Transfer of literacy skills.** According to Cummins (1984), academic skills can be transferred across languages in a manner that facilitates their acquisition in the second language. Peale (1991) emphasizes the need for Spanish-speaking students to develop not only their oral language but also their literacy skills in Spanish. In the process, they enhance their English literacy development as well” (ERIC Digest No. EDO-FL-01-09) (2001).

Exploring Potential Strategies for the Intervention

Differentiating for Heterogeneous Groups

By definition, differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs,

in the same course, classroom, or learning environments (edglossary.org, 2013). It is a way of teaching which expect that teachers know their students deeply enough to provide each individual with certain experiences and tasks that improve learning (Robb, 2008). Differentiation is commonly used in “heterogeneous grouping”—an educational strategy in which students of different abilities, learning needs, and levels of academic achievement are grouped together. In heterogeneously grouped classrooms, for example, teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address distinct learning needs—all of which may vary from student to student. The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations (edglossary.org, 2013). While the content and process may be modified for students who need additional practice with essential elements before moving on, the expectation is that modifications in other areas will ultimately allow all students to master the same key content while meeting the specific needs of the focus students (Ford R., 2017). Therefore, "differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways" (Irujo, 2004). These principles of differentiation may be applied well to ELL's, which aim to allow for these students to develop their English language skills in a class composed mostly of native English speakers. In contrast, this action research is trying to develop and address the literacy needs of HSS and HSL's in a class originally designed for beginner, non-native Spanish speakers. Thus, a need for literary review on potential

differentiation strategies and instructional methods that have already been studied merits some research in order to determine the best practices for this APR's intervention.

Differentiating for HSS & HSL's in Spanish 2 Classes

The challenging task that involves teaching Spanish to students who do not have experience with the language are certainly different from those involved in facilitating students developing a broader understanding of the language in which they already have considerable competence (Bills, 1997). One can argue that it is only from the late 1970s and early 1980s that the practice of teaching Spanish to native speakers has achieved wide recognition, even though the issue over how to teach Spanish to students coming from Spanish-speaking backgrounds surfaced as early as the 1930s (Valdes-Fallis & Teschner, 1977). During that period, as the number of Spanish-speakers' population grew and started to enroll in Spanish courses at the secondary and postsecondary levels; teachers, who originally knew how to teach Spanish as a foreign language to monolingual English speakers discovered that they also needed to provide instruction to students who already possessed some level of competency in Spanish. In some cases, the students were more fluent in oral Spanish than the teacher. According to Campbell (1996), "the average heritage language student possesses a level of competence in many aspects of his or her ancestral language that far exceeds what typical students in foreign language courses can attain after many years of formal study." Eventually, Spanish teachers realized that Spanish instruction that had been developed for monolingual English speakers was not only inadequate, but inappropriate for Spanish speakers (Lewelling & Peyton, 1999).

Rationale and Significance for Differentiation

According to the National Education Association (2015), in order for students to excel in college and compete in the global market's workforce, it is necessary for them to acquire

communication skills, critical thinking, creativity, and collaboration. Teachers are faced with the challenge of teaching these four leadership skills of the twentieth century along with the Common Core State Standards. Therefore, teachers are implementing an instructional framework called differentiated instruction, which allows for taking into consideration student's different learning styles, ability levels, identified special needs, and language proficiency when creating lesson plans and providing instruction. In class differentiation, it is expected that the teacher structures the learning environment in such a way as to meet the needs of diverse learners (2015). Teachers provide a course for all students to learn as deeply as possible and as quickly as possible without assuming that one learner's path for learning is the same as everyone else (Tomlinson, 1999). Tomlinson states that effective differentiation means giving students a variety of learning options to begin with. Providing adequate opportunities such as recognition of diverse learners, problem solving, and a variety of learning choices are a part of differentiated instruction (Robb, 2008). To sum it up, the differentiation approach promoted by experts in the Common Core State Standards indicates the need for collaborative and creative learning experiences that advance both communication and critical thinking (Freeman, 2015).

Key Principles that Guide Differentiated Curriculum

The implementation of key principles guiding differentiated instruction in the classroom promotes best practices for engaging student critical thinking and creativity. A study conducted by Esra Altıntaş Ahmet s. Özdemir (2015) shows that activities and curriculum differentiation instruction, which are based on elaboration, creative thinking, and multiple intelligences increase students' academic achievements. Besides, it is seen that the changes based on creativity strategies on the content, process, product, and learning environments increase students' academic achievements. Differentiated instruction meets students at their level. It

empowers them to move forward and not backward in their learning. (Tomlinson & Allen, 2000). If one is to use differentiated instruction we need to follow some best practices by first knowing students in depth (Robb, 2008). Robb emphasizes that knowing student's interests and socio-cultural background is as important as learning their academic background and learning styles in order to have a more comprehensive map of the student's profile (2008). Le May Freeman (2015), quotes many experts on differentiated instruction and explains the following best practices in his research:

- ***“Flexible Grouping:*** One method of engaging student critical thinking and creativity that utilizes both collaboration and communication is the implementation of flexible grouping in the classroom. Flexible grouping can help ensure access to a variety of learning opportunities and working arrangements (Tomlinson & Allan, 2000). In this type of setting, teachers' instruction varies between whole class instruction, small group collaboration and individual, personalized discovery, dependent on the assessment of student needs. Tomlinson & Allan (2000) assert that when flexible grouping is used in a consistent and meaningful way, the following may result: (1) individualized and targeted learning experiences, through thoughtful teaching practice, (2) universal access to course materials and content for all students in the classroom through the use of individualized instructional practices, (3) opportunities for students to experience a variety of learning contexts, and (4) richer formative assessment data collected by the teacher her/himself. Further, implementing this flexibility in grouping may directly benefit learners who are auditory, visual, reading/writing and kinesthetic, as activities are adapted from whole group lecture to small group and individualized activities, which may include more variety of materials and activities. Flexible grouping also allows students to observe and learn from one another (Robb, 2008).
- ***Appealing to Student's Interests and Learning Styles:*** A key principle that guides differentiated instruction is student engagement. It is important to have all students work on activities that are fascinating and appealing. Tomlinson & Allan (2000) suggests that teachers should provide specific tasks that are both interesting and that allow for equal access to mastery and skills. Tasks such as learning about a culture by analyzing its art or researching and designing a sustainable bridge allow students to feel challenged while they learn. Irujo (2004) emphasizes that it is a matter of presenting the same task in different ways and at different levels, so that ultimately students can approach it in their own way. Problem solving occurs when students are encouraged to explore big ideas and expand the understanding of key concepts instead of just reading straight from a textbook (Robb, 2008). Ultimately, the goal of differentiated instruction is to provide learners a way to understand issues, apply them and be able to move on to the next learning stage (Tomlinson & Allen, 2000).
- ***Implementation of Ongoing Formative Assessments:*** Another key principle that directs differentiated instruction is the implementation of ongoing formative assessments. As teachers teach, they continually assess to identify students' needs and

strengths so they can meet students where they are and move them forward (Robb, 2008). A few forms of assessment for collecting evidence of student learning are as follows: 1) direct student observations with documentation in the form of note cards, notebooks or labels; 2) questioning to check for understanding; 3) exit cards that show what was learned; 4) individual whiteboards with answers to a specific question that will eventually be erased in order to make room for more responses; 5) quizzes in the form of multiple choice, fill in the blank or short answer questions, or technology based quizzes such as Kohoot.it to check for mastery; 6) think-pair-share where students are asked to verbally share what they have learned with their partner while the teacher walks and listens in on the conversation; and 7) learning logs which record acquired knowledge and questions students still have for teachers to read and monitor student progress. Implementing formative assessments during differentiated instruction provides information for teachers to adjust their teaching and learning outcomes. It guides them to the next steps of teaching or even re-teaching in order to meet the needs of all students.” (Vol. 4(4) No. 4, pp. 147-154) (December 2015).

Exploring Potential Instructional Methods for the Intervention;

To ensure that the intellectual and academic needs of students with advanced abilities and talents are fulfilled, teachers should provide a variety of instructional encounters for gifted learners through the differentiation of content, product, process, learning environment and affect (Tomlinson, 2000). Amongst some of the methods utilized for differentiated instruction to be most effective are the following:

- ***Collaborative Learning:*** This method allows for homogeneity of student readiness in groups when content or skills warrant it, while also allowing for heterogeneity of student readiness in groups in different circumstances. This flexibility can promote peer scaffolding, through the collaborative sharing of different student experiences and knowledge. (Freeman I. M. 2015). As stated earlier collaborative learning through flexible grouping also allows students to observe and learn from one another (Robb, 2008).
- ***Literature-Based Language Instruction:*** The literature-based approach to reading instruction is defined as "teaching children to read using pieces of literature, both fiction

and nonfiction, which were written for purposes other than use as a text for reading instruction." (Harp & Brewer, 2005) This approach allows for the use of any book that the student enjoy and by doing so they can learn skills as needed. (Johnson, 2014) One benefit found by researchers was that students taught using the literature-based approach had a better understanding of reading. Tunnell and Jacobs found that these students conceived reading to be "more of a meaning related activity than did the other children" (1989). This goes along with the findings from the study that good readers connected reading with meaning while poor readers saw reading as making sounds from symbols. (Johnson., 2016) Johnson also mentions that another benefit is that each student gets individualized reading instruction on exactly what they need (2016). A possible limitation is that because of the individualized instruction and need for constant monitoring, this approach is time consuming and can be a lot of work for the teacher. (Harp & Brewer, 2005) Harp & Brewer state that teachers need to conference with each student at the beginning of each reading period (2005).

- ***Differentiated Curriculum Worksheets:*** Differentiation can exist in the content, environment, product or process. Content differentiation relates to the knowledge and skills the material seeks to relay to the student while process differentiation involves the methods used to stimulate learning Cross V., (2017). Cross add that “worksheets incorporate both process and content differentiation to address students' needs” (2017). Aptitude variances are generally measured using tests in subject matters that provide data that can later be used to assess each student's academic ability. Content differentiated worksheets are developed to accommodate differences in a student's cognitive process, which might be affected by factors such as a background in another language Cross V., (2017). When using differentiated instruction-based assignments, one

can challenge students by meeting their individual needs. This, in turn, will help assess how each student learns and what they really know about the concept Cox J., (2017).

- ***Flipped Instruction:*** The term, ‘flipped teaching or instruction’ is also referred as ‘inverted teaching’. It came from the idea of inverting the conventional way instructors impart information (Lasry, Dugdale, & Charles, 2014). The general concept of the model is to move the basic knowledge out of the classroom and then use class time for activities that deepen that knowledge (Love, Hodge, Grandgenett, & Swift, 2014). If executed correctly, flipped instruction has shown to be an effective method to use technology and provide online material to aid in instructional delivery in higher education. This method can help increase the efficacy of in-class learning by allowing students to obtain information outside of class. By alleviating the need to force a set of materials into a singular time frame, flipped instruction provides teachers the ability to spend more time with students needing increased assistance while allowing well-performing students more free time (Tucker, 2012). Because flipped courses use mostly online material, in theory, this method can help increase the instructors teaching efficiently leading to higher research and service opportunities while creating opportunities to listen to and engage with students (Stone, 2012). According to Newman, Kim, Lee, Brown, and Huston;

“The rationale for the flipped model in relation to meeting students’ learning outcomes has been supported through the long-standing theoretical basis for (1) effectiveness of active learning (Bransford, Brown, & Cocking, 2000; Grant, 2014), (2) positive effects of improved student-teacher interaction (Toto & Nyugen, 2009), (3) positive effects of real-time feedback (Moravec et al., 2010) and (4) increased student engagement through self-paced learning and more meaningful coursework (Goodwin & Miller, 2013)” (Vol. 16, No.1, 2016, 52-71) (2016).

Conclusion

In summary, the literature review supports the fact that Heritage Spanish Speakers and more advanced students come to Spanish 2 class with some literacy needs that are specific and should be addressed. These students are placed in my class based on the results from the “Heritage Spanish Speakers Placement Test” and language background survey that is administered during the students’ freshman or sophomore year. Through the study of all possible problems of practice for this action research project, one has to recognize that there is an imminent necessity to tackle this situation inside my classroom and at my current place of work because it is a recurrent event that has also become an inequity issue. As a consequence, I have observed how students from Spanish background and more advanced students in my Spanish 2 class lack engagement and are not growing enough academically as one might expect because their literacy needs are not being met. The Spanish 2 class curriculum is designed for beginner Spanish learners and the current approach to this issue has not been addressed satisfactorily. Furthermore, there is very little to none enough studies that I could find regarding this issue which merits additional research literature for future researchers. Based on my literature review, I have concluded that in order to address the literacy needs of this group of students enrolled in the Spanish 2 class I must create an intervention that will change the current content, process, practices, and product being executed. This brings me to my *theory of action plan* which states that, “If I can learn and determine the current academic level and literacy needs of my heritage speakers and more advance students in my Spanish 2 class, if I can also identify the areas in the curriculum and class structure that may not be addressing their needs that will challenge my students to acquire more academic growth, and if I am able to create effective differentiated curriculum, systems, and process for my students, then that will allow students to demonstrated

higher levels of Spanish literacy skills by improving their scores on the Heritage Speaker class placement examination.”

Based on the analysis through the reading of the literature available, I proposed changes on the current practices by getting to explored with more depth the focus student’s Spanish academic and interest background and literacy needs by analyzing their literacy needs based on a more well-rounded series of interviews and using the Spanish 2 final in addition to the placement test. Currently they are simply placed in my class based on the results from the Heritage Speaker class placement examination and the survey without my involvement in the process or looking at the results. I propose to analyze the current Spanish 2 curriculum in order to create differentiated content that will allow students’ specific literacy needs to be met and to advance at their own pace. The literature also supports using differentiation key principles that will guide the role and progress of focus students in class rather than using these students as mentor or lead students and proctors during pair-share activities and group work. These principles include: flexible grouping, appealing to student’s interests and learning styles, and implementation of ongoing formative assessments. Finally, I propose applying a series of differentiated methods and practices supported by the literature analysis which include using collaborative learning, differentiated literature-based language instruction, differentiated curriculum worksheets, and flipped instruction. I propose to expose my students to 6 to 8 weeks of differentiated instruction that will occur during every class through this variety of methods and strategies supported by studies and research done in the past. As a result of this proposed intervention, I expect to observe growth in my student’s academic progress after I administering the Heritage Speaker class placement examination and Spanish 2 Final Test at the end of the intervention process.

THEORY OF ACTION

| Problem of Practice | Literature Review | Intervention | Expected Outcome | Research Methods/Data Collection |
|--|--|--|--|--|
| The literacy needs of my HSL and more advanced students are not being met in my Spanish 2 class. | <ul style="list-style-type: none"> • Identifying the Literacy Needs of HSL's • Curriculum Issues for SNS classes • Importance of addressing literacy needs of HSL's • Educational impact and benefits of using key principles of differentiation and differentiation methods to address the needs of advanced & gifted students. | <ul style="list-style-type: none"> • 8 Wks Unit that incorporates the following; <ul style="list-style-type: none"> • Key Principles of Differentiation • Flexible Grouping • Appealing to Student's Interests and Learning Styles • Implementation of Ongoing Formative Assessments • Instructional Methods for the Intervention <ul style="list-style-type: none"> • Differentiated Curriculum • Collaborative Learning • Literature-Based Instruction • Flipped Instruction | Students will demonstrate higher levels of Spanish literacy skills by improving their scores on the Heritage Speaker class placement examination & Spanish 2 Final Test. | <ul style="list-style-type: none"> • Pre-I: Questioner related to student's Spanish background, interest, and perception. • Pre and post-intervention surveys • Pre and post-intervention assessment (HSS class placement Test & Span 2 Final Exam) • Formative & Summative Assessment • Student Work • Videos and /or observations notes of my class • Research journal • EA Coach Obs. Notes |

INTERVENTION & DATA COLLECTION PLAN

My intervention and data collection plan consist on a series of components that will provide information that will allow me to implement best practices and differentiation methods in order to address the literacy needs of students of Spanish background and high achieving students in my Spanish 2 class. Consequently, I hope to increase their engagement and academic growth. The data collected from the intervention will provide qualitative and quantitative information that will help me analyze the impact and process of the proposed intervention.

Intervention Design

In determining the current academic level and specific literacy needs of my HSL (Heritage Spanish Learners) and more advance students in my Spanish 2 class, I have planned pre-intervention survey and interview, administer the EES (Envision Education Schools) standard placement test for HSS called: “Prueba de Ubicación para Hispanohablantes”, interview previous Spanish or other subjects teachers (if available), and research student’s academic and social background by researching their CUM files and the results on reading and writing scores on tests such as STAR and interim tests stored in the ”Illuminate” system program at our school.

I will also identify the areas in the current Spanish 2 curriculum and class structure that may not be addressing their needs that will challenge my students to acquire more academic growth by administering the Spanish 2 final exam and analyzing the areas that need to be addressed and the content and skills that they already now. I propose to address the literacy needs of my focus group of students by creating an intervention that will change the current content, process, practices, and product being executed. According to the literature review the most common literacy needs of Spanish speakers consist of the following items:

- Limited specific content vocabulary or academic language skills
- Ignorance of grammar rules (e.g. accent marks, explain verb conjugations, etc.)
- Common writing composition errors
- Misspellings of phonetically correct words
- Using English calque
- Misuse of the subjunctive mood

I propose to choose and address as many of these needs possibly allow in a period of 6 to 8 weeks through the use of best practices, key principles, methods, and strategies of differentiated instruction based on the research in the literature review. I will be creating

differentiated curriculum worksheets that will still be based on the same Spanish 2 curriculum but that will contain instruction and practice directed specifically to the student's areas of growth based on ongoing student work and formative assessment analysis. I will provide opportunities for collaborative learning by strategically sitting students and creating group activities, think-pair-share, and turn and talk. Differentiated literature-based language instruction will be provided through age and culturally relevant and meaningful reading comprehension literature and exercises where students are expected to expand their Spanish vocabulary knowledge and answer questions using correct spelling and syntax. Finally, flipped instruction will allow me to use technology towards the goal of students taking ownership of their own learning and independently advance at their own pace through a series of instructional videos with teacher-created practice worksheets, Quizlet flashcards activities, and Google Classroom assignments. I propose to expose my students to at least 6 to 8 weeks of differentiated instruction that will occur during every class. Through the intervention process, I hope to see more engagement and academic growth in my focus group of students. I will also have coaching meetings and collect my coach's observation notes to learn how effective is my practice through the implementation of the intervention. I will also take video of my lessons in order to create a different perspective of my performance and the way in which my students respond to the intervention practices. Moreover, I will be keeping research journal to log observation notes and to collect as much daily data as time allows that will allow me to come back to it during the data analysis process and in lieu to accomplish data triangulation. After the intervention process, I will re-administer the EES standard placement test for HSS called: "Prueba de Ubicación para Hispanohablantes" and the Spanish 2 Final Exam to determine the effects of the intervention in addressing the student's literacy needs by comparing it with the

pre-intervention results. Students will also answer a post-intervention survey and interview to learn what is the students' perception of their growth after going through the process.

Consequently, I expect to answer inquiry research questions that will inform my action research results and recommendations. The table below depicts how each of the intervention activities will be used to answer such specific questions:

INTERVENTION AND DATA COLLECTION PLAN OVERVIEW

| | Components (9) | Activities (20) | Purpose/Sub-Question to be answered: (37) | Data to be Collected | Type of Data (process v. impact) |
|---|---|--|--|--|--|
| 1 | Pre-intervention Survey | Use the current school's survey used to determine student's placement and make any necessary modifications that will apply to my action research such as adding Qs to learn info that I may need for choosing the intervention. Possibly use computerized survey. Self-assessment scale questions of where they see themselves at. | Student's past and present experiences with the language: What is the conversational and literacy Spanish background and knowledge of my students? How much have they been exposed to the conversational and written language in the past and the present other than in my class? Level of interest in learning Spanish? (Reasons) How much and how often do they use it? Understand student's perceptions of their level. Which students will be given the HSS test? | Qualitative To identify the students who best fit the profile of the subjects that I want to research. Qualitative: Have an idea of the students' perception of their level of fluency (Literacy Skills) is before the intervention. Qualitative: Identify Student's level of interest in participating in the intervention. | Qualitative: Process |
| 2 | Pre-Diagnostic Evaluation Test & Background Information Research | Administer the EES or OUSD standard placement test for HSS called: "Prueba de Ubicacion para Hispanohablantes" | Determine the current academic level and literacy needs of my heritage speakers and more advance students in my Spanish 2 class. | Quantitative: Baseline scores on the tests measuring the current literacy skill level that the focus students are expected to have in the | Quantitative: Impact Pre- Intervention |

| | | | | | |
|---|----------------------|---|---|--|---------------------------------|
| | | <p>Interview previous Spanish teacher.</p> <p>CUM Files Info and "Illumnate" Program gathering & analysis</p> | <p>How many basic, intermediate, and advanced grammar concepts do they know already?</p> <p>Compare their results data to the original scores taken by students before they were placed in my class to see if there has been any growth since they have been taking my class.</p> <p>If the test does not include a written part, add that to the test to evaluate their writing skills.</p> <p>Teacher experience and perspective of student's Spanish skills.</p> <p>Background information about family and previous academic and literacy education, skills, of the student. Health and learning styles.</p> <p>Discover what best type of differentiation</p> <p>Check for possible STAR test results in Spanish and/or English.</p> | <p>HS class before the intervention in order to compare it with the test scores after the intervention.</p> <p>Qualitative: Identify literacy needs of focus students</p> | <p>Qualitative Process</p> |
| 3 | Spanish 2 final Exam | Revised Spanish 2 Final Exam | <p>Identify the areas in the curriculum that may not be addressing their needs that will challenge my students to acquire more academic growth.</p> <p>Which part of the Span 2 curriculum do they already know?</p> | <p>Qualitative & Quantitative: Baseline of student scores on prior knowledge and literacy skill level covered in Spanish 2 class before the intervention in order to compare it with the test scores after the intervention.</p> | <p>Quantitative: Impact-Pre</p> |

| | | | | | |
|---|--|--|--|---|-------------------------------------|
| | | | <p>Test vocab, grammar concepts, written ability.</p> <p>Which part of the current curriculum, they have not acquired or master yet.</p> | <p>Qualitative: Identify literacy needs of focus students prior to intervention</p> | <p>Quantitative: Impact-Pre</p> |
| 4 | Spanish 2 Curriculum Analysis | <p>Research Journal Curriculum Analysis Check list/ (Spreadsheet)</p> <p>HSS placement examination analysis checklist</p> <p>Comparison chart of both curriculums</p> | <p>Compare what the HSS placement examination expectations are with the ones from the Spanish 2 class.</p> <p>Discover the areas of the curriculum that are and are not addressing the literacy needs of my heritage speakers and more advance students in my Spanish 2 class because the curriculum is not meeting the students at their current academic level.</p> | <p>Qualitative: Identify weak areas of the Spanish 2 curriculum that is not meeting the students' literacy needs.</p> | <p>Quantitative: Process</p> |
| 5 | Use Key Best Practices & Principles of Differentiation | <p>Know students background in depth</p> <p>Flexible Grouping</p> <p>Appeal to Student's Interest</p> <p>Implementation of Ongoing Formative Assessment</p> | <p>What is the student's academic and social background that will help me asses and better address them at their current level?</p> <p>How can I strategically group and sit students in the environment in order to help them be engaged and help each other and use the space purposely and effectively?</p> <p>How is the differentiated approach helping in meeting students at their level and addressing the literacy and academic needs of my focus students?</p> | <p>Quantitative: Scores of student's works, based on percentages and rubrics to measure student's achievement and progress of the new literacy skills that will inform my instruction to help meet the needs of focus students.</p> <p>Qualitative: Measure students' participation and engagement.</p> | |

| | | | | | |
|---|---|--|---|--|----------------------|
| | | | <p>How students' understandings and knowledge improves through the intervention?</p> <p>What are the ongoing differentiated next steps for me to present students in the curriculum?</p> | | |
| 6 | Create new systems and process to provide differentiated methods of instruction | <p>Collaborative Learning</p> <p>Teacher created curriculum text & worksheets</p> <p>Literature-Based Instruction</p> <p>Flipped Teaching: (Google Classroom mini-lessons, Videos, Advance Quizlets Tests that addresses the literacy needs of focus students)</p> | <p>How does collaborating learning help the focus group of students engage in the lesson and expand their understandings?</p> <p>Are the differentiated curriculum & worksheets helping in meeting students at their level and addressing the literacy and academic needs of my focus students?</p> <p>Does literature-based instruction increase student's Spanish vocabulary and grammar skills?</p> <p>Are students encouraged to use this method?</p> <p>How does flipped instruction facilitates independent learning and will it allow students to grow academically at their own pace?</p> | <p>Quantitative: Scores of student's works, based on percentages and rubrics to measure student's achievement and progress of the new literacy skills that will inform my instruction to help meet the needs of focus students.</p> <p>Qualitative: Students' quality of written and amount of differentiated instruction work completed will help measure their ability to learn independently take ownership of their learning and grow at their own pace.</p> | Qualitative: Process |
| 7 | Analyze the Effects of Implementing Differentiated Program | Observations on how students respond to the differentiated systems and process: (How they use the differentiated system and process, class participation frequency, amount of | <p>Measure student's growth and engagement through the intervention.</p> <p>Does the differentiated system and process used facilitate student's growth and performance without adding to the load?</p> | Qualitative: Measure how effective the systems and processes used to administer the differentiated material facilitate student's growth and | Qualitative: Process |

| | | | | | |
|---|---------------------------------|--|--|--|---------------------------|
| | | <p>work completed, willingness to move forward on the curriculum, etc.)</p> <p>Observation on how the teacher implements differentiation in class through videos and/or coach observation notes.</p> | <p>How does the new differentiated system and process help students advance at their own pace?</p> <p>How often are students using the differentiated method and systems to advance?</p> <p>How much differentiated work are they completing?</p> <p>How often are students participating in class discussions and activities?</p> <p>How effective is the teacher implementing the methods and systems?</p> <p>How often is the teacher providing opportunities for students to collaborate and work independently?</p> <p>Does the teacher allow students to advance farther and at their own pace without adding to the load of the current class curriculum?</p> | <p>performance without adding to the class load.</p> <p>Qualitative: Measure students' participation and engagement.</p> | |
| 8 | Post-Intervention Scale survey | Self-assessment Progress Check | What is student perception of their growth after going through the program? | Qualitative: Have an idea of the students' perception of their level of fluency (Literacy Skills) growth after going through the program. | Qualitative: Process |
| 9 | Post-Diagnostic Evaluation Test | Administer the OUSD standard placement test for HSS called: "Prueba de Ubicacion para Hispanohablantes" | Did students demonstrate higher literacy skills levels by improving their scores on the Heritage Speaker class placement examination? | Quantitative: Scores on the tests measuring the acquired literacy skill level that the focus students are expected to have in the HS class | Quantitative: Impact-Post |

| | | | | | |
|--|--|----------------------|---|--|-------------------------|
| | | Spanish 2 Final Exam | Did students demonstrate higher literacy skills levels by improving their scores on the Spanish 2 Final exam? | after the intervention in order to compare it with the test scores before the intervention. Qualitative: Identify literacy needs of focus students that were successfully addressed and met. | Qualitative Impact-Post |
|--|--|----------------------|---|--|-------------------------|

RESEARCH METHODS

Students Focus Group

Before I could start the intervention, I had to choose the student subjects that will be presented with the option to be involved in my focus group. It was necessary to create a preliminary list of students before I chose the focus group.

Guidelines in Selecting Students

I made the decision to offer certain students the opportunity to participate in the action research project based on prior informal *questions that I asked out of curiosity* and *behavioral observations*, which triggered my problem of practice, (**POP:** “The literacy needs of some students of Spanish background and high achieving students are not being met in my Spanish 2 class”). In the past, whenever I take attendance and observe how some of the student’s last names are of Latin origin, I would ask these students the following questions out of curiosity;

- “Do you speak Spanish, already?”
- “Do you you come from a Spanish speaking household?” and, if that is the case
- “Why do you feel that you were placed in the Spanish 2 class rather than in the Heritage Spanish Speaker class, also offered at my school?”

In addition, I have observed how students who come from a Spanish background and more advanced students in my Spanish 2 class lack engagement and are not growing enough

academically as one might expect because their literacy needs are not being met. Some of the particular behaviors that I observed for this particular group were finishing class work very soon after given every classwork activity. During class instruction, they would understand the material faster and became bored and anxious whenever I had to slow down or review concepts that they found very easy to grasp. Some of them would out speak expressing their frustration with comments such as; “Can we please, move along!” “This is easy, let do the next thing!” and “I already knew that.” Others will simply disengage by reading a book or talking to their peers. In the past, I had used them as lead and mentor students during pair-share and group activities. However, these practices were not meeting these student’s literacy needs, even though it was keeping them busy and helping the rest of the class. The third guideline in choosing the students participating in my focus group was based on their attendance record and their ability to make-up and keep-up with classwork, despite their reoccurring absentees. Students who were very responsible by contacting me asking for their work ahead of knowing that they would be absent or via e-mail because they were ill, and students who attended office hours to stay on track, were perfect candidates because it show dedication in their academic endeavors.

Pre-Intervention

After presenting the students in my preliminary list my proposed action research, I was pleasantly surprised that all of them expressed interest in joining the collaborative inquiry group. The first step in the process involved getting to know my students background in depth. The literature reviewed shows how imperative it is to learn our student’s social and academic background in order to best discover their specific literacy needs (Robb, 1999). In addition, to determining the specific needs of HSS & HSL’s, one must consider the specific interest and goals that drives these groups of students to learn Spanish. Lewelling, V. and Peyton, J. (May, 1999) offer us a list of potentially common reasons that represent this student population. Based on

these literature, I created a pre-intervention survey using Google Forms that will provide me with some insights as to my focus groups specific needs and interest. It is important to recognize that even though the intended focus group consisted of a larger number of students, the data that I am providing will be representative of the students who signed and successfully provided the IRB documents from their parents, which is required for the purpose of this action research project.

Spanish Background Information Survey

If one is to use differentiated instruction we need to follow some best practices by first knowing students in depth (Robb, 2008). Robb emphasizes that knowing student's interests and socio-cultural background is as important as learning their academic background and learning styles in order to have a more comprehensive map of the student's profile (2008). The purpose of the results of the pre-intervention survey is to determine student's past and present experiences with the language by answering the following overarching research questions:

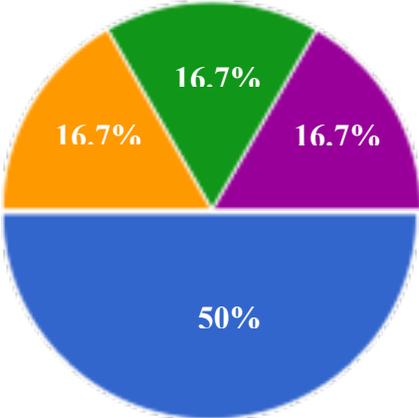
- What is the conversational and literacy Spanish background and knowledge of my students?
- How much have they been exposed to the conversational and written language in the past and the present other than in my class?
- What is the level of interest in learning Spanish? (Reasons)
- How much and how often do they use Spanish and under which circumstances?
- Understand student's perceptions of their level.
- Which students will be given the "Heritage Speakers Spanish Class Placement Test" and the "Spanish 2 Final" exam?

Questions and Responses Results

The following results represent the answers in the pre-intervention survey from a group of 7 students of an original group of 12 students. However, the intervention was provided and available to all 12 students. Each question is followed by a graph or sample answers. As expected, the results demonstrate the heterogeneous nature of students learning Spanish in my class. The results of these responses revealed that the focus group is consists of 1 first generation native speakers, 2 second generation, 1 third generation, and 3 non-native speakers. All students are in the same Spanish 2 period, (Period 3).

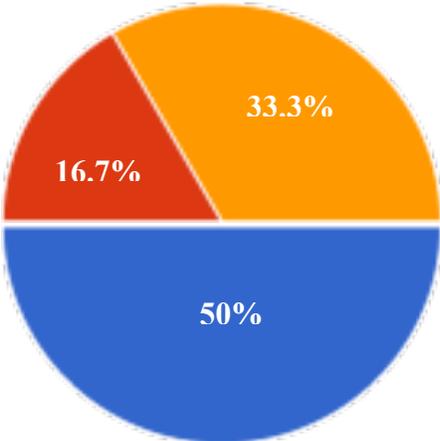
Heritage Spanish Background Questions:

Q #1: Are you or your parents from a Spanish speaking background?



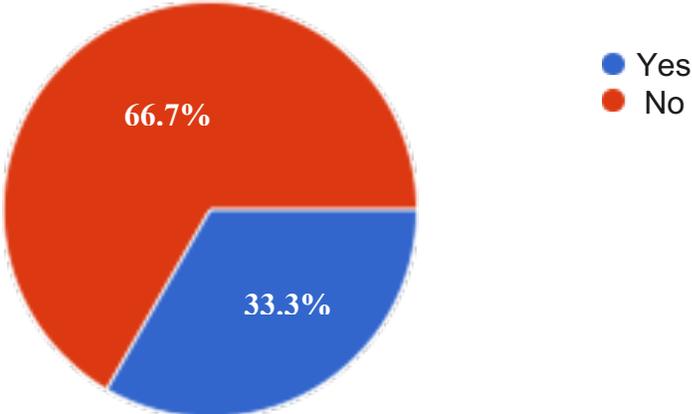
- No
- Yes, I am first generation (was born in another country where people speak Spanish)
- Yes, I am second generation (my parents were born in another country where people speak Spanish)
- Yes, I am 3rd generation (my grandparents were born in another country where people speak Spanish)
- I'm not sure

Q #2: Do you have any close or distant relative who comes from Hispanic descent?



- Yes
- No
- I am not sure. May be.

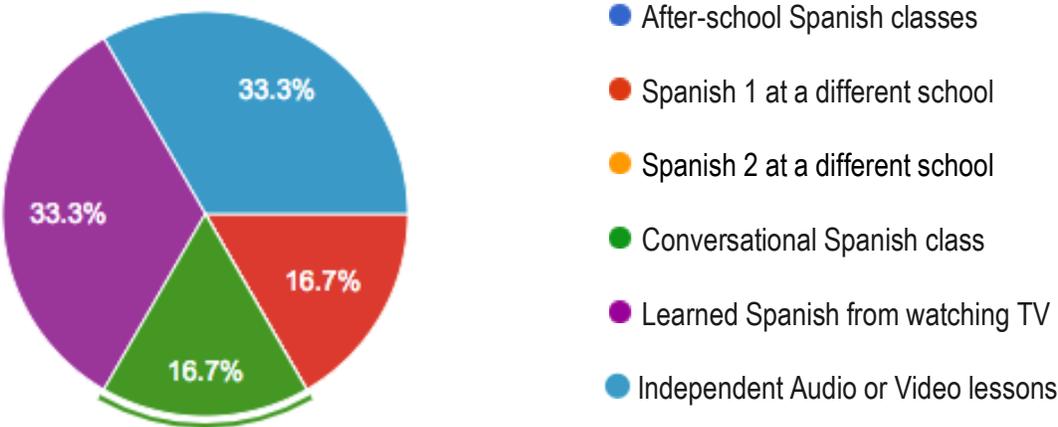
Q #3: Have any of your family members asked or wanted you to learn to speak Spanish?



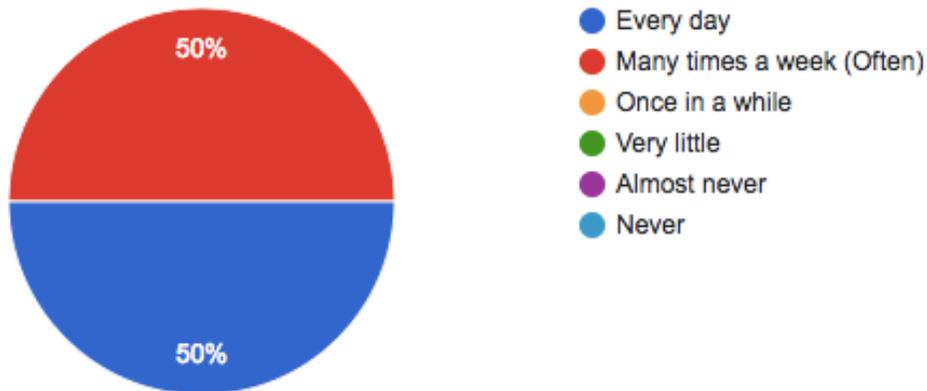
Q #4: Have you taken any Spanish classes prior to being at EA?



Q #5: If you answered "YES" to the previous answer, which Spanish class or instruction have you taken in the past? (6 responses)

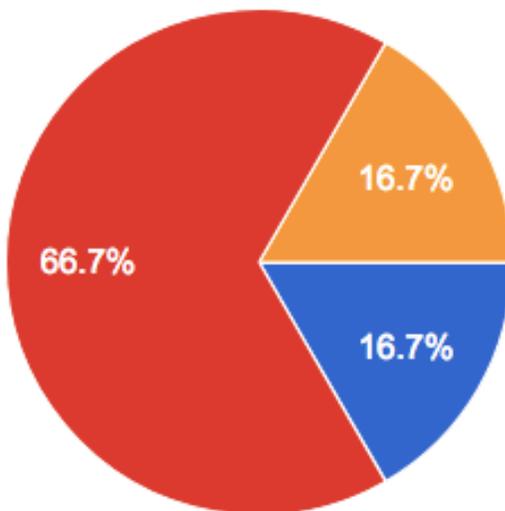


Q #6: How often, in addition to the time in Spanish class, do you hear Spanish being spoken at home or around your community (around school, businesses, church, street, work, music, TV, other media)? (6 responses)



Questions on Student's Own Perspective of Fluency Level:

Q #7: How much of the Spanish that you hear around home or the community do you feel that you understand?



I understand almost everything or the majority of what I hear in Spanish.

I understand some things but not others. However, I get the idea of what people are talking about.

I can recognize a few words of a conversation, but I have no idea what they are talking about.

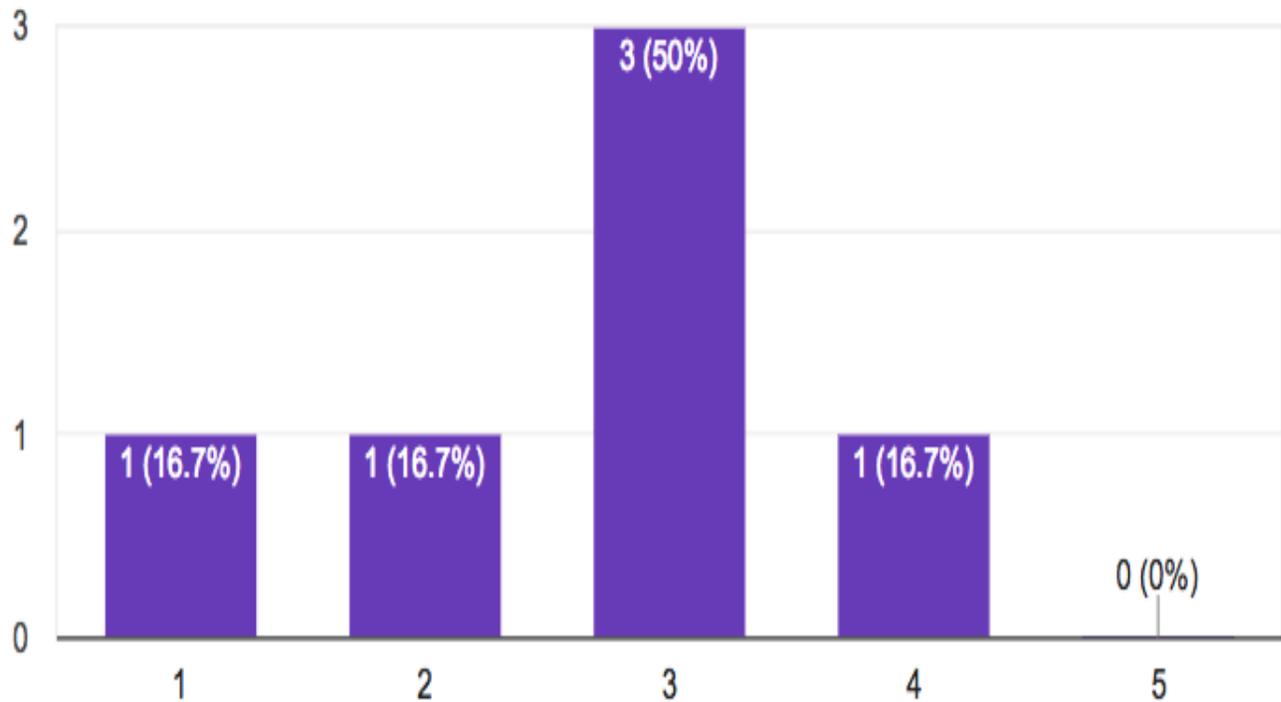
I understand some conversations if they speak very slow in Spanish and use gestures as visual cues.

I can never understand when I hear people speak Spanish.

I only understand what the Spanish teacher teaches in class.

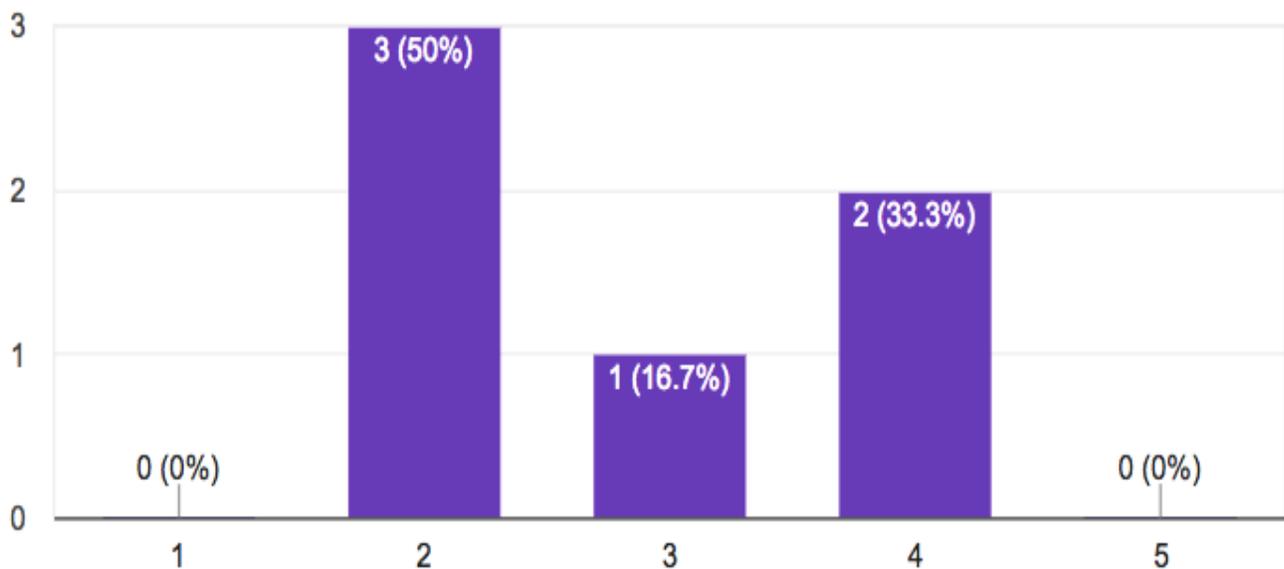
I do not understand anything that the Spanish teacher says in class.

Q #8: How much of the Spanish do you SPEAK at home or around the community?



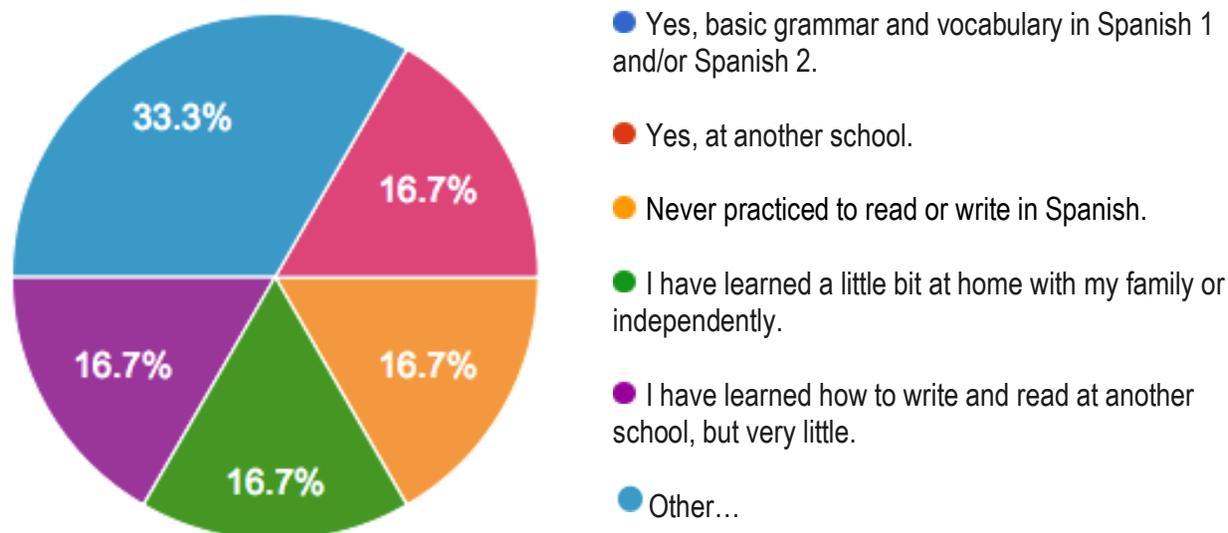
Scale: [1 = Nothing at all & 5 = All the Time]

Q #9: How fluent in Spanish do you consider yourself?



Scale: [1 = Not fluent (Can only say: Hello , Thanks, and Good bye)
5= I can speak about complex topics (politics, carreers, technology)]

Q #10: Have you learned to read and write Spanish in the past?



Data Results Summary

The results of the previous survey questions demonstrate how all the students selected to participate in the thesis group possess some background knowledge of Spanish beyond the instruction provided at our school. It is a heterogeneous group of Spanish learners which reflects the demographics that I encounter every school year in my Spanish 2 classroom. These results also confirm my POP and the need for differentiated instruction in order to meet the literacy needs of Spanish background and high achieving students in my Spanish 2 class.

The results of these responses revealed that the focus group is consists of:

- 1 first generation native Spanish speaker
- 2 second generation Spanish speakers
- 1 third generation Spanish speaker
- 3 non-native Spanish speakers
- All students are in the same Spanish 2 period, (Period 3).

For the purpose of this action research project, students in the focus group will be given pseudonyms to identify them and protect their privacy as follows:

- **S1** = 1 first generation native Spanish speaker –(Fluency level 4)

- **S2** = 2 second generation Spanish speaker–(Fluency level 2)

- **S3** = 2 second generation Spanish speaker –(Fluency level 3)

(This student did not complete this survey due to absences. Instead, I held an informal interview.)

- **S4** = 1 third generation Spanish speaker –(Fluency level 4)

- **S5** = non-native Spanish speaker –(Fluency level 2)

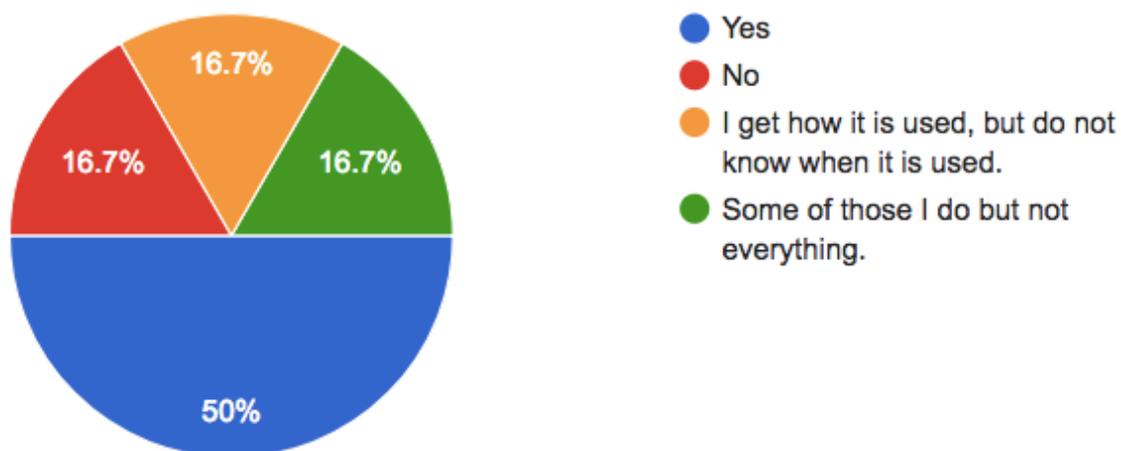
- **S6** = non-native Spanish speaker –(Fluency level 2)

- **S7** = non-native Spanish speaker –(Fluency level 2)

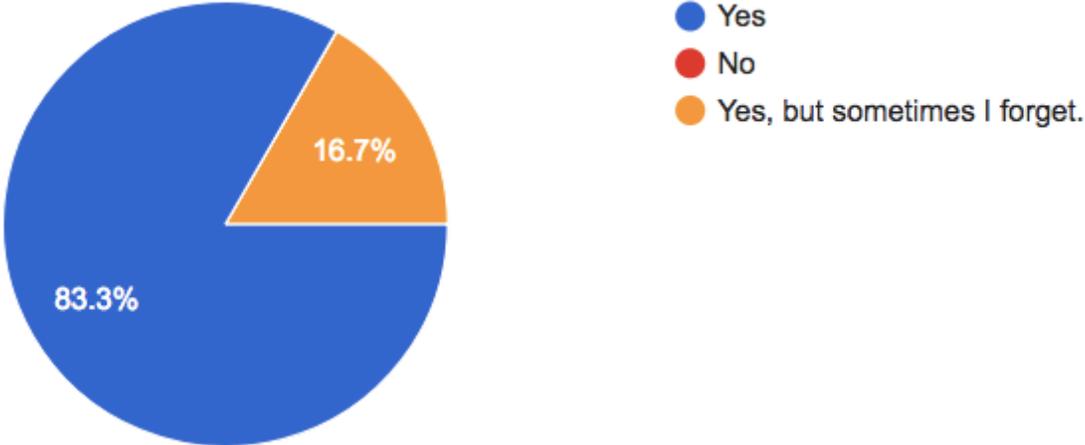
Their aliases will also be color-coded whenever it is necessary to make it easier to identify their Spanish background such as their generation status and fluency level in a scale of 1 to 5.

Questions on Student's Own Perspective of Spanish Literacy Level:

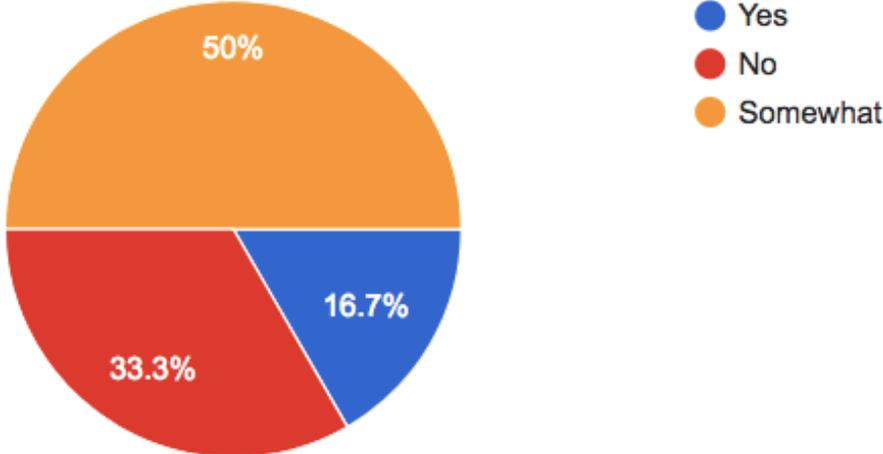
Q #11: Do you understand Spanish phonetic concepts such as: the dieresis, the tilde, and the silent “u” and “h”?



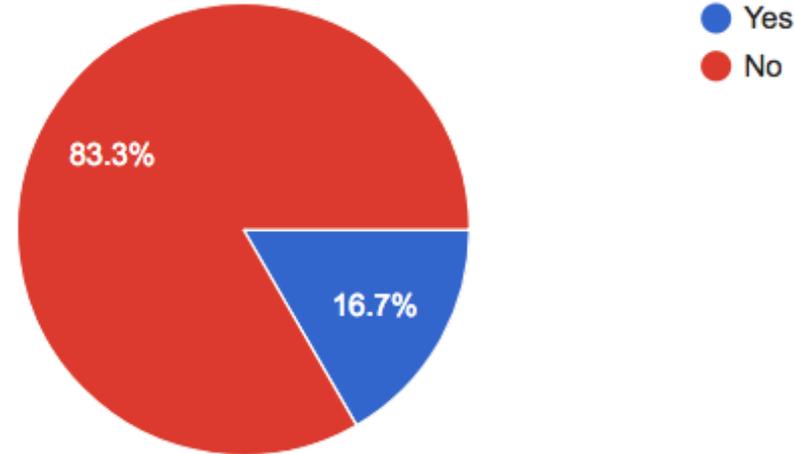
Q #12: Do you know how to read the vowels sound?



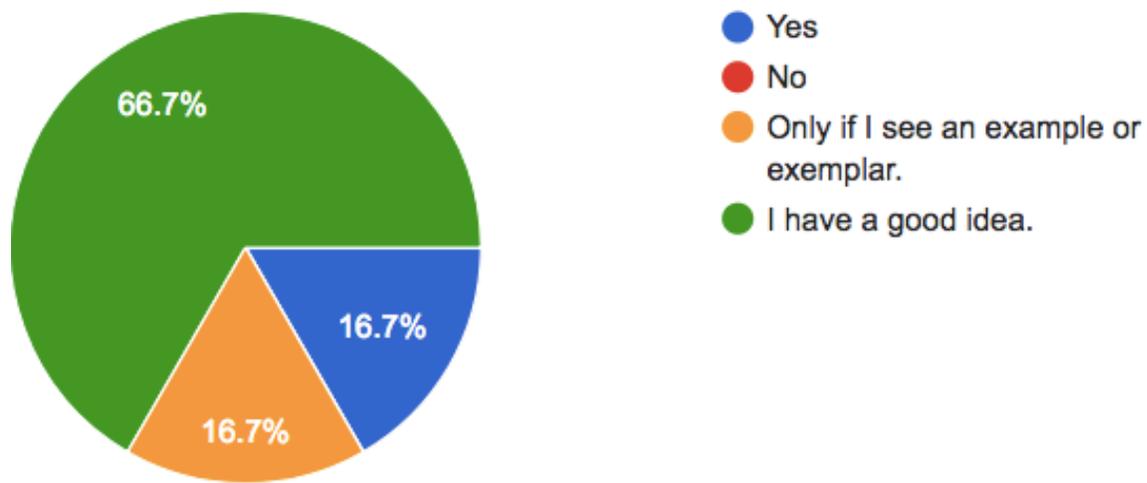
Q #13: Do you know the accent mark grammar rules in Spanish?



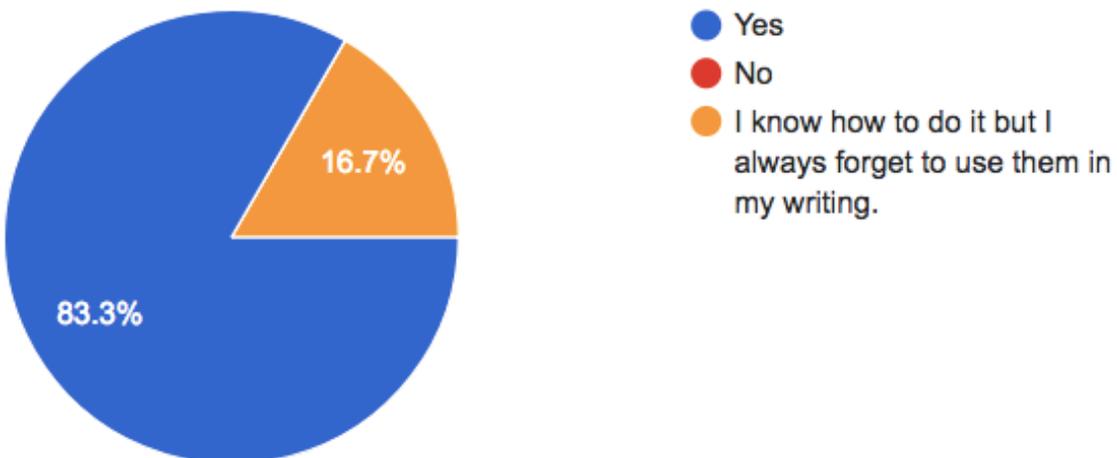
Q #14: Have you heard about the "Palabras agudas. llanas o graves y esdrújulas"?



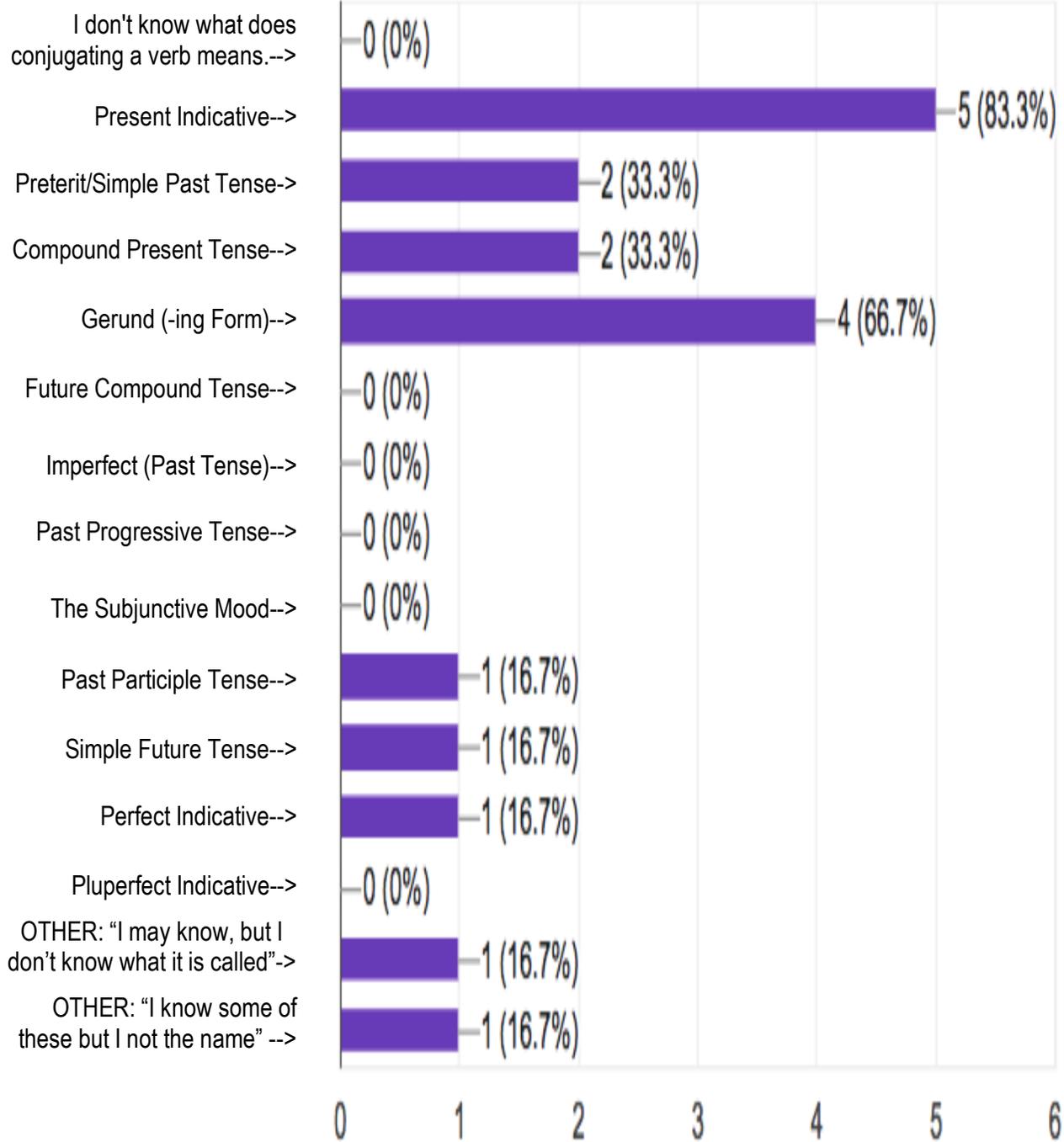
Q #15: Do you have a good idea of how to write Spanish sentences with correct syntax? (Syntax: The order in which the words appear in the sentence.)



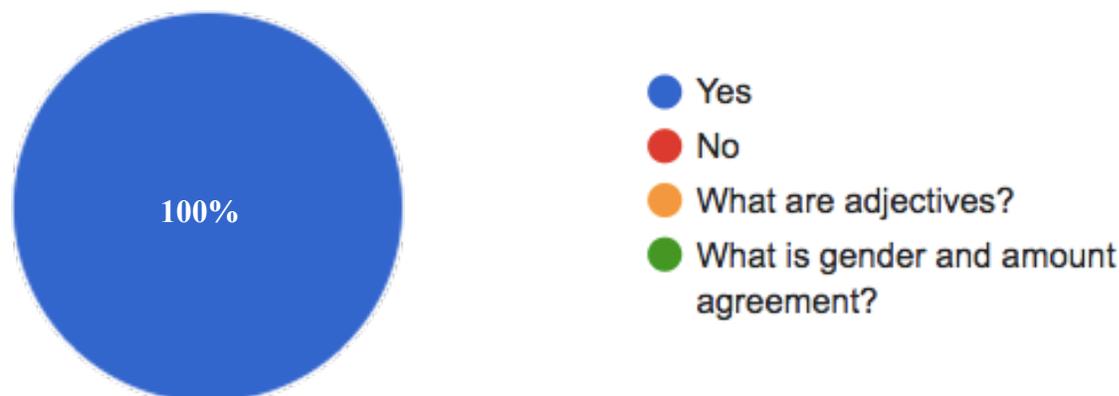
Q #16: Do you understand how to use question and exclamation marks in Spanish?



Q #17: Do you know how to conjugate verbs in any of the following tenses? Check all that apply.



Q #18: Do you know how to apply the gender and amount agreement rule when using adjectives?



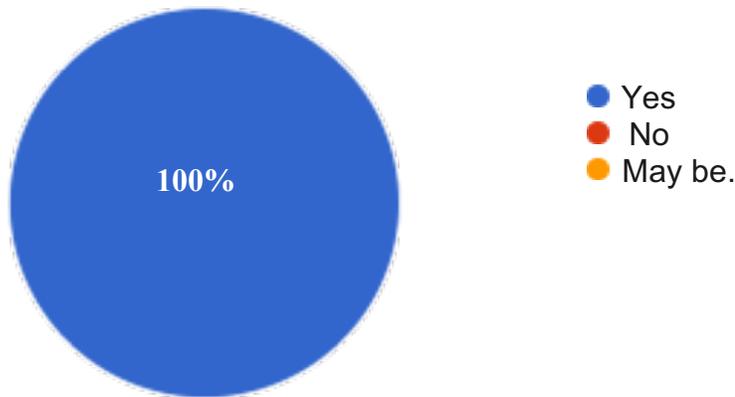
Data Results Summary

Most students were able to identify some or all the verbs that they knew how to conjugate, except the 1st generation heritage Spanish speakers. Their responses were: “I may know, but I don’t know what it is called” and “I know some of these but I not the name”. This results confirm the literature based on the results of a research conducted by Kim Potowski at the University of Illinois; who encounter that one of the literacy weaknesses that Heritage Spanish Learners enrolled in Spanish classes with monolingual students was; “ignorance of grammar rules” (Potowski, 1990).

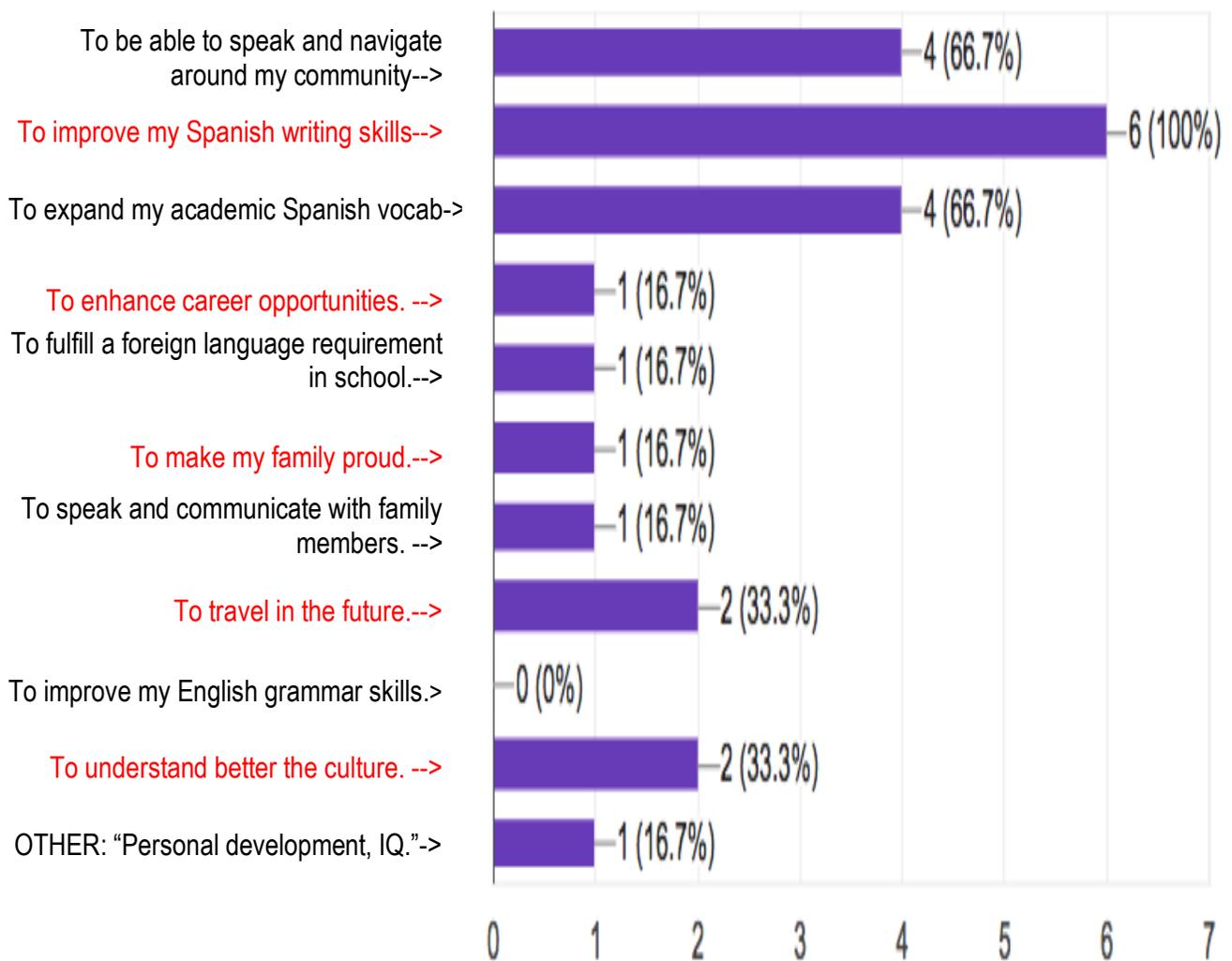
In addition, the last survey question refers to the grammar concept of the gender and amount agreement rules when using adjectives. This is a concept taught during Spanish 1 and reinforced back in Spanish 2 class because it is a new grammar concept that does not happens in the English language and it is hard to grasp. Students’ responses show that they feel that they understand and how to apply it. However, I have found through my experience as a veteran teacher, how even when this concept may be clearly understood, students tend to forget to apply it in their work.

Questions on Student’s Interest and Reasons for Learning Spanish:

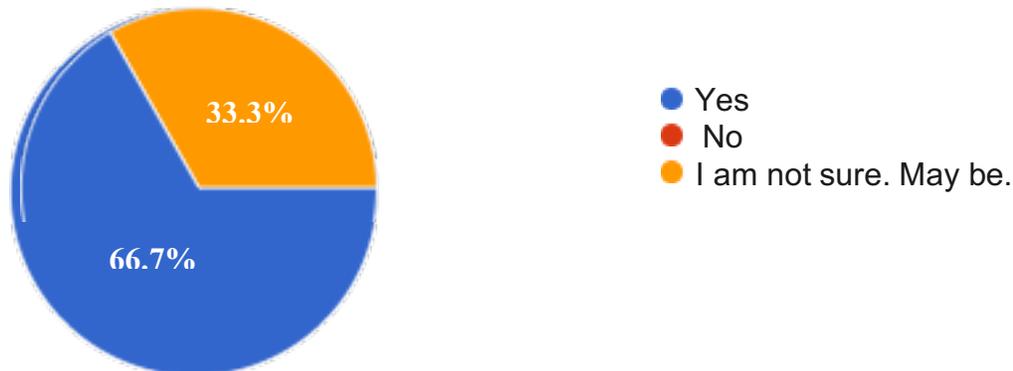
Q #19: Would you like to learn more advanced Spanish?



Q #20: Why do you want to learn Spanish? Check all that apply.



Q #21: Do you feel academically prepared to move forward in Spanish 2 class learning more advanced concepts?



Q #22: Explain why would you like to learn more Spanish and what new concepts would you like to learn about? Answer both parts of the question.

- **S1:** *“I want to learn Spanish because my parents speak Spanish along with my sister. I was too stubborn to learn Spanish, but I was confused by what my middle school taught me. What I want to learn more about is advanced conversation instead of basic conversation.”*
- **S2:** *“I want to know more Spanish to have actual conversations with people without asking them in English how to say a word. I would like to know more about common subjects that native speakers talk about.”*
- **S3:** *“I would like to learn more Spanish because want to be able to communicate with my ‘abuelita’. I also want to learn to understand the Spanish songs that I hear in the radio.”*
- **S4:** *“I would like to learn more Spanish to challenge myself and become a lot more fluent once I am older.”*
- **S5:** *“I have always been curious about the Spanish language and culture and I believe that learning the language is the key to learning about the culture. Plus, I hang around a lot of people with Spanish backgrounds and knowledge of their cultures and it made me incredibly curious to learn more.”*
- **S6:** *“I would like to know more about why they are used that way and how I can use it. I don't know what I want to learn.”*
- **S7:** *“I would like to learn more Spanish because the population of Spanish speakers in Oakland is more than a quarter of our population. I want to be able to share emotions with the people who can speak Spanish. I would like to learn more about the regions that speak Spanish and how different they are.”*

Q #23: Why do you feel it is important to learn Spanish?

- **S1:** *“I feel it is important because Spanish is spoken a lot around the world just as English and I think being bilingual with those two languages can benefit me.”*
- **S2:** *“It is one of the most common languages in the world, and the music is good to.”*
- **S3:** *“I feel that it is important to learn Spanish because I can get a better job that can pay me more if I am bilingual. I can also use it to communicate on the phone with distant family members and relate to them.”*
- **S4:** *“Because I live in a neighborhood that is predominately Black and Latino and I want to be able to navigate throughout the sections of my community that are predominately Latino. Plus, it grants an advantage to those who are multi-lingual.”*
- **S5:** *“I feel Spanish is important because for my major I would more likely to come across people who speak Spanish. I want to major in nursing and I know I would be helping patients who speak Spanish.”*
- **S6:** *“So, that I understand everything about what others are saying and why they are saying it that way and how I can correct my Spanish.”*
- **S7:** *“I feel it is important to speak Spanish because you know how to roam around the community comfortably and learn more about the culture, to relate it to my culture.”*

Student’s Aliases Key:

- **S1** = 1 first generation native Spanish speaker –(Fluency level 4)
- **S2** = 2 second generation Spanish speaker–(Fluency level 2)
- **S3** = 2 second generation Spanish speaker –(Fluency level 3)
- **S4** = 1 third generation Spanish speaker –(Fluency level 4)
- **S5** = non-native Spanish speaker –(Fluency level 2)
- **S6** = non-native Spanish speaker –(Fluency level 2)
- **S7** = non-native Spanish speaker –(Fluency level 2)

Pre-Intervention Research & Assessments Methods

Before the intervention, it was extremely crucial to determine the current academic level and literacy needs of my heritage speakers and more advance students in my Spanish 2 class to be able to address them. Differentiated instruction meets students at their level. It empowers them to move forward and not backward in their learning. (Tomlinson & Allen, 2000). The following assessments and reasearch data was collected from the students in the focus group:

- Analysis of the “Envision Education Schools Placement Test” for heritage Spanish speakers prior to administration
- Interview the school’s Heritage Spanish Speaker class Spanish teacher and VP of Opperations
- Administer “Envision Education Schools Placement Test” for heritage Spanish speakers
- Administer Spanish 2 Final Exam
- Research students’ CUM files
- Research of students’ transcripts in PowerSchool
- Research Illuminate CELDT and /or CIS test scores
- Interview Student’s previous teachers

The data retrieved in the pre-intervention phase of this action research project will answer the following questions:

- Does the “Envision Education Schools Placement Test” for heritage Spanish speakers accurately assess the Spanish literacy skills of students to be assigned to the Heritage Spanish Speaker class?
- What is the current system used to place students in the Heritage Spanish Speaker class versus the Spanish 1 and 2 classes?

- How does the Heritage Spanish Speaker class Spanish teacher feel about the EES placement tests and the current placement system?
- How many basic, intermediate, and advanced Spanish grammar concepts can they apply already?
- Which part of the Spanish 2 curriculum do they already know?
- What are the literacy needs of the focus group?
 - Which required skills from the Heritage Spanish Speaker class the focus group have not mastered?
 - Which part of the current Spanish 2 class curriculum they have not acquired or master yet?
 - Which areas of the Spanish 2 curriculum are not addressing the literacy needs of the heritage speakers and more advance students in my Spanish 2 class?
- Previous teacher experiences and perspective of student's Spanish skills.
- Which background information about the students previous academic and educational skills and learning styles demonstrated in other classes that may be transferable to Spanish class?

Intervention Research & Assessments Methods

Spanish teachers around the country realized that Spanish instruction that had been developed for monolingual English speakers was not only inadequate, but inappropriate for Spanish speakers (Lewelling & Peyton, 1999). The literary review and student's background knowledge guided the decisions that I made regarding which best practices will be used to address the literacy needs of heritage speakers and more advance students in my Spanish 2 class. I implemented the following best practices explained on Ie May Freeman (2015) research who quotes many experts on differentiated instruction:

- ***Flexible Grouping:*** One method of engaging student critical thinking and creativity that utilizes both collaboration and communication is the implementation of flexible grouping in the classroom. Flexible grouping also allows students to observe and learn from one another (Robb, 2008).

I implemented flexible grouping practices by strategically seating students who were my focus group close to each other in order to participate in collaborative learning. They were also seated in an area of the classroom that will allow them to have quick and easy access to the computer lap tops cart for them to use for independent flipped instruction lessons (See Appendix C. for a floorplan of the classroom environment).

- ***Appealing to Student's Interests and Learning Styles:*** A key principle that guides differentiated instruction is student engagement. It is important to have all students work on activities that are fascinating and appealing.

I used the results on student's surveys, and student's background information in selecting the literature to be used on the literary based instruction method and the material that students were going to use in the flipped instructional lessons.

- ***Implementation of Ongoing Formative Assessments:*** Another key principle that directs differentiated instruction is the implementation of ongoing formative assessments. As teachers teach, they continually assess to identify students' needs and strengths so they can meet students where they are and move them forward (Robb, 2008).

I provided a series of formative assessments that included quizzes, exit tickets, classwork practice exercises, and survey questions after each flipped instruction was completed to inform my instruction and make the necessary changes to the next step differentiated lessons. (See Appendix F Included in the Flipped Instructional Lessons)

According to L. Robb, differentiation is commonly used in “heterogeneous grouping”—an educational strategy in which students of different abilities, learning needs, and levels of academic achievement are grouped together (2008). Amongst some of the methods utilized for differentiated instruction to be most effective are the following:

- ***Collaborative Learning:*** This method allows for homogeneity of student readiness in groups when content or skills warrant it, while also allowing for heterogeneity of student readiness in groups in different circumstances. This flexibility can promote peer scaffolding, through the collaborative sharing of different student experiences and knowledge. (Freeman I. M. 2015). As stated earlier collaborative learning through flexible grouping also allows students to observe and learn from one another (Robb, 2008).

I created opportunities for students to practice collaborative learning during the intervention process by discussing and revising their answers to practice exercises, video lesson’s understandings, and during building background knowledge activities. In addition, students were strategically seated to facilitate this differentiation method.

- ***Literature-Based Language Instruction:*** The literature-based approach to reading instruction is defined as "teaching children to read using pieces of literature, both fiction and nonfiction, which were written for purposes other than use as a text for reading instruction." (Harp & Brewer, 2005) This approach allows for the use of any book that the student enjoy and by doing so they can learn skills as needed (Johnson, 2014). He also stated that a possible limitation is that because of the individualized instruction and need for constant monitoring, this approach is time consuming and can be a lot of work for the teacher (2014).

Originally, this method was supposed to expand student’s Spanish vocabulary and grammar knowledge. Although, I had originally planned to use this differentiation

method multiple times, I was only able to use it once due to time constraints and sustainability issues. This method proved to be extremely time consuming not only in planning, but also in assessing students. Therefore, I decided to utilize other effective methods that will allow students to expand their Spanish vocabulary knowledge and language pronunciation skills simultaneously. These methods included: **Repetition Drills Using Visual Aids & Realia, Quizlet Flashcards, Songs, and Group Games.**

- ***Flipped Instruction:*** If executed correctly, flipped instruction has shown to be an effective method to use technology and provide online material to aid in instructional delivery in higher education. This method can help increase the efficacy of in-class learning by allowing students to obtain information outside of class. By alleviating the need to force a set of materials into a singular time frame, flipped instruction provides teachers the ability to spend more time with students needing increased assistance while allowing well-performing students more free time (Tucker, 2012).

Students in the focus group were given a series of 9 lessons that I had created in a Google Classroom class called, “Heritage Spanish Learners”. The students logged in to work independently in their computers. These lessons would allow them to engage in working at their own pace whenever I was covering Spanish 2 curriculum material that they had already mastered. Each lesson included 1 or 2 short videos that went hand-in-hand with a packet of differentiated worksheets (explained in more detail below). Students had to use headphones to listen to the video lessons and had to complete a survey related after each lesson to provide me with any feedback that would guide my instruction and next steps that I had to take in continuing the differentiation process. In addition, I used Google Forms to create exit tickets and quizzes to assess student’s progress and facilitate grading student’s work. Lastly, I utilized Quizlet’s flashcards

Activities, games, and tests in order to assess students allow students to self-assess their Spanish vocabulary acquiring knowledge. (See Appendix D through F)

- ***Differentiated Curriculum Worksheets:*** Differentiation can exist in the content, environment, product or process. Content differentiated worksheets are developed to accommodate differences in a student's cognitive process, which might be affected by factors such as a background in another language Cross V., (2017). When using differentiated instruction-based assignments, one can challenge students by meeting their individual needs.

I created differentiated curriculum worksheets that went along with the flipped instructional lessons. These worksheets included video observation tools that allowed students to take notes while following along with the video lessons. They included fill the blanks note catchers and graphic organizers. I also provided differentiated worksheets to create facilitate students work on Quizlet's flashcards and keep a log of their Quizlet's Tests progress. In addition, differentiated practice exercises were included as part of the flipped instructional lessons in Google Forms Format to allow for self-assessment and facilitated collaborative learning discussions. Finally, the differentiated worksheets were created to provide students with the literature-based instruction and collaborative learning activities that were presented in class (See Appendix E).

Appendix D through F includes samples of flipped instructional lessons with differentiated worksheets, implementation of ongoing formative assessments, and other educational materials that students had to work on throughout the intervention process.

Throughout the process of providing differentiated instruction I wanted to discover which teaching practices were more effective in meeting the literacy needs of the focus group while allowing me to provide the regular curriculum intended for the rest of the students in class,

which also included students with IEPs. Moreover, I wanted to learn how effective was I as a teacher in implementing this intervention by videotaping some of the lessons and analyzing the observation notes and feedback from my school supervising coach and student's perceptions log.

Research Log & Documents

Furthermore, I intended to discover if the intervention was effective in meeting student's literacy needs by measuring students' growth through their quality of work, and engagement by collecting data triangulation of multiple sources. I accumulated all the student work and kept them on a locked file cabinet before analyzing the results and transferring them into the research log. Through this action research project I created a digital research log where I kept an account of the information that I collected from the following data sets:

- Teacher's class observation notes
- Teacher's class video observation notes
- Student's work completion rates
- Surveys with student's feedback of the lesson and teacher's performance
- Quizzes, Exit Tickets, and Tests results
- Student's quotes
- School principals observation notes with feedback after class observations
- Pre & post-intervention test's scores
- Pre & post-intervention survey of student perception of their learning

ANALYSIS & FINDINGS

Pre-Intervention Tests

Before administering the EES Placement test called “Prueba de Ubicación para Hispanohablantes” or “Heritage Spanish Speakers Placement Test” as a baseline, I wanted to investigate how effective was the test in measuring the literacy skills and level of students. Moreover, I wished to understand how these test’s scores influenced the protocols followed in the system in deciding the students placement in either Spanish 2 or in the Heritage Spanish Speakers classes. First, I interviewed the Heritage Spanish Speakers (HSS) class teacher and the VP of operations at our school. The information that emerged from the interview included the following data that expressed the opinion of the other Spanish teacher at our school:

- The test is unnecessarily too long (72 multiple choice questions + 3 written questions)
- Some of the questions seem confusing or irrelevant.
- I don’t know what are each of the questions asked assessing, which makes it impossible to know the students literacy skills or needs.
- I am not sure what is the protocol or selection system used when placing students on either Spanish level.
- Some of the skills that students in my class will need to know beforehand are basic verb conjugations and sentence syntax. I will be teaching the subjunctive mood, accent mark rules, and more academic vocabulary in class.

According to the VP of operations, the manner in which she place students in either class was based on the students scores and the student’s pception of fluency without analyzing any specific data from the test scores. This system created a dilema because students who had a lower score than 70% could be assigned to either class causing many subsequential issues including

students changing classes in the middle of a semester or the school year. In most cases it did not matter where these students ended up, the results were the same. Their literacy needs were unknown and therefore, not met in either class.

The results of this interview prompted me to analyze the test in depth. Upon analyzing the test in of the test I came to some surprising discoveries:

- Individual questions were testing multiple skills, which made it impossible to assess concretely what the students understood or missed in those questions.
- There were many questions that was trying to tests too many basic skills that most students and not enough of the skills necessary to be placed in the Heritage Spanish Speakers (HSS) class.
- There is not a system that categorizes the questions based on grammar skill or vocabulary knowledge, which makes it impossible for one to analyze the scores in order to know what are the students literacy skills or needs.
- Some of the questions had more than one possible correct answer.
- There were a couple of questions that had the wrong answer in the answer key.
- There was a question with structural errors.

Once I completed the test analysis a proceeded to correct and modify the test which resulted on an error free, shorter test of 60 multiple choice questions plus 3 questions requiring short answers. Additionally, I create a comprehensive chart that will allow the Spanish teachers and the VP of operations to identify the specific literacy skills each of the question is assessing and consequently learn what students already know or need to improve (See Appendix A.).

After a meeting with the school principal, VP and the other Spanish teacher, a new system was implemented in the school in order to place students on either Spanish class based on the data collected. Sophomore students who are supposed to take one of the Spanish classes next year were administered the new test that I have re-designed and created.

The impact that this pre-intervention analysis and findings produced was a better informed manner in which students are evaluated and assess at our school and the creation of a better system in student placement that includes:

- Students with a test score of 70% or more will be placed in the Heritage Spanish Speakers (HSS) class.
- Parents of students whose test scores were between 40% to 69% will be called and recommend that their children learn Spanish during the summer through a free app or other chosen method in order to learn the specific areas of growth based on the test results. Then, they will take the test a second time and if they are able to better their score, they will be placed in the HSS class. On the other hand, students literacy needs will determine in which of the Spanish class they will be placed. (Students who mostly lack knowledge of the subjunctive mood, accent mark rules, and more academic vocabulary could still be placed in the HSS class because that material will be covered in that class. Otherwise, they will be placed in Spanish 2).
- Students who 39% or lower will be enrolled in Spanish 2 and will be using differentiated curriculum that will meet their specific literacy needs. The same will apply to students who scored between 40 to 60 % with higher literacy needs that go beyond knowledge of the subjunctive mood, accent mark rules, and more academic vocabulary.

Once the new diagnostic placement test was created, I administered the test to the students in my focus group who had a strong Spanish background and any other student in the focus group who wished to test their skills. I also administered the Spanish 2 Final Exam to all the students in my focus group. For the purpose of this research project, the pre-intervention tests were administered right before the last quarter of the school year (See Appendix B.). The results of these two tests will be used as baselines to be compared with the students scores post-intervention in order to measure their growth and measure how effective was the intervention in meeting the literacy needs and level of engagement of the students of Spanish background and high achieving students in my Spanish 2 class.

Baseline Data 1- (Pre-Intervention Heritage Spanish Speakers (HSS) Placement Test)

Once I had created a comprehensive way to analyze student's scores, I input the data on the chart and proceeded to address the first overarching research question, **What are my students literacy needs?** (Tables 1.1 & 1.2 and Table 2). Only 5 of the 7 students in the focus were able to take the Pre-Intervention Heritage Spanish Speakers (HSS) Placement Test. However, all participants were tested with the Pre-Intervention Spanish 2 Final Exam. I separated the data from the HSS test into three tables. Table 1.1 and 1.2 exhibit the data collected from the students who took the Pre-Intervention HSS Test, uncovering where the highest areas of literacy need lied. In those tables I highlighted in yellow with red font the areas where the majority of students who took the test scored 50% or more wrong answers. Table 2 includes the tests results on the areas where the majority of students who took the test scored 50% or more correct answers, which I highlighted in green.

Based on the results of a research conducted by Kim Potowski at the University of Illinois (Urbana, 1990), some of the literacy weaknesses that they encounter for HSL enrolled in Spanish classes with monolingual students included;

- **Communicative Competence Deficiency or Limited specific content vocabulary or academic language skills (CALP)**
- **Ignorance of Grammar Rules** or Misuse of Mechanics in Spanish Writing.
- **Misspellings** on terms due to using a form that is phonetically fine when speaking but look different when they are used in writing; (*baser – va a ser; acer – hacer*)
- **Wrong mood & advance verb conjugations such as the subjunctive**
- **Ignorance of grammatical terms**

After analyzing the student's test scores, there were many similarities in my finding that are backed up by the literature. All students in my focus group had strong literacy needs related to conjugating more advanced verbs, and most specially using the subjunctive mood.

For the purpose this action research project and to better understand what is the meaning behind the student's aliases designated to each of the participants in my focus group, I color-coded their alias according to their Spanish heritage generation status and fluency level for reference that will appear on each of the data sets as show below.

Student's Aliases Key:

- **S1** = 1 first generation native Spanish speaker –(Fluency level 4)
- **S2** = 2 second generation Spanish speaker –(Fluency level 2)
- **S3** = 2 second generation Spanish speaker –(Fluency level 3)
- **S4** = 1 third generation Spanish speaker –(Fluency level 4)

- S5 = non-native Spanish speaker –(Fluency level 2)
- S6 = non-native Spanish speaker –(Fluency level 2)
- S7 = non-native Spanish speaker –(Fluency level 2)

Tables 1.1 & 1.2 Key

| High Literacy Needs Color-Code Guide | |
|---|-----------------------|
| Student answered 50% or more of the questions wrong | Highest Literacy Need |
| Student answered less than 50% of the questions wrong | Less Literacy Need |
| Student answered 0% of the questions wrong | No Literacy Need |
| Student did not take the test | Unknown |

Table 1.1: Overall Highest Literacy Needs - (Students data of wrong answers from the Pre-Intervention Heriratge Spanish Speakers Placement Test)

| Pre-Intervention HSS Test | Verb Conjugations & (Question Number) | | | | | |
|---------------------------|--|--|-----------------------------|----------------------------|---|--|
| Student Code | Indicative (1, 3, 21, 25, 41, 42, 47) | Preterit (8, 9, 11, 30, 33, 43, 51) | Present Perfect (10, 39) | Imperfect (19, 60) | Subjunctive Mood & Conditional (6, 19, 32, 40, 44, 59) | Imperatives & Negative Imperatives (34, 37, 46, 52, 54) |
| S1 | Wrong Q's: 41, 42, & 47 47% wrong | Wrong Q's: 33, 43 & 51 47% Wrong | Wrong Q's: 39 50% Wrong | Wrong Q's: 60 50% Wrong | Wrong Q's: 32, 40, 44 & 59 67% Wrong | 100% WRONG |
| S2 | All wrong except 1 & 3 71% Wrong | All wrong except 8 & 9 71% Wrong | Wrong Q's: 39 50% Wrong | Wrong Q's: 60 50% Wrong | 100% WRONG | 100% WRONG |
| S3 | Did not take the test | | | | | |
| S4 | Wrong Q's: 25 & 47 29% Wrong | Wrong Q's: 8, 9, 33, 51 57% wrong | Wrong Q's: 10 50% Wrong | 100% Wrong | All wrong except #32 83% Wrong | Wrong Q's: 34, 37, & 54 60% Wrong |
| S5 | Wrong Q's: 1, 21, 41, 42 57% wrong | Wrong Q's: 8, 11 & 33 35% Wrong | Wrong Q's: 10 50% Wrong | Wrong Q's: 19 50% wrong | All wrong except #59 83% Wrong | Wrong Q's: 37, 46, & 54 60% Wrong |
| S6 | Did not take the test | | | | | |
| S7 | Wrong Q's: 21, 41, 42, 47 57% wrong | All wrong except #9 86% Wrong | 100% WRONG | 100% WRONG | 100% WRONG | 100% WRONG |

The next table depicts how the students in the focus group lacked knowledge of grammar rules and demonstrated a limited specific content vocabulary or academic language skills by missing 50% or more of the questions related to parts of speech such as contractions, prepositions, direct object pronouns, reflexive object pronouns, and vocabulary related o adjectives, feelings, conditions, music and arts, common expressions and the few AP Spanish concepts tested.

Table 1.2: Overall Highest Literacy Needs - (Students data of wrong answers from the Pre-Intervention Heriratge Spanish Speakers Placement Test)

| Pre-Intervention HSS Test | Parts of Speech | | Vocabulary | | | AP Spanish Concepts |
|---------------------------|---|------------------------------------|---|--|--|--|
| Student Code | Contractions & Prepositions (2, 8, 15, 22, 24, 55, 56, 57) | DOP & ROP (13, 20, 23, 34, 38) | Adjectives/ feelings & conditions (27, 30, 36, 37) | Vocabulary related to music & arts (25, 33, 46) | Common Expressions (21, 28, 35, 42, 48, 53) | Advanced Spanish Concepts (5, 29, 31, 48) |
| S1 | Wrong Q's: 22, 55, 56, 57 50% Wrong | Wrong Q's: 34 & 38 40% wrong | Wrong Q's: 36 & 37 50% Wrong | Wrong Q's: 33 & 46 67% Wrong | Wrong Q's: 35, 42, 48, & 53 67% Wrong | Wrong Q #48 25% Wrong |
| S2 | 100% Wrong | 100% Wrong | 100% Wrong | 100% Wrong | 100% Wrong | 100% Wrong |
| S3 | Did not take the test | | | | | |
| S4 | All wrong except #24 87% Wrong | All wrong except #13 80% Wrong | Wrong Q's: 27 & 37 50% Wrong | Wrong Q's: 25 & 33 67% Wrong | Wrong Q's: 28, 35, 48, 50% Wrong | 100% Wrong |
| S5 | Wrong Q's: 8, 55, 56, & 57 50% Wrong | Wrong Q #23 20% Wrong | Wrong Q's: 36 & 37 50% Wrong | Wrong Q's: 33 & 46 67% Wrong | 100% Wrong | 100% Wrong |
| S6 | Did not take the test | | | | | |
| S7 | All wrong except #15 87% Wrong | All wrong except #13 80% Wrong | 100% Wrong | 100% Wrong | 100% Wrong | 100% Wrong |

Table 2 illustrates the literacy areas of strenghts where the majority of students who took the test answered 50% or more correctly. Students demonstrated mastery of basic conjugations,

accent marks, demonstratives, and school vocabulary, all of which, are concepts taught in Spanish 1.

Table 2 Key:

| Literacy Strengths Color-Code | |
|---|----------------------------|
| Student answered 100% of the questions correctly | Strongest Literacy Skill |
| Student answered 50% or more of the questions correctly | Moderate Literacy Strength |
| Student answered less than 50% of the questions correctly | Low Literacy Strength |
| Student did not take the test | Unknown |

Table 2: Overall Highest Literacy Strengths - (Students data of correct answers from the Pre-Intervention Heritage Spanish Speakers Placement Test)

| Pre-Intervention HSS Test | Verb | Conjugations | Accent Marks | | Parts of Speech | Vocabulary |
|---------------------------|---------------------------------|--------------|--------------------------------|--|--|----------------------------|
| Student Code | Hacer/Indic & Preterite (1 & 9) | Gerunds (7) | Monosyllables (14, 16, 17, 18) | Interrogative vs Non-interrogative accent marks (26) | Demonstratives (4, 50, 56) | School (50, 56) |
| S1 | 100% Correct | 100% Correct | Wrong Q #16 75% Correct | 100% Correct | 100% Correct | 100% Correct |
| S2 | 100% Correct | 100% Correct | 0% Correct | 0% Wrong | 0% Correct | 100% Correct |
| S3 | | | | | | |
| S4 | Wrong Q #9 50% Correct | 100% Correct | W Wrong Q #18 75% Correct | 100% Correct | Wrong Q #56 75% Correct | Wrong Q #56 50% Correct |
| S5 | Wrong Q #1 50% Correct | 100% Correct | Wrong Q #16 75% Correct | 100% Correct | Wrong Q's: 4 & 56 33.3% Correct | Wrong Q #56 50% Correct |
| S6 | | | | | | |
| S7 | 100% Correct | 0% Correct | 0% Correct | 0% Correct | Wrong Q's: 50 & 56 33.3% Correct | 100% Correct |

Table 3 and Graph 1 illustrate the total percentage score of each student correct answers which I used as the baseline to compare it at the end of the intervation in oder to measure studens’ overall academic growth and determine how effective the intervention achieve the goals of meeting my students literacy needs. The student’s aliases key has been provided again as reference, right below.

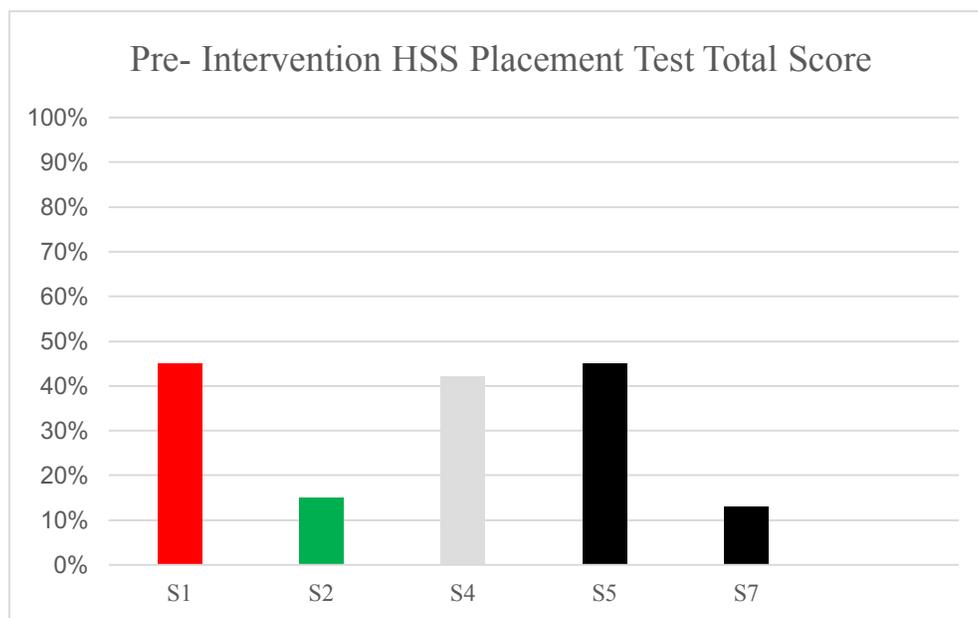
Student’s Aliases Key:

- **S1** = 1 first generation native Spanish speaker –(Fluency level 4)
- **S2** = 2 second generation Spanish speaker–(Fluency level 2)
- **S3** = 2 second generation Spanish speaker –(Fluency level 3)
- **S4** = 1 third generation Spanish speaker –(Fluency level 4)
- **S5** = non-native Spanish speaker –(Fluency level 2)
- **S6** = non-native Spanish speaker –(Fluency level 2)
- **S7** = non-native Spanish speaker --(Fluency level 2)

Table 3: Pre-Intervention Heriratge Spanish Speakers Placement Test Total Scores -
(Students data of the percentage of correct answers to use as baseline scores)

| Student | Pre- Intervention HSS Placement Test Total Score |
|-----------|--|
| S1 | 45% |
| S2 | 15% |
| S4 | 42% |
| S5 | 45% |
| S7 | 13% |

Graph 1: Pre-Intervention Heriratge Spanish Speakers Placement Test Total Scores -
(Students data of the percentage of correct answers to use as baseline scores)



Baseline Data 2- (Spanish 2 Curriculum & Final Exam)

Based on these results, I decided to analyze the current Spanish 2 curriculum in order to discover which areas of the curriculum were addressing or not meeting the literacy needs of my focus group. In anticipation to that analysis, it was necessary to administer the Spanish 2 Final Exam to the focus group. The data collected from their test scores will not only serve as a baseline to measure student's growth but will also inform the direction that I pursued through my instruction and intervention process. The purpose of collecting the data from the Spanish 2 Final Exam will be answering the subsequent research overarching questions:

- **What do my students already know?**- This knowledge will allow me to provide differentiated instruction that should increase student's levels of engagement in the Spanish 2 class, while teaching new concepts to the rest of the class.
- **Which Spanish 2 curriculum content addresses the focus group's literacy needs?**- This knowledge will allow me to plan instruction that will include the

more advanced students from the focus group in the lesson. These students could work with the rest of the class as partners and in group discussions. I should also consider making changes to the curriculum in order to address the overall needs of all students in my class.

- **How effective is the Spanish 2 curriculum addressing the literacy needs of my focus group?**-The scores from the pre-intervention data will be used as baseline to measure student's growth after comparing them with their score at the end of the semester.

This part of the action research project will be addressing my **Theory of Action**, which states that, "If I can learn and determine the current academic level and literacy needs of my heritage speakers and more advance students in my Spanish 2 class, if I can also identify the areas in the curriculum and class structure that may not be addressing their needs that will challenge my students to acquire more academic growth, and if I am able to create effective differentiated curriculum, systems, and process for my students, then that will allow students to demonstrated higher levels of Spanish literacy skills by improving their scores on the Heritage Spanish Speaker class placement examination and Spanish 2 Final exam."

It is important to point out that the Spanish 2 Final exam is divided into two parts. Part 1 is composed of 39 multiple choice questions and Part 2 contains 36 questions, also in multiple choice format (See Appendix B.). That explains why the numbers of the questions are repeated in the data collecion charts.

Tables 4.1 and 4.2 disglöse data which uncovers the areas I the Spanish 2 curriculum that the majority of students have not mastered yet. Similarly to the results revealed in the HHS Placement Tests the skills that most of the focus students lacked are advanced verb conjugations

skills such as the present perfect, imperative form, and the imperfect tense. It is important to note that 3 out of the 7 students still had difficulty conjugating verbs in the preterite and simple future tense. Therefore, the differentiation model will have to adapt to the specific needs of the students by allowing these students to learn these grammar concepts, while the rest of the group continues working at their own pace.

Table 4 Guide:

| High Literacy Needs Color-Code | |
|---|------------------------|
| Student answered 50% or more of the questions wrong | Highest Literacy Need |
| Student answered less than 50% of the questions wrong | Moderate Literacy Need |
| Student answered 0% of the questions wrong | No Literacy Need |
| Student did not take the test | Unknown |

Tables 4.1 & 4.2: Overall Highest Literacy Needs –
(Students data of wrong answers from the Pre-Intervention Spanish 2 Final Exam)

| Span 2 Final PART 1 | Verb Conjugations | |
|---------------------|-----------------------------------|---|
| Student Code | Present Perfect Tenses: (32 & 34) | Conjugate Verbs in the Imperative (36-38) |
| S1 | Wrong Q: 32 50% Wrong | Wrong Q: 38 50% Wrong |
| S2 | 100% Correct | Wrong Q: 38 50% Wrong |
| S3 | 100% Correct | 100% Wrong |
| S4 | 100% Wrong | 100% Wrong |
| S5 | 100% Wrong | 100% Wrong |
| S6 | 100% Wrong | 100% Wrong |
| S7 | 100% Wrong | 100% Correct |

| Span 2 Final PART 2 | Verb Conjugations | | |
|---------------------|-------------------|--------------|------------------|
| Student Code | Preterite 15 | Imperfect-16 | Simple Future-18 |
| S1 | 100% Correct | 100% Correct | 100% Wrong |
| S2 | 100% Correct | 100% Wrong | 100% Correct |
| S3 | 100% Wrong | 100% Wrong | 100% Correct |
| S4 | 100% Correct | 100% Wrong | 100% Correct |
| S5 | 100% Wrong | 100% Wrong | 100% Correct |
| S6 | 100% Correct | 100% Wrong | 100% Wrong |
| S7 | 100% Wrong | 100% Correct | 100% Wrong |

Tables 5, 6, 7.1, and 7.2 depict the areas of the curriculum that the majority of the students in my focus group seemed to have mastered at least 50% or more accurately. The group demonstrated knowledge of the basic verb conjugations and vocabulary related to animal's habitats, the zoo, the city, as well as the names of animals and insects. This also confirms the literary review findings that mention the strengths of students with strong Spanish background. According to Campbell and Rosenthal (2000) several of the characteristics that can be considered to be that of a "typical" heritage language learner are:

- they have acquired nearly 90% of the phonological system of their ancestral language;
- they have acquired a large percent of the grammatical rules;
- they have acquired extensive vocabularies, although the semantic range is limited to a few sociocultural domains;
- they have typically acquired appropriate sociolinguistic rules;
- they have learned and adopted many of the customs, values, and traditions of their community;
- they rarely have opportunities to gain literacy skills in their ancestral languages.

For the purpose this action research project and to better understand what is the meaning behind the student's aliases designated to each of the participants in my focus group, I color-coded their alias according to their Spanish heritage generation status and fluency level for reference that will appear on each of the data sets as follows:

Table 5 Guide:

| Literacy Strengths Color-Code | |
|--|----------------------------|
| Student answered 80% to 100% of the questions correctly | Strongest Literacy Skill |
| Student answered between 50% to 79% of the questions correctly | Moderate Literacy Strength |
| Student answered less than 50% of the questions correctly | Low Literacy Strength |
| Student did not take the test | Unknown |

Table 5: Overall Highest Literacy Strengths
 - (Students data of correct answers from Pre-Intervention Spanish 2 Final Exam)

| Span 2 Final PART 1 | Verb Conjugations (Questions' Number in the Test) | | | | | |
|------------------------|--|--|--|--|---------------------------------------|---|
| | ID Compound Auxiliary Verbs (1-8) | Common Irregular Verbs & VIVIR in Present Indicative (9-16) | Conjugate HACER in Present Tense (17-21) | Future Compound Tense: 22-25) | Informal Imperatives: (33 & 35) | Past Participle Tense: (37-39) |
| S1 | 100% Correct | Wrong Q's: 11-12 75% Correct | Wrong Q #19 80% Correct | 100% Correct | 100% Correct | 100% Correct |
| S2 | Wrong Q #8 88% Correct | Wrong Q's: 9, 11, 12, 14 & 16 35% correct | Wrong Q's: 19 & 20 60% Correct | 100% Correct | Wrong Q #35 75% Correct | 100% Correct |
| S3 | Wrong Q's: 1 & 6 75% Correct | Wrong Q' #11 88% Correct | Wrong Q's: 19, 20, & 21 40% Correct | 100% Correct | Wrong Q's: 32 & 35 50% correct | 0% Correct |
| S4 | 100% Correct | Wrong Q's: 9, 12, 14 & 16 50% Correct | Wrong Q #19 80% Correct | 100% Correct | 100% Correct | 100% Correct |
| S5 | Wrong Q's: 1 & 6 75% Correct | Wrong Q's: 12 & 16 75% Correct | 100% Correct | 100% Correct | Wrong Q's: 32 & 35 50% Correct | Wrong Q's: 37 & 39 37% Correct |
| S6 | Wrong Q #6 88% Correct | Wrong Q' #11 88% Correct | 100% Correct | Wrong Q' #24 75% Correct | Wrong Q #35 75% Correct | 100% Correct |
| S7 | Wrong Q's: 1 & 6 75% Correct | Wrong Q #15 88% Correct | Wrong Q #19 80% Correct | Wrong Q #22 75% Correct | Wrong Q's: 32 & 35 50% Correct | Wrong Q #39 67% Correct |

Tables 6 & 7 Guide:

| Literacy Strengths Color-Code | |
|--|----------------------------|
| Student answered 80% to 100% of the questions correctly | Strongest Literacy Skill |
| Student answered between 50% to 79% of the questions correctly | Moderate Literacy Strength |
| Student answered less than 50% of the questions correctly | Low Literacy Strength |
| Student did not take the test | Unknown |

Table 6: Overall Highest Literacy Strengths –
(Students data of correct answers from Pre-Intervention Spanish 2 Final Exam)

| Span 2 Final PART 2 | Verb Conjugations | | | | |
|------------------------|--|--|--------------------|------------------|-----------------------|
| | Gerunds in Present Progressive (9, 11, & 13) | Gerunds in Past Progressive (10, 12, & 14) | Future compound-17 | Simple Future-18 | Present Indicative-19 |
| S1 | 100% Correct | 100% Correct | 100% Correct | 0% Correct | 100% Correct |
| S2 | 100% Correct | 100% Correct | 100% Correct | 100% Correct | 100% Correct |
| S3 | 100% Correct | Wrong Q #10 67% Correct | 0% Correct | 100% Correct | 100% Correct |
| S4 | 100% Correct | Wrong Q's: 10 & 14 33% Correct | 100% Correct | 100% Correct | 100% Correct |
| S5 | Wrong Q's: 9 & 11 33% Correct | 100% Correct | 100% Correct | 100% Correct | 100% Correct |
| S6 | Wrong Q #9 67% Correct | Wrong Q #10 67% Correct | 100% Correct | 0% Correct | 0% Correct |
| S7 | 100% Correct | Wrong Q #12 67% Correct | 100% Correct | 0% Correct | 0% Correct |

Tables 7.1 & 7.2: Overall Highest Literacy Strengths –
(Students data of correct answers from Pre-Intervention Spanish 2 Final Exam)

| Span 2 Final PART 1 | Vocabulary | Span 2 Final PART 2 | Vocabulary | Parts of Speech | |
|---------------------|---------------------------------------|---------------------|---|---|--------------------------------------|
| Student Code | Animal's Habitat & Zoo Vocab (26--31) | Student Code | The City (1-8) | Directional Vocab & Prepositions Vocab: (26-36) | |
| S1 | Wrong Q #31 86% Correct | S1 | Wrong Q #8 88% Correct | Wrong Q #24 83% Correct | Wrong Q's: 32 & 35 80% Correct |
| S2 | 100% Correct | S2 | Wrong Q #8 88% Correct | 100% Correct | 100% Correct |
| S3 | Wrong Q's: 30 & 31 67% Correct | S3 | Wrong Q's: 3, 6, & 8 50% Correct | Wrong Q's: 22, 23, & 24 50% Correct | All wrong except 26-28 |
| S4 | Wrong Q #28 86% Correct | S4 | Wrong Q's: 3, 6, & 8 63% Correct | Wrong Q #24 83% Correct | 100% Correct |
| S5 | Wrong Q's: 30 & 31 67% Correct | S5 | Wrong Q's: 2, 4, 6, & 8 50% Correct | Wrong Q's: 20, 21, 22, & 24 33% Correct | 100% Wrong |
| S6 | Wrong Q's: 28 & 31 67% Correct | S6 | Wrong Q's: 3, 5, 6, & 8 50% Correct | Wrong Q's: 22, 23, & 24 50% Correct | Wrong Q's: 32 & 33 80% Correct |
| S7 | Wrong Q's: 28 & 31 67% Correct | S7 | Wrong Q's: 3, 5, & 8 63% Correct | 100% Correct | Wrong Q's: 32 & 35 80% Correct |

It is very apparent how much content knowledge of the Spanish 2 curriculum students in my focus group have already acquired or mastered. This clearly explain one of the reasons why these students became disengaged in the Spanish lessons, promoting subsequent undesirable behavior which prompt my original problem of practice. I was concerned that the literacy needs of some students of Spanish background and high achieving students were not being met in my Spanish 2 class, because they were not engaged or growing further enough in their skills. These results merit creating a differentiated option for the more advanced students in my class that will allow them to become more engaged and demonstrate growth. Moreover, the current

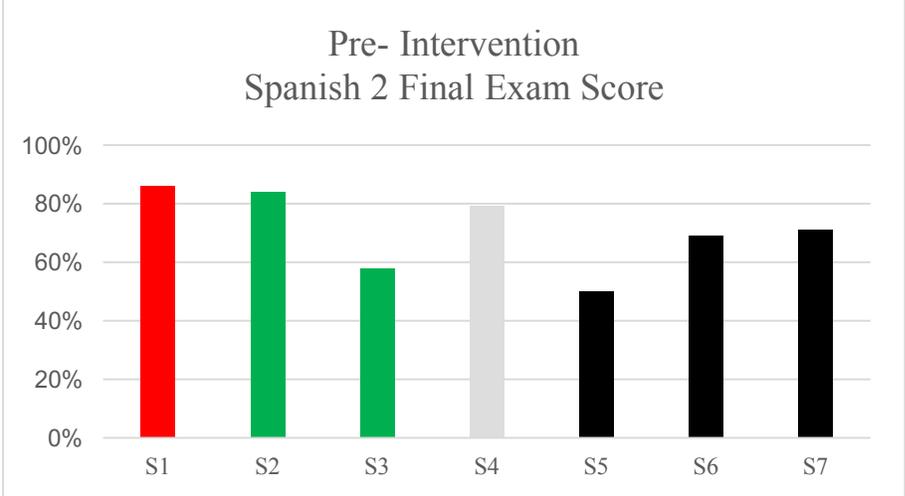
Spanish 2 curriculum does not cover nor support student’s needs for more advanced grammar concepts such as verb conjugations in the subjunctive mood and the pluperfect tense, which proved to be one of the areas that students who took the HSS Placement Test scored the lowest.

The final step in the intervention, consisted on collecting the data shown on Table 8 and Graph 2, which illustrate the total percentage score of each student correct answers which I used as the baseline to compare it at the end of the intervation in oder to measure student’s growth and determine how effective the intervention achieve the goals of meeting my students literacy needs.

Table 8: Pre-Intervention Spanish 2 Final Exam Total Scores –
(Students data of the percentage of correct answers to use as baseline scores)

| Student | Pre- Intervention Spanish 2 Final Exam Score |
|---------|--|
| S1 | 86% |
| S2 | 84% |
| S3 | 58% |
| S4 | 79% |
| S5 | 50% |
| S6 | 69% |
| S7 | 71% |

GRAPH 2: Pre-Intervention Spanish 2 Final Exam Total Scores –
(Students data of the percentage of correct answers to use as baseline scores)



Pre-Intervention Principal's Meeting Quotes:

Below are a series of quotes from the school principal, who also acts as my supervising coach which serve as a qualitative data set for the pre-intervention. The following quotes are her notes after we met to discuss the new HSS placement test and system after I had revised it and made the changes. We also discussed next steps.

- “Has done survey of 7 kids for research. Wants to revise placement exam to be more intentional and then we can use that data each year to inform the curriculum.”
- “Revised the placement test in order to make it standards based - according to the literacy skills you've identified.”
- “After we give it in the spring, the three of us (Rita, VP & I) will meet again to go over the results and determine which kids will go into which courses AND to identify specific literacy needs the kids will need us to include in our courses next fall.”
- “Plan to give the kids on the cusp the opportunity and encouragement to take a summer class to bump into Native speakers - to give them the opportunity to get to AP in senior years.”
- “Rita remade the Spanish background survey to give to her current students. Parts of it can be used with this year's 10th graders who do NOT place into Ingrid's course. We looked it over and discussed. Will share with the VP for 10th grade placement.”
- “Rita revised the placement assessment. First she did a deep analysis of the old one, marked it up! AMAZING Depth of thought!!!”

Pre-Intervention Findings- (Impact Data)

Based on the findings from the pre-intervention of this action research, it was determined that the **current academic level** of my focus group includes great knowledge of **most of the basic and intermediate verb conjugation tenses and verb forms** and they also possess **some knowledge of the content vocabulary** that will be taught during the last quarter of this school year. However, in **determining Spanish heritage learner's literacy needs**, the pre-intervention data demonstrated how they still **lack some content knowledge and need to learn additional advanced verb conjugations and moods**, some of which will be covered in the Spanish 2 curriculum. It was also determined that the focus group is on its own a heterogeneous group of Spanish heritage learners which asks for a type of differentiation that will accommodate all their

different needs while allowing them to progress at their own pace while challenging my students to acquire more academic growth.

Intervention-(Process & Impact Data)

The focus for this action research, after determining the current academic level and literacy needs of my heritage speakers and more advanced students in my Spanish 2 class, and after identifying the areas in the curriculum that may not be addressing their needs was to create effective differentiated curriculum, systems, and process for my students that will allow students to demonstrate higher levels of Spanish literacy skills by improving their scores on the Heritage Spanish Speaker class placement examination.

The first task I sought to accomplish was to use best practices based on the literature review to provide differentiated instruction that will address the literacy needs of this heterogeneous group of heritage Spanish speakers and learners with an engaging approach. The challenge was to continue teaching the regular Spanish 2 curriculum while also meeting the needs of students with IEP. Of the four differentiation methods, I chose to begin the intervention by combining flipped instruction, differentiated worksheets, and collaborative learning strategies.

I also created some procedures and protocols for my focus group that will allow them to take ownership of their learning in a manner that will seamlessly be interwoven with the already established class routines that are practiced in my classroom on a regular basis. The norms consisted on having students completing the same “class-starters” or “Do Now” worksheets at the beginning of each class, which will allow students to review Spanish 2 curriculum material and/or preview the new content that students were to study on each lesson. Whenever I was certain that the members of focus group had mastered a concept in the “Do Now”, I would have prepared differentiated “Do Now” worksheets for them to complete and hand those to them as

they enter the classroom. Students in the focus group were also expected to complete the same homework assignment as the rest of the class in order to ensure that they did not miss or forget any of the concepts discussed in the Spanish 2 curriculum. They were allowed to complete this homework assignments during class, if possible. The main portion of the differentiation would happen during class instructional time.

At the time when the intervention started, I had already created 4 flipped instructional lessons that included differentiated worksheets to go along with them. Some of the differentiated lesson also incorporated collaborative learning exercises. Collaborative learning was supposed to take place whenever the rest of the class was involved in pair-share or group activities. This is where flexible seating best practices came into place. They were strategically seated in an area of the classroom that will allow them to have quick and easy access to the computer lap top's cart for them to use for independent flipped instruction lessons. Students were instructed to quietly stand up and recover a lap top from the computer cart and use their headphones to complete each lesson. This will take place whenever the teacher gave them a hand signal or if the teacher was covering a material that they had already mastered and the lesson was becoming too repetitive for them and they felt unengaged with the lesson. The differentiated worksheets were either handed out at the entrance, but a set of 4 new different lessons was always available and stacked on a table next to the computer cart. I also had a tray with worksheets of old lessons, in case any student was absent or was going at a slower pace than the rest of the students in the focus group. That would allow each participant to grow at their own pace independently. This protocols worked amazingly well and demonstrated that when one gives students ownership of their learning, they are capable to successfully take on the challenge.

The **triangulation** of multiple sources of data facilitated the accuracy of the analysis while enhancing the validity of the results. The collected student work kept track of their growth

and the data from class observations notes helped in measuring student's engagement and how effective was the system working in my digital Researcher Log. Video recording of some classes and records of the observations in the research log provided another perspective on how effective I implemented and executed the intervention and of student's reaction to. Students also answered a survey after every intervention lesson, to gain their personal perspectives. Finally, my school principal and coach's observation notes, corroborated a more accurate perception of the efficacy of the intervention.

Student's Work Data Analysis and Findings-(Process Data)

In pursuing student's academic growth and increased class engagement through this action research project, I collected and kept track of what type of intervention each student worked on (flipped instruction, collaborative learning, differentiated worksheets, and literature-based instruction), the rate in which students completed the differentiated lessons, the number of correct exercises completed, and whether or not the lesson's objectives were met. Table 9 clearly illustrates that each of the lessons were conducive towards the intended goal and students who completed the lessons successfully grew academically as they engaged in the task at hand.

This process data collected informed my instruction while using one of the best practices suggested by the literature review which recommends **ongoing formative assessments**. Students had the freedom to decide whether or not to complete an assignment and had the flexibility to complete the assignment at their own pace and turn-in their work a later time if time did not allow. They also had the option to work on the Spanish 2 curriculum regular classwork if I was covering an area that they had not mastered yet. Consequently, completing the differentiated work was not the ultimate goal, but to score a minimum of 80% on any completed work.

Table 9: Students' Class Work Data Set

| Number of Students who completed the mini-lesson | Type of Intervention & Lesson's Objectives (SWBAT)= Students will be able to... | Dates Completed- <i>Dates may vary depending on student's own pace.</i> | Effectiveness of Intervention: Where the lesson's objectives met? Based on student's scores, these students met this mini-lesson's goals with a score of at least 80%. | Ineffectiveness of Intervention: Based on student's scores, these students DID NOT meet this mini-lesson's goals. |
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| 7:7 | Flipped Instruction w/Differ. Worksheets: SWBAT transform 7 verbs from the infinitive to the past participle in Spanish at least 80% correctly. | All completed by: 3/8/18 | S1 = 100% S2 = 100% S3 = 100% S4 = 100% S5 = 100% S6 = 100% S7 = 100% | |
| 4:7 = Collaborative Learning 3:7 Independent Learning | Collaborative Learning w/ Differ. Worksheets: SWBAT collaborate productively to answer any clarifying questions arising from the video lesson and memorize how to transform 12 irregular verbs from the infinitive to the past participle in Spanish at least 80% correctly. | All completed by: 3/9/18 & 3/12/18 | S1 = 100% (Independent) S2 = 100% (Absent-Completed Independently) S3 = 100% S4 = 100% S5 = 100% S6 = 100% S7 = 100% (Absent-Completed during Office Hours) | Although all students were able to meet this mini-lesson's ultimate goal. S1 (Native Speaker) decided to work independently, while the other 2 students who were absent met the goals at a different time, independently. |
| 7:7 | Flipped Instruction w/Differ. Worksheets & Collaborative Learning: SWBAT translate 5 complete sentences using past participles as adjectives with correct adjective-noun gender and amount agreement in Spanish at least 80% correctly. | All completed by: 3/16/18 | S1 = 95% S2 = 80% S3 = 100% S4 = 100% S5 = 100% S6 = 100% S7 = 100% | Collaborative learning only happened with students who were in class working on the lesson simultaneously. Students who were absent worked independently at a different date. Flipped instruction worked for everyone. |

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| 6:7 | <p>Flipped Instruction w/Differ. Worksheets: SWBAT complete sentences conjugating 9 verbs in the present perfect tense for 9 different subject pronouns in Spanish at least 80% correctly.</p> | All completed by: 3/1918 | <p>S1= 95% S2= 80% S3= 100% S4= 100% S5= 100% S6= 100%</p> | <p>S7= (Not Turned in) Student 7 was absent repeatedly. S7 told me that they completed the lesson as homework, but kept forgetting it at home and I was not able to see the work to provide feedback.</p> |
| 6:7 | <p>Collaborative Learning: SWBAT collaborate productively by using “BBK” (Building Background Knowledge”) strategies with class and internet resources to write a one page essay answering the unit’s essential question: "How do people use life experiences and their knowledge of languages to create art?" providing evidence from their independent research and the knowledge built from the information shared in their small group at least 80% correctly.</p> | 3/28/18 | <p>S2= 80% S3= 100% S4= 90% S5= 100% S6= 100% S7= 95%</p> | <p>S1= (Arrived late to class, worked independently and was unable to complete the lesson and did not turn in any work.)</p> |
| 7:7 | <p>Flipped Instruction w/Differ. Worksheets & Google-Forms Assessment Test: SWBAT complete sentences conjugating 20 verbs in the present perfect tense for different subject</p> | All completed by: 4/9/18 | <p>S1= 83% S2= 86% S3= 93% S4= 86% S5= 90% S6= 100% S7= 100%</p> | |

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| | pronouns in Spanish at least 80% correctly. | | | |
| 5:7 | Flipped Instruction in Quizlet: SWBAT demonstrate new content vocabulary knowledge related to animals and prepositions, working at their own pace by completing a series of 9 Quizlet's Tests at least 80% correctly. | All completed by end of april 2018 | S1 = 9:9 (Qz 1-78%, Qz 2-70%, Qz 3-81%, Quizzes 4 to 9=100%) S3 = 9:9-Quizzes 1-9=100% S5 = 9:9-Quizzes 1-9=100% S6 = 9:9-Quizzes 1-9=100% S7 = 9:9-Quizzes 1-9=100% | S2 = Students completed some of the work after the due date due to absences and being tardy. S4 = Completed 5:9-Quizzes 1-5=100% late. |
| 5:7 | Literature-Based Instruction: SWBAT annotate a short Spanish story and answer 12 reading comprehension questions using the new vocabulary and grammar concepts acquired thus far in Spanish at least 80% correctly. | Had to be completed in class on 5/1/18 | S1 = 100% S2 = 100% S4 = 100% S5 = 100% S6 = 100% | S1 answered all questions in complete sentences in Spanish 100% correctly. However, there were minor spelling errors suggesting that student relied on memory to answer rather than using the text as reference. S2, S4 & S6: answered all Qs correctly in Spanish 100% correctly in short answers. S3 = Absent S7 = Absent <i>(This was a very complex and difficult differentiated lesson to create, plan, execute, and correct. It was also difficult to ensure that all students completed the task at the desired due date.)</i> |

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| <p>6:7- (Completed the video lesson & differentiated Worksheets)</p> <p>4:7- (Completed practice exercises in Google Forms)</p> | <p>Flipped Instruction w/Differ. Worksheets & Google Forms Practice exercises: SWBAT complete sentences conjugating 6 verbs in the pluperfect tense for 6 different subject pronouns in Spanish at least 80% correctly.</p> | <p>All completed by: 5/3/18</p> | <p>S1= 100% S2= 100% S3= 100% S5= 100% S6= 100% S7= 100% & S1= 100% S2= 80% S5= 100% S7= 80%</p> | <p>S4= Absent & S4= Absent and S3 & S6 = Did not have time to complete the lesson in class and never turned it in afterwards.</p> |
| <p>4:7</p> | <p>Flipped Instruction w/Differ. Worksheets: SWBAT complete 12 sentences using past participles as adjectives with correct adjective-noun gender and amount agreement in Spanish at least 80% correctly.</p> | <p>Completed on 5/7/18</p> | <p>S1= 92% S2= 80% S4= 100% S5= 92%</p> | <p>S3 & S6 = Worked on regular class instruction only and did not complete the differentiated lesson in class or in office hours. S7 = Absent</p> |
| <p>3:7</p> | <p>Flipped Instruction w/Google Forms Assessment Test: SWBAT answer a 25 Qs written Test in Spanish at least 80% correctly in order to demonstrate knowledge acquired on conjugating verbs in the past participle, present perfect and pluperfect tenses, and using past participles as adjectives, after a quick review lesson in Google Classroom.</p> | <p>Completed by 5/10/18</p> | <p>S1= 83% S5= 100% S7= 83%</p> | <p>S4= Absent and S2, S3, S6 = Worked on regular class instruction only and did not complete the differentiated lesson in class or later on.</p> |

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| 4:7 | Flipped Instruction w/Differ. Worksheets: SWBAT transform 21 verbs from the infinitive to the subjunctive mood in Spanish at least 80% correctly. | Completed by: 5/14/18 | S1 = 100% S2 = 100% S5 = 100% S7 = 100% | S3 = 0% S4 = 0% S6 = 0% None of these students completed this lesson because they were dealing with completing their class artifacts and regular Spanish 2 class work including working on the final exam review packet. |
| 0:0 | Flipped Instruction w/Differ. Worksheets: SWBAT translate 5 sentences using the subjunctive mood in Spanish 80% correctly. | | | The end of the semester was approaching with finals and time did not allow them to continue working on additional differentiated curriculum. |

(Samples of the flipped instructional lessons with Differentiated Worksheets can be seen in the Appendix)

Table 9 demonstrated how **S1**, **S2**, **S5**, and **S7** persisted on completing most of the differentiated lessons within the time period available for this action research project. However, all students in the focus group successfully completed at least 9 out of the 13 activities possible in the timeline. The only reason why they would not complete differentiated work was because they found it more necessary to learn and complete Spanish 2 concepts that they had not mastered.

Students’ Feedback Quotes & Teacher’s Observation Notes Data Analysis and Findings

The second data set utilized to determine student’s growth and engagement through the course of the intervention involved student’s own perspectives based on sample quotes with the

feedback taken from the surveys that students completed after each lesson. In lieu towards accomplishing triangulation in data sets, a log of student's behavior and reaction to the lesson's task was kept, every time that students engaged in a differentiated intervention method. Table 10 provides some samples of students' quotes with detailed reactions on the lessons and teacher's observation notes, which confirms the desired intent was met and the accuracy of the results from the student's work data set.

Table 10: Students' Feedback & Teachers Observation Notes Data Sets

(Table contains samples of the typical students' reactions and teacher's observation notes recorded throughout the course of the intervention.)

| Students who completed lesson & Date | Type of Intervention & Lesson's Objectives | Was the student able to meet the lessons' objectives? | Effectiveness of Intervention: Based on quotes from student's feedback recorded in each lesson's survey. When a test was administered, they had to rate the test's difficulty level in a scale from 1 to 10, 10 being the most difficulty and 1 the easiest. | Effectiveness of Intervention: Based on teacher's observation notes recorded in the research log. |
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| 7:7 3/8/18 | Flipped Instruction w/Differ. Worksheets: SWBAT transform 7 verbs from the infinitive to the past participle in Spanish at least 80% correctly. | S1= Yes S2= Yes S3= Yes S4= Yes S5= Yes S6= Yes S7= Yes | S1= "The video easy to understand and to follow along. I feel like I did understand the lesson and met the objectives because I knew the words already but I didn't know most of the real meaning to it so it helped me get a deeper knowledge of background to it." S2= "I feel like I did understand the lesson and met the objectives because the best part of this activity was that it was talked about clearly | S1 & S2 arrived late to class, but they immediately became engaged in the lesson independently. S1 did not engaged in the small group discussion while S2 asked 1 Q to a peer." The rest of the students were able to discuss the lesson in small groups to better understand and ask clarifying questions to their |

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| | | | <p>for someone to understand. It would not only translate from English to Spanish but also give the meaning to it so it was helpful for people who wouldn't know about it.”</p> <p>S3= “The chronological order of the lesson was easy to follow and understand. I believed that the notes we had to take were coordinated with the video very well.”</p> <p>S4= “I liked being able to apply the new material right away and feeling confident about it.”</p> <p>S5= “I found the activity to be fun and able to work independently and with a peer. I wished that there were more exercises to practice.”</p> <p>S6= “Yes, the lesson was very easy to follow. It was straightforward, short, and I was given a space and prompts to fill in to follow along with the lesson. I loved the ability to go at my own pace and being able to pause and check answers right away.”</p> <p>S7= “The lesson was really easy to follow and simple to understand. The video we saw was in depth and the notes we had to take were coordinated with the video very well.”</p> | <p>peers. They all completed the lesson and practice exercises. After students completed the intervention lessons, they took part and were actively engaged participating at the end of the regular Spanish 2 class lesson.</p> |
| 4:7 = Collaborative Learning | Collaborative Learning w/ Differ. Worksheets: SWBAT collaborate | <p>S1= Yes</p> <p>S2= Yes</p> <p>S3= Yes</p> | <p>S1 = “The best part was the practice and learning the irregular past</p> | <p>Although all students were able to meet this mini-lesson's</p> |

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| <p>3/9/18</p> <p>3:7 Independent Learning 3/12/18</p> | <p>productively to answer any clarifying questions arising from the video lesson and memorize how to transform 12 irregular verbs from the infinitive to the past participle in Spanish at least 80% correctly.</p> | <p>S4= Yes S5= Yes S6= Yes S7= Yes</p> | <p>participles. I discovered that I had been saying them wrong all my life.” S2 = “I met the objectives because I can memorize stuff easily like irregular verbs.” S3 = “I was able to discuss the lesson in small groups to better understand and ask clarifying Q's.” S4 = “I learned how to do it very fast and I liked to answer my friends questions because I knew the answers I liked taking the lead in answering questions.” S5 = “I learned the irregulars in small group because I took care of keeping the group organized and that we did stay on task.” S6 = “Yes, the irregular verbs were hard but working with my group helped me memorize” S7 = “I feel that I know them, but I did not work in group.”</p> | <p>ultimate goal. S1 (Native Speaker) decided to work independently, while the other 2 students who were absent met the goals at a different time, independently.</p> |
| <p>7:7 3/16/18</p> | <p>Flipped Instruction w/Differ. Worksheets & Collaborative Learning: SWBAT translate 5 complete sentences using past participles as adjectives with correct adjective-noun gender and amount agreement in Spanish at least 80% correctly.</p> | <p>S1= Yes S2= Yes S3= Yes S4= Yes S5= Yes S6= Yes S7= Yes</p> | <p>S2 = “Yes, I feel like I understood the lesson and met the objectives because I knew some of the words already but I didn’t know most of their real meaning and now I feel that I understand it better.” S3 = “I understand the lesson and I was able to translate the English sentences to Spanish.” S4 = “I understood the lesson even though it was</p> | <p>Students worked together in 2 small groups to watch the videos and take notes. S2 and S6 also asked me a couple of clarifying questions as they watched the video. I asked them to finish the video before asking questions because the video would most likely answer them. They</p> |

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| | | | <p>somewhat challenging. I also feel that I met the objectives.”</p> <p>S5 = “Yep, I was able to translate the words on the back without a lot of trouble. I feel like I did meet the objective since I was able to complete the sentences correctly and I was even able to notice when I needed to change <i>Estar</i> to be in the past tense. Please give us more translation sentences.”</p> <p>S6 = “I believe that I was able to meet the objective due to the notes being easy to take and understandable so when it was time to write the sentences based on what we were learning, I felt confident meeting the objective.”</p> | <p>did not seem to have any other questions, thereafter.</p> <p>Collaborative learning only happened with students who were in class working on the lesson simultaneously. Students who were absent worked independently at a different date. Flipped instruction worked for everyone.</p> |
| 6:7 3/19/18 | <p>Flipped Instruction w/Differ. Worksheets: SWBAT complete sentences conjugating 9 verbs in the present perfect tense for 9 different subject pronouns in Spanish at least 80% correctly.</p> | <p>S1= Yes S2= Yes S3= Yes S4= Yes S5= Yes S6= Yes</p> | <p>S1= “Yes, while watching the video it was easy to follow and understand what was needed to be done. The best part of the lesson was watching the second video because it gave me a better understanding of the past and present tense in Spanish. The best part of this activity was the independence I had throughout and freedom to go at my own pace.”</p> <p>S2 = “Yes, Yes, this lesson was very easy to follow and it was extremely helpful and thorough.”</p> | <p>“I, as a teacher, was able to create small group for students with IEPs while the rest of the class was working with partners and my advanced students on their lesson. It made it very easy for me to help others who needed lots of help with the regular lesson. IEP students were able to complete the task at hand, which normally I would have had to cite them to come to office</p> |

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| | | | <p>S3= "Yes and actually I feel that I understand 100% and can fully conjugate these auxiliary verbs. About what the teacher can do to improve the lesson: "Absolutely nothing Mrs. Rita, this was great! Good Job!"</p> <p>S4= "Yes, I feel like I did meet the objectives and that I understood the lesson, I think I just need more practice to master it. I'm unsure of what the teacher could do to improve this activity."</p> <p>S5= "Yes, I just need to work on remembering verbs. The conjugation was very simple. What was the "lo" about? Like one question asked, "I have done it" and "lo he hecho" is there. Like what is the lo for and what does it do?</p> <p>S6= "Yes, the lesson was easy to follow because the YouTube videos that I watched explained all the examples of the past participle."</p> | <p>hours for help or they would copy the work of others rather than actually doing it themselves. They each wrote 3 sentences in Spanish using 3 irregular verbs. n the other hand, I was also able to check in and help advanced students and average students in their areas of need as I circulated the room."</p> <p>"Students in the focus group worked in pairs after the lesson to collaborated with each other on checking their work and asking and answering clarifying Q's."</p> |
| 6:7 3/28/18 | <p>Collaborative Learning: SWBAT collaborate productively by using "BBK" (Building Background Knowledge") strategies with class and internet resources to write an one page essay answering the unit's essential question: "How do people use life experiences and their</p> | <p>S2= Yes S3= Yes S4= Yes S5= Yes S6= Yes S7= Yes</p> | | <p>All class was divided in small groups but focus students were grouped together to learn collaboratively on the lesson at their own level. They shared their findings, took notes, discussed and asked questions. Then worked independently in their artifact</p> |

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| | <p>knowledge of languages to create art?" providing evidence from their independent research and the knowledge built from the information shared in their small group at least 80% correctly.</p> | | | <p>answers.</p> <p>S1 arrived late to class, worked independently and was unable to complete the lesson and did not turn in any work.</p> <p>Students working in the focus group met and exceeded expectations. It seemed to have helped S2, 3, 4, 5, 6 & 7 to work best when challenged by being in a group w/ other students at their same level.</p> |
| <p>7:7 4/9/18</p> | <p>Flipped Instruction w/Differ. Worksheets & Google-Forms Assessment Test: SWBAT complete sentences conjugating 20 verbs in the present perfect tense for different subject pronouns in Spanish at least 80% correctly.</p> | <p>Test Results:</p> <p>S1= 83% S2= 86% S3= 93% S4= 86% S5= 90% S6= 100% S7= 100%</p> | <p>Students took the review lesson, then a Google Form Test and were asked in a survey about completing the lesson's objectives and to rate the test difficulty on a scale from 1 to 10 (1 = easiest & 10 =very difficult)</p> <p>S1 = "Yes this lesson was very easy to follow because the notes were thorough. The practice sentences helped the most. The test was like an 8 but I messed up on the spelling of the words. I understand how to do it, though." S2 = "The best part of the lesson was the TEST." S3 = "The best part of this activity would be the</p> | <p>All 7 students in the focus group worked well and engaged in the activity during the entire time.</p> |

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| | | | <p>notes since I could look back to them to understand what I need to do more quickly. I found the test to be around a 5 because I had just learned the lesson and I was paranoid on how correct my answers would be. S7= "For me this lesson was kind of easy because it was review of a lot of what we did last year and in the beginning of the year. The test was a 2 because it was easy but I did not thoroughly read the directions so I answered it kind of wrong towards the end. But the teacher allowed me to re-take another version of the test later. Thank you!"</p> | |
| <p>5:7 Completed by the end of April 2018</p> | <p>Flipped Instruction in Quizlet: SWBAT demonstrate new content vocabulary knowledge related to animals and prepositions, working at their own pace by completing a series of 9 Quizlet's Tests 80%.</p> | <p>S1= Yes S2= Yes S3= Yes S4= Not all 5/9 S5= Yes S6= Yes S7= Yes</p> | <p>All students gave thumbs up to this activity and felt that Quizlets flashcards is a fun and easy way to self-assess their vocabulary knowledge. S1 and S6 also express that it is an activity that they like because they work well by themselves.</p> | <p>S2= Student has been absent frequently and had to work on make-up assignments. Therefore, they did not have time to advance at a faster rate. However, every test they completed one they scored 100%. S6 Exceeded expectation. Then, they worked as a proctor helping me sign Test completions for the rest of the class. S4= Completed 5 out of 9-Quizzes 1-5=100% late.</p> |

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| <p>5:7 5/1/18</p> | <p>Literature-Based Instruction: SWBAT annotate a short Spanish story and answer 12 reading comprehension questions using the new vocabulary and grammar concepts acquired thus far in Spanish at least 80% correctly.</p> | <p>S1= Yes S2= Yes S3= No S4= Yes S5= Yes S6= Yes S7= No</p> | <p>S1= "I did not have to use the Word Bank provided I didn't even had to look up for words in the dictionary." S2= "I did not know some words from the reading and had to annotate after using the word bank." S5= "I had trouble with some vocab but I used the word bank for help and took notes." S6= "I was not familiar with many vocabulary from the reading and had to annotate after using the word bank."</p> | <p>Every student except for S2 were engaged actively in their reading, annotations, and answering all the questions provided. Students 3 and 7 did not meet the goals because they were both absent that day.</p> <p>S1 completed activity ahead of her peers without annotating text 100% correctly, then actively participated in class discussion.</p> |
| <p>6:7- (Completed the video lesson & differentiated Worksheets) 4:7- (Completed practice exercises in Google Forms) All completed by: 5/3/18</p> | <p>Flipped Instruction w/Differ. Worksheets & Google Forms Practice exercises: SWBAT complete sentences conjugating 6 verbs in the pluperfect tense for 6 different subject pronouns in Spanish at least 80% correctly.</p> | <p>S1= Yes S2= Yes S3= Yes S4= No S5= Yes S6= Yes S7= Yes</p> | <p>S2= "I found the video somewhat confusing, but I think that I captured the concept." S7= "I feel like I understood how to the conjugate the verb good."</p> | <p>S1 & S2 worked productively and completed their assignments ahead of the rest of the focus group.</p> <p>S4 was absent and never turned in their work.</p> <p>S5 worked productively and completed assignment ahead of the rest of the focus group, even though S5 has been absent a few days.</p> <p>S7 worked productively and completed assignment on time. S7 has been absent a</p> |

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| | | | | few days and had a small spelling error and conjugated one irregular past participle incorrectly. However, S7 seems to understand the conjugation clearly. |
| 4:7 5/7/18 | <p>Flipped Instruction w/Differ. Worksheets: SWBAT complete 12 sentences using past participles as adjectives with correct adjective-noun gender and amount agreement in Spanish at least 80% correctly.</p> <p>Optional Collaborative Learning: <i>Students had the option to work with a partner or small group to discuss the review lesson and the answers to clarifying questions. If class time did not allow, they were supposed to ask Qs to the teacher in a survey in Google classroom.</i></p> | <p>S1= Yes S2= Yes S3= No S4= Yes S5= Yes S6= No S7= No</p> | <p>S4= “Yes, I met objectives because I feel that this was very easy to follow and I understand the conjugation completely. The best part of this activity was being independent and being able to rewind and pause at my own pace. There is nothing the teacher can do to improve this lesson. Nope, good job Ms. Rita! I like this better than the whole class thing because I move at a different pace than the class.”</p> <p>S5= “Yes! I met objectives because it felt like review from the last time we learned this. The best part of this activity was the practice. I learned I could work on my gender and amount parallelism. There only thing that the teacher can</p> | <p>S1 & S4= Worked independently and were very engaged in the video lesson and the practice exercises that followed it. The student did not ask any questions to the teacher.</p> <p>S5 = Was also very engaged in the lesson but S5 had the most questions and some vocabulary content. At the end, they were able to successfully meet the lesson’s objectives.</p> <p>S3 & S6 = Worked on regular class instruction only and did not complete the differentiated lesson in class or in office hours. These students mentioned</p> |

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| | | | <p>do to improve this lesson is that I would prefer more practice but it was fun nonetheless. The clarifying questions for the teacher that I still have after the lesson is: To say ‘The table was broken’, would I say “<i>La mesa estaba roto?</i>” Teacher’s reply: “No. La mesa estaba rota. (Romper is an irregular past participle that changes from roto to rota. Another example is: La puerta estaba abierta. Here abrir (an irregular past participle) also changes to abierto or abierta.”</p> | <p>that they felt that they still needed to cover the material presented in the regular curriculum and I agreed. S7 = Absent</p> |
| 3:7 5/10/18 | <p>Flipped Instruction w/Google Forms Assessment Test: SWBAT answer a 25 Qs written Test in Spanish at least 80% correctly in order to demonstrate knowledge acquired on conjugating verbs in the past participle, present perfect and pluperfect tenses, and using past participles as adjectives, after a quick review lesson in Google Classroom.</p> | <p>S1= Yes S2= No S3= No S4= No S5= Yes S6= No S7= Yes</p> | <p>Students quotes referring to the review lesson and their rating of the test’s difficulty level on a scale from 1 to 10, 10 being the most difficult. S1= “Yes. It was easy to understand and follow. Because the notes were related to what was being shown and explained in the video. I would say the test was a 4 in being somehow hard.” S5= “Kinda, there were two tenses for the packet and then it called for collaborative learning and I remembered the wrong conjugation. Yes, I met the objectives after I</p> | <p>S1 & S7= Worked independently and were very engaged in the video lesson and the test that followed it. The student did not ask any questions to the teacher. S5 = Was also very engaged in the lesson but S5 had the most questions and some vocabulary content. At the end, they were able to successfully meet the lesson’s objectives. S2, S3 & S6 = Worked on regular class instruction only</p> |

| | | | | |
|------------------------|---|---|--|--|
| | | | <p>learned that they do not agree in amount and gender. I have the following clarifying questions for the teacher: <i>Do you conjugate the second verb? When do you? What does “ya” mean?”</i></p> | <p>and did not complete the differentiated lesson in class or in office hours. These students mentioned that they felt that they still needed to cover the material presented in the regular curriculum and I agreed.</p> <p>S4= Absent</p> |
| <p>3:7 5/14/18</p> | <p>Flipped Instruction w/Differ. Worksheets: SWBAT transform 21 verbs from the infinitive to the subjunctive mood in Spanish at least 80% correctly.</p> | <p>S1= Yes S2= No S3= No S4= No S5= Yes S6= No S7= Yes</p> | <p>S1= “This lesson at first was easy to follow but then half way I was lost because the worksheets did not seem to be all exactly connected to the video and I was lost with what was happening. I feel like by being confused and lost it caused the activity to drag out a little more than it should have causing me to use up more time to complete it. The best part of the lesson was being able to draw the example. But I do not feel that I met the objectives because some instructions in the paper was confusing. Both videos for both parts were the same. I thought I had to follow the video the whole time but by thinking that it lost me completely. To improve the lesson the teacher can have better and easier instructions. But I don’t have follow up questions for the teacher now.”</p> | <p>S1= asked questions in class related mostly about the instructions in the differentiated worksheets. But when I asked her follow up questions related to the content, she was able to answer them accurately. S5= Asked questions related to both, instructions and content, but after that S5 seemed to understand all the concepts. S7, worked independently and did not ask questions to the teacher, but asks a few clarifying questions to their peers</p> <p>S2, S3, S4, & S6 did not complete this lesson because they were dealing with completing their class artifacts and</p> |

| | | | | |
|-----|---|---|--|---|
| | | | <p>S5= “This lesson was kinda easy to follow but I thought both lessons were in the packet and the activity needs more time because it requires brain power for the second half. The best part of the activity was conjugating the verbs, even when it is difficult to remember that you have to find the opposite of the letter but it is straightforward afterward. Regardless, I feel that I met the objectives because I was able to conjugate the front and back of the packet. Even after the teacher answered all my questions in class, the teacher may improve the lesson by Mentioning that the conjugation is based off of the “yo” pronoun unless stated otherwise.”</p> | regular Spanish 2 class work including working on their final exam review packet. |
| 0:0 | <p><i>Flipped Instruction w/Differ. Worksheets:</i> SWBAT translate 5 sentences using the subjunctive mood in Spanish 80% correctly.</p> | <p>S1= No S2= No S3= No S4= No S5= No S6= No S7= No</p> | <p>All students expresses the need to focus on finishing their class artifact work for their “College Success Portfolios”(a requirement for students to graduate at our school and participating in class discussions of the Spanish 2 Final Review Packet.</p> | <p>The end of the semester was approaching with finals and time did not allow them to continue working on additional differentiated curriculum.</p> |

Teacher’s Supervising Coach Observation Notes Data Analysis and Findings

The final step in completing the triangulation data sets for the intervention process came from my supervising coach’s observation notes. The school system where I work at provides a

supervising coach that works alongside each employee to provide support and guidance that will improve teacher's practice and the overall impact on the student body effort to academically succeed by graduating from high school and pursuing a college bound career. In my case, the school principal acted as my coach. The principal was supposed to visit my classroom on a regular basis to make observations and leave feedback for us to discuss on weekly meetings. The following observations and feedback are taken from my coach's observation log shared with me in Google Drive, small notes that she left on my desk, and the conversations we had during our one-on-one coaching meetings.

Principal's Observation Quotes:

| | |
|-----------------------|--|
| Meeting #1 | "After observing 3rd period to see the differentiation, small group will be in the front left corner of the room. Literature, subjunctive, using technology, videos, Quizlet, Google Classroom, etc." (Monday March 5th.) |
| Meeting #2 | <ul style="list-style-type: none"> • "Span 2, students are working independently on their monologues and other work on google classroom, you're tracking their progress." • "Spent all weekend reading through all of their monologues, grading." • "Lots of time in class with s working on this." |
| Meeting #3 | <ul style="list-style-type: none"> • "Today was super exciting, students were very engaged and producing Spanish." • "They're usually totally quiet, behaved." • "Student is talking and you tell her to move. You stay firm, loving and firm. She moves! You continue on, nicely done!" |
| Meeting #4 | <ul style="list-style-type: none"> • "Warm, happy feeling in the class, using your relationships with kids to push them to engage in the content." • "Teacher- 'You don't give yourself enough credit' - to AJ - "You can do this!" |
| Meeting #5 | <ul style="list-style-type: none"> • "Your routines - strong start, quick transitions, moving from loud to quiet focused, having so many students engage verbally in the class." • "Having them learn vocabulary and use it right away, you had them answer full sentences using the vocabulary..." |
| Notes left at my desk | <ul style="list-style-type: none"> • "Great to see you having them evaluate an exemplar work based on the rubric before they work independently on their artifacts!" • "I can see how you stay on top of the students' progress to provide support during class differentiation small group instruction." |

Intervention Findings

Throughout the intervention process impact data sets, I sought to answer the following overarching questions: Are the differentiated curriculum, systems, and process for my students that I created effective_enough that will allow students to academically grow and become more engaged in participating in a Spanish 2 class? Based on these qualitative and quantitative data sets analysis, I found that through the intervention process students in Spanish 2 successfully engaged more actively in class and steadily grew academically because they were allowed to take ownership of their learning and independently work at their own pace on new and challenging concepts and material. One particular behavior trend that prompt my problem of practice that I had observed multiple times prior to the intervention process from students **S1** and **S5**, was that they would understand the Spanish 2 class concepts so fast that they lost interest in listening to me explaining and answering questions from the rest of the group and usually decided to check out by reading a book unrelated to the class or would complain about how slow the lesson was flowing. Students **S2** and **S4** behavior prior to the intervention was similarly disengaged. However, they had the tendency to talk out of turn and distract other peers from the lesson or draw rather than participate out of boredom. In addition, **S3**, **S6** and **S7** had the tendency to take over the class discussion, shouting answers without raising their hands, and becoming upset when I did not call for them to participate because I wanted equity of voice in class participation. The intervention methods and teaching practices eliminated 100% of these problems. Students had the freedom to advance at their own pace and were extremely engaged in completing the differentiated assignments and activities. Some of them (**S1**, **S3**, and **S7**) even attended office hours to complete some of the assignments. Moreover, all student expressed multiple times that they would appreciate and would welcome more practice exercises than the

ones I included in each lesson's activity. They were able to produce satisfactory work and engage through the use of all forms of differentiation methods tested during the intervention which included; *Flipped Instruction, Collaborative Learning, and Differentiated Worksheets*.

Although, the *Literature-Based Instruction* method was only applied once through the course of the intervention, the one time in which it was applied this intervention method students successfully met that specific lesson's goals. However, further research and analysis is recommended to have more clear findings that will derive more accurate conclusions on the effectiveness of this method of intervention related to this particular action research project.

Towards the end of the semester, some of the students in the focus group participated more in the regular class lesson and did not participate in additional differentiated mini-lessons. The students who remained engaged in more challenging work (**S1, S5 and S7**), reached the first lesson related to the subjunctive mood but did not complete subsequent lessons. This will academic growth was later reflected in the results on them improving somewhat on that area later tested when they took the Post-Intervention HSS Placement Test. Considering that **S5 and S7** were not native Spanish speakers, and would not have given the choice to take that exam, I can only assume that if I had been able to begin the intervention process earlier during the school year, they would have most likely be able to improve even more and more of their literacy needs would have been met.

Post-Intervention Data Analysis & Findings

Data Set 1-(Post-Intervention Heritage Spanish Speakers (HSS) Placement Test)

The same HSS Placement tests that students received before the intervention which was used as baseline data was also administered at the end of intervention proces and the new scores

were compared by literacy skill and overall score level to determine if and how the students' literacy needs were met.

The data analysis shown below, focuses only on the areas where students originally had the overall highest literacy needs. After analyzing the student's test scores, all students in my focus group demonstrated academic growth towards meeting most of the literacy needs that they were lacking according to the pre-intervention test scores analysis related to conjugating more advanced verbs, and most specially using the subjunctive mood. Note that students were free to complete the assignments that they wished or felt that were necessary to be engaged and increase their knowledge. A factor that might had affected the ability of students to complete the differentiated lessons were personal absences, tardies or being pulled out of class to fullfill college related task or to attend an appointment with a school counselor. Therefore, the growth applies to all students who were able to complete the differentiated lessons available. As expected, students who did not complete these assignments were unable to show sufficient growth mainly in the area of conjugating the subjunctive verbs. However, all students showed an overall increase on the test total percentage score, which brought me to conclude that the intervention process was successful in creating a positive impact on my focus group knowledge and learning experience. Tables 11.1 and 11.2 and Graph 3 depict a contrast of students data containing the number of the questions that they answered wrong and the percentage of correct answers on the Pre-Intervention versus the Post-Intervention Heriratge Spanish Speakers (HSS) Placemnt Test.

Guide for Table 11.1

| Literacy Measure of Growth from Pre to Post-Intervention Color-Code Key | |
|--|--|
| Pre-Intervention | Low Literacy Need: 80% to 100% Correct Answers |
| Pre-Intervention | Moderate Literacy Need: 51% to 79% Correct Answers |
| Pre-Intervention | High Literacy Need: Under 50% Correct Answers |
| Pre-Intervention | Student did not take the test |
| Line between Students | |
| Post-Intervention | Achieved High Academic Growth: 80% 100% Correct Answers |
| Post-Intervention | Achieved Moderate Literacy Growth: 51% to 79% Correct Answers |
| Post-Intervention | Achieved Poor Academic Growth: Under 50% Correct Answers |
| Post-Intervention | No Academic Growth: Student's scores remained the same |
| Post-Intervention | Student did not take the test |

The chart above disglusses a guide that will serve as a key towards interpreting the data set collected and described in the following chart, which represents a comparisson between the data that was collected prior to the intevention with the new data collected after the intervencion process in order to measure student's academic growth and effectiveness of the intervention in addressing the literacy needs of the seven Heritage Spanish Learners that includes native Spanish speakers and students with prior Spanish knowledge in my Spanish 2 class who participated in this action research project. The chart includes the students data with the number of the question that students answered wrong and the percentage of correct answers from the Pre-Intervention and Post-Intervention Heriratge Spanish Speakers Placement Test.

Table 11.1: Pre vs. Post-Interventions Scores of the Overall Literacy Growth

*(Students data with the number of the question that students answered wrong and the percentage of correct answers from the Pre-Intervention and Post-Intervention Heriratge Spanish Speakers Placement Test)

| Pre-Intervention HSS Test | Verb Conjugations | | | | | |
|----------------------------------|--|--|---------------------------------------|---------------------------------------|--|---|
| Student Code | Indicative (1, 3, 21, 25, 41, 42, 47) | Preterit (8, 9, 11, 30, 33, 43, 51) | Present Perfect (10, 39) | Imperfect (19, 60) | Subjunctive Mood & Conditional (6, 19, 32, 40, 44, 59) | Imperatives & Negative Imperatives (34, 37, 46, 52, 54) |
| S1 (Pre-Intervention) | Wrong Q's: 41, 42, & 47 53% Correct | Wrong Q's: 33, 43 & 51 53% Correct | Wrong Q's: 39 50% Correct | Wrong Q # 60 50% Correct | Wrong Q's: 32, 40, 44 & 59 33% Correct | Wrong Q's: All wrong 0% Correct |
| S1 (Post-Intervention) | Wrong Q #42 86% Correct | 100% Correct | 100% Correct | 100% Correct | Wrong Q's: 44 & 59 50% Correct | 100% Correct |
| S2 (Pre-Intervention) | All wrong except #1 & 3 29% Correct | All wrong except #8 & 9 29% Correct | Wrong Q #39 50% Correct | Wrong Q #60 50% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct |
| S2 (Post-Intervention) | Wrong Q #42 86% Correct | Wrong Q #33 86% Correct | Wrong Q #39 50% Correct | Wrong Q #19 50% Correct | Wrong Q's: 6, 19, & 40 50% Correct | Wrong Q #54 80% Correct |
| S3 | Did not take the Pre-test | | | | | |
| S4 (Pre-Intervention) | Wrong Q's: 25 & 47 71% Correct | Wrong Q's: 8, 9, 33, & 51 43% Correct | Wrong Q #10 50% Correct | Wrong Q's: All wrong 0% Correct | All wrong except #32 17% Correct | Wrong Q's: 34, 37, & 54 40% Correct |
| S4 (Post-Intervention) | Wrong Q's: 41 & 42 71% Correct | Wrong Q's: 9, 11, 33 & 51 43% Correct | 100% Correct | 100% Correct | All wrong except #32 17% Correct | Wrong Q's: 34 & 52 60% Correct |
| S5 (Pre-Intervention) | Wrong Q's: 1, 21, 41, & 42 43% Correct | Wrong Q's: 8, 11, & 33 58% Correct | Wrong Q #10 50% Correct | Wrong Q #19 50% Correct | All wrong except #59 17% Correct | Wrong Q's: 37, 46, & 54 40% Correct |
| S5 (Post-Intervention) | Wrong Q's: 41 & 42 71% Correct | Wrong Q's: 8, 30, 33, & 51 43% Correct | 100% Correct | Wrong Q # 60 50% Correct | Wrong Q's: 32, 40 & 59 50% Correct | Wrong Q's: 6, 32, 44 & 59 30% Correct |
| S6 | Did not take the Pre-test | | | | | |
| S7 (Pre-Intervention) | Wrong Q's: 21, 41, 42, 47 43% Correct | All wrong except #9 14% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct |
| S7 (Post-Intervention) | Wrong Q's: 21, 41, 42 57% Correct | All wrong except #30 14% Correct | ALL WRONG 0% Correct | 100% Correct | ALL WRONG EXCEPT #19 17% Correct | Wrong Q's: 34, 46, & 54 40% Correct |

Table 11.2 depicts the contrast between the pre and the post-intervention test scores demonstrating how the students in the focus group showed academic growth in the areas where they lacked knowledge of grammar rules and demonstrated a limited specific content vocabulary or academic language skills. Most specifically, this comparison data set refers to student's skills in the questions related to parts of speech such as contractions, prepositions, direct object pronouns, reflexive object pronouns, and vocabulary related to adjectives, feelings, conditions, music and arts, common expressions, and the few AP Spanish concepts tested. Although every student demonstrated some growth, the 1st and 2nd generation heritage Spanish learners test scores showed the most academic growth. I was very pleased to see that the 3rd generation heritage Spanish learner and one of the non-native Spanish speakers also showed considerable growth in most areas tested. This is a great deal considering that these students would not have been eligible to take this test at our school and would have not been offered to take the Heritage Spanish Speakers or AP Spanish Classes.

Table 11.2 Key

| Literacy Measure of Growth from Pre to Post-Intervention Color-Code Guide | |
|--|--|
| Pre-Intervention | Low Literacy Need: 80% to 100% Correct Answers |
| Pre-Intervention | Moderate Literacy Need: 51% to 79% Correct Answers |
| Pre-Intervention | High Literacy Need: Under 50% Correct Answers |
| Pre-Intervention | Student did not take the test |
| Line between Students | |
| Post-Intervention | Achieved High Academic Growth: 80% 100% Correct Answers |
| Post-Intervention | Achieved Moderate Literacy Growth: 51% to 79% Correct Answers |
| Post-Intervention | Achieved Poor Academic Growth: Under 50% Correct Answers |
| Post-Intervention | No Academic Growth: Student's scores remained the same |
| Post-Intervention | Student did not take the test |

Table 11.2: Pre v. Post-Interventions Scores of the Overall Highest Literacy Needs

| Pre-Intervention HSS Test | Parts of Speech | | Vocabulary | | | AP Spanish Concepts |
|----------------------------------|---|--|--|---|--|--|
| Student Code | Contraction/Preposition (2, 8, 15, 22, 24, 55, 56, 57) | DOP & ROP (13, 20, 23, 34, 38) | Adjectives/feelings & conditions (27, 30, 36, 37) | Vocab related to music & arts (25, 33, 46) | Common Expressions (21, 28, 35, 42, 48, 53) | Advanced AP-Span (5, 29, 31, 48) |
| S1 (Pre-Intervention) | Wrong Q's: 22, 55, 56, 57 50% Correct | Wrong Q's: 34 & 38 60% Correct | Wrong Q's: 36 & 37 50% Correct | Wrong Q's: 33 & 46 33% Correct | Wrong Q's: 35, 42, 48, & 53 33% Correct | Wrong Q's: 48 75% Correct |
| S1 (Post-Intervention) | Wrong Q's: 22 88% Correct | 100% Correct | 100% Correct | 100% Correct | Wrong Q's: 42 & 48 67% Correct | Wrong Q's: 31 & 48 50% Correct |
| S2 (Pre-Intervention) | Wrong Q's: All Wrong 0% Correct | Wrong Q's: All Wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All Wrong 0% Correct | Wrong Q's: All wrong 0% Correct |
| S2 (Post-Intervention) | Wrong Q's: 2, 22, 56, & 57 50% Correct | Wrong Q's: 23 & 38 60% Correct | 100% Correct | All wrong except #46 33% Correct | Wrong Q's: 42 & 48 67% Correct | All wrong except #29 25% Correct |
| S3 | Did not take the test | | | | | |
| S4 (Pre-Intervention) | All wrong except #24 13% Correct | All wrong except #13 20% Correct | Wrong Q's: 27 & 37 50% Correct | Wrong Q's: 25 & 33 33% Correct | Wrong Q's: 28, 35, 48, 50% Correct | Wrong Q's: All wrong 0% Correct |
| S4 (Post-Intervention) | 100% Correct | Wrong Q's: 23 & 34 60% Correct | 100% Correct | Wrong Q. #33 67% Correct | Wrong Q's: 21, 35, & 48 50% Correct | Wrong Q's: All wrong 0% Correct |
| S5 (Pre-Intervention) | Wrong Q's: 8, 55, 56, & 57 50% Correct | Wrong Q's: 23 80% Correct | Wrong Q's: 36 & 37 50% Correct | Wrong Q's: 33 & 46 33% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct |
| S5 (Post-Intervention) | Wrong Q's: 8, 55, & 56 63% Correct | Wrong Q's: 23 & 38 60% Correct | 100% Correct | Wrong Q's: 33 67% Correct | Wrong Q's: 21, 35, & 48 50% Correct | All wrong except #48 25% Correct |
| S6 | Did not take the test | | | | | |
| S7 (Pre-Intervention) | All wrong except #15 13% Correct | All wrong except #13 20% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct | Wrong Q's: All wrong 0% Correct |
| S7 (Post-Intervention) | Wrong Q's: All wrong 0% Correct | All wrong except #13 20% Correct | Wrong Q's: 27 & 36 50% Correct | Wrong Q's: 33 & 46 33% Correct | All wrong except #48 17% Correct | Wrong Q's: All wrong 0% Correct |

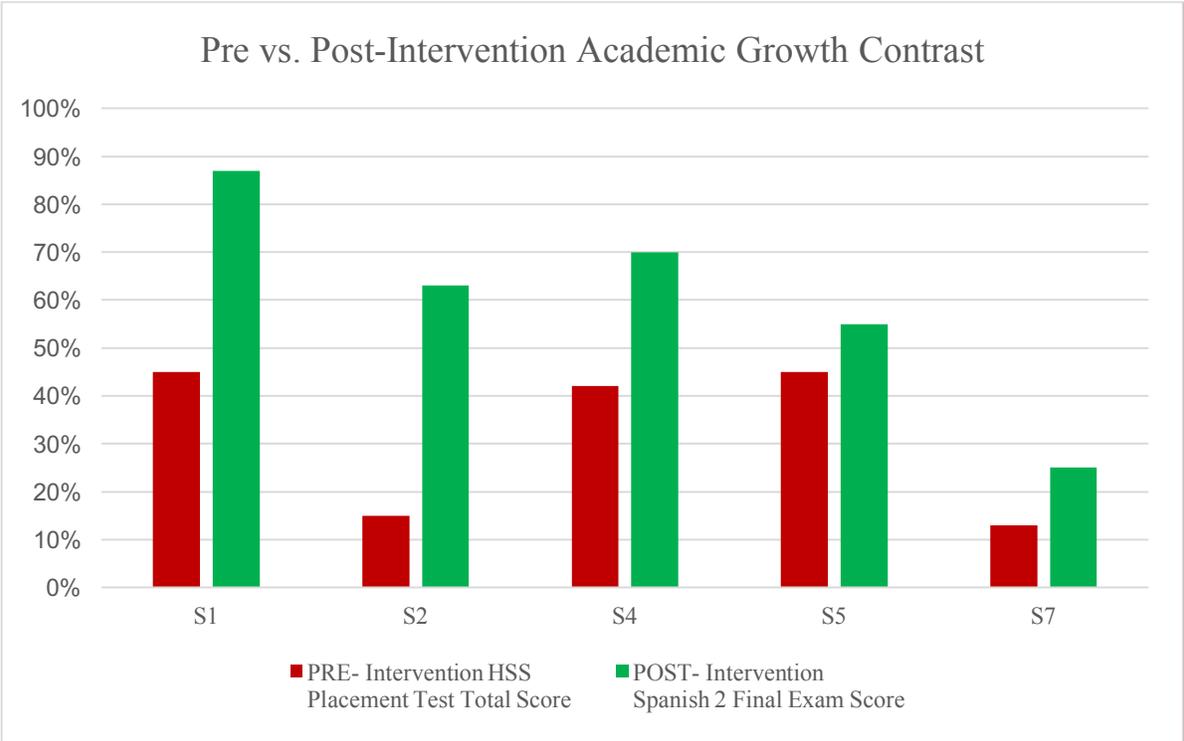
*(Students data with the number of the questions that they answered wrong and the percentage of correct answers from the Pre-Intervention and Post-Intervention HSS Placement Test)

The best testimonial on how the intervention produced the desired results are best reflected in the overall HSS placement test scores of the students who took, the pre and post-intervention tests, when the total percentages are compared side by side in the table and graph below.

Table 12: Pre vs. Post-Intervention Heriratge Spanish Speakers (HSS) Placement Test Total Scores - (Students data sets of the percentages of correct answers)

| Student | PRE- Intervention HSS Placement Test Total Score | POST- Intervention Spanish 2 Final Exam Score |
|---------|--|---|
| S1 | 45% | 87% |
| S2 | 15% | 63% |
| S4 | 42% | 70% |
| S5 | 45% | 55% |
| S7 | 13% | 25% |

Graph 3: Pre vs. Post-Intervention HSS Placemnt Test Total Scores
(Students data of the percentage of correct answers to use as baseline scores)



After comparing the overall results in the Heritage Spanish Speakers Placement Test pre and post-intervention, it is evident that the intervention successfully addressed the literacy needs of students participating in this study. The most impressive growth occurred for students who were first and second generation Spanish-heritage learners. These students would have most likely been placed in the Heritage Spanish Speaker (HSS) class offered at our school and could have also become part of the AP Spanish class. Student #4 also demonstrated significant academic growth having a score of 70% in the post-intervention test compared to the 42% scored in the pre-intervention one. Even though S4 is a third generation Spanish heritage learner, this student revealed in the initial survey that S4 was largely exposed to listening Spanish around home and the community, had taken Spanish lessons prior to attending our school, and also rated their perceived fluency level at a 4 in a scale of 1 to 5. A score of 70% would have allowed him to become part of the HSS class and to take AP Spanish later on. In addition, S5, a non-Spanish speaker, scored 55% in the post-intervention, Heritage Spanish Speaker Placement Test. According to the new implemented placement system at our school, a student with that score would have also been given the opportunity to enter and participate in the Heritage Spanish Speaker class offered at our school. This would have been possible if that student would have taken additional classes during the summer to improve their skill level in the areas where they had lower literacy skills after the teacher had completed a more in-depth analysis of their test scores according to the specific skills tested in that exam. This is a very promising scenario that requires further consideration on how to implement future interventions and differentiation methods to students with various Spanish literacy skill levels superior to the average students taking Spanish 2 class to allow for more equitable opportunities to advance for our school's student body.

Data Set 2-(Post-Intervention Spanish 2 Final Exam)

The same Spanish 2 Class Final Exam that students received before the intervention which was used as baseline data was also administered at the end of intervention proces and the new scores were compared by literacy skill and overall score level to determine if and how the students' literacy needs were met.

The data analysis shown below, focuses only on the areas where students originally had the overall highest literacy needs. After analyzing the student's test scores, most students in my focus group showed growth towards meeting their literacy needs that were lacking according to the pre-intervention test scores analysis related to advanced verb conjugations skills such as the present perfect and the imperative form. The analysis also demonstrate that 3 out of the 7 students who still had difficulty conjugating verbs in the preterite and simple future tense before the intervention process also showed academic growth in those areas. However, none of the students who had trouble conjugating verbs in the imperfect tense were able to improve in that area. This made me re-evaluate my instruction for how I will be teaching that skill next year to the Spanish 2 class because that is part of the Spanish 2 curriculum that I teach the entire class. Note that students learned most of these conjugations independently through the differentiated curriculum ahead of the rest of the Spanish 2 class students. This allowed for the heritage Spanish learners and advanced students in the focus group to move ahead on learning even more advanced verb conjugations that were not covered in the Spanish 2 curriculum such as the use of the past participle verb form as adjectives, the pluperfect tense, and the subjunctive mood.

Moreover, this quantitative measure showed an overall increase in the test total percentage score similarly to the quantitative findings coming from the HSS placement test

results. These findings add depth while enhancing the validity of my earlier conclusion that the intervention process was successful in creating a positive impact on my focus group knowledge and learning experience. Tables 12 & 13 and Graph 4 depict a contrast of students data containing the number of the questions that they answered wrong and the percentage of correct answers on the Pre-Intervention versus the Post-Intervention Spanish 2 Class Final Exam.

Table 12: Pre vs. Post-Interventions Scores of the Overall Literacy Growth-

| Pre-Intervention Span 2 Final Student Code | Verb Conjugations | | | | |
|---|--|--|-------------------------|-------------------------|------------------------------|
| | Present Perfect Tenses: (32 & 35) | Verbs in the Imperative (36-38) | Preterite-15 | Imperfect-16 | Simple Future- 18 |
| S1 (Pre-Intervention) | Wrong Q's: 32 50% Correct | Wrong Q's: 38 50% Correct | 100% Correct | 100% Correct | All wrong 0% Correct |
| S1 (Post-Intervention) | Wrong Q's: 35 50% Correct | 100% Correct | 100% Correct | 100% Correct | 100% Correct |
| S2 (Pre-Intervention) | 100% Correct | Wrong Q's: 38 50% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |
| S2 (Post-Intervention) | 100% Correct | 100% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |
| S3 (Pre-Intervention) | 100% Correct | All wrong 0% Correct | All wrong 0% Correct | All wrong 0% Correct | 100% Correct |
| S3 (Post-Intervention) | 100% Correct | Wrong Q's: 38 50% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |
| S4 (Pre-Intervention) | All wrong 0% Correct | All wrong 0% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |
| S4 (Post-Intervention) | Wrong Q's: 32 50% Correct | Wrong Q's: 38 50% Correct | 100% Correct | 100% Correct | 100% Correct |
| S5 (Pre-Intervention) | All wrong 0% Correct | All wrong 0% Correct | All wrong 0% Correct | All wrong 0% Correct | 100% Correct |
| S5 (Post-Intervention) | 100% Correct | 100% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |

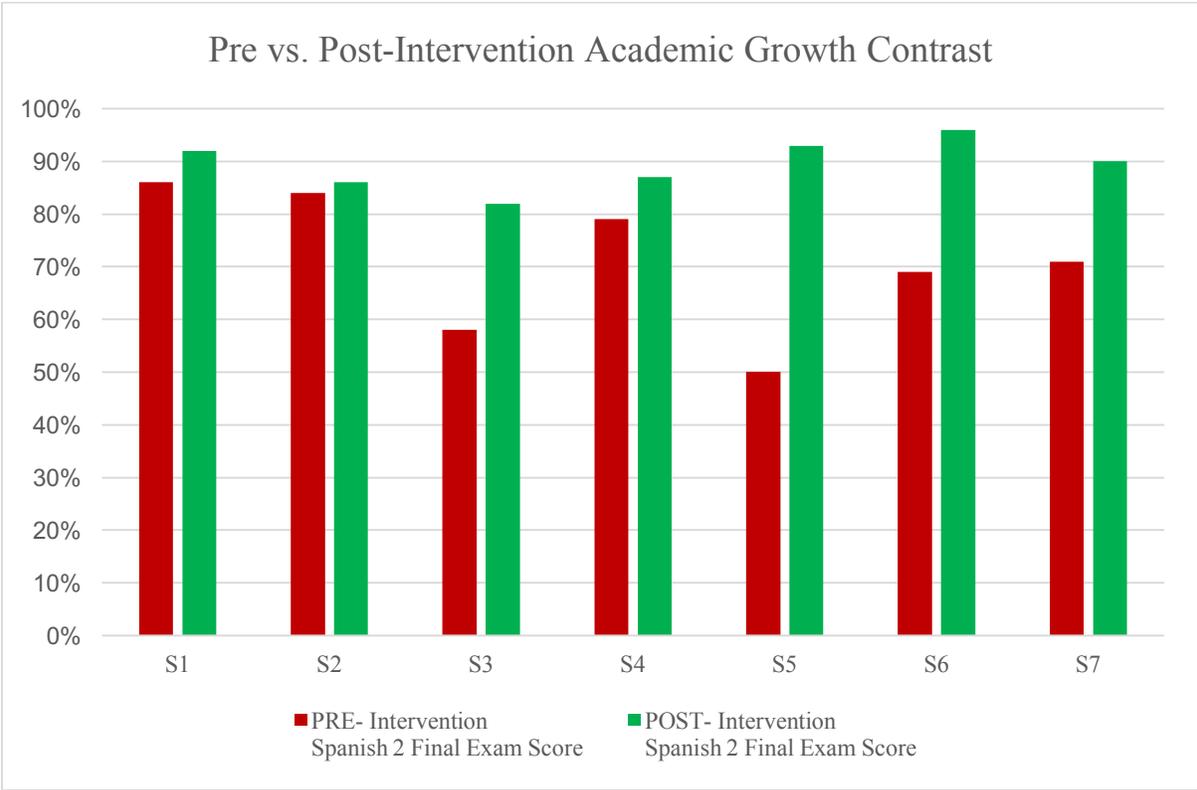
| | | | | | |
|----------------------------------|-------------------------|------------------------------|-------------------------|-------------------------|-------------------------|
| S6 (Pre-Intervention) | All wrong 0% Correct | 100% Correct | 100% Correct | All wrong 0% Correct | All wrong 0% Correct |
| S6 (Post-Intervention) | 100% Correct | 100% Correct | 100% Correct | All wrong 0% Correct | 100% Correct |
| S7 (Pre-Intervention) | All wrong 0% Correct | 100% Correct | All wrong 0% Correct | 100% Correct | All wrong 0% Correct |
| S7 (Post-Intervention) | All wrong 0% Correct | Wrong Q's: 36 50% Correct | 100% Correct | 100% Correct | 100% Correct |

Once and again, the best testimonial of how the intervention produced the desired results are best reflected in the overall Spanish 2 Class Final scores comparison between the pre and post-intervention exams, when the total percentages are compared side by side in the table and graph below.

Table 13: Pre vs. Post-Intervention Spanish 2 Class Final Total Scores
(Students data sets on the overall percentages of correct answers)

| Student | PRE- Intervention Spanish 2 Final Exam Score | POST- Intervention Spanish 2 Final Exam Score |
|-----------|--|---|
| S1 | 86% | 92% |
| S2 | 84% | 86% |
| S3 | 58% | 82% |
| S4 | 79% | 87% |
| S5 | 50% | 93% |
| S6 | 69% | 96% |
| S7 | 71% | 90% |

Graph 4: Pre vs. Post-Intervention Spanish 2 Class Final Total Scores
(Students data sets on the overall percentages of correct answers)



After taking a closer look at the Spanish 2 Final Exam’s overall test scores comparison depicted in the previous table and graph, one can clearly see that every single Spanish-Heritage Learner and more advanced Spanish 2 student participating of this study demonstrated academic growth after the intervention process by having a score of over 80% of the answers correct. It was very fascinating and somewhat startling to observed that it was the non-Spanish-heritage speakers who scored the highest percentages in the Spanish 2 exam post-intervention, even though they scored the lowest in the same exam, pre-intervention. Moreover, S6 a non-Spanish speaker who did not partake of the last 4 differentiated lessons during the intervention process because S6 decided to focus on the Spanish 2 curriculum material had the highest score

(96%) of all the participants in the study. This attests to the personal self-awareness of students abilities and benefits of allowing them to take ownership of their own learning when given the option accompanied of strategically-planned choices provided by the teacher after determining students' academic skill level.

IMPLICATIONS & CONCLUSION

Further reflection on the strengths and limitations of this intervention in my Spanish 2 classroom prompted me to recognize the potential implications of my findings on the way that I would approach my lessons in planning my future Spanish 2 classes, and the impact of the finding at my school and beyond. I consistently kept observation notes with what worked and my future next steps on my research journal during the intervention. After reviewing my notes, a few wonders kept reemerging in my log throughout the process for which I have yet to find concrete answers:

- How early could I have begun implementing the differentiation methods? If I started it during Spanish 1 class, when and what skills should I had introduced to the focus group? Which more advanced lessons should I had provided in Spanish 2 if students with Spanish literacy skill levels superior to the average students taking Spanish 2 class started this type of intervention in Spanish 1?
- Would my students had been able to achieve better results if the intervention process had started earlier in the school year?
- Would any of my Spanish Heritage Learners had been able to be promoted to the Spanish Heritage Speakers or AP Spanish class if they had started the intervention process before the 12th grade?

- How could the understanding of more advanced Spanish verb conjugations and grammar skills be transferred across content areas?
- How would the implementations of the pedagogical best practices and differentiation methods apply to other Spanish-heritage learners in other Spanish classes and at other grade levels?
- Considering the fact that studies on using best instructional practices and learning strategies towards the education of heritage Spanish-speakers and students who had prior Spanish knowledge studying Spanish in a class with a curriculum designed for beginners, non-Spanish speakers are very limited or none existent; How could the results of this action research project impact, support and foster the pursue of future research projects in this specific content area? How would the Spanish speaking student community benefit if this study facilitates and promotes further studies?

Furthermore, I wonder if I could have designed an even better Heritage Spanish Speakers (HSS) Placement Test for my school if I had been able to collaborate more closely and had more time to meet with the other Spanish teacher at my school site and other Spanish teachers through our charter schools' cohort in order to tailor the new HSS Placement Exam to test the specific required literacy skills necessary to enter their classes. Nevertheless, I am 100% certain that the new and improved HSS Placement Test and system that evolved from this action research study is superior and much more effective in accurately matching the students in the appropriate class that would meet their literacy needs. A testament to this assertion, is the present impact that it had at my school site because they are using the new version that I created to produce the new Heritage Spanish Speakers Class placement system that I also designed in collaboration with the other Spanish teacher and the principal at my school site. However, I strongly believe that there should be another revision

of the test that I designed by collaborating with all Spanish teachers who are part of our sister high schools in our specific public charter school community system in order to have an even more accurate picture of the literacy needs of the student body in our school's communities.

Regardless of not having an answer to these questions, I believe that the present study is of importance for designing a differentiation approach, which enables this unique and growing student population to use their present potential effectively and academically grow, while increasing their engagement level in class activities. Increasingly, researchers and educators realize that these students need courses tailored to their specific needs (Bills, 1997). Considering the heterogeneous nature of this student population and the different levels of literacy needs within this group, it does not come to a surprise to encounter potential flaws that may exist even on classes tailored to meet the specific needs of heritage learners (Valdes, 1997). Consequently, this research will also enable educators to learn how to work more effectively with them in high schools where a Spanish class that addresses those students' skill level are not offered.

There was a significant increase in the achievement scores of experimental group students, in the activities designed according to differentiation approach developed within the scope of this study. This is evident when comparing all the data sets from the pre- and post-intervention test scores and the academic growth development observed during all of the implementations. This situation shows that the implementation of best teaching practices such as; ***Flexible Grouping*** (Robb, 2008), ***Appealing to Student's Interests and Learning Styles*** (Tomlinson & Allen, 2000), ***and Ongoing Formative Assessments*** (Robb, 2008), and the incorporation of curriculum differentiation strategies including; ***Collaborative Learning*** (Robb, 2008), ***Literature-Based Language Instruction*** (Harp & Brewer, 2005), ***Differentiated Curriculum Worksheets*** (Cross & Cox, 2017), and ***Flipped Instruction*** (Lasry, Dugdale, & Charles, 2014), increase students'

academic achievements and classroom engagement while reducing undesired behavioral issues.

Perhaps most importantly, a recommendation that emerges from this study is that the effectiveness of the intervention using developed differentiation approach in this action research project should be researched with different grade levels, on different topics, and for longer periods of time. It is suggested to use these best practices and developed differentiation approaches periodically for teachers and students to gain experience. It is further suggested to inform generally all teachers across the country faced with addressing the literacy needs of students in an academically heterogeneous demographic group about how they will guide the process of preparing and incorporating effective teaching practices and implementing differentiation methods to enable students of different levels reach their full potential and increase engagement in the daily lesson that will motivate them to learn by taking ownership of their education.

Connecting back to my problem of practice, which launched this action research project, I was very pleased with the positive results which enabled me to find a practical solution that tackled the problem of not being able to address the literacy needs of the Spanish heritage learners in my Spanish 2 class. Student's improvement on their literacy skills based on the comparison between the pre- and post-intervention data results in the HSS Placement test and the Spanish 2 Final Exam demonstrate that the literacy needs of the students participating in this study were addressed through the intervention process. At a personal level, after observing how the students participating in this action research project in my Spanish 2 class enjoyed taking ownership of their learning, increased their literacy skill levels, and became much more engaged in participating in class, I have become a more inquisitive and data driven educator. I felt very optimistic when I witnessed how students undesired behavioral issues that were present prior to the intervention process became resolved all the while their class engagement in class activities increased. I was also very pleasantly surprised to

have achieved unintended results when I was also able to spend more class time supporting the rest of the students in my Spanish 2 class including students with IEPs through small group instruction and one-on-one assistance. Furthermore, I felt compelled to expand the same type of intervention process to start earlier and for longer periods of time in both my Spanish 1 and Spanish 2 classes by incorporating the same teaching practices and implement the differentiated methods after clearly observing how the data collected backed up the end results of the intervention which confirmed my

Theory of Action:

“If I can learn and determine the current academic level and literacy needs of my heritage speakers and more advance students in my Spanish 2 class, if I can also identify the areas in the curriculum and class structure that may not be addressing their needs that will challenge my students to acquire more academic growth, and if I am able to create effective differentiated curriculum, systems, and process for my students, then that will allow students to demonstrated higher levels of Spanish literacy skills by improving their scores on the Heritage Spanish Speaker class placement examination.”

Looking back to the process and the positive results achieved throughout this intervention, I believe that its success was due to not only allowing students to take ownership of their learning but also because I consistently and effectively implemented all the best teaching practices and differentiation methods suggested in the literature review. In other words, I utilized everything that I already knew and that I learned about *Flexible Grouping* by strategically seating students and arranging my classroom to provide an effective learning environment that will facilitate student’s abilities to partake of the differentiation methods through the intervention process. I also created the differentiated lessons by *Appealing to Student’s Interests and Learning Styles* because I used the student’s answers of the surveys before and after each lesson to modify each lesson that followed according to their feedback. Additionally, I consistently used *Ongoing Formative Assessments* to inform and guide my instruction through classwork, exit-tickets, quizzes, and observation notes in my journal. That was an essential best teaching practice that made all the difference in ensuring that

student's literacy needs had been addressed effectively throughout the intervention. Most importantly, I can attribute the success of this intervention to consistently and effectively providing students opportunities to take ownership of their learning through the incorporation of curriculum differentiation strategies such as; *Collaborative Learning*, *Literature-Based Language Instruction*, *Differentiated Curriculum Worksheets*, and *Flipped Instruction* in order to address their literacy needs and satisfy their hunger for learning what they were eager to learn and understand.

Finally, it is my goal to share the results and new acquired knowledge from my action research project with other teachers around the nation through an article published at the school website and by making the study public through the Reach Institute. At a more local level, in our specific public charter sister schools, I have already applied to take up on a lead role in creating a support group for the other Spanish teachers in order to collaborate more closely towards creating better systems and teaching practices that would benefit the student body of our communities. I hope that the results of this study will also address some inequity issues by attending to the literacy needs of the Spanish-heritage speaking demographics that seems to have been ignored or left behind which can be seen by the lack of research literature available to help other researchers in addressing this matter.

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APPENDIX

Appendix A: (Pre & Post-Intervention Heritage Placement Test)

Part I: Circle the answer that makes the sentence grammatically correct.

1. ¿Qué _____ ustedes?

- A. hacéis
- B. hago
- C. hacen
- D. haces

2. Rosa y Miguel van _____ cine.

- A. al
- B. de la
- C. del
- D. a la

3. Yo _____ el hermano de Pepe.

- A. eres
- B. soy
- C. estoy
- D. es

4. Hace un año que trabajo en _____ fábrica.

- A. esto
- B. esta
- C. ese
- D. este

5. ¿Dónde vivían los indígenas a _____ venció Cortés?

- A. quienes
- B. que
- C. los cuales
- D. quien

6. Juan quiere que _____ temprano.

- A. llegan
- B. llegaron
- C. llegar
- D. lleguen

7. Las niñas _____ jugando en la calle.

- A. son
- B. somos
- C. están
- D. está

8. El otro día yo _____ Tomás.

- A. veía
- B. vi a
- C. viste
- D. vieron

9. Ayer _____ buen tiempo.

- A. hizo
- B. hace
- C. hacer
- D. hagan

10. Todas mis amigas _____ a la fiesta por Marcos.

- A. han sido invitadas
- B. han ser invitadas
- C. han estándo invitadas
- D. han siendo invitadas

11. Rosa me _____ ayer.

- A. visitasteis
- B. visité
- C. visitaste
- D. visitó

12. Pepe toca _____ guitarra.

- A. los
- B. la
- C. lo
- D. el

Part II: Select the underlined word or phrase that is *incorrect*.

13. Ayer él el escribió una carta.

- A. Ayer
- B. el
- C. una
- D. carta

14. Él es él campesino que vende frutas.

- A. es
- B. él
- C. campesino
- D. frutas

15. Queremos hacer uno negocio importante.

- A. Queremos
- B. uno
- C. negocio
- D. importante

16. ¿Es eso para mi o para mi mamá?

- A. es
- B. eso
- C. mi
- D. para

17. Tu tienes que ir a su casa.

- A. Tu
- B. que.
- C. ir
- D. su

18. ¿De dónde tu vienes con tus amigos?

- A. dónde
- B. tu
- C. vienes
- D. tus

19. Si tenía mucho dinero, me compraría un coche nuevo.

- A. tenía
- B. me
- C. compraría
- D. un

20. Andrés no quiso discutir y le fue a Madrid.

- A. quiso
- B. discutir
- C. le
- D. a

Part III. Spanish Vocabulary: Select the best answer.

21. Yo voy a la playa porque _____ calor.

- A. hago
- B. estoy
- C. soy
- D. tengo

22. ¿A qué hora llega el avión _____ Miami?

- A. a
- B. en
- C. para
- D. con

23. Este abrigo es muy chico: no ____ queda bien.

- A. lo
- B. la
- C. te
- D. se

24. Rafa tiene _____ estudiar esta noche.

- A. a
- B. de
- C. con
- D. que

25. Ellos _____ la guitarra.

- A. juegan
- B. actúan
- C. tocan
- D. interpretan

26. Yo no entiendo _____ tú dices eso.

- A. por que
- B. por qué
- C. porqué
- D. porque

27. Mi amiga está preocupada porque no pasó el curso de matemáticas, y por eso está ...

- a. feliz
- b. triste
- c. cansada
- d. al gusto

28. Mamá estaba haciéndome un vestido, y me preguntó: ¿ ... color lo quieres?

- a. Cuánto
- b. Cómo
- c. De qué
- d. Por qué

29. ¿Susana quieres ir a la playa, o no?

- a. Se me parece que no
- b. Me parece que sí
- c. Me hizo que no
- d. No me creo

30. Lucía comprendió que Claudia no quería ir y mejor se

- a. fue solo
- b. fue sola
- c. va solo
- d. van sola

31. Después de permanecer un mes en el desierto, ... la marcha.

- a. remitimos
- b. redundamos
- c. resumimos
- d. reanudamos

32. Comes como si no lo ... en años.
- hubiera dicho
 - hubieras hecho
 - hubo hice
 - hubiera hizo
33. Estaba escuchando música, de repente, ... el timbre.
- sonó
 - sonaban
 - sonando
 - sonará
34. ¿Puedo cerrar la puerta? No, ... por favor.
- ábrela
 - abriéndola
 - la abrió
 - ábrenlo
35. No ... la pena ser violento.
- es
 - vale
 - va
 - tiene
36. Carlos nunca se preocupa por su tarea, pero esa tarea lo tiene...
- preocupado
 - preocupados
 - programado
 - preocupada
37. Tenía miedo de salir en la noche porque la calle ...
- estará fea
 - esta limpia
 - estar bonita
 - estaba oscura
38. Marta necesita zapatos nuevos. Por eso debo ... hoy mismo.
- compró
 - compraré
 - comprarlos
 - compra
39. La ambulancia ... llegado tarde.
- ha
 - he
 - has

- d. han
40. Si mi hermano fuera más grande, ... un carro.
- compraría
 - compra
 - comprar
 - comprador
41. If I am hungry, I eat.
- Si tenga hambre, comiera.
 - Si tenga hambre, como.
 - Si tengo hambre, como.
 - Si tengo hambre, comiera.
42. I have ten dollars left.
- Me quedan diez dólares.
 - Me quedo diez dólares.
 - Me quedarán diez dólares.
 - Me queda diez dólares.
43. Last year I was in Mexico.
- El año pasado estuve en México.
 - El año pasado estaban en México.
 - El año pasado estoy en México.
 - El año pasado estar en México.
44. Tomorrow, when you go to Montreal, buy me something pretty.
- Mañana cuando fuiste a Montreal cómprame algo bonito.
 - Mañana cuando vamos a Montreal cómprame algo bonito.
 - Mañana cuando vas a Montreal cómprame algo bonito.
 - Mañana cuando vayas a Montreal cómprame algo bonito.
45. I have told you not to bring me flowers.
- Te he dicho que no me traes flores.
 - Te he dicho que no me traemos flores.
 - Te he dicho que no me traigas flores.
 - Te he dicho que no me traer flores.
46. It's a shame that you don't play the piano.
- Es una lástima que no toques el piano.
 - Es una lástima que no juega el piano.
 - Es una lástima que no juegue el piano.
 - Es una lástima que no toqué el piano.
47. My husband and I visit all the museums in the city.
- Mi esposo y yo visitemos todos los museos de la ciudad.
 - Mi esposo y yo visitamos todos los museos de la ciudad.

- c. Mi esposo y yo visitan todos los museos de la ciudad.
 - d. Mi esposo y yo visiten todos los museos de la ciudad.
48. Since when have you studied Spanish?
- a. ¿Desde cuánto estudiado español?
 - b. ¿Cuánto tiempo pasado estudias español?
 - c. ¿Desde hace cuanto has estudiado español?
 - d. ¿Hace cuándo estudias español?
49. Julio is the best student of the class.
- a. Julio está el mejor estudiante por la clase.
 - b. Julio está el mejor estudiante de la clase.
 - c. Julio es el mejor estudiante por la clase.
 - d. Julio es el mejor estudiante de la clase.
50. To whom does this book belong?
- a. ¿De quién es este libro?
 - b. ¿De quién está este libro?
 - c. ¿Cuyo libro es éste?
 - d. ¿Algúen éste libro es éste?
51. There was a great party last night.
- a. Hubieron una gran fiesta noche.
 - b. Habrá una gran fiesta anoche.
 - c. Habían una gran fiesta anoche.
 - d. Hubo una gran fiesta anoche.
52. Your parents always ask me to stay.
- a. Tus padres siempre me piden que me quedara.
 - b. Tus padres siempre me piden que me quede.
 - c. Tus padres siempre me piden que me quedo.
 - d. Tus padres siempre me piden que me quedan.
53. What interesting books!
- a. ¡Tan libros tan interesantes !
 - b. ¿Cuáles libros tan interesantes?
 - c. ¡Cómo libros tan interesantes!
 - d. ¡Qué libros tan interesantes!
54. My mother told me: Do your work right now.
- a. Mi madre me dijo: Hagan tu trabajo ahora mismo.
 - b. Mi madre me dijo: Haz tu trabajo ahora mismo.
 - c. Mi madre me dijo: Hagas tu trabajo ahora mismo.
 - d. Mi madre me dijo: Haciendo tu trabajo ahora mismo.
55. He is as tall as his father.

- a. Él es tan alto como su padre.
 - b. Él es tan alto que su padre.
 - c. Él es tanto alto como su padre.
 - d. Él es tan alto de su padre
56. Take this pencil, but leave that one.
- a. Toma esto lápiz pero deja aquél.
 - b. Toma esta lápiz pero deja aquél.
 - c. Toma este lápiz pero deja aquél.
 - d. Toma está lápiz pero deja aquél.
57. The man with whom you were speaking is my cousin.
- a. El hombre el que hablaba es mi primo.
 - b. El hombre con que hablaba es mi primo.
 - c. El hombre con quien hablaba es mi primo.
 - d. El hombre con aquel hablaba es mi primo.
58. When I saw Juan, he didn't say anything.
- a. Cuando vi a Juan no me dijo nadie.
 - b. Cuando vi a Juan no me dijo nada.
 - c. Cuando vi Juan no me dijo nada.
 - d. Cuando vi Juan no me dijo nadie.
59. I advise you to do it.
- a. Te aconsejo que lo hace.
 - b. Te aconsejo que lo haga.
 - c. Te aconsejo que lo hago.
 - d. Te aconsejo que lo hagas.
60. I used to buy shoes in that store.
- a. Yo comprando mis zapatos en esa tienda.
 - b. Yo compré mis zapatos en esa tienda.
 - c. Yo compraba mis zapatos en esa tienda.
 - d. Yo compro mis zapatos en esa tienda.

Writing: (On the back side of your answer sheet, answer in Spanish the following questions after labeling them with the numbers 1, 2, and 3.)

- 1) Write 1 or 2 sentences in Spanish about what you and your friends like/don't like in general.
- 2) Write 1 or 2 sentences in Spanish about what you did yesterday or last weekend.
- 3) Write 1 or 2 sentences in Spanish about what you used to do when you were a kid.

Appendix B: (Pre & Post-Intervention Spanish 2 Class Final Semester Exam)-[Reduced Size]

Nombre: _____ Período: _____
 Fecha: _____



Spanish 2: Final Test Form 1

Spanish 2: Intermediate to Advanced Spanish
 Multiple Verb Conjugations,
 Arts, Sports, The City, Animals, and Zoo Vocabulary,
 and Prepositional Phrases

By
 Rita Amador

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 Frances Sierra-Amador

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Examen Final Español 2-Part I

Verb Conjugations «» Conjugaciones de Verbos

Escoge la mejor conjugación del verbo que llena el blanco mejor en las oraciones en español.
 Choose the best verb conjugation of the verbs in order to fill the blanks and complete the sentences in Spanish.

9. El pollito _____ pío.
 a. decimos d. dice
 b. digo e. dices
 c. dicen
10. Yo _____ mucho dinero.
 a. tenemos d. tienen
 b. tengo e. tengo
 c. tienes
11. Usted _____ en California.
 a. vivimos d. viven
 b. vivo e. vive
 c. vives
12. Ellos _____ de Puerto Rico.
 a. está d. están
 b. son e. estamos
 c. es
13. Nosotros _____ en la escuela.
 a. están d. estamos
 b. son e. está
 c. somos
14. Tú _____ para la escuela mañana.
 a. va d. váis
 b. vas e. van
 c. vamos
15. Las vacas _____ "muu".
 a. dicen d. decimos
 b. digo e. dices
 c. dicimos
16. Nosotros no _____ nada.
 a. decimos d. dicimos
 b. digo e. dice
 c. dices



Examen Final Español 2-Part I



Verbs Compuestos con Infinitivos «» Compound Verbs using Infinitives

Match the Auxiliary Verbs with their translation.

1. Desear
2. Tener que
3. Poder
4. Necesitar
5. Deber
6. Querer
7. Ir a
8. Uno tiene que / Hay que

A. to want



B. to have to



C. to need



D. to be able



E. going to



AB. to wish



AC. should



AD. one must



Examen Final Español 2-Part I



El verbo "hacer" «» The verbs "to do" and "to make"



Choose the correct form of the verb "HACER" in order to conjugate the irregular verbs "to do" and "to make" in Spanish in the present indicative tense for each of the subjects in the sentences below.

Choose from the options at the bottom of this page.

Note that some conjugations may belong to more than one sentence.

17. Yo _____ la cena.
18. El estudiante _____ la tarea.
19. ¿Qué _____? (asking "how")
20. Ustedes _____ mucho ruido.
21. ¿Cómo ellos _____ eso?

- A. hago
 B. haces
 C. hace
 D. hacen
 E. hacemos
 AB. hacéis

¿What are you going to do?

Choose the Spanish sentence which matches the English sentences in the correct tense.

- 22. He is going to read a book.
 - a. Él vas a leer un libro.
 - b. Él va a lee un libro.
 - c. Él va a leer un libro.
 - d. Él van a leer un libro.
- 23. What are we going to do?
 - a. ¿Qué van a hacer?
 - b. ¿Qué vas a hace?
 - c. ¿Qué voy a hacer?
 - d. ¿Qué vamos a hacer?
- 24. Are you going to read? (tú/él/ella/usted)
 - a. ¿Van a leer?
 - b. ¿Vamos a leer?
 - c. ¿Va a leer?
 - d. ¿Vas a leer?
- 25. What am I going to do?
 - a. ¿Qué vas a hacer?
 - b. ¿Qué vas a hace?
 - c. ¿Qué voy a hacer?
 - d. ¿Qué van a hace?



En el Zoológico «» At the Zoo

Paree los lugares del zoológico en español. Match the pictures of places found at the zoo with the Spanish name.



- A. el césped / la grama / la hierba
- B. el camino / la vereda
- C. la salida
- D. el jardín
- E. el camino por debajo del puente
- AB. la calle
- AC. la jaula
- AD. la entrada



«» El Pluscuamperfecto y Perfecto de Indicativo «»
(Pretérito Imperfecto y Pretérito Perfecto)

«» The Pluperfect and Present Perfect Tense «»
Choose the translation using the correct verb conjugation.



32. The cat has not eaten.
- a. El gato no había comido.
 - b. El gato no tiene comido.
 - c. El gato no ha comido.
 - d. El gato no ha comiendo.



33. The horse had spoken before.
- a. El caballo ha hablado antes.
 - b. El caballo has hablando antes.
 - c. El caballo había hablado antes.
 - d. El caballo tuvo habló antes.



34. The birds have sang with me.
- a. Los pájaros están cantando dos canciones ya.
 - b. Los pájaros han cantando dos canciones ya.
 - c. Los pájaros han cantado dos canciones ya.
 - d. Los pájaros habían cantado dos canciones ya.



35. The boy had trained his pet.
- a. El niño había entrenado a su mascota.
 - b. El niño ha entrenado a su mascota.
 - c. El niño has entrenado a su mascota.
 - d. El niño he entrenado a su mascota.
 - e. El niño tiene entrenó a su mascota.

Participio Pasado e Imperativo «» Past Participle & Imperative
Choose the sentence that conjugates each verb from the past participle or the imperative.



- Infinitivo Participio Pasado e Imperativo
- Correr*** _____ 36. Run, Forest, run! (tú/él/ella/usted)
- a. ¡Corriendo, Forest, corriendo!
 - b. ¡Correr, Forest, correr!
 - c. ¡Corre, Forest, corre!
 - d. ¡Corrido, Forest, corrido!



- Atrapar:** _____ 37. The mouse is trapped.
- a. El ratón está atrapando.
 - b. El ratón está atrapado.
 - c. El ratón es atrapado.
 - d. El ratón es atrapó.



- Correr:** _____ 38. Run, horses!
- a. ¡Corridos caballo!
 - b. ¡Corriendo, caballos!
 - c. ¡Corran, caballos!
 - d. ¡Corren, caballos!



- Preparar:** _____ 39. The cat is prepared to eat.
- a. El gato es preparando para comer.
 - b. El gato está preparado para comer.
 - c. El gato está preparando para comer.
 - d. El gato es preparó para comer.

Nombre: _____ Período: _____
 Fecha: _____



Spanish 2: Final Test Form 2

**Spanish 2: Intermediate to Advanced Spanish
 Multiple Verb Conjugations,
 Arts, Sports, The City, Animals, and Zoo Vocabulary,
 and Prepositional Phrases**

By
 Rita Amador

Illustrations by
 Frances Sierra-Amador

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The City «» La Ciudad

Parear «» Match

1 the city

2 bridge

3 buildings

4 (Freeway)

5 Main Street

6 traffic light

7 neighborhood

8 stop sign

- A. el vecindario
- B. la autopista
- C. la calle principal
- D. el puente
- E. el semáforo
- AB. la ciudad
- AC. los edificios
- AD. la señal de pare

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**Gerundios y el Presente o Pasado Progresivo
 Gerunds & the Present or Past Progressive**



9. He **is playing** at the concert hall. (INFINITIVE: tocar)
- a. Él tocar en la sala de conciertos.
 - b. Él es tocando en la sala de conciertos.
 - c. Él está tocando en la sala de conciertos.
 - d. Él tocando en la sala de conciertos.
 - e. Él está toca en la sala de conciertos.



10. We **were recording** in the studio. (INFINITIVE: grabar)
- a. Estoy grabando en el estudio.
 - b. Estábamos grabando en el estudio.
 - c. Nosotros es grabar en el estudio.
 - d. Nosotros es grabando en el estudio.
 - e. Nosotros estamos grabando en el estudio.



11. She **is composing** a song. (INFINITIVE: componer)
- a. Ella estaba componiendo una canción.
 - b. Ella está componer una canción.
 - c. Ella está componiendo una canción.
 - d. Ella está componando una canción.
 - e. Ella es componando una canción.



12. You **were listening** to the music. (INFINITIVE: escuchar)
- a. Ustedes están escuchando la música.
 - b. Ustedes están escuchando la música.
 - c. Ustedes es escuchar la música.
 - d. Ustedes es escuchando la música.
 - e. Ustedes estaban escuchando la música.

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Conjugacion de Verbos «» Verb Conjugations

Escoge la traducción correcta.
 «» Choose the correct translation«»



13. She is playing the piano.
- A. Ella es jugar el piano.
 - B. Ella está tocando el piano.
 - C. Ella tocó el piano.
 - D. Ella toca el piano.
14. We were training for the championship. *(Reflexive Verb)
- A. Nos estamos entrenando para el campeonato.
 - B. Nos estábamos entrenando para el campeonato.
 - C. Nos están entrenando para el campeonato.
 - D. Nos estás entrenando para el campeonato.
15. He received an award.
- A. Él recibe un premio.
 - B. Él recibía un premio.
 - C. Él recibió un premio.
 - D. Él recibí un premio.
16. He used to receive money from the government.
- A. Él estaba recibir dinero del gobierno.
 - B. Él estaba recibiendo dinero del gobierno.
 - C. Él recibió dinero del gobierno.
 - D. Él recibía dinero del gobierno.
17. He is going to defend his title in the next Olympics.
- A. Él es yendo a defender su título en las próximas olimpiadas.
 - B. Él está defendiendo su título en las próximas olimpiadas.
 - C. Él va a defender su título en las próximas olimpiadas.
 - D. Él estaba defendiendo su título en las próximas olimpiadas.
18. She will practice gymnastics tomorrow.
- A. Ella va a practicar gimnasia mañana.
 - B. Ella practicará gimnasia mañana.
 - C. Ella está practicando gimnasia mañana.
 - D. Ella practicaba gimnasia mañana.
19. He receives money from the government.
- A. Él recibir dinero del gobierno.
 - B. Él estaba recibiendo dinero del gobierno.
 - C. Él recibió dinero del gobierno.
 - D. Él recibe dinero del gobierno.

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Examen Final Español 2-Part 2

Los Bichos y Otros Animales
(bee-chohs)

«>> Bugs and Other Animals <<»

Escoge la contestación correcta para contestar las preguntas.
Choose the correct answer to answer the questions.

20. ¿Qué animal es éste?
a. el lagartijo
b. el camaleón
c. el caracol
d. el cocodrilo



(crocodile)

21. ¿Qué animal es éste?
a. la volar
b. el gusano
c. la mosca
d. la mariposa



(the fly)

22. ¿Cuál de éstos animales no es un insecto?
a. la medusa b. el saltamontes c. el escarabajo d. la mosca

23. ¿Cuál animal de éstos es un insecto?
a. el mono b. la abeja c. el lagartijo d. el águila

24. ¿Dónde vive la medusa?
a. en las montañas b. en el desierto c. en el mar d. en la jungla

25. ¿Qué animal es éste?
a. un mono
b. un tigre
c. un elefante
d. una zorra



(fox)

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Examen Final Español 2-Part 2

Buscando Direcciones «>> Looking for Directions
Parea el vocabulario en español.

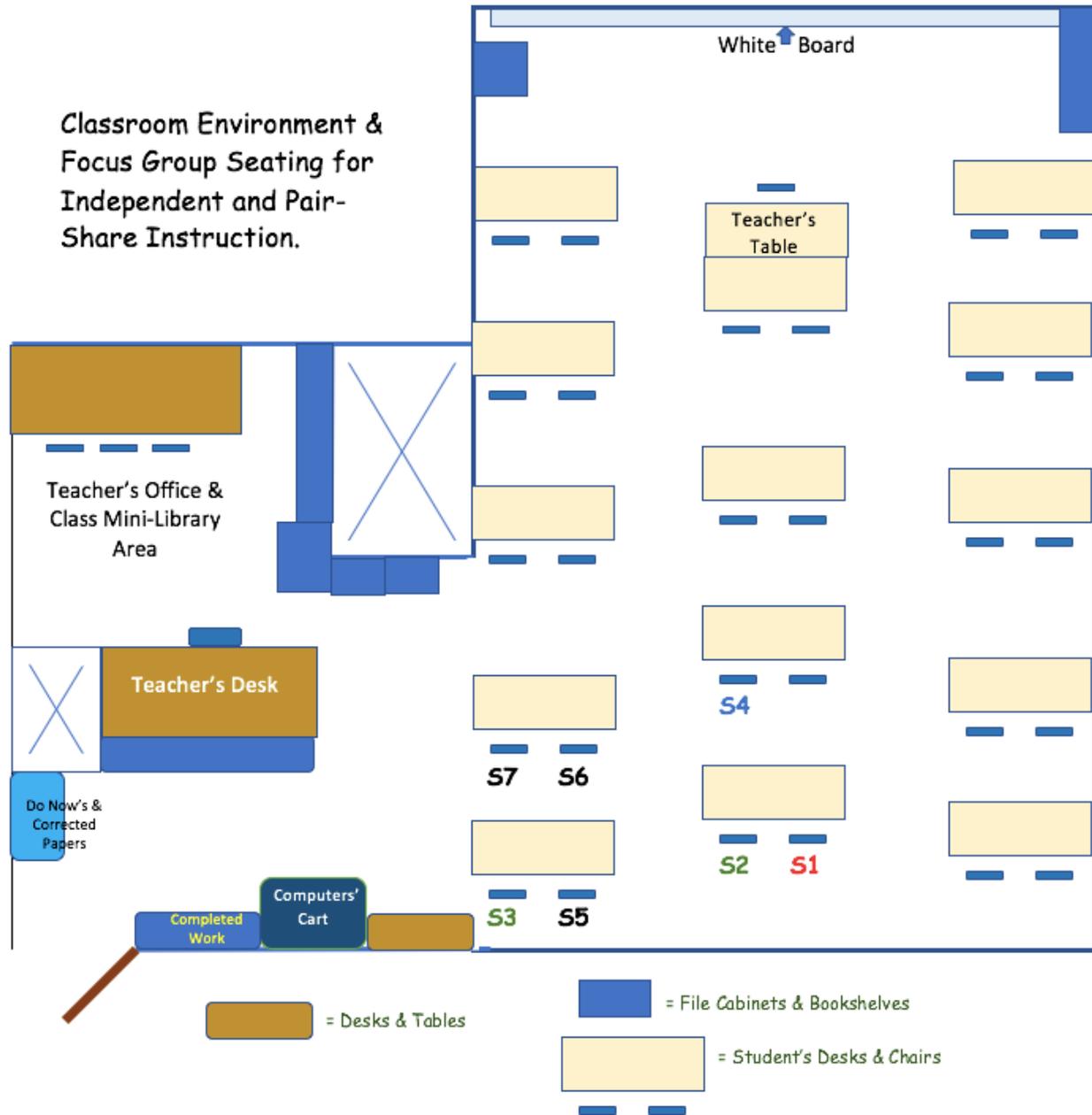
___ 26. doble *(formal)* / dobla *(familiar)* A. towards
___ 27. Hasta B. Until / Up to
___ 28. Hacia C. Far from...
___ 29. Cerca de... D. Come here.
___ 30. Lejos de... E. Close to...
___ 31. Venga acá. *(formal)* / Ven acá. *(familiar)* AB. Turn




___ 32. izquierda  A. right
___ 33. derecho B. left
___ 34. siga *(formal)* / sigue *(familiar)* C. go / keep going
___ 35. derecha  D. come back
___ 36. regrese E. straight

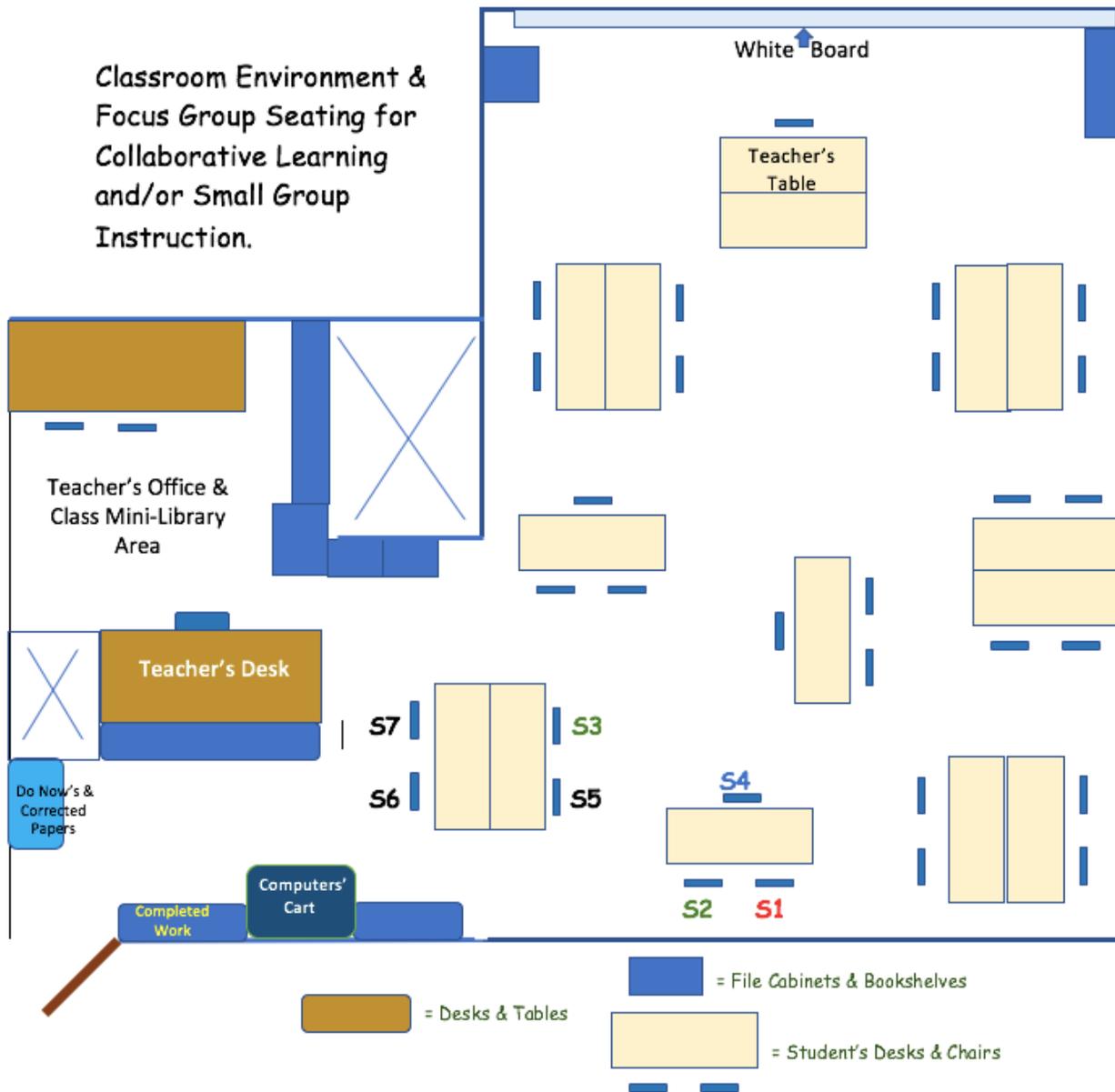
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Appendix C.1: Flexible Seating Best Teaching Practice (Floorplan of the Classroom Environment for Independent Work & Pair-Share)



Notice how each floorplan provides easy access to the computers' cart preventing movements that may cause class distractions. It also made it easy for them to collaborate with each other in pair-shares or group work.

Appendix C.2: Flexible Seating Best Teaching Practice (Floorplan of the Classroom Environment for Collaborative Learning and/or Small Group Instruction)



Appendix D: Flipped Instruction (Sample of a Google Classroom-Flipped Instructional Lesson)

1. I created a class in Google Classroom called “Heritage Spanish Learners (Period 3)” for students participating in the study to work on flipped instructional lessons along with differentiated worksheets.



2. A Sample Google Classroom Lesson looked like this:

Lesson #1: El Participio Pasado/ The Past Participle

LA META/Objetivos: "Yo puedo transformar verbos del infinitivo en el participio pasado en español."

1. Use your Worksheet Handout to take notes as you watch and listen to the instructional video using HEADPHONES.
2. Pause the video as many times as necessary in order to fill the blanks, answer the questions presented, and/or complete the exercises.
3. You may also go back if you need to watch any part of the lesson again for better understanding.
4. If you have questions about the lesson follow the following protocols:
 - a. Use any available resources,
 - b. Ask your peer at volumen 1
 - c. Wait for the teacher to be able to help you after raising your hand. (You may also write your name on the board under: "Ayúdame, por favor" and wait for the teacher to help you.)

HERE IS THE LINK: https://www.youtube.com/watch?v=vuWU-hCYd1w&list=PLjPjC6YyughOqus_UFn2BAoZyc-_KpdL

5. Once the lesson has finished, prompt the teacher to receive a stamp for completing your paper.
6. On the attached document answer the analysis & reflection Qs briefly.
7. Continue working independently on your artifact.

DONE | NOT DONE | RETURNED

Analysis and Reflection Sheet Lesson 1

Google Docs

Each student will get a copy

3. Each flipped instructional lesson was followed by an Analysis and Reflection Sheet in which I surveyed students for feedback about the differentiated lessons. They contain most of my sources for student’s quotes. The following are a few examples of surveys attached to the lessons:

Analysis and Reflection Sheet

Lesson #1

(Participio Pasado/ Past Participle)

1. Was the lesson easy to follow? Why?

2. Do you feel that you understood the lesson and met the objectives?

(Yo puedo transformar verbos del infinitivo en el participio pasado en español)

3. What was the best part about this activity?

4. What can the teacher do to make this activity better for the you or any other student?

5. Do you have any questions about the lesson that you would like the teacher to help you with?

Analysis and Reflection Sheet

Lesson #7 & Assessment

(Repaso del Participio Pasado & Presente Perfecto)

1. Was the lesson easy to follow? Why?

2. Do you feel that you understood the lesson and met the objectives?

(Yo puedo usar el participio pasado conjugar 5 verbos en el presente perfecto en español 80% correctamente.)

3. How difficult did you find the assessment in a scale of 1 to 10? (1= very easy & 10= very hard) Briefly explain why?

4. What was the best part about this activity? Why?

5. What can the teacher do to make this activity better for you or any other student?

6. Do you have any questions about the lesson that you would like the teacher to help you with?

Appendix E: Differentiated Worksheets (Sample of a Differentiated Worksheet with a Flipped Instructional Lesson)

- I created differentiated worksheets for students participating in the study to work on flipped instructional lessons in Google Classroom. For instance, in the following example of a flipped instructional lesson such as Lesson #6:

Lección #6: REVIEW of Past Participles as Adjectives

LA META/Objetivos: "Yo puedo escribir cinco oraciones usando verbos en el participio pasado como adjetivos en español 80% correctamente."

- Use your Worksheet Handout to take notes as you watch and listen to the instructional videos using HEADPHONES.

NOTE: You will have to watch 2 short videos for this lesson.

- Pause the video as many times as necessary in order to fill the blanks, answer the questions presented, and/or complete the exercises.
- You may also go back if you need to watch any part of the lesson again for better understanding.
- If you have questions about the lesson follow the following protocols:
 - Use any available resources,
 - Ask your peer at volumen 1
 - Wait for the teacher to be able to help you after raising your hand. (You may also write your name on the board under: "Ayúdame, por favor" and wait for the teacher to help you.)

PART 1: HERE IS THE LINK TO THE REVIEW VIDEO #1 for PAGES 113-114:
<https://www.youtube.com/watch?v=8jdtRsfBJt4>

PART 2: HERE IS THE LINK TO THE LESSON VIDEO #2 for PAGES 115-117:
<https://www.youtube.com/watch?v=4Axnl5Oeuiw>

- Once the lesson has finished, prompt the teacher to receive a stamp for completing your paper.
- Answer the analysis & reflection Qs briefly on the attached document.
- Continue working independently on your regular classwork.

| | | |
|-----------|---------------|----------------|
| 0 DONE | 0 NOT DONE | 19 RETURNED |
|-----------|---------------|----------------|



Analysis and Reflection Sheet Lesson 6

Google Docs

Each student will get a copy

2. The following Differentiated Worksheets will be the ones that students worked on while listening to the videos on Flipped Lesson #6 (I reduced the actual size):

Flipped Instruction #6 FECHA: _____ **P:** _____

Repaso «» Review

Participio Pasado como Adjetivos «» Past Participle as Adjectives

Before watching the instructional video, read the information below:

- **Lesson #6** is a 2-part lesson that includes 2 instructional videos. The object is to review of how to use the Past Participle Form as an adjective with the verb ESTAR.
- If you feel that this video was not enough to understand the concept of using the Past participle as an adjective, please refer to the second video on Lesson #2 in Google Classroom to re-learn how it is done with more detail. It is only a 5-minute video.
- In order to complete this lesson, open the video for each part of the lesson as prompted and follow the instructions.
- Use these worksheets to take notes as you follow along with the part 1 and then part 2 of the lesson.

REMEMBER:

- Pause the video as many times as necessary in order to fill the blanks, answer the questions presented, and/or complete the exercises.
- You may also go back if you need to watch any part of the lesson again for better understanding.

Lesson PART 1: Watch Video #1- "**Estar + participio pasado**" and Take Notes

Write the Spanish sentence based on the painting from the painter Picasso below:

El pintor y la modelo _____
(The painter and the model are seated.)

In order to form a past participle in Spanish, take the infinitive and cut off the ending:

| | | | |
|-------------|-----|-----|-----|
| Infinitives | -ar | -er | -ir |
|-------------|-----|-----|-----|

And add:

| | | | |
|------------------|--|--|--|
| Past Participles | | | |
|------------------|--|--|--|

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USES WITH 'ESTAR'

When you use the Past Participle with **Estar** the following rules apply:

- _____ is used to describe _____
- The _____ will act as an _____, although it is actually describing the _____ of an _____
- It will agree in _____ and _____ with the _____
- The verb _____ will also agree with the _____

EJEMPLOS

Copy the rest of the sentence in Spanish & Translate them to English:

1. Mi mamá _____
Inglés: _____
2. Mi hermano y el gato _____
Inglés: _____
3. Los huevos _____
Inglés: _____
4. La sala _____
Inglés: _____
5. La mesa _____
Inglés: _____
6. Las ventanas _____
Inglés: _____

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Lesson PART 2: Watch Video #2- "**SL: Past Participles as Adjectives**" and Take Notes

Fill the chart below to demonstrate how to transform 3 Spanish infinitives into the past participle form. Translate them to English, too.

| | | | |
|------------------|--------|-------|-------|
| Infinitives | hablar | comer | vivir |
| Past Participles | | | |
| Inglés | spoken | | |

Copy them in Spanish:

| English Infinitive | English Past Participle | Spanish Infinitive | Spanish Past Participle |
|--------------------|-------------------------|--------------------|-------------------------|
| to open | opened | abrir | |
| to say | said | decir | |
| to discover | discovered | descubrir | |
| to cover | covered | cubrir | <i>cubierto</i> |
| to write | written | escribir | |
| to do / to make | made | hacer | |
| to die | dead | morir | |
| to place / to put | put / placed | poner | |
| to solve | solved | resolver | |
| to break | broken | romper | |
| to see | saw | ver | |
| to return | returned | volver | |
| to satisfy | satisfied | satisfacer | <i>satisfecho</i> |

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Copy the 4 examples in the video in Spanish & Translate them to English:

1. El piso _____ (barrer)
Inglés: _____
2. La puerta _____ (abrir)
Inglés: _____
3. Las estudiantes _____ (confundir)
Inglés: _____
4. Veo tres televisores _____ (apagar)
Inglés: _____

Practica el participio pasado en español.

NOTE: Irregular Past Participles will have an asterisk* on their infinitive.

1. El animal _____ (morir)* - to die
2. Yo _____ (cansar) - to be tire



3. Mis amigos _____ (dormir) - to sleep
4. Me gusta comer tortas _____ (mojar) - to wet



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5. Mi cuerpo _____ . (quemar) – to burn



6. La ventana _____ . (cerrar) – to close



7. El carro _____ . (perder) – to lose

8. Mis padres estuvieron _____ . (sorprender) – to surprise



9. Mi hermana _____ . (vestir) to get dressed

10. Mi piso _____ . (barrer) – to sweep



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Appendix F: Implementation of Ongoing Assessment- (Many of the lessons were also followed by some type of formative and/or summative assessment such as practice exercises, exit tickets, quizzes, or Quizlet tests from Quizlet.com. I used Google Assessment Forms or Quizlets.com most of the time to facilitate correcting their work.)

1. The following is an example of a flipped instructional lesson #5 with an exit ticket in Google Assessments:

Lección #5: "El Pluscuamperfecto de Indicativo / The Past Perfect Tense" DONE | NOT DONE

LA META/Objetivos: "Yo puedo conjugar cinco verbos en el PLUSCUAMPERFECTO de INDICATIVO en español 80% correctamente."

- Use your Worksheet Handout to take notes as you watch and listen to the review video using HEADPHONES.
NOTE: You will have to watch 1 short video for this lesson and complete the exercises in the Google Practice Form.
- Pause the video as many times as necessary in order to fill the blanks, answer the questions presented, and/or complete the exercises.
- You may also go back if you need to watch any part of the lesson again for better understanding.
- If you have questions about the lesson follow the same protocols as in previous lessons.

HERE IS THE LINK TO THE REVIEW VIDEO for PAGES 110-113: "El Pluscuamperfecto de Indicativo/ Past Perfect Tense":

<https://www.youtube.com/watch?v=lu-SUPKfa-c>

- Once the lesson has finished, complete the exit Ticket by clicking on the Google Form.
- Once you complete the Quiz, submit your answers and prompt the teacher to receive a stamp for completing your paper and form.
- Answer the analysis & reflection Qs briefly on the attached document .
- Continue working independently on your regular classwork.

| | | |
|---|---|--------------------------------|
|  | Practica del Pluscuamperfecto (Past Perfect) Lesson #5 Google Forms | View responses |
|  | Analysis and Reflection Sheet Lesson 5 Google Docs | Each student will get a copy |

2. This will be the exit-ticket on lesson #5 that students will see after opening the Google Assessment Form:

Practica del Pluscuamperfecto (Past Perfect) Lesson #5

Exit Ticket that allows students to practice and demonstrate their application of their content knowledge.

*** Required**

Name *
Your answer _____

Email *
Your answer _____

Conjugate the verbs in the past perfect or pluscuamperfecto de Indicativo in the sentences by translating the English verbs in parenthesis to Spanish. You may use previous notes and the verb log, verb chart, and vocabulary log as reference.



Ella (had practiced) música, antes de que ella aprendió a tocar el piano. **2 points**

Your answer _____



Ellos han ido a España, pero antes ellos (had gone) a Puerto Rico. **2 points**

Your answer _____



Yo tuve una A en el examen pero antes (I had learned) todo muy bien. **2 points**

Your answer _____



Nosotros ya (had made) la comida cuando ustedes llegaron a casa a comer. **2 points**

Your answer _____



¿Tú (had lived) en los Estados Unidos antes de que estabas viviendo en Europa? **2 points**

Your answer _____

Yo (had done) mi tarea todos los días, pero tuve B en la clase. **2 points**



Your answer _____

SUBMIT

3. Below is an assessment Quiz included on Flipped Instructional Lesson #7:

Lección #7: Review & Assessment (Past Participles, Present Perfect, & Past Perfect)

LA META/Objetivos: "Yo puedo escribir múltiples oraciones usando verbos en el participio pasado como adjetivos y conjugar verbos en el presente perfecto en español 80% correctamente."

1. Use your Worksheet Handout to take notes as you watch and listen to the instructional videos using HEADPHONES.
- NOTE: You will have to watch 1 short video and complete an assessment for this lesson.
2. Pause the video as many times as necessary in order to fill the blanks, answer the questions presented, and/or complete the exercises.
3. You may also go back if you need to watch any part of the lesson again for better understanding.
4. If you have questions about the lesson follow the independent learner's protocols:

PART 1 (REVIEW): HERE IS THE LINK TO THE REVIEW VIDEO #1 for PAGES 118-121:
<https://www.youtube.com/watch?v=NermMHuyIzG>
 Collaborate productively with a partner or small group to correct your work using Page 122.

PART 2 (ASSESSMENT): Open and complete the Google Assessment form,

5. Once you complete the lesson and test, prompt the teacher to receive a stamp for completing your paper and turn in your test.
6. Answer the analysis & reflection Qs briefly on the attached document.
7. Continue working independently on your regular classwork.

0
DONE

0
NOT DONE

19
RETURNED

Analysis and Reflection Sheet Lesson 7
Google Docs

Each student will get a copy

Lesson #7: Participles as Adjectives, Present Perfect and "Pluscuamperfecto"
Google Forms

[View responses](#)

Lesson #7: Participles as Adjectives, Present Perfect and "Pluscuamperfecto"

Assessment that allows students to apply and demonstrate their content knowledge.

* Required

Name *

Your answer

Email *

Your answer

Choose the best answer to complete or translate the sentences in Spanish.

Yo _____ en Puerto Rico en el pasado. * 2 points

- has vivido
- han vivido
- he vivido
- ha vivido

Todas mis amigas _____ a la fiesta por Marcos. * 2 points

- han ser invitadas
- han sido invitadas
- han estando invitadas
- han siendo invitadas

They had been invited to my party. * 1 point

- Ellos habían estado invitados a mi fiesta.
- Ellos han estado invitados a mi fiesta.
- Ellos he estado invitados a mi fiesta.
- Ellos habíamos estado invitados a mi fiesta.

Las niñas no _____ en esta cancha. * 2 points

- han jugadas
- has jugado
- han jugando
- han jugado

La ambulancia _____ tarde. *

2 points

- he llegado
- han llegado
- ha llegado
- has llegado

The store is closed today. *

1 point

- La tienda es cerrando hoy.
- La tienda está cerrando hoy.
- La tienda está cerrada hoy.
- La tienda está cerrando hoy.

The mouse is trapped. *

1 point

- El ratón está atrapado.
- El ratón está atrapando.
- El ratón es atrapado.
- El ratón es atrapó.

The cat has not eaten. *

1 point

- El gato no había comido.
- El gato no tiene comió.
- El gato no ha comido.
- El gato no ha comiendo.

The cat is prepared to eat. *

2 points

- El gato está preparó para comido.
- El gato está preparado para comer.
- El gato está preparando para comer.
- El gato es preparó para comido.

We are very tired. *

1 point

- Estamos muy cansado.
- Estoy muy cansada.
- Está muy cansado.
- Estamos muy cansadas.
- Somos muy cansados.

The baby had never spoken before. *

2 points

- El bebé nunca ha hablado antes.
- El bebé nunca has hablando antes.
- El bebé nunca había hablado antes.
- El bebé nunca tuvo habló antes.

The boy has trained his pet. *

2 points

- El niño ha entrenando a su mascota.
- El niño ha entrenado a su mascota.
- El niño has entrenado a su mascota.
- El niño he entrenado a su mascota.
- El niño tiene entrenó a su mascota.

The birds had already sang two songs. *

2 points

- Los pájaros ya están cantando dos canciones.
- Los pájaros ya tuvieron cantando dos canciones.
- Los pájaros ya estaban cantando dos canciones.
- Los pájaros ya habían cantado dos canciones.

NEXT

Never submit passwords through Google Forms.