

**K-12 Heritage Language Program Profile  
Heritage Spanish Speakers  
High School of Science and Technology/ Springfield, MA**

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Languages: Spanish  
Grades: 9-12

### **Program Description**

**Purposes and goals of the program:** The goals of our program are to enhance native speakers' knowledge of the Hispanic language and culture. Furthermore, we try to help them become proficient in all aspects of the language to prepare them for taking the Spanish AP exams. We also strive to instill a sense of pride and dignity in the heritage learners about that language.

#### **Type of program**

- Immersion
- Foreign language program

In our heritage language classes we encourage full use of the language at all times. These classes are based in the foreign language department. They are not apart of a bilingual program.

**Program Origins:** The program was founded the opening of the school 6 years ago, by the Springfield School District.

**Parents' expectations for the program:** Parents' expectations are generally the same as with other classes. They expect the classes to be challenging but fair.

**Staff's expectations for the program:** We would like to have all of our heritage learners take the Spanish AP exam during their senior year.

### **Students**

- Native Americans: 2%

- First-generation immigrants: 10%
- Second-generation immigrants: 30%
- Third-generation immigrants: 10%
- Children of interethnic marriages: 5%
- Children of interethnic adoption: 1%
- Non-ethnic background: 20%
- Others: African Americans

**Countries of origin:** Dominican Republic, Ecuador, Jamaica, Mexico, Panama, and Puerto Rico

**Total student enrollment:** 50 - 80 per semester

**Identification of heritage speakers:**

- Counselors determine an initial list of students, and the foreign language teachers refine the list.
- Home language survey: A home language survey is sent out at the beginning of the school year/semester with the students. Each student needs to complete the survey and have a parent sign it before returning it to the class. This is counted as a homework assignment.
- Background questionnaire
- Placement test
- Oral interview: An oral interview is usually done within the first week on an individual basis with each student. A leader usually prepares a topic for conversation and some questions to guide the interview.

**Percentage of students who complete the program:** Not sure.

**Possible reasons for not completing the program:** Motivation, most often a student doesn't really know the available options.

**Instructors**

**Number of staff in program:** 2

**Languages in which staff members are proficient:** Spanish and English

**Level of proficiency:** We are completely fluent in all aspects.

**Credentials**

- Teacher certification, MA - Foreign Language Spanish 7-12
- BA, Bachelor of Arts
- Doctorate, Spanish language

**Professional development opportunities teachers have:** We have professional development workshops that are announced on a daily basis. Our district also has

its own professional development center where we can work to advance our degrees.

**Professional development opportunities teachers need:** More workshops based specifically on issues that deal with heritage speakers

### Instruction

**Hours per week students receive instruction:** 7.5 hours per week. We have 85-minute blocks that meet every day.

**Student grouping:** Students are grouped according to levels (Levels 1, 2, 3 and 4)

### **Heritage Skills**

- Listening
- Speaking
- Reading
- Writing

**Skills and levels of language proficiency students reach by the end of the program:** Enough to enter into AP Spanish

### Culture

- History
- Festivals
- Customs
- Traditions/beliefs
- Religion
- Folktales
- Arts and crafts
- Dances
- Songs
- Rhymes
- Social and cultural norms
- Cultural appropriateness
- Literature

**Kind of student identity the program fosters:** Students gain a better understanding of the Latino identity and become better acquainted with their own heritage.

### Methodologies and instructional strategies

- John Collins Writing Method (writing across the curriculum)

- Blackboard
- Current events

### **Materials**

**Textbook:** *Nuevas Vistas - Ven Conmigo* (Holt Rinehart & Winston, 2003)

**Technology used in the program:** We use computers for Web research, compositions, and video and audio tools.

### **Assessment**

- Weekly quizzes
- Chapter tests
- Mid-term tests
- Final exams
- School/district developed tests
- Performance-based tasks or assessment

### **Articulation**

**Local connections:** The school has connections with colleges and universities. There isn't development of home-school connections or promotion of parent involvement in the program.

**Opportunities that students have for using the language and developing cultural knowledge outside the program:** There are several opportunities in our communities.

### **What the program has in place**

#### **Financial support**

- Local/state government support
- Other types of support : teacher support

**Kinds of assistance or collaboration you would like to receive for your program from other entities:** Financial assistance for students wishing to study abroad

**Research on or evaluation of the program:** We want to evaluate how taking a foreign language can help raise students' SAT scores.

### **Special Challenges and Comments**

**Special Challenges:** City funding cuts from our city have made it impossible for us to offer elementary heritage classes in the next school year.