“I studied Spanish/French/Chinese for 4 years in high school and I can...”

The New Paradigm

Annual FFLAME Meeting, October 14, 2015
St. Augustine, FL
Jackie Bronkie, 2014-15 Chair
• Several Districts in Florida have adopted their own Seal of Bi-literacy following the lead of several States, including Palm Beach County and Miami-Dade recently.
Seal of Biliteracy Data:
Proficiency Level - Intermediate Mid and above.

CALIFORNIA: BIRTHPLACE OF ‘BILITERACY SEAL’

Since 2012, the state of California has offered a special designation or “seal” on the diplomas or transcripts of students who demonstrate that they can speak, read, and write in more than one language.

CALIFORNIA SEAL OF BILITERACY LANGUAGE PROFICIENCY
NOVEMBER 2014-JUNE 2015

- Spanish: 67.64%
- Mandarin: 12.9%
- Vietnamese: 8.3%
- Korean: 6.2%
- Latin: 1.73%
- Japanese: 1.91%
- German: 2.05%
- Other: 9.12%
- French: 9.52%

NUMBER OF STUDENTS EARNING SEALS

2012: 10,685
2013: 19,586
2014: 24,151
2015: 31,816

EDUCATION WEEK

Approved State Seal  Under Consideration  Early Stages  No Seal of Biliteracy, Yet!

Map not to scale.
How long does it take to reach Intermediate Mid?

• The Seal of Biliteracy in Palm Beach and Miami Dade Districts can be attained with an Intermediate Mid proficiency...

• According to our present Florida Course Codes and Benchmarks, a student should be able to do that in two years, but that is not what the research says.

• According to the following ACTFL chart, how many years of preparation will students need?

**Hint:** It’s not 2 years
What can a 2\textsuperscript{nd} language learner do after 2, 3, 4 years of WL classes?
Is Intermediate Mid Enough?

• Intermediate Mid will not get the student far in the Work World according to the following ACTFL researched chart.

• We must start WL education sooner and aim higher.
<table>
<thead>
<tr>
<th>ACTFL Level</th>
<th>US Gov Level</th>
<th>Language Functions</th>
<th>Corresponding Professions/Positions</th>
<th>Examples of Who Is Likely to Function at the Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>5</td>
<td>Ability to tailor language to specific audience, persuade, negotiate. Deal with</td>
<td>• Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter, Intelligence Specialist</td>
<td>• Highly articulate, professionally specialized native speakers; L2 learners with extended (17 years) and current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nuance and subtlety.</td>
<td></td>
<td>professional and/or educational experience in the target culture</td>
</tr>
<tr>
<td>Superior</td>
<td>3</td>
<td>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically</td>
<td>• University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor</td>
<td>• Well-educated native speakers; Educated L2 learners with extended professional and/or educational experience in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unfamiliar situation</td>
<td></td>
<td>target language environment</td>
</tr>
<tr>
<td>Advanced High</td>
<td>2+</td>
<td>Narrate and describe in past, present and future and deal effectively with an</td>
<td>• Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker,</td>
<td>L2 learners with graduate degrees in language-related area and extended educational experience in target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unanticipated complication</td>
<td>Translation Officer, Marketing Manager, Communications Consultant.</td>
<td>environment; Heritage speakers, informal learners, non-academic learners who have significant contact with language;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fraud Specialist, Account Executive, Court Stenographer /Interpreter, Benefits Specialist, Technical</td>
<td>Undergraduate language majors with year-long study abroad experience</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Service Agent, Collection Representative, Estimating Coordinator</td>
<td></td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>2</td>
<td></td>
<td>• Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptioinist</td>
<td></td>
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<tr>
<td>Advanced Low</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Intermediate High</td>
<td>1+</td>
<td>Create with language, initiate, maintain and bring to a close simple conversations</td>
<td>• Auto Inspector, Aviation Personnel, Missionary, Tour guide</td>
<td>L2 learners without year-long study abroad experience. L2 learners after 6-8 year sequences of study (AP, etc.) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by asking and responding to simple questions</td>
<td></td>
<td>4-6 semester college sequence L2 learners after 4 year high school sequence or 2 semester college sequence</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>1</td>
<td></td>
<td>• Cashier, Sales clerk (highly predictable contexts)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Receptionist, Housekeeping Staff.</td>
<td></td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>0+</td>
<td>Communicate minimally with formulaic and role utterances, lists and phrases</td>
<td></td>
<td>L2 learners after 2 years of high school language study</td>
</tr>
<tr>
<td>Novice High</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Mid</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Low</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

Intermediate High students can be tour guides.

Intermediate Mid students can work at McDonalds.

What are the realistic expectations?

• The majority of the States and Europe have Benchmarks that align with 2\textsuperscript{nd} Language Acquisition research: a language learner can reach the Novice High level after 2-3 years of study, with each year considered as 130-150 hours in class.

• In Florida, our first year students are supposed to reach Novice High in only one year.

• If we adhere to the Benchmarks as organized in our Course Descriptions, we ignore language acquisition research.
What are the realistic expectations? (cont.)

Our **Standards** and **Benchmarks align** with National Standards: it’s the **Course Descriptions** that defy logic.

- For students to realistically reach Intermediate Mid proficiency, they will need 4 to 6 years of study according to the ACTFL research.
- For students to achieve marketable language skills, Intermediate High a minimum, they must start their studies in Elementary School.
We have a total of 9 World Languages Standards in Florida that are used for all of the levels.

We have a total of 9 World Languages Standards in Florida that are used for all of the levels.

Standards #1-9 = Unit Goals
Benchmarks #1-62 = Objectives, Learning Targets.

The World Languages benchmarks have been colored to denote which benchmarks are covered in each Level. The benchmarks are organized by proficiency levels, not grade levels. There is a separate Middle School colored organization of classes by benchmarks.
How many standards are there?

We have a total of **9** WL Standards. Every level uses the exact same Standards.

The first **5** are the **Communication** Standards that reflect the three **Modes**.

The last **4** are **Intercultural** Standards.
The 3 Language Modes outline the skill sequence and cycle of natural language development:

**Interpretive:**
Viewing, Reading, Listening
*Standards #1 - 2*

**Interpersonal:**
Conversational Speaking & Writing *(Non-rehearsed)*
*Standard #3*

**Presentational:**
Speaking and Writing *(Rehearsed)*
*Standards #4-5*
The 5 WL NGSS Communicative Standards

1. **Interpretive Listening**: 12 Benchmarks each level.  
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

2. **Interpretive Reading**: 8 Benchmarks  
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. **Interpersonal Communication**: 16 Benchmarks  
The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

4. **Presentational Speaking**: 12 Benchmarks  
The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

5. **Presentational Writing**: 14 Benchmarks  
The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.
The 4 NGSS WL Intercultural Standards

6. Culture: 8 Benchmarks
The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

7. Connections: 4 Benchmarks
The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

8. Comparisons: 6 Benchmarks
The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

9. Communities: 4 Benchmarks
The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.
World Languages Modes of Communication

1. Interpretive Listening:
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

2. Interpretive Reading:
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

3. Interpersonal Communication
The student will be able to engage in conversations and exchange information with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

4. Presentational Speaking
The student will be able to present information, concepts, and ideas to an audience in a culturally appropriate context in the target language.

5. Presentational Writing
The student will be able to present information, concepts, and ideas in an appropriate context in the target language.

Intercultural Standards

6. Culture
The student will be able to use the target language to gain knowledge and appreciation of others’ cultures, practices, products, and perspectives of cultures other than his/her own.

7. Connections
The student will be able to acquire, reinforce, and further his/her knowledge of the target language.

8. Comparisons
The student will be able to develop insight into the nature of his/herself, his/her own language(s), and cultures to others.

9. Communities
The student will be able to use the target language both within and beyond his/her immediate surroundings for personal and professional purposes.

The World Languages benchmarks have been colored to denote which benchmark is most important to the overall learning experience. There is a separate Middle School curriculum that focuses on developing these skills in a more gradual and sequential manner.

School District of Palm Beach County - FY15
The next slide is the first page of the FL WL Benchmarks under **Standard I**, all levels.

- You have a hard copy of the **Standards and Benchmarks**.
- Turn to page 2 where the **Benchmarks** start.
- The **Benchmarks** are coded by color to match the Florida Course Descriptions.
- On the bottom in black outlined boxes in the slide, you will see the **Benchmarks** organized the way national and international research illustrate they should be by level and time.
Standard 1: Interpreting Language. The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

<table>
<thead>
<tr>
<th>Florida’s Language Standards</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Level V</th>
<th>Level VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>Intermediate High</td>
<td>Intermediate High</td>
<td>Advanced High</td>
<td>Advanced High</td>
<td>Superior</td>
</tr>
</tbody>
</table>

**Benchmarks:**

<table>
<thead>
<tr>
<th>Novice Low/Mid</th>
<th>Novice High</th>
<th>Intermediate Low/Mid</th>
<th>Intermediate High</th>
<th>Advanced Low/Mid</th>
<th>Advanced High</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.N1.1: [1] [2] [3]</td>
<td>WLI2.SU.1.1: [1] [2] [3]</td>
</tr>
</tbody>
</table>
The researched learning targets are as follows:

• For common languages such as French, Spanish, German, Italian, Latin and American Sign Language

• By the end of level 1: Novice Mid
  By the end of level 2: Novice High
  By the end of level 3: Intermediate Low
  By the end of level 4: Intermediate Mid
  By the end of level 5/AP: Intermediate High/Advanced Low

• Learning targets will vary slightly for more difficult languages such as Russian, Japanese, Chinese and Arabic.
## MIDDLE SCHOOL/HIGH SCHOOL PROFICIENCY TARGETS FOR LEVEL 1 & 2 DIFFICULTY LANGUAGES

*These include modern alphabetic languages and classical languages that are taught with a balanced emphasis on reading, writing, listening and speaking.*

**From the Ohio DOE World Languages Curriculum Site**

<table>
<thead>
<tr>
<th>MODE AND SKILL</th>
<th>LEVEL I 135-150 hours</th>
<th>LEVEL II 270-300 hours</th>
<th>LEVEL III 405-450 hours</th>
<th>LEVEL IV 540-600 hours</th>
<th>LEVEL V 675-750 hours</th>
<th>LEVEL VI 825-900 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPRETIVE Listening</td>
<td>Novice Mid</td>
<td>Novice High Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
<td>Int. High Adv. Low</td>
</tr>
<tr>
<td>INTERPRETIVE Reading</td>
<td>Novice Mid</td>
<td>Novice High Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
<td>Int. High</td>
</tr>
<tr>
<td>INTERPERSONAL Speaking</td>
<td>Novice Mid</td>
<td>Novice High Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
<td>Int. High Adv. Low</td>
</tr>
<tr>
<td>PRESENTATIONAL Speaking</td>
<td>Nov. Low</td>
<td>Nov. Mid</td>
<td>Nov. High Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
</tr>
<tr>
<td>PRESENTATIONAL Writing</td>
<td>Novice Mid</td>
<td>Novice High Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
<td>Int. High</td>
</tr>
</tbody>
</table>
### MIDDLE SCHOOL/HIGH SCHOOL PROFICIENCY TARGETS FOR LEVEL 3 & 4 DIFFICULTY LANGUAGES

*These include logographic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.*

<table>
<thead>
<tr>
<th>MODE AND SKILL</th>
<th>LEVEL I (135-150 hours)</th>
<th>LEVEL II (270-300 hours)</th>
<th>LEVEL III (405-450 hours)</th>
<th>LEVEL IV (540-600 hours)</th>
<th>LEVEL V (675-750 hours)</th>
<th>LEVEL VI (825-900 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPRETIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Novice Mid</td>
<td>Nov. Mid</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
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<tr>
<td></td>
<td>Nov. High</td>
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<tr>
<td><strong>INTERPRETIVE</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Novice Low</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Low</td>
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<tr>
<td><strong>INTERPERSONAL</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Novice Mid,</td>
<td>Nov. Mid</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Low</td>
<td>Int. Mid</td>
</tr>
<tr>
<td></td>
<td>Nov. High</td>
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<tr>
<td><strong>PRESENTATIONAL</strong></td>
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</tr>
<tr>
<td>Speaking</td>
<td>Novice Low</td>
<td>Novice Mid,</td>
<td>Novice Mid,</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Low</td>
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<tr>
<td></td>
<td></td>
<td>Novice High</td>
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<tr>
<td><strong>PRESENTATIONAL</strong></td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Novice Low</td>
<td>Novice Mid,</td>
<td>Novice Mid,</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Low</td>
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<tr>
<td></td>
<td></td>
<td>Novice High</td>
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</tbody>
</table>

From the Ohio DOE World Languages Curriculum Site

**Level 3 and 4 Languages:** Chinese, Japanese, Russian, Arabic
## Elementary FLES* Proficiency Targets for Level 1 & 2 Difficulty Languages

These include modern alphabetic languages taught via elementary school/middle school FLES programs at a minimum of 3 times per week and a minimum of 90 minutes of instruction per week.

<table>
<thead>
<tr>
<th>Mode and Skill</th>
<th>End of 2nd year</th>
<th>End of 3rd year</th>
<th>End of 4th year</th>
<th>End of 5th year</th>
<th>End of 6th year</th>
<th>End of 7th year</th>
<th>End of 8th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Int. Low</td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>Novice Low</td>
<td>Novice Mid</td>
<td>Novice MId</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Speaking</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Int. Low</td>
</tr>
<tr>
<td>Presentational</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Novice Low</td>
<td>Novice Low</td>
<td>Novice MId</td>
<td>Novice MId</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Novice High</td>
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<tr>
<td>Presentational</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Novice Low</td>
<td>Novice Mid</td>
<td>Novice MId</td>
<td>Novice MId</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
</tr>
</tbody>
</table>

*From the Ohio DOE World Languages Curriculum Site*
What are the implications of this information?

• Students must be counseled and placed according to the research.
• We might get students through the levels, but they become the ‘I can’t say a word’ kids: language isn’t acquired as fast as our course descriptions indicate.
• Until we start producing students who can communicate, we will have 45 students in our classes if all they need is a desk to do their workbook in class.
• As professionals, we must collaborate and share successes and failures. Stay active in FFLAME and FFLA.
District Supervisor Topics:

1. Accountability Needed: Must be Data Driven
   What is the best mode to use to show student growth without bias? Presentational Writing

2. Advocacy for World Language Instruction
   Inform school Administrators of what effective WL teaching looks like.
   Provide school Administrators with Look-for’s: TELL Project

3. Teaching in the Target Language required to facilitate 2nd Language Acquisition
   Improve or maintain Teacher 2nd language proficiency
   Provide teachers with academic vocabulary

* NADSFL: National Association of District Supervisors of Foreign Languages

Click on Resources for Supervisor Guides
NADSFL SUMMER ACADEMY 2014
LOOK FOR WAKE FOREST 2016

Phenomenal opportunity in a casual yet professional setting to learn from the best in our profession.

JOIN NADSFL and attend the Summer Academy in July 2016!
#1.

## Recommended Schedule of Assessment Modes with Cognitive Level

<table>
<thead>
<tr>
<th>Level &amp; hours→</th>
<th>I or 135-150 hours</th>
<th>II or 270-300 hours</th>
<th>III or 405-450 hours</th>
<th>IV or 540-600 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source or Prompt→</td>
<td>Interpretive Reading</td>
<td>Interpretive Listening</td>
<td>Interpretive Reading and Listening</td>
<td></td>
</tr>
<tr>
<td>Mode→</td>
<td>Presentational Speaking/Writing</td>
<td>Presentational Speaking</td>
<td>Presentational Writing</td>
<td>Presentational Speaking</td>
</tr>
<tr>
<td>Cognitive Level→</td>
<td>Compare and Contrast</td>
<td>Give opinion and support</td>
<td>Persuasive</td>
<td></td>
</tr>
</tbody>
</table>
How do we score and then grade proficiency? AP Score components and percentages are a starting point.

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Percent of Final Score</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Multiple Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A Interpretive Communication: Print Texts</td>
<td>30 questions</td>
<td>50%</td>
<td>Approx. 40 minutes</td>
</tr>
<tr>
<td>Part B Interpretive Communication: Print and Audio Texts (combined)</td>
<td>35 questions</td>
<td></td>
<td>Approx. 55 minutes</td>
</tr>
<tr>
<td>Interpreive Communication: Audio Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II: Free Response</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Writing: Email Reply</td>
<td>1 prompt</td>
<td>12.5%</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Presentational Writing: Persuasive Essay</td>
<td>1 prompt</td>
<td>12.5%</td>
<td>Approx. 55 minutes</td>
</tr>
<tr>
<td>Interpersonal Speaking: Conversation</td>
<td>5 prompts</td>
<td>12.5%</td>
<td>20 seconds for each response</td>
</tr>
<tr>
<td>Presentational Speaking: Cultural Comparison</td>
<td>1 prompt</td>
<td>12.5%</td>
<td>2 minutes to respond</td>
</tr>
</tbody>
</table>
Using rubrics based on ACTFL language domains to measure the modes is a must.

Which ones to use or emulate?

Fairfax, VA [PALS rubrics](#).

State of Ohio [WL rubrics](#).

Loveland, CO [WL District rubrics](#) (Home of Toni Theisen)
# Look for’s for Administrators

- **Framework**: Defining Teacher Effectiveness

# Look for’s for Teachers

- **Tools & Resources**: Facilitating Teacher Effectiveness

## TELL Project: Teacher Effectiveness for Language Learning

- Driving your own professional growth

- Correlations to Other Frameworks

- Scholarly Research & Further Reading

- Self-Assessments & Feedback Forms
Learning Targets are important because:

- They help students understand why they are learning and what they are learning to do.
- They provide clear expectations and help students track their progress.
- They contribute to a supportive learning environment.

**LEARNING OBJECTIVES**

- Teacher Focused: Written from the teacher's point of view.
- Across: Connects outcomes across a series of related lessons or units.
- Guide Instruction: Reminds the teacher lessons to design in sequence.

**LEARNING TARGETS**

- Student Focused: Written in student-friendly language.
- Within: Describes a lesson-sized chunk of information and/or skill.
- Guide Learning: Reminds students what they will do next.

**The Checklist**

1. Are the targets measurable at the end of the unit?
2. Do students know why they are learning?
3. Are learning targets used consistently?
4. Are students receiving feedback about their progress?

**Helpful Tips**

- Use the NCTM-ACSI Can-Do Statements to help you identify or create learning targets.
- Find a permanent spot in your classroom to display & share new learning targets for each class.
- Include learning targets on your PowerPoint presentations so that they can be shared with students.
- Make connections between the learning targets and your agenda of activities, telling students why they are doing WHAT.
- Have students reflect on their attainment of the learning targets as a closure activity or exit ticket.
What does effective World Language instruction look like?

• The **target language** is the sole medium of instruction. The teacher uses the target language throughout the entire lesson.
• Student’s language acquisition is facilitated through the teacher’s use of visuals, gestures, pictures, manipulatives and technologies.
• Students acquire language through authentic cultural contexts
• Students use the language individually, in paired groups, in small groups and in whole group activities.
• Student’s language competency is measured by performance-based tasks.
What does an effective World Language Teacher do?

The effective teacher:
• plans and delivers engaging **comprehensible input** in the target language.
• guides students to **interpret** and **comprehend** new content through the listening, viewing and reading experiences.
• **designs learning activities** which vary in length, content and format and focus on meaningful communication.
• **uses the textbook as a tool**, not the curriculum.
What does the Textbook Provide?

The Textbook provides the topic in the lesson, related vocabulary and structures used in sample scenes of daily life.

The Textbook does not provide meaningful content to talk about.

There are understandings, however, that are implicit within your provided topics in the textbooks.

Pull them out, using the 6 AP Themes and Essential questions to guide you and help you design meaningful curriculum.

By building on them and adding thematic content with authentic resources you provide the ‘Why a student should learn/do/know this/pay attention?’ or ‘What is studying Spanish going to teach me that I care or want to talk about?’
A Typical Textbook Unit

Cultural content and background: Puerto Rico, its customs, history and geography

Topics:
Food and beverages
Meal times and dining habits

Structures:
• Present tense of er and ir verbs
• Gustar with nouns
• Interrogative words
<table>
<thead>
<tr>
<th>The 6 AP WL Themes to Consider When Planning with Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Global Challenges</td>
</tr>
<tr>
<td>• Beauty and Aesthetics</td>
</tr>
<tr>
<td>• Families and Communities</td>
</tr>
<tr>
<td>• Personal and Public Identities</td>
</tr>
<tr>
<td>• Science and Technology</td>
</tr>
<tr>
<td>• <strong>Contemporary Life</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Contemporary Life with essential questions to choose from:</td>
</tr>
<tr>
<td>• How do societies and individuals define quality of life?</td>
</tr>
<tr>
<td>• <em>How is contemporary life influenced by cultural products, practices, and perspectives?</em></td>
</tr>
<tr>
<td>• What are the challenges of contemporary life?</td>
</tr>
</tbody>
</table>

is the AP theme that fits the Puerto Rico unit in my opinion.
Select Your AP Theme and Choose an Essential Question to Guide Your Comprehensible Input Choices

• Brainstorm possible themes based on the topic and cultural context: How do culture, geography, climate, natural resources, lifestyle, health needs, product availability and knowledge about nutrition influence what, where and when we eat? (This can be narrowed down to just the influences of ‘culture and geography’).

• Now you can select your infographics, photos, charts, video clips etc. for comprehensible input that will develop the theme that is implicit within your textbook unit and that will make the unit relevant.
Using The Textbook AND Authentic Documents.

Ideally, our curriculum should be designed by selecting from the AP themes first and then built with authentic resources, which may or may not include a textbook.

While many of our teachers are attached to their textbooks, helping them to extract the implicit ‘Understandings’ from their units in order to select authentic resources to use is a way to get teachers on the road to:

• facilitating language acquisition through meaningful and relevant content,
• using authentic resources and
• engaging students.
Pass on to Teachers:

• Teach in the Target Language.
• Teach to the Standards: use them to design lessons.
• Use authentic texts in thematic units.
• Use rubrics based on ACTFL language domains to assess student performance tasks.
• Take the Effective WL Teacher Self-assessment on TELL to get your growth mindset on!
Do not hesitate to contact me with any questions or concerns.

jacqueline.bronkie@palmbeachschools.org

We are all in different places in our journey of “How to Be a WL District Supervisor/Resource Teacher/Specialist”. Let’s collaborate and support each other