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| **KY Department of Education** |
| **KDE Program Review World Language**  **May 2013** |

**World Languages: Curriculum and Instruction**

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| **Demonstrator 1**. **Student Access**  *All students should have equitable access to high quality curriculum and instruction.* | | | |
| **No/Limited Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. The school does not provide opportunities for students to learn another language. | 1. The school provides opportunities for some students to learn and develop benchmarked proficiencies in at least one world language by scheduling time for instruction, learning opportunities, and monitoring. | 1. The school provides opportunities for each student, including heritage speakers, to learn and develop benchmarked proficiencies in at least one world language by scheduling time for instruction, learning opportunities, and monitoring. | 1. School provides opportunities for all students to learn and develop benchmarked proficiencies in more than one world language through scheduling time, learning opportunities, and monitoring. |
| 1. The school does not provide opportunities for students to interact with native or near native speakers and access authentic materials. | 1. The school rarely provides opportunities for each student to interact with native or near native speakers and access authentic materials. | 1. The school provides frequent opportunities for each student to interact with native or near native speakers and access authentic materials to help them meet benchmarks. | 1. The school provides consistent opportunities for students to interact with native or near native speakers and access authentic materials to help them meet or exceed benchmarks. |
| 1. The school only recognizes classroom learning. | 1. Learning outside of school is encouraged, but the school does not award credit for proficiency/performance. | 1. The school promotes and encourages language-learning opportunities for each student outside of school and recognizes achievement through credit for proficiency/performance. | 1. The school encourages and helps students find learning opportunities outside of school and recognizes proficiency/performance achieved through credit. |

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| **Demonstrator 2**. **Aligned and** **Rigorous Curriculum**  *An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. There is no alignment of the world language curriculum to the state or national world language standards and the curriculum primarily focuses on memorization and other undemanding skills. | 1. The world language curriculum is somewhat aligned to, but does not identify or target specific benchmarks on state or national standards. | 1. The world language curriculum focuses on communicative proficiency and is aligned to and benchmarked with National Standards for Foreign Language Learning in the 21st Century and the Kentucky Standard for World Language Proficiency. | 1. The world language curriculum focuses on proficiency and is aligned and benchmarked with Kentucky Standard for World Language Proficiency and meets state and national workforce, societal and national defense needs. |
| 1. The world language curriculum does not address 21st century skills. | 1. The world language curriculum supports 21st Century skills by coincidence, but not intentionally. | 1. While emphasizing communication, the world language curriculum is designed to develop students’ 21st Century skills of creativity, innovation, critical thinking, problem solving and collaboration. | 1. The world language curriculum fully integrates the Partnership for 21st Century Learning’s Framework for Learning. |
| 1. The world language curriculum is not designed to build students’ literacy skills. | 1. The world language curriculum is designed to build some literacy skills, but mostly focuses on grammar and structure. | 1. The world language curriculum is designed to build students’ cognitive and literacy skills in another language, as well as strengthen students’ first language skills. | 1. The world language curriculum is designed to strengthen students’ cognitive and literacy skills, language proficiency, interculturality and cross-content knowledge. |
| 1. The world language curriculum integrate content from other disciplines. | 1. The world language curriculum is designed to develop some cognitive skills but rarely intentionally integrates content from other disciplines. | 1. The world language curriculum intentionally integrates content across disciplines and is designed to make connections in students’ learning that will prepare them for college, career and life. | 1. The world language curriculum is customized by students who set learning goals that match their interests and plans for college and career. |

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| **Demonstrator 3. Instructional Strategies**  *All teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. English is the primary language of instruction. | 1. The target language is used half or less than half the time for world language instruction, with frequent English translations. | 1. The target language is used as the language of instruction almost all of the time and learning and is made comprehensible through a variety of strategies (i.e., visuals, body language, objects, hands-on-experiences) and technologies. | 1. The target language is used exclusively and is made comprehensible through a variety of technologies and strategies (i.e., visuals, body language, objects, hands-on-experiences). |
| 1. Instruction focuses on memorized language and grammatical accuracy, not communication, and allows students few opportunities to experience or produce functional language. | 1. Instruction focuses on grammar and communication in artificial contexts with little attention to developing proficiency in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts. | 1. Students are provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts. | 1. Students are provided to a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) with native speakers in the target culture. |
| 1. Culture is rarely taught. | 1. Teachers teach culture through isolated facts and artificially designed cultural events. | 1. Students are provided regular and frequent opportunities to experience real-life cultural observation, engagement, comparison, and reflection. | 1. Culture and language are integrated naturally and students are provided opportunities (inside and outside school, at home and abroad) to develop intercultural competencies through engagement, inquiry, and reflection. |
| 1. Students are engaged in activities that focus on memorized language and grammatical accuracy. | 1. Students are engaged in a variety of age- and level- appropriate learning activities. | 1. Students are engaged in a variety of age- and level- appropriate learning activities designed to meet individual needs and preferences. | 1. Students work with teachers to set their own proficiency targets and choose many of their own topics of study, and are guided to select appropriate independent learning strategies. |

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| **Demonstrator 4. Student Performance**  *All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in*  *student performance at a consistently high level.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Students do not demonstrate growth in the modes of communication. | 1. Students demonstrate slow and uneven growth in only one or two of the modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing). | 1. Students demonstrate consistent growth in the three modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing). | 1. Students demonstrate consistently strong growth in each of the modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing. |
| 1. Students demonstrate little growth in meeting benchmarks for intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting.) | 1. Students demonstrate some sporadic growth in meeting benchmarks for intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting.) | 1. Students demonstrate consistent benchmarked growth in the development of their intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting.) | Students exceed benchmarked growth in the development of their intercultural competencies (abilities to interact and negotiate language usage in an authentic cultural setting.) |
| 1. Students do not engage in goal setting or reflection. | 1. Students sometimes set performance goals for learning based on the Kentucky Standard for World Language Proficiency, provide evidence of meeting those goals, but rarely reflect upon their performance. | 1. Students set performance goals based on the Kentucky Standard for World Language Proficiency, provide evidence of meeting those goals, reflect upon their performance and set new goals. | 1. Students consistently set high performance goals based on the Kentucky Standard for World Language Proficiency, provide evidence of meeting those goals, reflect upon their performance and set new goals. |
| 1. Students do not use the language outside class. | 1. Students rarely use the language outside of class. | 1. Students use the language outside of class for community service, personal enjoyment or career development. | 1. Students actively seek opportunities and use language outside of class for community service, personal enjoyment or career development. |

**World Languages: Formative and Summative Assessment**

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| **Demonstrator 1. Variety of Assessment**  *Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Learning may not be assessed, but if it is, formative and summative assessments are not aligned with local, state and national standards. | 1. Formative and summative assessments show some alignment with local, state and national standards, but may not be connected to student learning. | 1. Formative and summative assessments are clearly aligned with local and national standards and Kentucky Standard for World Language Proficiency learner indicators. | 1. Formative and summative assessments are clearly aligned with local, state and national standards and sometimes demonstrate language proficiency through other content areas. |
| 1. If formative and summative assessments exist, they are designed to assess rote learning of language. | 1. Teachers design formative and summative assessments to assess language structure and cultural awareness. | 1. Teachers design formative and summative assessments to assess communicative language and intercultural competencies. | 1. Students choose their own tasks or evidence to demonstrate meeting communicative language and intercultural competencies. |
| 1. Students do not use self-assessments or peer review to monitor their progress. | 1. Students occasionally use self-assessments or peer review to monitor their progress. | 1. Teachers routinely guide students to engage in self-assessment and peer review to monitor their progress. | 1. Students routinely engage in self-assessment and peer review to monitor their progress. |
| 1. If formative and summative assessments exist, they are matching, true/false, fill-in the blank, etc., and culture is not assessed. | 1. Students’ knowledge of the language is more frequently assessed than their proficiency in using it in authentic performance tasks. | 1. Authentic performance tasks are routinely used to assess students’ language proficiency and cultural competency. | 1. Integrated performance assessments (IAP) are routinely used to assess students’ world language and intercultural performance. |

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| **Demonstrator 2. Expectations for Student Learning**  *Teachers communicate consistently high expectations and use common standards for student learning in World Language. Teachers should have common and high standards for student learning in World Languages.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Teachers use broad teaching objectives that are not shared with students. | 1. Teachers sometimes use and share with students Smart Goals, some of which are aligned to the Kentucky Standard for World Language Proficiency. | 1. Teachers use and share with students functional language Smart Goals, aligned to the Kentucky Standard for World Language Proficiency, for each lesson, unit and course. | 1. Students create own their standards-based, functional language Smart Goals for each lessons, unit and course. |
| 1. Expectations for student growth are not clearly defined. | 1. Students are expected to demonstrate growth in learning, but expectations are not always tied to the three modes of communication or shared with students. | 1. Students are expected to demonstrate continuous growth in proficiency in the interpretive (listening/reading), interpersonal (speaking/writing) and presentational (speaking/writing) modes of communication. | 1. Students are expected to demonstrate consistently strong growth in proficiency in the interpretive (listening/reading), interpersonal (speaking/writing) and presentational (speaking/writing) modes of communication. |
| 1. Teachers do not use rubrics or scoring guides. | 1. Teachers use rubrics/scoring guides, but may not always share them with students. | 1. Teachers use clearly defined rubrics/scoring guides with students before assigning assessments and often seek student input in their design. | 1. Students are engaged in creating their own rubrics/scoring guides for assessments. |

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| **Demonstrator 3. Response to Assessment**  *Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Teachers make instructional decisions based solely on textbook or personal teaching objectives. | 1. Teachers use observation, student performance, written work and assessment data improve to improve instruction, but without adjusting learning targets and with little connection to differentiated student learning. | 1. Teachers use observation student performance, written work, and other assessment data to adjust instructional strategies and learning targets in order to improve student learning. | 1. Collaboratively, learning teachers and students use observation, student performance, written work, assessment data, and other sources to individualize and differentiate learning. |
| 1. Teachers do not provide feedback to students. | 1. Teachers provide students limited feedback, which focuses mostly on correctness and less on ways to improve performance. | 1. Teachers regularly provide students with meaningful, timely and documented feedback from a variety of sources (facilitators/teachers, peers, experts, etc.) on their performance, so students may improve performance. | 1. As autonomous learners, students clearly understand the language learning process and track their progress, guided by LinguaFolio and individual plans, and supported by feedback from learning facilitators/teachers, peers, etc. |
| 1. Students do not self-assess or have choice in demonstrating their proficiency. | 1. Student self-assessment is rare and evidence of performance is mostly limited to language proficiency, and decided upon and evaluated by the teacher. | 1. Students regularly self-assess, reflect, and provide and evaluate evidence of their language and intercultural proficiency. | 1. Students intentionally set goals, choose learning strategies, self-assess, reflect and set new goals for language and culture in the cycle of a self-directed learning process. |
| 1. **Elementary School.** Student proficiency is not reported. | 1. **Elementary School.** Student proficiency is reported in a pass/fail manner, but not documented. | 1. **Elementary School.** There is a thoughtful procedure for documenting and reporting student proficiency. | 1. **Elementary School**. Student proficiency, both internal and external is documented, reported and aligned to an individual learning plan. |

**World Languages: Professional Development**

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| **Demonstrator 1. Opportunities**  *Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. There is no professional development action plan. | 1. A professional development action plan is developed. | 1. The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the program area disciplines. | 1. The professional development action plan is linked to the Comprehensive School Improvement Plan (CSIP), supports quality instruction in the program area and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions. |
| 1. The program area teachers do not have access to professional development opportunities. | 1. The program area professional development opportunities are limited and do not focus on research based best practices that will support teacher Professional Growth Plans. | 1. The program area professional development opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans. | 1. A variety of program area professional development opportunities are available and focus on research-based best practices that support teacher Professional Growth Plans and are based upon school and student data. |
| 1. The program area teachers do not have access to job embedded professional development opportunities. | 1. The program area teachers have limited access to job embedded professional development opportunities | 1. Job embedded professional  development opportunities are available to the program area teachers to encourage continuous growth. | 1. A variety of job embedded professional development opportunities are available to the program area teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students. |
| 1. The program area teachers do not have opportunities to collaborate with academic core teachers. | 1. The school encourages collaboration between the program area and academic core teachers, but does not allocate time for collaboration to occur. | 1. The school allocates time for the program area and core content teachers to collaborate and exchange ideas. | 1. The school allocates time for the program area and academic core teachers to collaborate and exchange ideas during the school day, in professional learning communities and through professional development trainings. |

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| **Demonstrator 2. Participation**  *Teachers participate in program-specific professional development designed to meet their needs. The program area teachers participate in professional development focused on 21st Century Skills* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient/Meets Expectations** | **Distinguished** |
| 1. The program area teachers do not have opportunities to participate in content-specific professional development. | 1. The program area teachers are provided opportunities for content-specific professional development, but do not participate. | 1. The program area teachers participate in content-specific professional development. | 1. The program area teachers participate in content-specific professional development that is selected based on school, student, and teacher data analysis. |
| 1. The program area teachers do not participate in professional learning communities. | 1. The program area teachers are members of professional learning communities. | 1. The program area teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement. | 1. The program area teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide. |
| 1. The program area teachers are not members of professional organizations. | 1. The program area teachers are members of professional organizations. | 1. The program area teachers are leaders in professional organizations and the school. | 1. The program area teachers are leaders in professional organizations, the school and the community. |
| 1. The program area teachers have no contact with external partners. | 1. The program area teachers have limited contact with external partners. | 1. The program area teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs, and/or community groups. | 1. The program area teachers are provided with time in the school schedule, a stipend and/or professional development credit for collaboration with community, business, and postsecondary partners through advisory committees, work exchange programs, and/or community groups. |

**World Languages: School Leadership**

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| **Demonstrator 1**. **Policies and Mentoring**  *School leadership establishes and monitors implementation of policies, provides adequate resources, facilitates space and instructional time to support highly effective world language instructional programs.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. No policies are in place to ensure that world languages are taught or for choosing, implementing and/or evaluating world language program models. | 1. Program models are chosen and implemented without consideration for language proficiency targets and may not be based on students’ individual needs and/or college and career readiness goals. | 1. Leadership selects, implements and evaluates program models designed to meet language proficiency targets and students’ individual needs and college and career readiness goals. | 1. Leadership collaborates with school and community stakeholders to select, implement and monitor program models designed to meet language proficiency targets and students’ individual needs and college/ career readiness goals. |
| 1. Policies on staffing, world language class offerings, scheduling, curriculum, instruction and assessment do not exist and proficiency goals are not identified. | 1. Leadership adopts and implements limited or no policies on staffing, class offerings, scheduling, curriculum, instruction and assessment. Proficiency goals may or may not be identified in school’s curriculum and vision. | 1. Leadership adopts and implements policies on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals identified in school’s curriculum and vision. | 1. Leadership monitors and makes improvement on policies that address staffing, class offerings, scheduling, curriculum, instruction and assessment that support the proficiency goals identified in school’s curriculum and vision. |
| 1. Leadership does not hire world language teachers. | 1. Leadership does not have a hiring or monitoring procedure for international teachers and language and culture assistants,, Fulbright teachers, etc. | 1. Leadership establishes and implements a hiring and monitoring policy and procedure for international teachers and language and culture assistants, Fulbright teachers, etc. | 1. Leadership supports existing policies that encourage the use of international teachers and language and culture assistants, Fulbright teachers, etc., for content across the curriculum. |
| 1. Policies do not support outside learning opportunities or travel. | 1. Leadership sometimes supports outside learning opportunities, but no policies exist. | 1. Leadership establishes and implements policies to support student/teacher international travel/exchange, field trips, and community service. | 1. Leadership encourages and seeks out global language and culture learning opportunities for all members of the school community to support existing policies. |
| 1. **HS/MS.** There are no school policies to award credit for world language proficiency acquired outside or inside the classroom. | 1. **HS/MS.** The school policies to award credit for world language proficiency acquired outside or inside the classroom. | 1. **HS/MS**. Leadership establishes and implements a policy that assures credit for world language proficiency acquired outside or inside the classroom. | 1. **HS/MS.** Leadership intentionally informs all stakeholders of credit for proficiency policies and widely promotes multiple pathways to achieve them. |

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| **Demonstrator 2**. **Principal Leadership**  *Principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Principals do not support World Languages as an integral part of student learning. | 1. Principals show limited an awareness of the importance of World Language proficiency and intercultural and global competencies. | 1. Principals demonstrate and communicate to the school community an awareness of the importance of World Language proficiency, and intercultural and global competencies. | 1. Principals participate in activities to increase their knowledge of second language acquisition and interculturality, and advocate for world language learning opportunities. |
| 1. Principals make World Language program decisions without input from teacher leaders. | 1. Principals make World Language program decisions with little input from teacher leaders who understand second language acquisition research and demonstrate effective pedagogical practices. | 1. Principals make World Language program decisions based on input from community needs and teacher leaders, who understand second language acquisition research and demonstrate effective pedagogical practices. | 1. Principals make World Language program decisions based on input from teacher leaders and their own understanding of second language acquisition research and pedagogical practices. |
| 1. Principals do not consider global perspectives in making curricular decisions. | 1. Principals do not enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to develop global perspectives. | 1. Principals enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to develop global perspectives. | 1. Principals enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to inform school-wide decisions that develop global perspectives. |
| 1. There are no World Language teachers in the school. | 1. Principals limit opportunities for World Language teachers to prepare them to become team leaders, department chairs, and other positions of leadership within the school. | 1. Principals provide opportunities for world language teachers to prepare them to become team leaders, department chairs, and other positions of leadership within the school. | 1. Principals provide opportunities for World Language teachers to prepare them to become team leaders, department chairs, and other positions of leadership within and outside of the school. |