

Global Competency and World Languages

Program Review Rubric

2016-17 School Year

Kentucky Department of Education



Global Competency/World Languages Program Review

The goal of global competency/world language programs is to develop highly skilled, highly aware and globally competent students. In understanding some programs for students do not offer themselves to paper and pencil assessments, an annual self-assessment of a school's global competency/world languages program provides an opportunity for considering how well a school is meeting the needs of the students and formatively analyzing areas of strength and areas of growth.

The focus of the program review is **program improvement**. Consider the program through the lens of its four purposes. The program review is intended to:

- Improve the **quality** of teaching and learning for all students in all programs
- Allow equitable **access** for all students to provide experiences contribute to becoming well-rounded, productive citizens.
- Allow student **demonstration** of understanding beyond a paper-and-pencil test.
- Ensure a **school-wide natural integration** of the program skills across all contents, beyond the program area.

The Program Review Rubric, for all five programs, is divided into the same four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership: Support and Monitoring.

Each of the standards is marked by demonstrators that help identify a strong, successful program. When reviewing a program, consider the demonstrators as the over-arching strengths of a standard within a program. The demonstrators comprise the focus of the program. Each demonstrator has a set of characteristics to assist schools in identifying strengths and areas of growth related to each demonstrator. These specific characteristics for demonstrators assist in decision making for continuous improvement and in determining scores for the demonstrators.

Standard One: Curriculum and Instruction

Demonstrator One: *Student Access* – All students have equitable access to high quality curriculum and instruction in both the global competency skills and world language areas.

Characteristic A: All students have equitable access to high quality learning experiences throughout the curriculum focused on global competency skills and benchmarked proficiency skills in a world language on a regular and consistent basis throughout the school year.

Characteristic B: All students have access to learning experiences that are *naturally* integrated into the curriculum and are cross-curricular, authentic and culturally responsive.

Characteristic C: All students have access to a variety of resources and materials and have experiences interacting with other individuals in virtual or face to face collaboration in ways that are relevant and foster growth as learners.

Characteristic D: All students have access to cultural and relevant learning opportunities through regular teacher contact and collaboration with community members, post- secondary partners and businesses (virtually or face to face).

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2- 3 characteristics *Must include A & B</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics</p>

Demonstrator Two: *Aligned and Rigorous Curriculum* – An aligned and rigorous curriculum of global competency skills and world languages provides access for all students to nationally aligned skills that enhance engagement and depth of learning.

Characteristic A: The enacted curriculum is aligned vertically and horizontally to the competencies as described in the Kentucky standard for World Language Proficiency. Global competency skills are integrated throughout the aligned curricula.

Characteristic B: The enacted curriculum is reviewed annually and revised as needed.

Characteristic C: Teachers consistently collaborate with others to plan instructional units that are designed to build student skills in both global competency skills and world languages.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2 characteristics *Must include B & C</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>3 out of 3 characteristics</p>

Demonstrator Three: Student Performance – All students have opportunities to participate in age/proficiency-level appropriate activities and are supported in demonstrating proficiency both inside and outside of school to increase their skills in both global competency and world languages.

Characteristic A: Students demonstrate growth, through aligned assessments or performance tasks, the achievement of proficiency in the three modes of communication for language learning: interpretive (reading and/or listening), interpersonal (speaking) and presentation (speaking and/or writing).

Characteristic B: Students use the “target” language during world languages instruction with an emphasis on increasing frequency and proficiency throughout the school year.

Characteristic C: Students have the opportunity to learn and build on global and intercultural competencies across the curriculum through engagement, inquiry and reflection.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2 characteristics *Must include A & C</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>3 out of 3 characteristics</p>

Standard Two: Formative and Summative Assessment

Demonstrator: Assessments/Expectations for student learning – Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement in global competency skills and world languages. Teachers communicate high expectations and use common goals for student learning.

Characteristic A: Teachers use on-going formative and summative assessments that are clearly aligned to the learning targets for individual students or groups to authentically measure a specific concept, understanding and/or skill that leads to student growth.

Characteristic B: Teachers regularly and consistently utilize exemplars/models to encourage students to demonstrate characteristics or rigorous work in instructional lessons.

Characteristic C: Teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.

Characteristic D: Teachers, peers and others (principals, community members, support staff, etc.) provide timely and constructive feedback to students on a regular and consistent basis.

Characteristic E: Teachers and students collaborate to set goals that are informed by feedback and assessments.

Characteristic F: Teachers use and share learning targets and objectives with their students that either reflect global competency skills and/or are aligned with the Kentucky standard for World Language Proficiency.

Characteristic G: Teachers provide regular and meaningful opportunities for students to apply new learning before summative products are assessed.

Characteristic H: Teachers guide and assist students in developmentally or grade level appropriate peer reviews and critiques to evaluate each other's work.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
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<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-5 characteristics</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>6-7 characteristics *Must include A, B, D, E, G & H</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>8 out of 8 characteristics</p>
<p>Standard Three: Professional Learning</p>		
<p>Demonstrator: <i>Opportunity and Participation – Professional learning opportunities are planned according to the Kentucky Standards for Professional Learning. The teachers’ learning needs are kept in mind in response to data available about current teacher practice and student learning in the context of the components and indicators of effectiveness in The Framework for Teaching. In this standard, school leadership is defined as SBDM/principal/principal designee.</i></p>		
<p>Characteristic A: Teachers choose and participate in relevant professional learning organizations or opportunities(PLC, workshop, regional cadre or conference) to increase their effectiveness as educators.</p>		
<p>Characteristic B: School leadership ensures regular and consistent access to job-embedded and program specific professional learning opportunities.</p>		
<p>Characteristic C: School leadership allocates regular and consistent time within the school calendar for GC/WL teachers to collaborate on programmatic improvements and exchange ideas with other GC/WL educators.</p>		
<p>Characteristic D: School leadership participates in GC/WL professional learning alongside teachers.</p>		
<p>Not Meeting Expectation</p>	<p>Meeting Expectation*</p>	<p>Exceeding Expectation</p>
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2-3 characteristics *Must include A & B</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics</p>

Standard Four: Leadership: Support and Monitoring

Demonstrator: *Policies & Monitoring – School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. In this standard, school leadership is defined as SBDM/principal/principal designee.*

Characteristic A: School leadership consistently ensures protected and regular time during the school year for the curriculum of the World Language program and/or global competency skills.

Characteristic B: School leadership provides GC/WL teachers the opportunity to participate in planning the annual school budget.

Characteristic C: School leadership ensures GC/WL teachers receive equitable planning time (and travel time for itinerant teachers).

Characteristic D: School leadership ensures GC/WL teachers have access to necessary resources to implement the program.

Characteristic E: School leadership ensures that decisions related to GC/WL programs are based on student needs, interests and community input.

Characteristic F: School leadership communicates and involves the school, parents and community in making decisions about the school's GC/WL programs.

Characteristic G: School/District leadership establishes a set of guidelines or a policy to support student/teacher international travel/exchange, field trips and community service.

HIGH SCHOOL ONLY

Characteristic H: School leadership establishes a policy that determines credit and placement based on language proficiency or performance tasks.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-3 characteristics</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>4-6 characteristics**</p> <p>*Must include A, B, D & E</p> <p>**For High Schools A, B, D, E & H must be met</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>7 out of 7 characteristics</p> <p>High Schools 8 out of 8 characteristics</p>

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