World Language Programs
Technical Assistance Manual

NEW MEXICO
Public Education Department

LANGUAGE
AND
CULTURE
DIVISION

The State of New Mexico
Public Education Department
Language and Culture Division
World Language Programs

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This manual and other resources can be found on the Language and Culture Division's (LCD) webpage on the PED's website at: https://webnew.ped.state.nm.us/bureaus/languageandculture/.

Purpose of the Technical Assistance Manual

The New Mexico World Languages Technical Assistance Manual (TAM) provides guidance to districts and charter schools to ensure they adhere to requirements as they implement World Languages. The contents of this TAM are anchored in statute and administrative code.

The New Mexico World Languages TAM and other LCD TAMs—Serving English Learners, Title III: Supplemental Support for English Learner Program and Services, and the Bilingual Multicultural Education Programs (BMEPs) Technical Assistance Manuals— are available on the LCD website.

Who should read the TAMs provided by the LCD?

WHO	WHAT DOCUMENT
All district and state charter administrators	Serving ELs TAM
All school administrators	Serving ELs TAM
Title III subgrant recipients	Serving ELs TAM and Title III TAM
Districts, state charters, & school personnel with BMEPs	Serving ELs TAM, BMEP TAM, & SSBB TAM
Title III, BMEP personnel, & PED staff, as appropriate	Serving ELs TAM, Title III TAM, BMEP TAM, & SSBB TAM
High school administrators, registrars, & counselors	SSBB TAM

The PED encourages the following school personnel to explore this technical assistance manual carefully to ensure compliance with state law and meet the needs of students.

- Bilingual multicultural education directors
- Bilingual multicultural education teachers
- Charter school directors
- District and state charter test coordinators
- Education assistants
- Federal programs directors
- School boards and charter governance boards
- Special education directors
- STARS coordinators
- Superintendents
- Teachers of ELs
- Title III directors
- Tribal education leaders
- Tribal language teachers

An Introduction to the World Languages TAM

New Mexico Public Education Department (NMPED)'s World Language (WL) Programs Technical Assistance Manual was developed to guide district leaders, administrators, program directors, teachers, parents, students, and local communities in the development and implementation of high-quality and effective WL programs in public schools across New Mexico. The goals of this guidance document include the following:

1. Providing comprehensive content and resources for districts, schools, and charter schools on how to develop, implement, and sustain high-quality and effective WL programs.
2. Contextualizing the main characteristics of high-quality and effective World Language (WL) programs that align with the state's standards in theory and practice.
3. Assisting WL program directors, coordinators and teachers to develop high-quality and effective curricula that meet the needs of ALL students.

This document will also serve as a guide for designing and implementing high-quality and effective WL programs to ensure all WL programs in districts and state charter schools in New Mexico have the content and resources to guide language educators, students, parents, and communities for developing language fluency, proficiency, and production in the target language.

NMPED carries a well-articulated and research-based vision of language learning to ensure that districts and charter schools provide high-quality and effective WL education, where students can achieve, maintain, and sustain 21st century skills to be successful in college, careers, and within local and global multilingual communities. With this vision, the Language and Culture Division (LCD) at NMPED designed this guidance with achieving indicators, leadership behaviors, and resources to set, guide, and support the shared understanding of high-quality and effective WL programs.

How to Develop, Implement, and Sustain High-Quality, Effective World Language Programs
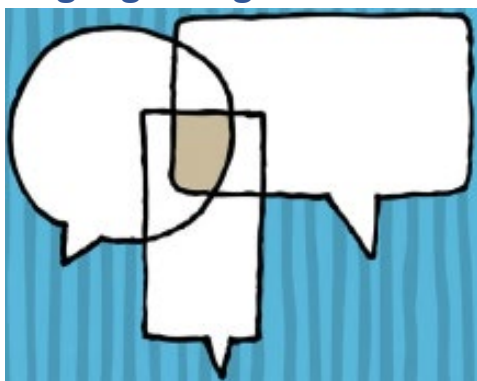
Common Language Construction:
What does "achieving indicators" mean in the NMPED WL Guidance Handbook? Achieving indicators are measurable content knowledge, skill sets, and materials used to determine if a WL program is implementing national and state standards in program design, curriculum, assessment, and teacher effectiveness.

What does "leadership behaviors" mean in the NMPED WL Guidance Handbook? Leadership behaviors are practices and actions that make a WL program director effective in meeting national and state standards of program design, curriculum, assessment, and teacher effectiveness.

What does "resources" mean in the NMPED WL Guidance Handbook? Resources are a set of teaching and learning materials and tools, including print, non-print, and online/open-access formats, which support and enhance the quality and effectiveness of a WL program.

Program Design: Districts and state charter schools must have a vision to provide a WL program model that cultivates linguistic and cultural competencies. The program design in high-quality and effective WL programs should reflect the vision of WL education with 21st century skills and prepare students for college, career, and multilingual and multicultural global communities.

Achieving Indicators-

1. Include relevant and authentic learning experiences for students to experience WL learning through communication, cultures, connections, comparisons, and communities by using the target language proficiently and inter-culturally *in and beyond* the classroom.
2. Establish a strategic plan to provide an effective WL program for all students regardless of their background and demographics.
3. Have a solid commitment to building school or district policy that empowers WL instruction and learning opportunities.
4. Build capacity among parents, families, and communities to support world language learning.

Leadership Behaviors-

1. Serve your school and district community to have a strong contribution in designing, implementing, and sustaining a high-quality and effective world-language program accessible to ALL students.
2. Engage parents, families, and communities to support and improve the world language program.

Resources-

21st Century Skills Map- ACTFL: This resource is the result of continuing research and feedback from educators and business leaders across the nation. The partnership has issued this map for the core subject of World Languages. This resource is available Here.

Principles of Effective World Language Programs by National Association of District Supervisors of Foreign Languages (NADSFL): This document is intended to guide the development and administration of high-quality and effective WL programs. This resource is available Here.

World Language Program Evaluation: This resource provides a local example to emphasize the link between learning a second language and improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. This resource is available Here.

Program Design Goal #2: Achieving Language Proficiency and Language Production

Achieving Indicators-
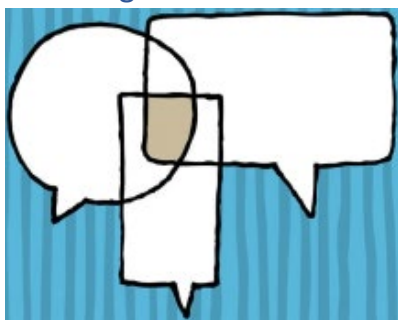
Common Language Construction:
Language proficiency- what individuals can do at novice, intermediate, advanced, superior, and distinguished levels in speaking, writing, listening, and reading.
Language Production- what individuals can do with language proficiency with spontaneous, non-rehearsed performance in a real-world context.

1. Courses offered through the program ensure the development of language skills in speaking, writing, listening, and writing.

2. Courses in the program offer well-articulated instructional time that allows students to achieve the highest possible proficiency with the frequency (number of sessions per week) and intensity (number of minutes per session) for all students.

Leadership Behaviors-
1. Professionally advocate for serving well-articulated language courses that ensure language proficiency and language production in the target language.
2. Maximize resources and options to provide the most significant variability in the frequency and intensity of instructional practices for students.
3. Provide ongoing support to world language educators in designing instructional practices that ensure the best practices in language learning.

Resources-
Inverted Pyramid Retrieved from ACTFL This resource is available Here.

How to use frequency, intensity and duration to improve student learning outcomes by **National Institute for Student Learning**: This resource is available Here.

Visible Learning- This resource is providing several tools to support educators to shift their focus from what teachers are teaching to what students are learning: This resource is available Here.

ACTFL PROFICIENCY LEVELS

DISTINGUISHED
Can reflect on a wide range of **global issues** and **highly abstract concepts**, use persuasive hypothetical discourse, and **tailor** language to a variety of audiences

SUPERIOR
Can **support opinion, hypothesize,** discuss topics concretely and **abstractly,** and handle a **linguistically unfamiliar situation**

ADVANCED
Can **narrate and describe in all major time frames** and handle a situation with a **complication**

INTERMEDIATE
Can **create with language, ask and answer simple questions** on familiar topics, and handle a simple situation or **transaction**

NOVICE
Can **communicate** with formulaic and rote utterances, lists, and phrases

Achieving Indicators-

1. Designed the program in such a way as to provide data quarterly and annually on the program design, instructional materials, instructional and language learning practices throughout the year.
2. Develop a collective data analysis procedure to inform current implementation, outcomes, and satisfaction.
3. Utilize the data analysis procedure effectively to drive new implementations, decisions, and recommendations.

Leadership Behaviors-

1. Provide leadership that exemplifies performance accountability and measurement to respond to the essential questions below.
   To what degree are students in my school/district participating in World Language courses?
   To what degree are World Language courses effective in acquiring target language proficiency?
   To what degree are World Language courses effective in acquiring language production in the target language?
   What are the outcomes of current implementations for students in World Language courses?
   How satisfied are students, teachers, parents, and communities with Word Language courses?
2. Collaborate with other colleagues to analyze the program data effectively and to examine the program outcomes quarterly in a school year.
3. Engage with instructional support through a shared leadership approach for building data from and for the program.

Resources-

Step-by-Step Guide to Program Evaluations by HANOVER Research: In order to maximize investments in programs, resources, and policies, school districts must continuously examine how these initiatives are impacting student learning and identify opportunities for improvement. District leaders can use this Step-by-Step Guide to Program Evaluations as a tool to assess the district's readiness to complete a program evaluation. This resource is available Here.

Language Learning by the Numbers: This flyer addresses the five reasons why everyone should know at least two languages. This resource is available Here.

The Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contain four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World-Readiness Standards for Learning Languages by the communication standards (Interpersonal, Interpretive, and Presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready. This document demonstrates the alignment between the Common Core State Standards and the World-Readiness Standards for Learning Languages by paralleling the two documents in tables. This resource is available Here.

WORLD LANGUAGE EDUCATION MATTERS

Program Design Goal # 4: Leveraging Resources

Achieving Indicators-

1. Ensure inclusive and comprehensive instructional and learning practices utilized by teachers when the school/ district provides various tools and resources in curriculum and instruction, program support, professional development opportunities, and community engagement.
2. Design an educational framework that integrates WL courses in other subject areas to give ample opportunities to broaden language learning beyond fulfilling graduation or admission requirements.

Leadership Behaviors-

1. Intentionally advocate for maximizing the tools and resources for providing highly effective WL instruction and learning practices.
2. Support teachers, students, and families to create learning opportunities that frame and bolster WL teaching and learning from broader contexts.
3. Identify possible resources that will enhance the learning of languages and will benefit all students in WL courses.

Resources-

The STARTALK Principles for Effective Teaching and Learning describe characteristics of highly effective language teaching and learning, engage meaningful and real-world learning experiences that prepare students in WL programs to use the target language beyond the classroom. Each of the STARTALK Principles is explained in the context of teaching and learning to identify learner experiences. This resource is available Here.

Joint National Committee for Languages (JNCL)-National Council for Languages and International Studies (NCLIS) provides a range of resources on the positive impact of bilingualism for individuals, states, and the nation. This resource is available Here.

Why Learn an Additional Language? Advocacy Resources- Collection of rationales, statistics, stories, advocacy activities, and tools to be connected with language advocacy. This resource is available Here.

Leading with Languages seeks to raise awareness across the U.S. and motivate people to take action around the rapidly rising importance of language skills to a wide array of careers- and to the nation's economy, national security and international standing. This resource is available [Here](#).

Program Design Goal # 5: Collaborative Approach

Achieving Indicators-

1. Seek strong collaboration with stakeholders to review the goals of the program.
2. Collaborate with stakeholders to inform them about students' academic expectations and progress in WL courses.
3. Position WL Programs to bridge between school/district and stakeholders to implement best teaching and learning practices in WL courses.

Leadership Behaviors-

1. Provide various opportunities for stakeholders to take an active role in designing WL programs that meet the needs of students, teachers, families, parents, and communities.
2. Inform school administrators and other leaders about the principles, curriculum, assessment, and evaluation of WL courses and their outcomes.
3. Collaborate with stakeholders to broaden, strengthen, and achieve the best teaching and learning practices in WL programs.

Resources-

The Four Pillars of Language-Focused Family Engagement: A Reflection Tool for Educator deepens understanding of the four pillars of language-focused family engagement, as well as encourages reflection and sustains conversation among educators and practitioners working with multilingual learners. This resource is available [Here.](#)

Collaborative Leadership Checklist highlights important characteristics of collaborative leadership. This resource is available [Here.](#)

Achieving Indicators-

1. Prepare students to develop cultural literacy to live and work in the complex society of the 21st century through the program.
2. Provide various teaching and learning opportunities to students, such as engaging with study/travel abroad; communicating with native speakers; engaging in service learning/community projects; and developing international partnerships.

Leadership Behaviors-

1. Search for creating various opportunities for teachers, students, parents, and communities that will engage them in service-learning projects in the local and global target language communities.
2. Support and guide teachers to use available technologies to interact with global target language communities.
3. Advocate internally and externally within the school and district to acknowledge the importance of language literacy in multilingualism and 21st century skills.

Common Language Construction:

Interculturality – *Being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to engage and interact with others and, potentially, to act together for common purposes. Interculturality involves evaluating one's own everyday patterns of perception, thought, feeling and behavior to develop greater self-knowledge and self-understanding (Byram, 2000).*

Resources-

Global Classroom: The Global Classroom is a unique charity and education movement that unites children around the world. This resource is available Here.

Cultural and Intercultural Literacy…What is it? Defines key concepts pertaining to cultural and intercultural literacy This resource is available Here.

Creating a Culture of Integrity in the Classroom highlights the role of social-emotional learning to develop powerful cultural integrity: This resource is available Here.

7 ACTION ITEMS AND GUIDING QUESTIONS

Gather some basic information abut the WL programs at your district or school. Consider:

1- What is your program called (foreign, world, global, or classical)?

2- What standards are being used in your program? Does the program at your district or school use the state's World Readiness Standads for language learning? Do they reflect the ACTFL Proficiency Guideliness?

3- Spend some time observing your WL teachers. How much instructional time is spent using the target langage? How much time are students interacting in the target language? Is translation regularly used by the teacher or students?

Reflect on the following questions about the WL programs at your district or school:

1- When does the WL instruction begin?

2- What languages are offered in the program, and why are they offered?

3- Who has access to WL programs, and who does not?

Resource: Leading Your World Language Programs, Ritz (2021)

Curriculum: A high-quality and effective world language program should establish a meaningful, purposeful, and responsive language-learning context for students, teachers, families, parents, and communities. Language learning experiences become more relevant when students are involved in content and communications that are useful and relative to their lived experiences, so they pursue language learning for meaningful use outside of their classroom.
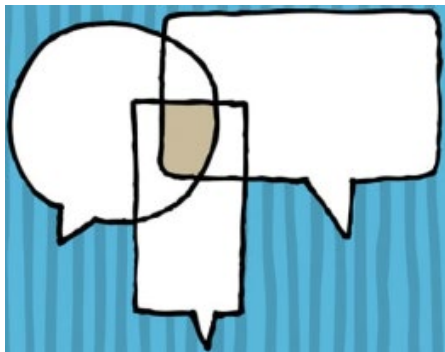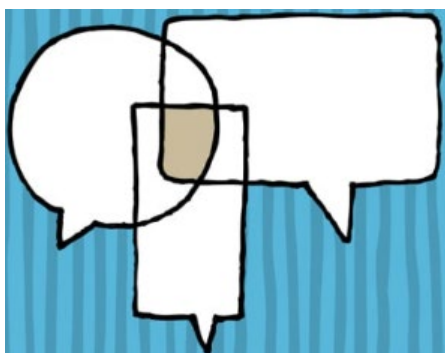
Common Language Construction:
Language function *is defined as what individuals do with language and how they use language to connect, meet their personal needs, or express meanings. Students experience various daily language functions to manage activities, meet needs, and get things done. For example, ordering a meal in a restaurant or online, writing an email to an instructor for an assignment, sending a text message to a friend to ask for directions, expressing an opinion about a character in a film during a classroom discussion, etc., represent language functions.*

What shows the success of an effective language program? *According to ACTFL Enacting Work of Language Instruction, a language program is successful if it continuously aims to include content and contexts that require language function for real-life purposes and goals.*

Common Language Construction:
Language Learner's Performance*- what students know and can do in the language in limited and controlled situations.*
Contexts*- situations within which the learner can function.*
Content*- topics which the learner can understand and discuss.*
Language Learner's Proficiency*- What students know and can do with the language in real-life and spontaneous situations.*
Authentic Resources*- Resources created BY native speakers FOR native speakers. (ex. Ads, websites, books, tv shows, podcasts, etc.)*
90% + Target Language Use: *Using the language that students are learning for instruction rather than the learners' home language. This should happen at least 90% of class time.*

how & why we aim for

90% ⏲ in the TARGET LANGUAGE 🎯

The American Council on the Teaching of Foreign Languages (ACTFL) recommends that language educators and their students use the target language as exclusively as possible (90% or more) at all levels of instruction during instructional time and, when feasible, beyond the classroom.

Why?
Well...if your student spent the entirety of math class talking about soccer, they might not learn much math! Similarly, if your student and teacher spend the majority of their foreign language class speaking English, they simply are not getting as much of the language and cultural proficiency that they need to be successful communicators.

How?
Communication is a two- way street. The student AND the teacher both have responsibilities in a 90%time classroom! Here are some examples of what needs to happen to be successful:

Teachers need to..	Students need to..	Parents can..
Provide visual supports along with oral language The more visuals, gestures, and actions, the better to communicate meaning	**Have eyes & ears on me (teacher)** My students need to keep attention on me, wherever I am in the room.	
Teach strategies for using our resources I need to remind my students regularly to use their resources and teach them strategies for how to use them	**Utilize our resources** My students are encouraged to use visuals & information on the wall, word banks in their folders, songs that jog the memory, etc	• Check in with students and teacher on their progress • Incorporate vocabulary at home - ask your student to speak with you or teach you a new word! • Encourage studying and effort at home
Celebrate the effort! As the teacher, I need to support and celebrate effort on a continual basis	**Make the effort** I regularly remind students that being an active participant in class makes the difference in their learning.	

Performance vs. Proficiency	
Performance	*Proficiency*
Students are asked to simulate a restaurant scenario with customers and wait staff in the classroom.	Students have a native speaking guest that visits the classroom and acts as their host/waiter

Curriculum Goal # 1: Visible Learning

Achieving Indicators-
1. Establish standards in WL that will provide ample opportunities for all students to make language learning visible to students.
2. Establish a curriculum that allows all students to learn, practice, and produce the target language.

Leadership Behavior-
1. Recognize the importance of visible language learning that makes a difference in students' learning.
2. Incorporate visible language learning that will make all students in WL programs effective communicators in the target language, self-directed learners, 21st century citizens, and creative problem solvers.

Resource-
NCSSFL-ACTFL CAN-DO Statements align with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. NCSSFL-ACTFL CAN-DO Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels.

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication and the Reflection Tool for Learners provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC). This resource is available Here.

CORE PRACTICES
For World Language Learning

Facilitate Target Language Comprehensibility
Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources
Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

Design Oral Interpersonal Communication Tasks
Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model
Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

Teach Grammar as Concept and Use in Context
Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback
Oral corrective feedback is a tool for mediating learning and language development.

ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES
Visit www.actfl.org/virtuallearning

Curriculum Goal # 2: Achieving Language Proficiency

Achieving Indicators-

1. Guide the development of language proficiency through interculturality and global competitiveness by implementing World-Readiness Standards and the 5Cs: Communication, Cultures, Connections, Comparisons, and Communities.
2. Implement a WL program curriculum that describes the ACTFL Performance Descriptors for language learners.
3. Implement a WL program curriculum with an overarching goal for students to learn how to be proficient with intercultural and global competitiveness in and beyond the classroom rather than learning about the target language's structure (grammar).
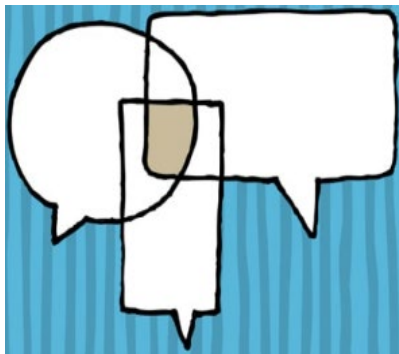
Common Language Construction:

The ACTFL Performance Descriptors for Language Learners describe language learners' language performance in Standards-based, performance-oriented learning environments and provide descriptive performance outcomes adaptable to fit differences in languages and learners. The ACTFL Performance Descriptors are organized according to Three Ranges of Performance – Novice Range, Intermediate Range, Advanced Range

Three Modes of Communication – Interpersonal, Interpretive, Presentational Domains of Performance *- Parameters for the Language Learner's Performance in Language Control, Vocabulary, Communication Strategies, and Cultural Awareness. These four domains of performance answer the question "How and how well is the language learner able to be understood and to understand?*

How and how well is the language learner able to be understood and to understand?

Domain	What it answers	What it describes
Language Control	How accurate is the language learner's language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the language learner's vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

Resource: ACTFL Performance Descriptors for Language Learners: This resource is available Here.

Leadership Behaviors-

1. Lead the development of a world language curriculum that guides world language learning and teaching to incorporate a balance of the 5Cs.
2. Guide the development of a high-quality and effective curriculum to foster key domains and essential skills in language learning.
3. Support 90%+ target language use in WL classrooms to provide several opportunities for students in learning, practicing, and the target language production.

KEY DOIMAINS & ESSENTIAL SKILLS IN A WL CURRICULUM

Key Domain: Language Performance and Proficiency for Interpersonal Communication, Interpretive Communication, and Presentational Communication
Essential Skills: Showing expressive and receptive skills across communicative modes and intercultural competence

Key Domain: Language Learning with Innovation
Essential Skills: Critical thinking, problem solving, communication, creativity and innovation

Key Domain: Language Learning for Career and Life Skills
Essential Skills: Collaboration and team work, leadership and responsibility, imitative and self-direction, flexibility and adaptability, social, and cross cultural interaction, career and learning self-reliance

Key Domain: Language learning with productivity and accountability
Essential Skills: Digital Literacy Skills, Cultural Literacy Skills, and Media Literacy

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

In 2018, NM adopted the American Council on the Teaching of Foreign Languages (ACTFL)'s World-Readiness Standards for learning languages to ensure for **ALL K-12** students are prepared with 21st century skills that will enable success in college, careers, and within local and global multilingual communities.

The World-Readiness Standards for Learning Languages define the central role of world languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons in using this competence to be part of local and global communities.

The World-Readiness Standards for Learning Languages creates a roadmap to guide learners to communicate effectively and participate in multilingual communities at home and around the world with cultural competence. (ACTFL)

World-Readiness Standards for Learning Languages | ACTFL
World-ReadinessStandardsforLearningLanguages.pdf (actfl.org)
ACTFL Proficiency Guidelines 2012 | ACTFL
ACTFL Performance Descriptors

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

Goal Area: The broad goals that make up language instruction and are identified by the original K-12 Student Standards Task Force on developing national standards for language learning

Goal Description: What should learners know and be able to do-and how well?

Standards to provide a framework for teachers regarding how to use an weave the 5Cs into the fabric of language learning

Standards Category defines performance descriptors and sample progress indicators for each of the goal areas.

Brief discussion to provide further explanation and illustration of the standard and its place within the goal area.

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, rea[...]

ACTFL Proficiency level

Goal Area from Word readiness Standards

Proficiency Benchmarks

Performance Descriptors

Sample Performance Indicators/Sample Progress Indicators

Examples that define proficiency, performance, and progress

Can-Do Statements for Novice Low Learners

NOVICE LOW		
COMMUNICATION COMPETENCIES		**Novice learners can:**
Interpretive Listening		• Understand and say a lot.
NL–1	I can recognize a few memorized words and phrases when I hear them spoken.	• Give personal information as well as information about others.
NL–1A	I can occasionally identify the sound of a character or a word.	• Tell about likes, dislikes, preferences, and needs.
NL–1B	I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	• Begin to use the language for some daily functions, such as asking for or giving directions.
Interpretive Reading		• Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation.
NL–2	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	
NL–2A	I can recognize a few words or characters.	
NL–2B	I can connect some words, phrases, or characters to their meanings.	
Interpersonal Communication		• May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers
NL–3	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	
NL–3A	I can greet my peers.	

Achieving Indicators-

1. Utilize the backward design approach in the world language program curriculum by establishing the language function, context, content, and texts, identifying target outcomes, determining acceptable assessment evidence, planning with learning experiences, and concluding with self-assessment and reflection.
2. Center language learners and their needs in the program and provide goals to think critically, solve problems, and interact with one another by producing the language through different communication modes.

Leadership Behaviors-

1. Guide and support teachers in employing backward design in the curriculum design process.
2. Ensure that teachers have access to a variety of resources to create units, lessons, and classes with Can-Do Statements and Backward design.

Resources-

Plan with Backward Design: One of the ACTFL Core Practices is to teach with the Backwards Design Model. Backward Design is a teaching method that involves designing educational curriculum by setting goals before choosing instructional methods and forms of assessment This resource is available Here.

How Long Does It Take to Become Proficient? The amount of time it takes an individual to increase their proficiency in a language may depend on a variety of factors. For example, native English speakers may require less time to gain proficiency in languages like French, Portuguese, Italian, and Spanish but will likely require more time to develop skills in languages like Arabic, Japanese, or Korean. Languages like Chinese or Arabic are, by nature, more challenging to learn for native speakers of English because of their complex rules and structures and the fact that they share few common traits with English. This resource is available Here.
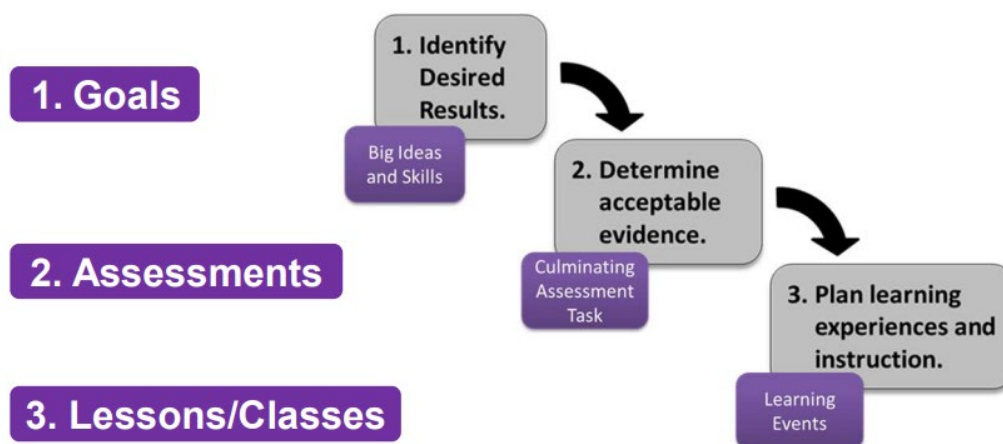
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design.* Association for Supervision & Curriculum Development.

Achieving Indicators-

Validate and affirm the cultures, languages, and lived experiences of students in the program for the purposes of building and bridging students to be successful in the culture of academia and society.

1. Reflect students' interests, needs, culture, language, and identity to support students' academic success, integration, and social-emotional development.
2. Engage the local and global target language communities and bring relevant resources to support authentic cross- cultural connections.

Leadership Behaviors-

1. Support language educators to reflect the mindsets and skillsets of culturally and linguistically responsive instruction in their language units, lessons, and classroom practices.
2. Use authentic resources that allow students to interact with local and global language communities.
3. Ensure the curriculum is grounded in teaching and learning experiences that provide developing strong skills in "intercultural communicative competency (Bryam, 2020) to be world ready in 21st century.
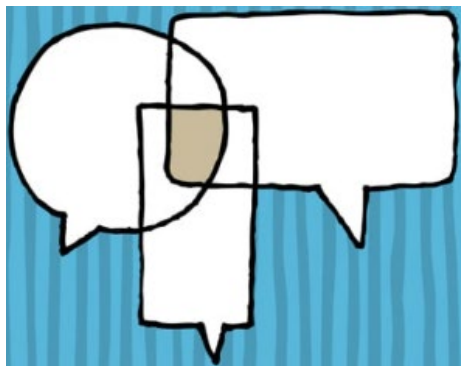
Common Language Construction:
Intercultural communicative competence is the ability to communicate effectively and appropriately with people from other languages and cultural backgrounds.

Situationally appropriateness is the concept of determining what culture or linguistic behavior is most appropriate for the situation. Students make choices around cultural and linguistic behaviors based on the situation without sacrificing what they consider to be their base culture or language.

The NMPED defines CLR as validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.

CLR-Guidance-Handbook

Resources:
Intercultural Communication Competence – Intercultural Communication (okstate.edu)
What Is Intercultural Communicative Competence? | TESOL Blog

ACTION ITEMS AND GUIDING QUESTIONS

Take a close look at the current curriculum being used in your WL program. Consider:

1- How are the learning objectives constructed? Is the focus on discrete grammar knowledge or language functions?

2- Are the units designed with the ACTFL's Core Practices for WL learning?

3- Does each unit meet the crteria for a quality WL unit? Are they communicatively purposeful, cuturally focused, intrinsically interesting, cognitively engaging, responsive, and standard-based?

Work with teachers from your WL program, review the unit plans, instructional materials, and curriculum together to take an action for re-designing your WL program.

Resource: Leading Your World Language Programs, Ritz (2021)

Assessment

In New Mexico, there are no required statewide assessments for WL courses. The achieving indicators, leadership behavior, and resources described below should guide the development of practical WL assessments for districts and charter schools regarding how to determine students' performance and proficiency levels in the target language.

Assessment Goal # 1: Reflection on Program Design, Curriculum, and Standards

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Achieving Indicators-
1. Target the evaluation of the standards, key domains, and essential skills in the curriculum.
2. Include formative and summative assessments that reflect the program goals.
3. Include several opportunities for improving students' communication modes through performance tasks.
4. Carry a strong emphasis on what students can do with the language and how students can show their language fluency, proficiency, and production.

Leadership Behaviors-
1. Provide guidance and assistance for teachers to connect formative and summative assessments to the program goals, objectives, and curriculum.
2. Provide leadership to establish an inclusive assessment plan to implement and achieve the program goals.
3. Design the program's formative and summative assessment roadmaps to develop language fluency, proficiency, and production for students through cultural competence and multilingual communities.

Resources-
ACTFL Proficiency Guidelines: The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sub levels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. This resource is available Here.

ACTFL Performance Descriptors: The ACTFL Performance Descriptors for Language Learners were built on the solid foundation provided by the original task force that produced the 1998 ACTFL Performance Guidelines for K–12 Learners. The members of that task force forged new ground to help educators implement the standards, providing important descriptions of how language learners demonstrate performance of the three modes of communication in instructional settings. This resource is available Here.

Assessment Goal # 2: Grounded in Integrated Performance Assessments (IPAs)

Achieving Indicators-
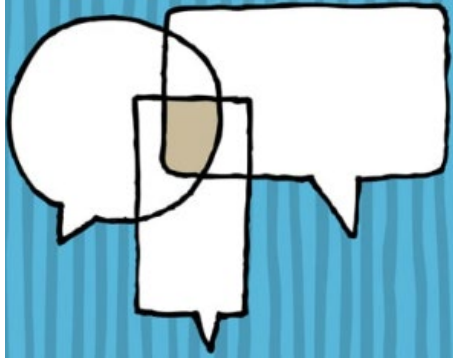
Common Language Construction:
Integrated Performance Assessment *is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student's communication skills in the three modes of communication, (Interpretive, Presentational, and Interpersonal), identified in the World-Readiness Standards for Learning Languages*.

1. Include several tools to evaluate language fluency in the three communication modes in overlapping and integrated ways.
2. Develop formative and summative forms and help students improve their learning with the feedback received from language teachers throughout the learning process, not significantly at the end each of unit.
3. Provide several assessment tools, including authentic and holistic real-world situations, to integrate linguistic skills, lexical knowledge, and cultural repertoire.
4. Carry an emphasis on providing feedback and interaction through the sociocultural aspect of teaching and learning the target language.

Leadership Behaviors-

1. Support teachers in selecting appropriate tools, authentic instructional materials, and assessments to improve students' communicative skills through interacting with native speakers of the language.
2. Provide leadership in how teachers should include students' feedback and reflection to improve language fluency, proficiency, and production.

Resources:

IPAs Integrated Performance Assessments for Language Classrooms. This resource is available Here.

Examples of Teacher-Developed Standards-Based Integrated Performance Assessments (IPA): The example IPA units in the grid below are available for use in world language classrooms. This resource is available Here.

The Great World Language Debate du Jour: Grammar vs. Communication discusses five important steps that will inspire language educators to implement Integrated Performance Assessments with a purpose. This resource is available Here.

The Avant STAMP™ (Standards-based Measurement of Proficiency) language test was created at the University of Oregon. Its purpose is to improve language-learning outcomes, support excellence in language programs, and enable language-learner credentialing. This resource is available Here.

Extempore is an online platform used by language educators to build practice performance assessments in the classroom or in an online learning environment for their students. They can also review student submissions and provide feedback without having to schedule a 1:1 meeting. This resource is available Here.

Achieving indicators-

1. Support collecting qualitative and quantitative data periodically on student growth and language proficiency.
2. Reveal insights regarding the program's effectiveness and instruction for program directors, teachers, students, families, and communities.
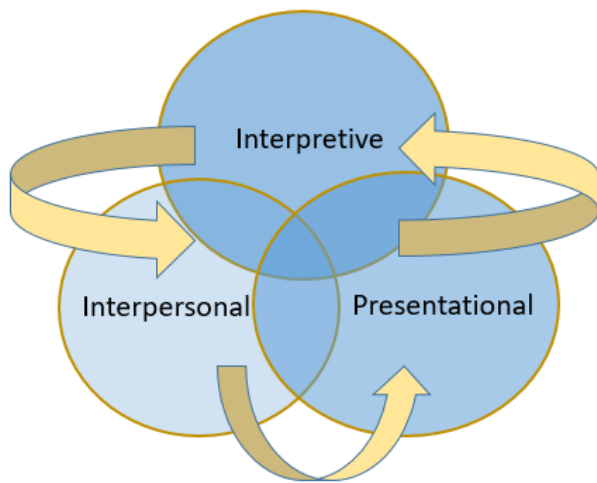
MUST-HAVES in IPA
- *Interpretive task- Listening, Viewing, and/or Reading.*
- *Interpersonal task- Speaking or Writing*
- *Presentational Task- Speaking or Writing*
- *IPAs do NOT have to be completed in one sitting by students. They can take place over the course of the unit.*

Leadership Behavior-

1. Lead using qualitative and quantitative data to monitor students' progress and proficiency goals.
2. Analyze the qualitative and quantitative data to inform the achieving indicators of the program and to guide successful decision-making in the program improvement.

Resources-

Effective World Language Learning and Instruction by Paul Sandrock: Rather than identifying a single model, this resource identifies guiding principles based on real examples of effective language learning. Then, schools can determine what works for their students and teachers. This resource is available Here.

The National Board for World Languages Standards: The National Board Professional Teaching Standards has organized the standards for accomplished teachers of world languages. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. This resource is available Here.

ACTION ITEMS AND GUIDING QUESTIONS

Collect some sample assessments from your WL teachers. Consider:

1- What do these assessments value? What perspectives do these assessments carry in language learning?

2- What is being assessed in the samples you collect? Discrete grammar, vocabulary, or three modes of communication?

3- How do these assessments reflect the 5C's in World-Readiness Standards for language learning?

4- Has your WL program used external assessments such as AVANT STAMP WS, AVANT STAMP 4S, ACTFL, or AP language exams?

5- On looking at the assessment data, what can you learn about your program?

Resource: Leading Your World Language Programs, Ritz (2021)

Teacher Effectiveness

In New Mexico, a teaching license with a Modern, Classical, and Native Languages (MCNL) endorsement is required for teaching WL in K-12 classrooms. Beginning teachers seeking an endorsement in MCNL to an initial Level 1 New Mexico teaching license must satisfy all the requirements of the license as provided in the PED rule for that license, which includes, among other requirements, 24-36 semester hours in language arts and passage of a content area test in language arts.

Teachers seeking to add the MCNL endorsement in language arts to an existing New Mexico teaching license of any level shall meet one of the following requirements:

1. pass the content knowledge test(s) of the New Mexico teacher assessments as provided in 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in language arts; or
2. successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in language arts; or
3. obtain certification in language arts for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

Teacher Effectiveness Goal # 1: Connected Educators

Achieving Indicators-

1. Interconnect language educators to be surrounded by school/district-wide, local, state, and national professional network that provides a framework, tools, and resources for professional growth.
2. Support language educators in creating safe, culturally, and linguistically responsive, and supportive learning environments with interculturality.

Leadership Behavior-

1. Provide guidance and assistance for WL teachers to be informed about the current teacher development standards and the state's expectations.
2. Inform WL teachers in your district about the program budget, grant opportunities, expectations of the state's educational agency, district leadership, school administrators, and parents, and WL program enrollment facts/data.
3. Ensure all WL teachers receive the foundational training for the WL program.
4. Leverage resources to offer different professional training for WL educators throughout the academic year.

Resources-

TELL Project: Teacher Effectiveness for Language Learning consolidates what the profession and research indicate as the qualities and characteristics of effective world language teachers in today's language learning settings. This resource is available Here.

Effective Teaching and Learning Strategies in the Language Classroom: Effective teaching and effective learning takes place when a number of efficient and effective teaching strategies are used. The paper will discuss a range of strategies that make for effective teaching and learning in the language classroom. This resource is available Here.


Teacher Effectiveness Goal #2: Transformative and Comprehensive

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Achieving Indicators-

1. Continuously support teachers to design their instruction with more functional communicative, and culturally competitive focus areas rather than focusing on grammar, vocabulary, and unauthentic cultural facts.
2. Search, design, and share best language instruction practices in 5Cs (Communication, Culture, Connection. Comparison, and Community) with teachers.
3. Assist teachers in clarifying what students need to move from one level to the next.
4. Ground the program in a shared leadership approach and prioritize receiving descriptive feedback from teachers to improve the program.
5. Recognize language teachers as the most significant factor in the program's success and build capacity for improving, empowering, and retaining language teachers.

Leadership Behaviors-

1. Create positive transformative leadership that encourages and supports teachers in practicing key domains and essential skills (pg. 16) in WL instruction.
2. Guide and assist teachers in transforming their instructional practices for practicing well-implemented IPAs.
3. Create professional development opportunities for teachers that will facilitate the transformation of instructional practices to support World-Readiness Standards.
4. Create a supportive community that lets teachers partner with students, parents, families, and communities to enhance the target language learning with inter-cultural competitiveness.
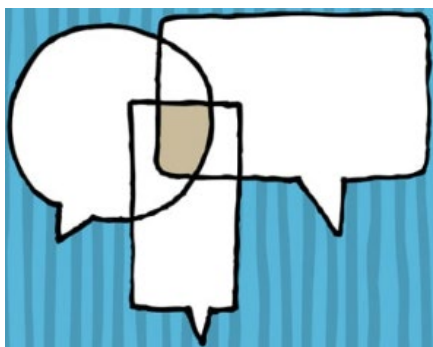
Common Language Construction:
Essential World Language Instructional Practice: *Ritz (2021) provides a framework with the goal of providing transformative and comprehensive indicators for effective WL instruction. The framework is also intended to support WL Program directors in conducting an effective observation of any WL classrooms even if they do not speak the target language. The framework includes four focus areas: Foundations of Lesson Design, Target Language Use, Task Design, and Curriculum and Assessment Design. The table below summarizes each domain in the framework mentioned by Ritz (2021).*

Framework of Essential World Language Instructional Practices

<u>Foundations of Lesson Design</u>

What does this mean? *This focus area includes indicators that should be presented in a well-designed World Language classroom.*

- ✓ The teacher presents student learning outcomes focused on communication.
- ✓ The teacher previews the lesson agenda with students.
- ✓ The teacher actively engages students throughout the class, with a balance of whole class, small group and pair activities.
- ✓ The lesson activities are designed to lead students to achieving the student learning outcome.
- ✓ The teacher and students demonstrate mutual respect for each other and for learning, and students are safe and supported in class.
- ✓ The teacher checks for understanding throughout the lesson.
- ✓ The teacher returns to the student learning outcome at the close of the lesson to reflect on student learning.

<u>Target Language Use</u>

What does this mean? Target language use is an utmost element in an effective and high-quality World Language classroom. This focus area asks program leaders to note the level of both teacher and student language use.

- ✓ The teacher uses the target language 90% or more of class time.
- ✓ The teacher avoids translating into English, and ensures the target language is comprehensible to students through a range of strategies, including:
- Body language
- Visual support
- Modifies Speech
- Cognates
- Repetition
- Elaboration
- Modeling
- Checks for understanding
- ✓ Students use the Target Language 90% or more of class time, including when working in small groups or pairs.
- ✓ Students are observed using the target language through:
  - Isolated words
  - Memorized phrases
  - Sentences
  - Strings of Sentences
  - Questions
  - Paragraph-level discourse

Framework of Essential World Language Instructional Practices (Continued)

Task Design

What does this mean? *This focus area helps evaluators notice the type of tasks students are asked to engage in during class time.*

- ✓ Lesson tasks are focused on developing communication skills (interpretive, interpersonal, presentational)
- ✓ Lesson tasks reflect
  - Interpersonal Speaking
  - Interpersonal Writing
  - Interpersonal Listening
  - Interpersonal Reading
  - Presentational Speaking
  - Presentational Writing
  - Building vocabulary in context
  - Focus on form in context
- ✓ Lesson tasks do not include drill-based exercises such as grammar fill-ins, verb conjugation practice that focus on practicing discrete aspects of language in isolation or translating.

Curriculum and Assessment Design

What does this mean? *This focus area may not be visible during classroom observations but more importantly may be essential for high-quality and effective WL programs. Inclusion of the curriculum and assessments design is critically important to transform traditional World Language practices.*

- ✓ The curriculum unit focuses on a theme that is:
  - Communicatively purposeful
  - Culturally focused
  - Intrinsically interesting
  - Cognitively engaging
  - Standards-based
- ✓ The curriculum unit engages students in communicative language use that is slightly above their proficiency level.
- ✓ Assessments are observed to reflect
  - Interpersonal Speaking
  - Interpersonal Writing
  - Interpretive Listening
  - Presentational Speaking
  - Presentational Writing
  - Building vocabulary in context
  - Focus on from in context
- ✓ Rubrics are used to provide expected performance levels on assessments and are provided to students prior to being assessed.
- ✓ The following assessment are used:
  - Performance assessments
  - Integrated performance assessments (IPAs)
  - Portfolios
  - External assessment measures
  - Other communicatively focused assessment

Title VI Language Resource Centers (LRCs) support the nation's capacity for language teaching and learning. LRCs offer free or low-cost teaching materials, professional development opportunities, assessment, evaluation services, and more: This resource is available Here.

TELL Tools and Resources: Designed to offer support that facilitates language teachers' professional growth, teachers can self-assess, peer-assess, or work with administrators to identify their level of effectiveness and set and monitor goals for professional growth. Facilitating Teacher Effectiveness » TELL Project.

ACTION ITEMS AND GUIDING QUESTIONS

Conduct an observation of one of the teachers in your program using the Framework of Essential WL Instructional Practices. For each area, note the strengths and areas of needed growth for the teacher.

Based on this observation, what one professional practice goal might you encourage the teacher to set for themselves?

Resource: Leading Your World Language Programs, Ritz (2021)

References:

Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual matters.

Ritz, C. (2020). Leading Your World Language Program: Strategies for Design and Supervision, Even If You Don't Speak the Language! Routledge.

Tarone, E., & Swierzbin, B. (2009). Exploring learner language. Oxford: Oxford University Press.