

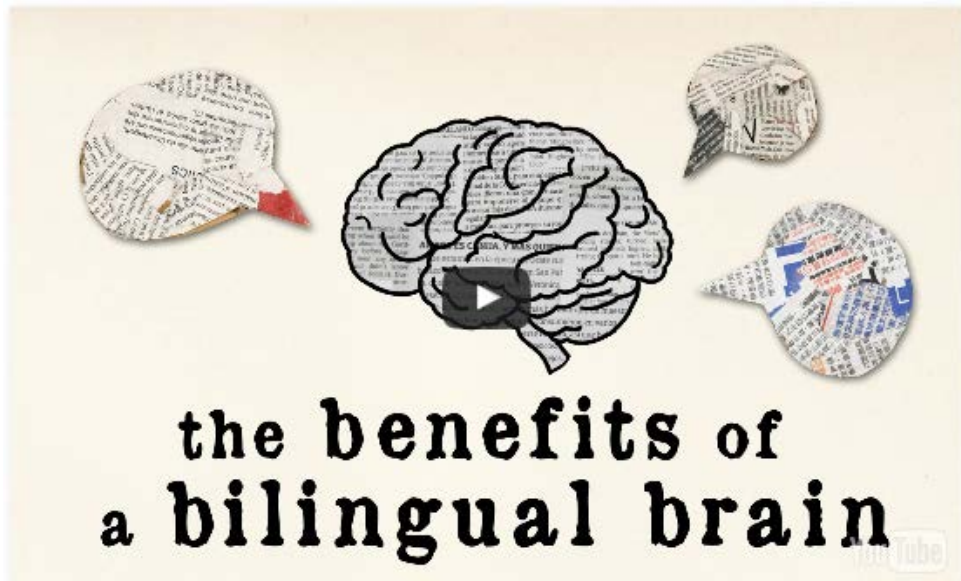
Louisiana Believes

Recognizing Success: Pathway to Fluency
December 2016

In this session,

- **The Department introduces and gets feedback on two evaluation tools.**
- **You learn to articulate the successes of your World Language programs.**
 - Benefits of Bilingualism
 - Highly Effective Programs
 - New Look-For Tool
 - Revised FAT Evaluation Tool
 - Promote Programs
 - Conclusion

Benefits of Bilingualism



A screenshot of the ACTFL (American Council on the Teaching of Foreign Languages) website. The header includes the ACTFL logo and navigation links: ABOUT ACTFL, CONVENTION & EXPO, MEMBERSHIP, ASSESSMENT & PD, PUBLICATIONS, ADVOCACY, and NEWS. The main content area is titled 'STUDIES SUPPORTING INCREASED ACADEMIC ACHIEVEMENT' and features an article 'LANGUAGE LEARNING CORRELATES WITH HIGHER ACADEMIC ACHIEVEMENT ON STANDARDIZED TEST MEASURES'. The article text is partially visible, mentioning 'Armoning, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. Learning Languages, 2(3), 20-31.' and 'Cade, J. M. (1997). The foreign language immersion program in the Kansas City, Missouri Public Schools, 1988-1998 [Abstract]. Dissertation Abstracts International -A, 58(10), 383B.' There is also a section for '@ACTFL ON TWITTER'.

A snippet of a news article titled 'Learning a Second Language Protects Against Alzheimer's' by Clara Moskowitz, dated February 18, 2011. The article features a 3D rendering of a human brain with different regions highlighted in red, yellow, and green. Social media sharing icons for Facebook, Twitter, Google+, and LinkedIn are visible on the left side of the snippet.

A snippet of a news article titled 'Speaking More Than One Language Eases Stroke Recovery' by Christopher Wanjek, dated November 19, 2015. The article features a silhouette of a human head with a bright light shining through the brain area. Social media sharing icons for Facebook, Twitter, Google+, and LinkedIn are visible on the left side of the snippet.

- Reading skills are transferrable.
- Coding and decoding language aligns with math.
- Processing information from different perspectives improves empathy.
- Comprehension is faster.

Benefits of Bilingualism

	English/Spanish Language Arts			Assessment Index
	Assessment Index	Percent Proficient	Percent MAS and ADV	
Spanish Immersion	96.3	80.5%	61.0%	123.8
Grade 3	83.9	71.4%	50.0%	132.1
Grade 4	80.8	69.2%	38.5%	121.2
Grade 5	123.2	100.0%	92.9%	117.9
non-Spanish Immersion	42.7	38.1%	16.5%	64.8
Grade 3	38.5	34.2%	17.1%	86.5
Grade 4	40.2	35.4%	15.2%	59.8
Grade 5	50.8	46.0%	17.5%	44.8

Combined 3 Subject Index	A
103.5	
Spanish Immersion	F
48.3	
Non Spanish Immersion	



At your school, have you noticed...

- language being spoken outside the classroom?
- language posted outside the classroom?
- language being spoken inside the classroom?
- guest speakers signing in to present?
- students competing outside of school?
- teachers participating in World Language PD?

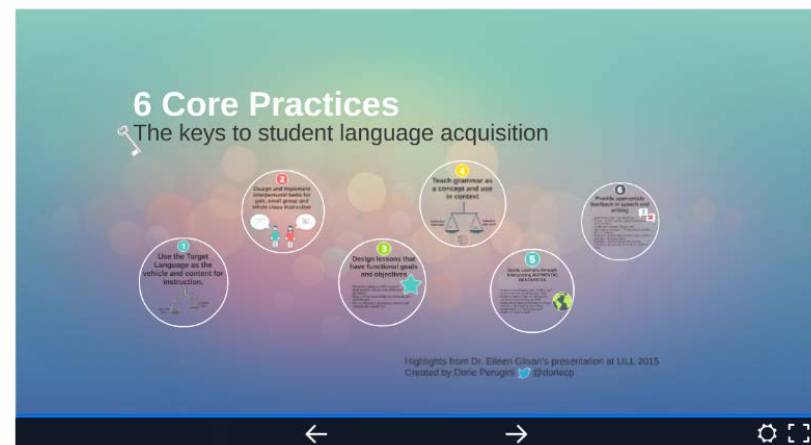
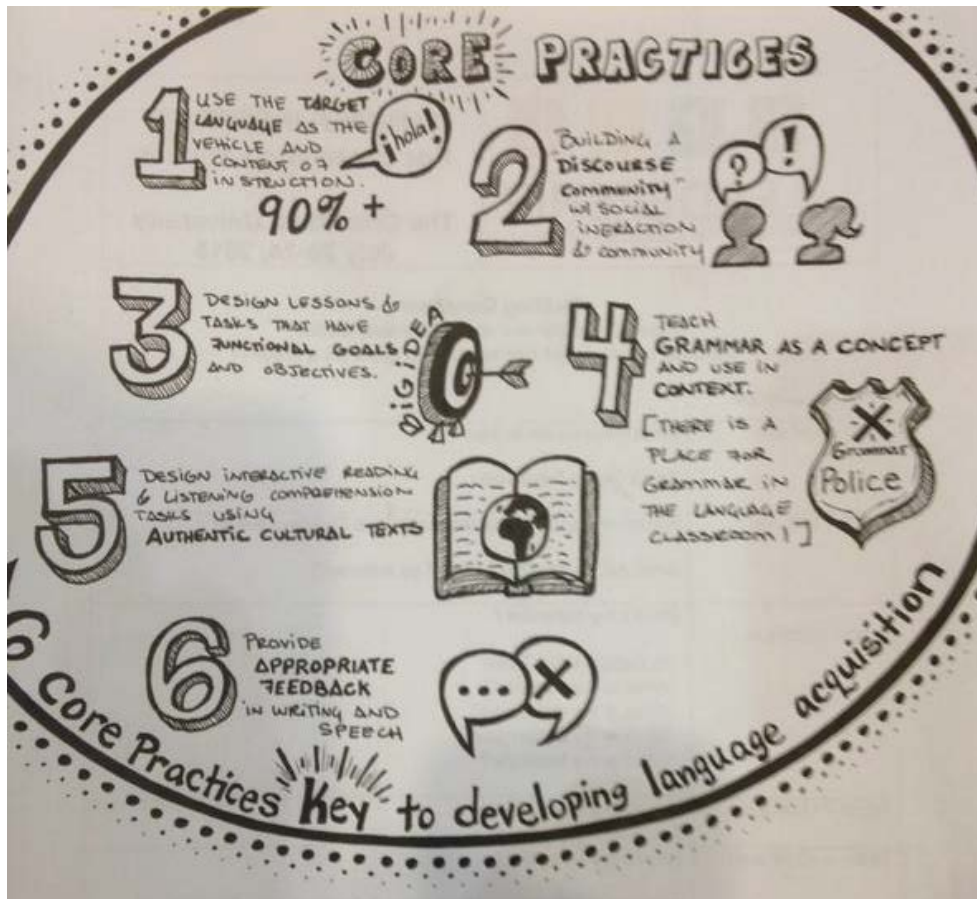
These are signs of an effective World Language Program!

Highly effective World Language programs...

- set clear PROFICIENCY based goals.
 - [Novice](#) (low, mid, high)
 - [Intermediate](#) (low, mid, high)
 - Advanced (low, mid, high)
- address each mode of communication.
 - Interpretive
 - Presentational
 - Interpersonal

Highly effective World Language programs...

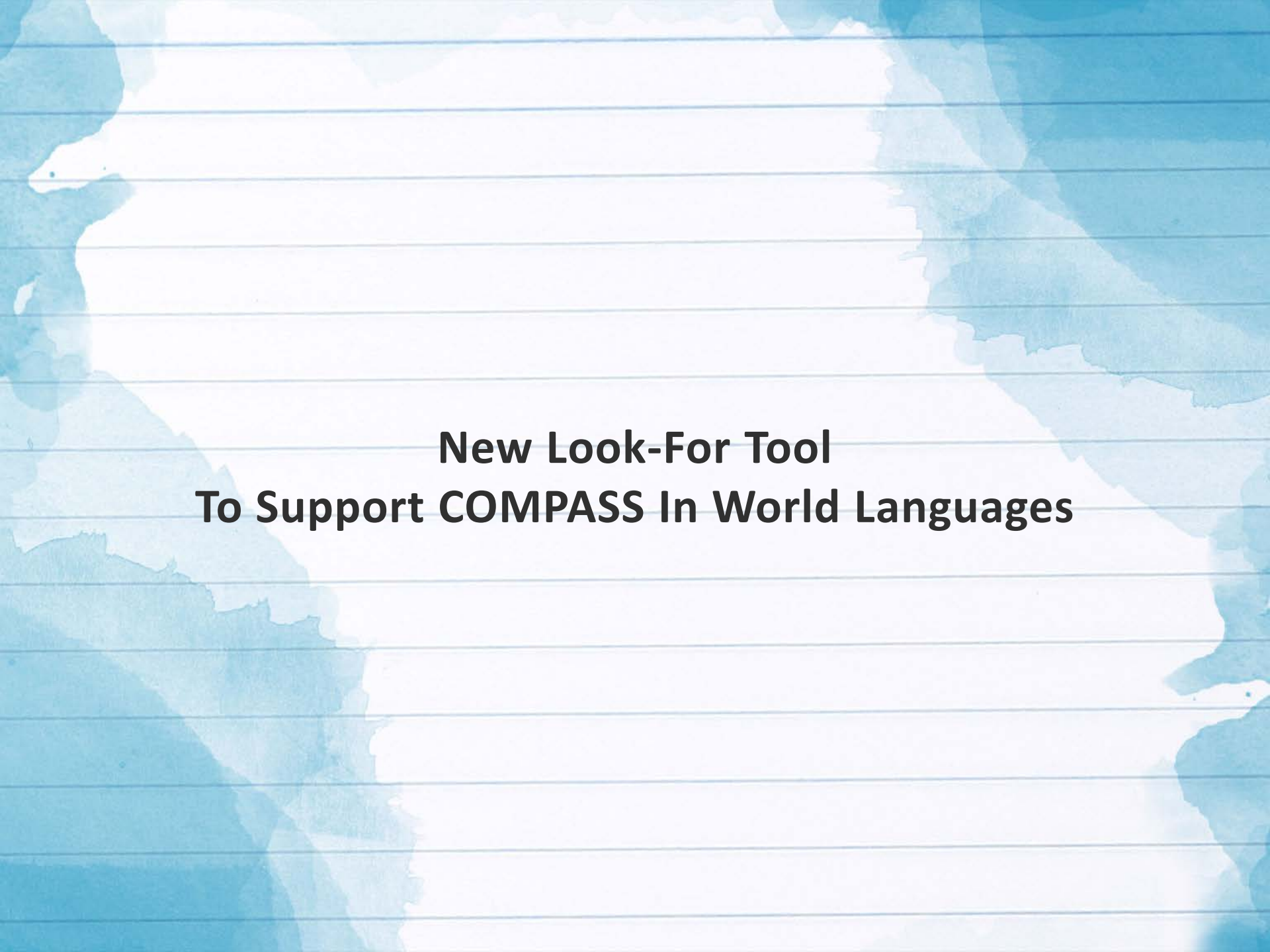
- follow the 6 Core Practices of Language Learning.



Highly effective World Language programs...

- provide planning opportunities for vertical and horizontal articulation.
- provide opportunities for Professional Development in World Language methodology.

We will communicate more PD information at the Spring Collaborative meeting.



**New Look-For Tool
To Support COMPASS In World Languages**

DOMAIN 3: INSTRUCTION

WORLD LANGUAGES (MODERN LANGUAGES)

***Note:** This tool adapts according to proficiency level of students (see the chart inset below from the [Introduction to Louisiana World Language Content Standards](#))

LOOK-FORS

Outcome: Teachers provide instruction in the target language so that all students demonstrate the ability to communicate at their proficiency level.

Modern Language Programs ≥90 minutes/week and/or 50 minutes daily				Modern Language High School Exit Proficiency for Alphabetic Languages						
Proficiency Assessment	End of 2 nd Grade	End of 5 th grade	End of 8 th grade	Level and Total Hours	I or 133-150 hours	II or 266-300 hours	III or 399-450 hours	IV or 532-600 hours	V or 667-750 hrs	VI or 800-900 hours
INTERPERSONAL <small>Person-to-Person</small>	Novice Low-Mid	Novice Mid-High	Inter. Low	INTERPERSONAL <small>Person-to-Person</small>	Novice Mid	Novice High	Novice High	Inter. Low	Inter. Mid	Inter. High
INTERPRETIVE <small>Listening</small>	Novice Mid	Novice High	Inter. Low	INTERPRETIVE <small>Listening</small>	Novice High	Novice High	Inter. Low	Inter. Mid	Inter. High	Advan. Low
INTERPRETIVE <small>Reading</small>	Novice Low-Mid	Novice Mid-High	Novice High	INTERPRETIVE <small>Reading</small>	Novice Mid	Novice Mid	Novice High	Novice High	Inter. Low	Inter. Mid
PRESENTATIONAL <small>Speaking</small>	Novice Low-Mid	Novice Mid-High	Inter. Low	PRESENTATIONAL <small>Speaking</small>	Novice Mid	Novice High	Novice High	Inter. Low	Inter. Low	Inter. Mid
PRESENTATIONAL <small>Writing</small>	Novice Low-Mid	Novice Mid-High	Novice High	PRESENTATIONAL <small>Writing</small>	Novice Mid	Novice High	Novice High	Inter. Low	Inter. Low	Inter. Mid

Communication (listen, speak, read, and write) in another language is a higher order thinking skill. Simple questions in a non-native language are higher order thinking questions.

Novice Level:

- Students actively listen and interpret short aural and oral text that contain support and cues. (3b)
- Students produce spoken and written language in memorized words and phrases. (3b)
- Students and teacher formulate questions that elicit discourse in gestures and single words. (3b)
- Students work in pairs and using support in the forms of pictures, polls etc. to maximize their own use of the language (3c)
- Students use more than one mode of communication to build comprehension. (3c)
- Students use non-verbal communication (gestures, graphics etc.) as well as single words and memorized phrases to self-assess. (3d)
- Students learn about language communities near and far. (3d)

or Intermediate Level:

- Students actively listen and interpret main ideas and some details in aural and oral text. (3b)
- Students produce spoken and written language in sentences and series of sentences using the present tense. (3b)
- Students and teacher formulate questions that elicit sentence length discourse. (3b)
- Students work in pairs and small groups to maximize their own use of the language (3c)
- Students use multiple modes of communication to build skills. (3c)
- Students and teacher offer encouragement to persevere. Students in the intermediate proficiency stage make many mistakes. (3d)
- Students begin to communicate with language communities near and abroad. (3d)

or Advanced Level:

- Students actively listen and interpret main ideas and supporting details in extended aural and oral text. (3b)
- Students produce spoken and written language in paragraph length discourse using multiple verb tenses. (3b)
- Students and teacher formulate questions that elicit paragraph length discourse. (3b)
- Students lead debates and interact with others to maximize their own use of the language (3c)
- Students use most modes of communication to build skills. (3c)
- Students negotiate meaning to adjust language production and direct the lesson. (3d)
- Students communicate with language communities near and abroad. (3d)

Evidence:

New Look-For Tool

Modern Language Programs ≥90 minutes/week and/or 50 minutes daily				Modern Language High School Exit Proficiency for Alphabetic Languages						
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PRESENTATIONAL <small>Writing</small>	Novice Low-Mid	Novice Mid-High	Novice High	PRESENTATIONAL <small>Writing</small>	Novice Mid	Novice High	Novice High	Inter. Low	Inter. Low	Inter. Mid

Presentation of *prepared* information, written or oral, with or without others.

Unscripted interaction between people where they *negotiate* meaning.

- **Interpretive, Presentational & Interpersonal**



New Look-For Tool

Language Learning in the 21st Century... ⌚ ↗

美 国
mei guo

4:29 / 16:59 CC ⚙️ YouTube 🗨️

New Look-For Tool

Appendix A: Instructional Observation & Feedback Resources

World Languages (Modern Languages)

3b. USING QUESTIONING/PROMPTS AND DISCUSSION: Quality of questions/prompts, Discussion techniques, Student Participation

KEY TOPICS	Resources (Videos, lessons, etc.)		
Class in the target language	Lessons Louisiana WL Standards Introduction	Louisiana WL Standards: Modern Languages	
	Strategies 90% Target Language in the Classroom CARLA: Using Comprehensible Input	STARTALK: Using the Target Language 90% CARLA: Meaningful Input	TELL Project: Using the Target Language
	Novice Videos Annenberg Learner: Comprehensible Input Mapping Planet Earth: French Food Facts and Stories: Spanish	Intermediate Videos Annenberg Learner: Comprehensible Input Daily Routines: Japanese Creating Travel Advice: Spanish	Advanced Videos Annenberg Learner: Discussions Performing With Confidence: French Exploring New Directions: Chinese

3c. ENGAGING STUDENTS IN LEARNING: Activities & Assignments, Grouping of students, Instructional materials, Structure & Pacing

KEY TOPICS	Resources (Videos, lessons, etc.)		
Appropriate scaffolding/ design of tasks and activities	Lessons Louisiana WL Standards Introduction	Louisiana WL Standards: Modern Languages	21st Century Sills Map
	Strategies ACTFL Performance for Language Learners	CARLA: Scaffolding	CARLA: Content Based Instruction
	Assessment ACTFL Proficiency Guidelines: ENGLISH FRENCH SPANISH GERMAN CHINESE ARABIC <u>LinguaFolio Junior</u>	<u>LinguaFolio</u>	
Novice Videos Annenberg Learner: Scaffolding Sports in Action: German Hearing Authentic Voices: Spanish	Intermediate Videos Annenberg Learner: Scaffolding Promoting Attractions of Japan: Japanese Interpreting Picasso's Guernica: Spanish	Advanced Videos Annenberg Learner: Engaging Students A Cajun Folktale and Zydeco: French <u>Interpreting La Belle et La Bête</u> : French	

New Look-For Tool

3d. USING ASSESSMENT IN INSTRUCTION: Assessment criteria, Monitoring student learning, Feedback, & Student self-assessment/monitoring of progress			
KEY TOPICS	Resources (Videos, lessons, etc.)		
Feedback to advance student communication skills (listening, speaking, reading, writing, and cultural competence)	Lessons		
	Louisiana WL Standards Introduction	Louisiana WL Standards: Modern Languages	
	NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners		
	Strategies		
	CARLA: Feedback	Calico: Effective Feedback	Calico: Integrated Performance Assessment
	TELL: Checking for Understanding	ACTFL: Developing & Assessing Performance	
	Assessment		
	AAPPL: ACTFL Assessment of Performance	Avant STAMP 4s Sample Test	DELF / DELE
	College Board Advanced Placement: AP Chinese, AP French, AP German, AP Italian, AP Japanese, AP Spanish		
	Novice Videos	Intermediate Videos	Advanced Videos
Annenberg Learner: Communication	Annenberg Learner: Negotiating Meaning	Annenberg Learner: Authentic Materials	
Fruits of the Americas: Spanish	Routes to Culture: Spanish	Politics of Art: Spanish	

Recommended professional library for world language teachers

Adair-Hauck, Bonnie, Eileen W. [Glisan](#), and Francis J. [Trovan](#). *Implementing Integrated Performance Assessment*. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2013. Print.

[Clementi](#), Donna, and Laura Terrill. *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2013. Print.

Curtain, Helena Anderson., and Carol Ann. Dahlberg. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and beyond*. N.p.: Pearson, 2015. Print.

[Sandrock](#), Paul. *Keys to Assessing Language Performance*. S.l.: American Council On The Teaching of Foreign Languages, 2014. Print.

[Shrum](#), Judith L., and Eileen W. [Glisan](#). *Teacher's Handbook: Contextualized Language Instruction*. N.p.: Cengage Learning, 2015. Print.



**Revised Evaluation Form
for Foreign Associate Teachers**

New Compass Aligned Evaluation Form for FATs



**FOREIGN ASSOCIATE TEACHER
ANNUAL EVALUATION FORM**

Name of Teacher:	
Year:	Parish:
School:	Name of Evaluator:
Nationality:	No. of Years in Louisiana: 1 2 3 4 5 +

4: Highly Effective 3: Effective: Proficient 2: Effective: Emerging 1: Ineffective

Domain 1: Planning and Preparation		Component Rating:
Component:	Setting Instructional Outcomes: comprehensible input	
	Planning Vertical and Horizontal Articulation: content & language acquisition	
Observation Comments		

Domain 2: The Classroom Environment		Component Rating:
Component:	Managing Classroom Procedures	
	Respecting Cultural Differences	
Observation Comments		

Domain 3: Instruction		Component Rating:
Component 3b:	Using Questioning, Prompts and Discussion: clarification requests	
Component 3c:	Engaging Students in Learning: spontaneous use of language	

New Compass Aligned Evaluation Form for FATs

Domain 3: Instruction		Component Rating:
Component 3b:	Using Questioning, Prompts and Discussion: clarification requests	
Component 3c:	Engaging Students in Learning: spontaneous use of language	
Component 3d:	Using Assessment in Instruction: comprehension checks for understanding	
	Using the target language: 100% of the time at all levels of instruction	
Observation Comments		

Please check the following as necessary.

- This teacher HAS completed the Cross-Cultural **Project** required by the US Department of State.
- This teacher HAS completed the Cross-Cultural **Exchange** required by the US Department of State.
- We propose to engage this Foreign Associate Teacher again next year at this school.
- We support this Foreign Associate Teacher’s request to transfer to another school in Louisiana.
- We prefer this Foreign Associate Teacher does NOT renew his/her contract with the state of Louisiana.*

EVALUATOR’S SIGNATURE:

Date:

TEACHER’S SIGNATURE**:

Date:

*Please provide a short explanation with supporting detail for this decision.

**My signature signifies only that I have read this evaluation and does not necessarily indicate my agreement or disagreement.



Awards for Bilingualism





State Seal of Bi-literacy R.S. 17:273.4



- ✓ Students prove English proficiency by:
 - completing all English language arts requirements for graduation.
 - scoring ≥ 19 on the Reading and English parts of the ACT test series.

and one of the following
- ✓ Students prove a different first language by:
 - attaining the Early Advanced proficiency level on the **English Language Development Assessment (ELDA)**.

or
- ✓ Students prove a second language acquired by:
 - passing a world language Advanced Placement (AP) test with a 3 or higher.
 - passing a world language International Baccalaureate (IB) test with a 4 or higher.
 - successfully completing a four-year high school course series in a world language.
 - earning 7 Carnegie units or more in a world language immersion setting.
 - earning a foreign government's certificate of competency at the B2.

State Certified Immersion School

✓ **Apply**

- Signed application
- Teaching schedules
- Evaluation questionnaires

✓ **Audit Site Visit**

- Observations, Interviews, Evaluation of campus

✓ **Report and Designation**

- Evaluation is based on a public rubric
- Results are shared with principal in a meeting
- Certification must be renewed every 3 years



State Certified Immersion School

- ✓ **Apply for Renewal**
 - Signed renewal application
 - Provide updated teaching schedules and data
- ✓ **Audit Site Visit**
 - Observations, Interviews, Evaluation of campus
- ✓ **Report and Designation**
 - Results are shared with principal in a meeting
 - Certification must be renewed every 3 years





Promote Programs

What sort of recognition resonates with your stakeholders, community, schools?





Activity 5

Table Discussion

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