

Characteristics of High Quality World Language Teaching and Learning

Section One: Learning Climate

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Characteristics:

A- Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. The teacher:

1) demonstrates the ability to function at a high level of proficiency in the target language.

B-Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The teacher:

1) understands the structure and function of language and draws upon this knowledge to develop curriculum and set attainable goals for learners.

C- Teacher cultivates cross cultural understandings and the value of diversity. The teacher:

1) demonstrates in-depth knowledge of the historical and contemporary products, practices and perspectives of the target cultures.

D- Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. The teacher:

1) understands how target languages and cultures are integrally linked with one another.

E- Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The teacher:

1) understands how learners acquire competencies in another language, understands varied methodologies and approaches used in teaching and learning languages, and draws upon this knowledge to design strategies appropriate to the learning goals

F- Teacher provides students equitable access to technology, space, tools and time. The teacher:

1) demonstrates proficient knowledge and use of technologies, local and international community resources, human resources.

G- Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. The teacher:

1) Keeps abreast of pedagogical trends and relevant research and engages in action research

H- Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.

I- Teacher creates an environment where student work is valued, appreciated and used as a learning tool.

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Student Characteristics:

A- Student accepts responsibility for his/her own learning. The student:

- 1) uses experiences with language and culture to explore personal interests and career options.
- 2) demonstrates an understanding of the relationship between language and culture.

B- Student actively participates and is authentically engaged. The student:

- 1) develops a deeper understanding of own language through the study of another language and recognizes similarities and differences among the structure and function of languages.

C- Student collaborates/teams with other students. The student:

- 1) develops a deeper understanding of own culture through the study of target cultures and recognizes that all cultures contribute to the global society.
- 2) engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- 3) interacts appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen-e-pals, and travel.

D- Student exhibits a sense of accomplishment and confidence. The student:

- 1) understands and interprets written and spoken language on a variety of topics.

E- Student takes educational risks in class.

F- Student practices and engages in safe, responsible and ethical use of technology. The student:

- 1) presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

A- Teacher uses multiple methods to systematically gather data about student understanding and ability. The teacher:

- 1) uses multiple methods in authentic contexts to systematically gather data about student understanding and ability to read, write, listen and speak the target language.
- 2) uses multiple methods to systematically gather data about student understanding of the products, practices and perspectives of the target culture(s) and ability to communicate in an authentic cultural context.
- 3) uses integrated performance assessments that assess the interpretive, interpersonal, and presentational modes of communication.

B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:

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1) uses student work/data, observations of in-class language use, assignments, interactions with colleagues, research from the field and professional development opportunities to reflect on and improve teaching practice.

C- Teacher revises instructional strategies based upon student achievement data. The teacher:

1) recycles language and spirals the application of skills based upon student achievement data.

D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:

1) uses target language to uncovers students' prior understanding of the concepts to be addressed.

2) encourages students to explore and value their linguistic and cultural heritage.

E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:

1) co-develops scoring guides/rubrics in the target language with students and provides adequate modeling to make clear the expectations for quality performance.

2) routinely makes students aware of the learning targets and how they can demonstrate that they meet the goals.

F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies. The teacher:

1) guides students to apply competency statements to assess their performance and identify improvement strategies.

G- Teacher provides regular and timely feedback to students and parents that moves learners forward. The teacher:

1) uses research-based error correction methods to provide feedback to students that moves learners forward.

2) uses self-assessment statements to inform parents and move learners forward through goal setting.

3) focuses on what a student can do with language rather than what they cannot do.

H- Teacher allows students to use feedback to improve their work before a grade is assigned. The teacher:

1) guides and encourages students to set short term, achievable goals and celebrate successes.

I- Teacher facilitates students in self- and peer-assessment. The teacher:

1) supports the development of their learners' autonomy.

2) guides and encourages students to self-assess language competencies and reflect on intercultural experiences.

J- Teacher reflects on instruction and makes adjustments as student learning occurs. The teacher:

1) reflects on own language learning strategies and encourages students to think about how they learn language.

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Student Characteristics:

A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work. The student:

- 1) understands the three modes of communication and competency.
- 2) knows what the learning targets are and how to provide evidence of having met them.

B- Student monitors progress toward reaching learning targets. The student:

- 1) self-assesses language competencies, monitors progress and sets new goals.

C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers. The student:

- 1) periodically develops and/or uses scoring guides in the target language to assess his/her own work or that of peers.

D- Student uses teacher and peer feedback to improve his/her work.

E- Student reflects on work and makes adjustments as learning occurs. The student:

- 1) reflects on his/her work and intercultural experiences and sets personal learning goals.
- 2) reflects on learning styles and preferences and makes adjustments in the learning process.

Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Characteristics:

A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies. The teacher:

- 1) scaffolds language instruction so that learners become increasingly independent in their use of the spoken and written language.
- 2) helps learners develop strategies such as recognition of cultural context, visual cues, cognates, etc., in order to help them reason and solve problems.

C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. The teacher:

- 1) plans thematically to engage learners in complex thinking and sophisticated use of the target language.
- 2) uses content as a basis for conversation and discussion in the target language.

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- 3) uses interactive questioning techniques that stimulate interest and activate vocabulary.
- 4) provides learning tasks that link to learners' interests and engage them in use of the target language in authentic contexts.

D -Teacher provides meaningful learning opportunities for students. The teacher:

- 1) provides opportunities for learners to apply their language skills and cultural knowledge in authentic contexts through performance tasks, interviews, collaborative projects, etc.
- 2) facilitates communicative opportunities between learners and their peers and others in the target culture.
- 3) develops language activities that offer choice and relate to learners' interests.

E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. The teacher:

- 1) organizes learning experiences from a cognitive perspective rather than placing emphasis on drill and practice.
- 2) scaffolds the development of vocabulary and syntax and promotes extensive student verbalization of increasingly complex and integrated ideas.
- 3) models techniques such as inference, visualizing, making analogies, hypothesizing, predicting, etc. when interpreting and communicating in the target language.

F -Teacher integrates a variety of learning resources with classroom instruction to increase learning options. The teacher:

- 1) provides students access to a variety of authentic target language resources, i.e., foreign online search engines, cultural products, voice recordings in a different dialects/accents, etc., and guides learners to choose and use them appropriately and effectively.

G -Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse. The teacher:

- 1) and learners set rules for discussion in the target language and share a common understanding of them.
- 2) structures and facilitates ongoing formal and informal discussions in the target language.
- 3) integrates the cultural perspectives of the target language into informal and formal discussions.

H. Teacher integrates the application of inquiry skills into learning experiences. The teacher: The teacher:

- 1) provides an input-rich and collaboration-rich learning environment.
- 2) uses the target language and collaborative interaction as vehicles for inquiry.

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3) encourages learners to attempt their own interpretations and hypotheses while they appropriate the new language and cultural concepts they are trying to learn.

4) provides opportunities for learners negotiate curriculum based on self-interest and inquiry.

I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.

The teacher:

1) regularly models and uses achievable, short- and long-term goals for language competency and interculturality.

Student Characteristics:

A. Student articulates and understands learning intentions/targets and criteria for success. The student:

1) sets, self-assesses and recognizes achievement of short- and long-term goals for language competency and interculturality.

B. reads with understanding a variety of texts. The student:

1) reads with understanding a variety of authentic texts in the target language.

C. Student applies and refines inquiry skills. The student:

- 1) uses authentic materials for authentic purposes, and with authentic audiences.
- 2) explores, analyzes and understands their own cultural choices and attitudes.

Section Four: Instructional Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics:

A- The teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. The World Language teacher:

1) provides optimal input opportunities in a low anxiety classroom environment.

2) designs learning opportunities that lower the affective filter and encourage students to take risks with language.

3) designs learning opportunities that allow learners to practice self-correction and peer correction.

4) designs learning opportunities that allow students to celebrate small successes.

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B- The teacher links concepts and key ideas to learners' prior experiences and understandings, uses multiple representations, examples and explanations. The World Language teacher:

- 1) accommodates different learner styles and strategies through multiple representations of linguistic and cultural content.
- 2) links cultural and linguistic concepts and key ideas to learners' prior experiences and understandings.
- 3) encourages learners to examine and reflect upon their cultural and linguistic heritage.
- 4) provides opportunities for learners to reflect on how they learn language through a variety of means, such as the reflective learning tool, LinguaFolio.

C- The teacher incorporates student experiences, interests and real-life situations in instruction. The World Language teacher:

- 1) provides sufficient opportunities for learners to engage in meaningful language practice in authentic contexts.
- 2) incorporates learning experiences that allow learners to apply their knowledge to contexts relevant to their interests, strengths and career choices.

D- The teacher selects and utilizes a variety of technology that support student learning. The World Language teacher:

- 1) selects and utilizes authentic websites, audio and video technologies in the target language to support learning.

E- The teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The World Language teacher:

- 1) provides opportunities for learners to think, communicate and work creatively and critically in the target language with others to solve problems and develop innovation.
- 2) facilitates the use of up-to-date technology for the purposes of learning, communicating and collaborating with others in the target languages.
- 3) incorporates ways for learners to utilize the target language and cultures to support and enhance their individual life and career skills.
- 4) emphasizes a deep understanding and practical, real-world application of language and culture, rather than a shallow knowledge.

F- The teacher works with other teachers to make connections between and among disciplines. The World Language teacher:

- 1) designs content-based and content-related learning scenarios that use the target language as a vehicle for learners to acquire information about geography, history, the arts, science, math, technology, practical living and vocational skills. Such an approach might include units like: Spanish for agriculture, law or the medical profession; Chinese at Kentucky's Beijing trade office; French for African diplomacy; environmental issues in Germany; understanding Arabic newspapers; and Japanese anime.
- 2) provides opportunities for learners to strengthen reading, writing and other literacy skills through the learning of the target language.
- 3) provides opportunities for learners to acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

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G- The teacher makes lesson connections to community, society, and current events. The World Language teacher:

1) collaborates with colleagues in other disciplines, families, members of the school, local and international communities to provide learning opportunities that serve the best interests of learners.

Student Characteristics:

A- The student poses and responds to meaningful questions. The World Language learner:

1) communicates in the target language to acquire and provide meaningful information.

B- The student uses appropriate tools and techniques to gather, analyze, and interpret quantitative and qualitative data. The World Language learner:

1) uses culturally and linguistically authentic tools and techniques to gather, analyze, and interpret quantitative and qualitative data in the target language.

C- The student develops descriptions, explanation, predictions, and models using evidence. The World Language learner:

1) uses culturally authentic resources in the target language to develop descriptions, explanations, predictions, and models.

D- The student works collaboratively to address complex, authentic problems which require innovative approaches to solve. The World Language learner:

1) works collaboratively in the target language and across cultures to address complex, authentic problems which require innovative approaches to solve.

E- The student communicates knowledge and understanding in a variety of real-world forms. The World Language learner:

1) uses the target language and intercultural skills to communicate knowledge and understanding in a variety of real-world forms.

F- The student communicates knowledge and understanding for a variety of purposes. The World Language learner:

1) uses the target language and intercultural skills to communicate knowledge and understanding for a variety of purposes.

Section Five: Knowledge of Content

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics:

A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. The teacher:

1) functions at a high level of proficiency in the target language, knows how the language works and

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draws on this knowledge to set attainable learning goals for students.

2) demonstrates in-depth knowledge of the historical and contemporary products, practices and perspectives of the target language cultures.

3) demonstrates an understanding of how target languages and cultures are naturally linked to one another by integrating them throughout the teaching and learning process.

B- Teacher maintains on-going knowledge and awareness of current content developments. The teacher:

1) keeps abreast of pedagogical trends in second language acquisition and other relevant research through personal and professional activities and engages in action research.

2) strives to maintain and increase academic content knowledge and strengthens language competence by participating in target language pursuits such as study abroad, additional university study, and/or utilization of technology.

3) strives to maintain and strengthen competence in the target language and culture through relevant areas of interdisciplinary study.

C- Teacher designs and implements standards-based courses/lessons/units using current national and state standards, including the Kentucky Content for World Language Proficiency. The teacher:

1) understands the structure and function of language and draws upon this knowledge to develop curriculum and set attainable goals for learners.

2) ensures that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over time students will move from simple to sophisticated use of the language.

3) demonstrates the principles of backward design, the national standards for foreign language learning, and the ACTFL proficiency and performance guidelines in the development of curriculum and teaching and learning tools.

D- Teacher uses and promotes the understanding of appropriate content vocabulary. The teacher:

1) distinguishes between academic and social language and provides opportunities for the learner to practice both in appropriate contexts.

2) uses the target language as the language of communication and instruction in the classroom.

3) provides opportunities for the learner to acquire and practice language in authentic cultural contexts in order to develop an understanding of the appropriate use of the language.

4) provides opportunities, when appropriate, for the learner to acquire content-specific vocabulary (i.e., language for a specific career or academic content area).

E- Teacher provides essential supports for students who are struggling with the content. The teacher:

1) provides modifications or variations in response to learner needs in regard to the content, process and product of language learning.

G- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. The teacher:

1) understands and uses tools for teaching and learning that are appropriate and specific to learning

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another language.

2) accesses and makes available to learners resources that are current, culturally authentic and meaningful.

Student Characteristics:

A- Student demonstrates growth in content knowledge. The student:

- 1) demonstrates the predictable and sequential stages of language development, progressing from the silent/receptive stage, to early production, to speech emergence to intermediate language proficiency, etc.
- 2) demonstrates growth in listening, speaking, reading, and writing skills as demonstrated through the interpretive, interpersonal and presentational modes of communication.
- 3) demonstrates an increasingly competent understanding of the products, practices and perspectives of the target culture.

B- Student uses and seeks to expand appropriate content vocabulary. The student:

- 1) uses and expands content vocabulary by communicating meaningfully in the target language and engaging in authentic cultural contexts.
- 2) uses the target language for the pursuit of personal interests and academic and career development.

C- Student connects ideas across content areas. The student:

- 1) uses the linguistic and cultural content from language learning to help them understand and acquire knowledge in other content areas.
- 2) uses second language literacy skills to reinforce first language literacy.

D- Student uses ideas in realistic problem solving situations. The student:

- 1) uses the target language as a communication tool in real life situations.
- 2) uses the target language to support and enhance first language communication and skills.
- 3) applies knowledge of the target culture in order to understand, react and interact appropriately in diverse contexts.