



# Program of Excellence

## World Languages other than English

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# Champion Excellence

Fundamental to the role of a champion is the capacity to envision potential. It is the belief in one's potential, the potential of our students and our colleagues, and the potential of our educational system that gives us cause to act with intentionality and to persevere when we are faced with challenges. In order to cast a shared vision that drives collective action that embraces and the collective wisdom of the education community across Oklahoma, the Oklahoma State Department of Education (OSDE) has collaborated with educators and school leaders to develop Programs of Excellence rubrics that envision and describe the characteristics of excellent disciplinary programs within a school.

The Programs of Excellence rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form; **aspirational**, in that they speak to an idealized, holistic vision of each program that may be impossible for one school to fully embody; and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

Across disciplines, there are variations that bring perspective from the unique communities who shaped their contents, capturing real experiences, shared values, and a hope for well-rounded learning opportunities for all children in a safe and healthy school. Throughout the remainder of this school year, the Programs of Excellence rubrics will continue to change and grow as the best attributes across the disciplines are shared and insights from stakeholders are taken into account.

Please help shape this vision for excellent programs that all children deserve by sharing your input at <http://sde.ok.gov/ChampionExcellence>.

**“Every child deserves a champion,  
an adult who will never give up  
on them, who understands the power  
of connection, and insists  
that they become the best  
that they can possibly be.”**

**— Rita Pierson**

# Using the Program of Excellence Rubric

The responsibility of identifying a school disciplinary program as bronze, silver, or gold is placed on the school and its community. Through local evaluation and verification, a school can celebrate efforts and create strategic initiatives to improve. The OSDE will not verify each identification claim, but the school is expected to utilize the following process for reviewing and identifying its level of distinction.

1. **Review:** A school-based advisory committee involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status. *It is not appropriate to assign the review process to an individual. The review process should be inclusive and transparent.*
2. **Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and reviewed by the school principal. Upon verification by the principal, the recommendation will be submitted to the district school board and superintendent for review and verification.
3. **Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final self-identification will be submitted to the OSDE. Levels of distinction for Programs of Excellence will be valid for three years and will be visible on the school's accountability dashboard. *The remainder of this school year provides schools with the opportunity to select priority areas for which they will work to be ready to identify as bronze, silver, or gold in 2020.*

In this Program of Excellence rubric, each element of the rubric is provided as a characteristic of a bronze, silver, or gold program. **In order to be a bronze world languages program, every bronze element, or characteristic, must be true of the school's world languages program.** A school's world languages program may only be considered silver only when every bronze element **AND** every silver element is true. Likewise, a school's world languages program may only be considered gold when every bronze, silver, **AND** gold element is true.

*The fidelity of the Programs of Excellence process hinges on the fair and honest local review. Please help protect this ambitious effort to celebrate the great work happening across Oklahoma.*

# Category 1 Student Access and Resources

The school offers equitable access to learning experiences that lead to ever increasing target language proficiency.



## A BRONZE program...

- A. Employs teachers certified in the target language who focus on proficiency-building strategies to develop students' communication skills.
- B. Ensures school schedules are structured so that all students have access to world languages instruction at the minimum-recognized levels and frequency in order to develop increasingly higher levels of proficiency. Conducts ongoing evaluations of demographic representation in world languages classes and uses the data to create and implement a plan to ensure course enrollment is proportionally representative of the school demographics.
- C. Has considered and supplied tools and resources at each grade level necessary to create a safe and supportive environment that is rich in the target language and culture, and provides sufficient access to age-appropriate authentic language experiences to improve target language development.



## A SILVER program has all the elements of a BRONZE program and...

- D. Ensures students have access to sufficient instructional time to develop of a minimum of **intermediate-mid proficiency** (as defined by the American Council on the Teaching of Foreign Language) by graduation, preparing students for future academic and career opportunities:
  - PK-3 students receive instruction for an average of 30 minutes three days a week.
  - Grade 4-5 students receive instruction for an average of 40 minutes three days a week.
  - Middle school students have access to world language classes in each grade, six through eight, to enable them to take advanced target language classes in high school.
  - High school students have access to and are encouraged to take an articulated sequence of courses of more than two years in a target language other than English.

## Category 1: Student Access and Resources (continued)

E. Develops and supports students' participation in real-world second language and cultural experiences/activities outside the classroom for career preparation.

F. Supports world languages through equitable funding as compared to other disciplines.

G. Places students at the appropriate levels and types of instruction based on language background and proficiency at the introductory or advanced levels.

A GOLD program has all the elements of a BRONZE and SILVER program and...

H. Affords nationally-recommended instruction time each day in the target language(s) to ensure students can develop **intermediate-high proficiency in one other language** OR an **intermediate-mid proficiency in two other languages** than English by graduation:

- PK-3 students receive at least 30 minutes
- Grade 4-5 students receive at least 45 minutes
- Grade 6-12 students receive at least 50 minutes

I. Provides students options two or more languages that promote real-world communication.

- Grade 6-8 students are able to choose among more than one language to select a proficiency pathway.
- Grade 9-12 students are able to choose among more than one language to select a proficiency pathway, including multiple, sequential levels of courses, that allows the student to move toward an intermediate-mid (interactional) or higher proficiency level.

J. Builds relationships with communities representative of the language offerings of the school in order to provide students with opportunities for engagement with authentic language and culture.



# Category 2 Instruction and Curriculum

*Equitable learning experiences for all students must be based on a coherent system where instruction, curriculum, and assessments are aligned to the same goals. To this end, the school faculty develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.*



A BRONZE program...	
A.	Ensures world languages instruction and curriculum aligns with Oklahoma Academic Standards for World Languages Other Than English in all grades.
B.	Integrates into all instruction the three modes of communication: Interpersonal, Interpretive and Presentation; and the Oklahoma Academic Standards for World Languages Five Goals: Communication, Culture, Connections, Comparisons, and Community.
C.	Uses structured planning processes to ensure that all curriculum and instruction are designed to develop students' communication skills and literacy.



A SILVER program has all the elements of a BRONZE program and...	
D.	Provides for consistency (horizontal coordination across ALL grades) and continuity (vertical articulation between ALL grades).
E.	Ensures all skills are taught in a recursive, integrated manner grounded in age-appropriate authentic settings.
F.	Uses the National Council of State Supervisors of Foreign Language (NCSSFL)/American Council of the Teaching of Foreign Languages (ACTFL) Intercultural Can-Do Statements. (Available at <a href="https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements">https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements</a> .)

## Category 2: Instruction and Curriculum (continued)



A GOLD program has all the elements of a BRONZE and SILVER program and...

- G. Provides opportunity to strengthen horizontal and vertical alignment and address gaps in student needs.
- H. Monitors implementation of the Oklahoma Academic Standards for World Languages Other Than English and reviews curriculum across all grade levels to ensure they are articulated and evident in student work.

# Category 3 Student Performance and Assessment

*Teachers frequently assess students' communicative competence and performance. Assessments are based on the three modes of communication and Intercultural Communication indicators that reflect Oklahoma's World Languages Standards. The system of grading rewards what students CAN DO with what they have learned, rather than focusing assessment limited to memorized grammar and vocabulary.*



A BRONZE program...

- A. Uses formative and summative performance-based assessments to identify students' progress in meaningful contexts.
- B. Measures students' ability to communicate based on the Oklahoma Academic Standards for World Languages and regularly uses performance-based standards and performance level descriptors to create assessment rubrics that are shared with students in advance of assessment.

**Category 3: Student Performance and Assessment (continued)**

C. Rewards efforts to communicate and recognizes that as students progress in their proficiency, they will consistently improve language accuracy over time.

D. Communicates meaningful feedback in a timely manner that is easily understood by students, parents, and stakeholders.

**A SILVER program has all the elements of a BRONZE program and...**

E. Uses the Oklahoma Academic Standards for World Languages to develop cultural scenarios in which students demonstrate their cultural understanding of practices and perspectives.

F. Incorporates student self-assessment requiring them to provide evidence of their learning in order to give them a more complete understanding of their developing proficiency.

G. Uses a variety of assessments including tasks that require students to interact with authentic resources to communicate to others about their opinions and perspectives from what they read, listened to, or viewed.

**A GOLD program has all the elements of a BRONZE and SILVER program and...**

H. Provides media and/or platforms for students to gain authentic experience and exhibit for assessment their ongoing understanding of cultural practices and perspectives.

I. Facilitates connections with the language and its use outside of the classroom.



# Category 4 School Culture

*The school holds high expectations for all students to pursue individual second-language proficiency, recognizes student progress and achievement, and celebrates and publicly shares achievement.*



## A BRONZE program...

- A. Recognizes the value of all languages and cultures, their equal value to other subject areas for a well-rounded education, and promotes world language programs.
- B. Values, recognizes, and celebrates student achievement in world languages and ensures the contributions of ALL students are encouraged, recognized and valued.
- C. Works with families and caregivers to provide ways and opportunities to support the development of their children's multilingual proficiency.

## A SILVER program has all the elements of a BRONZE program and...



- D. Invites communities and families to partner with world languages programs to provide support, resources, mentorships, internships, etc.
- E. Publicly celebrates student products and achievements, including the Seal of Biliteracy in high school settings, with stakeholders by providing displays of accomplishment such as certificates, medals, etc.

## A GOLD program has all the elements of a BRONZE and SILVER program and...

- F. Gathers and analyzes qualitative and quantitative data from students and other stakeholders to determine program effectiveness. Shares results with world languages faculty, administrators, students and other stakeholders, and responds to results by developing systematic plans to address areas of concerns.
- G. Engages world languages faculty in discussions, collaboration, and decisions concerning the school and district.

# Category 5 Professional Learning, Growth and Teacher Assessment

Effective educators and leaders belong to a learning community that supports a climate of growth, requiring a systematic approach addressing ongoing, job-embedded professional development. Measuring teacher effectiveness requires tools that measure discipline-relevant practices.



A BRONZE program...	
A.	Ensures all world languages teachers participate in job-embedded professional development relevant to world languages instruction.
B.	Enables teachers to work collaboratively.
C.	Takes meeting world languages standards into account when evaluating teacher effectiveness.
D.	Expects teachers to apply what they learn in professional development directly in their classroom instruction.



A SILVER program has all the elements of a BRONZE program and...	
E.	Provides opportunities for teachers to reflect with each other after implementing new knowledge on practices enabling further growth of knowledge and skill development.
F.	Implements a support structure for professional learning such as professional learning communities, modeling, in-service workshops relevant to world languages in which all world language teachers actively participate.
G.	Supports teacher engagement in mentoring relationships.
H.	Includes the world language faculty in leadership teams.

### Category 5: Professional Learning, Growth and Teacher Assessment (continued)



A GOLD program has all the elements of a BRONZE and SILVER program and...

- I. Advocates for teachers to contribute to the world language education profession at large.
- J. Ensures all world language teachers participate in instructional coaching of research-based effective practices.

## Category 6 Policies

*The school adheres to and exceeds the policies and accountability standards currently established by the State of Oklahoma while actively seeking to meet the needs of students to develop second language proficiency.*



A BRONZE program...

- A. Protects the world languages learning experience by ensuring students are not pulled out of instruction for remediation in other areas.
- B. Advises and encourages every student and family of the opportunity to earn the Seal of Biliteracy, and provide avenues to achieve the Seal of Biliteracy.
- C. Advises all students to complete the full sequence of world language courses available leading to the highest level of proficiency possible when planning and reviewing their Individual Career and Academic Plans (ICAP).
- D. Recognizes qualifying students with the Seal of Biliteracy at graduation publicly and in ways employers and post-secondary education institutions value.

**Category 6: Policies (continued)**



**A SILVER program has all the elements of a BRONZE program and...**

- E. Provides resources for all students to achieve the Seal of Biliteracy.
- F. Assures counselors advise ALL students of academic and career advantages of developing high levels of proficiency in a second language and helps students plan for and enroll in all available hours of instruction in the student's choice of language.



**A GOLD program has all the elements of a BRONZE and SILVER program and...**

- G. Develops partnerships with companies employing bilingual speakers and facilitates internships for students as part of their ICAP requirements.
- H. Provides students with the opportunity to take additional languages by providing entry level classes of all offered world languages.