

Return to Learn: Launching Instruction for Secondary World Languages

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

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Introduction

This guidance is designed to support educators and school administrators as they plan for various instructional delivery models for the 2020-21 school year. It has never been so important to take time and plan to attend to the goals of supporting students’ academic growth, supporting students’ and educators’ social-emotional well-being, and creating a safe environment for all students and educators.

Teachers and schools should be responsive to their local context and student needs as they develop plans for the 2020-21 school year. Therefore, please note that the guidance and resources provided in this document are not meant to be a directive or limitation, but rather a tool. Additional guidance

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about the planning educators may undertake in preparation for this school year can be found beginning on page 39 of the [Return to Learn Oklahoma: A Framework for Reopening Schools](#).

To provide feedback or make suggestions or requests for future guidance, please consider [completing this survey](#).

Questions to Consider While Planning for Instruction

The benefits of world language instruction go beyond building proficiency in another language. World language instruction supports literacy, expands cognitive development supporting other content areas, develops interpersonal and intercultural communication skills, and develops and supports students' social and emotional well-being.

While we may be physically isolated, remaining connected is more important than ever, not only within our immediate communities but to communities around the world. World languages instruction provides students opportunities to be prepared to engage in a global, interconnected world. As each district considers scheduling models that best fit their community, full inclusion of world languages in the curriculum of every school, for every student, delivered by a certified world languages instructor is essential for an equitable education.

This document focuses on the **opportunities for learning**, rather than focusing on learning gaps, and asks educators and administrators to consider what content students know and what dispositions they currently have.

Standards and Pacing:

What content and disciplinary skills should instruction focus on this year?

A central goal of instruction—even in this time of disruption—is to ensure each student is developing communicative abilities and moving to the next proficiency level in the target language as described in the [Oklahoma Academic Standards for World Languages](#) and the [NCSSFL-ACTFL Can-Do Statements](#). Achieving this goal requires each teacher to understand the essential knowledge and skills from the current and prior grades to ensure curriculum and instruction are focused and coherent. In turn, as world language educators prepare for instruction in the 2020-21 school year, it is recommended that they develop or adapt a year-long scope and sequence that includes connections between content standards from the previous level and the current level. All world language

educators should be flexible as they create and plan curriculum for the year. Interruptions and changes to the learning environment should be expected.

- World languages education, whether traditional or distance, should include proficiency level content and disciplinary practices associated with the [Oklahoma Academic Standards for World Languages](#) (OAS-WL) and should be taught by a certified world languages educator.
- Plan a year-long scope and sequence using the OSL with the understanding that the standards are designed to be cyclical.
 - Consider the [Can-Do Statements](#) by the National Council of State Supervisors (NCSSFL) and the American Council on the Teaching and Learning of Foreign Language (ACTFL) when planning for instruction.
- Bundle standards or learning objectives to provide students with deeper connections across standards and reinforcement of learning of standards throughout the year.
 - **Examples:**
 - Facilitate tasks and projects that are based on elements of a selected theme and an essential question that engages students, drives them to inquiry, and frames units of instruction.
 - Examine the themes and resulting questions for logical vocabulary and language functions that shape the purpose expressed through various linguistic structures.
- Integrate all three [Modes of Communication](#) and the [ACTFL Five Cs](#) into inquiry practices.
- Provide opportunities for purposeful and meaningful communication throughout each unit when teaching Novice and Intermediate Levels, rather than framing lessons using direct instruction and practice of grammar points, substitution exercises, memorization of vocabulary lists, games that do not foster a communicative goal or other non-communicative language activities.
 - **Resource:** [Tenets of Comprehension-Based Language Teaching with a Focus on Communicative Ability](#)
- Scaffold language for students.
 - **Examples:**
 - Support novice-level learners by engaging them in conversations based on “yes/no” questions and advancing to “either/or” questions as comprehension develops, providing opportunities for interaction and assessment. Focus on communication instead of performing grammar or substitution drills and practice.
 - At Intermediate-High to Advanced levels, support students’ progress to higher proficiency levels by allowing them to investigate language structure and use the

[PACE](#) model to point out structural elements that they may not notice. Develop a cyclical environment where the language structures and vocabulary are repeated through [novel repetition](#), maintaining the main theme and investigating related ideas.

- Eliminate extraneous aspects of curriculum not aligned with [Second Language Acquisition principles](#) and the learning goals of the [Oklahoma Academic Standards for World Languages](#) without eliminating the standards.

Examples:

- Provide students with [Comprehensible/Compelling Input](#) through interaction, authentic/semi-authentic resources and compelling stories.
- [Build units around themes and essential questions](#). Research shows that the brain seeks connections and relationships and that learning and recall improve when connections are made. Themes provide a frame to enable connecting information. [Advanced Placement \(AP\)](#) has already created a resource of easily accessible themes broken into sub-themes that connect to any topic and can be used for any language class and level. For a further explanation for how themes can be used in world language instruction go to [AP Themes Aren't Just for AP Classes...Introduce Them Early](#).
- Follow through by developing engaging, thought-provoking [essential questions](#) developed with student input, keeping in mind strategies that will help students progress toward their next proficiency levels.

Effective Instructional Routines

How will each student learn the content and disciplinary skills associated with this discipline?

In world languages, evidence-based, effective instruction focuses on integrating the interpersonal, interpretive and presentational modes of communication. To achieve this, students engage in and with the target language through conversations, reading, writing, discussion, and presenting ideas and information, all at increasing levels of target language proficiency as the year progresses. When students participate in the [three modes of communication](#), they demonstrate a deepening understanding of the target cultures' products, practices and perspectives. To support students in engaging in the three modes of communication consider the following:

- Develop and [task-based](#) and [project-based](#) lessons built on student interests that facilitate interaction between teacher and student, between students, and between the students and members of the language community beyond the classroom.

- Incorporate [proficiency-based instructional practices](#) into lesson design.
- Incorporate language functions and vocabulary into instruction that support communication around the themes and that help students reach the task/project goal.
- Use [sentence starters and frames](#) at all levels, providing more advanced structures as students' language develops, and provide for creative choice through [open-ended](#) and personalized questions or prompts.
- Include opportunities for students to engage in many opportunities to practice listening and speaking in the target language, where the conversation companion uses strategies to make themselves easily understood ([comprehensible input](#)) and [negotiation of meaning](#) occurs.

Examples:

- The teacher initiates an interaction in the target language with a student, asks real questions to learn new information from their partner, rephrases questions if the student doesn't understand, selects cognates and vocabulary that the student may be able to understand, gives examples, and uses gestures or other strategies to keep the conversation going for as long as possible.
- The teacher plans interactions between students or other partners, providing scaffolds and negotiation strategies as described above to support the students to enable them to further their interactions leading to language development.
- Include many opportunities for students to engage in reading compelling stories and information (on- and off-proficiency level), providing scaffolded instruction to assist students in understanding proficiency-level texts and progress into more complex texts. During instruction, provide opportunities for students to express observations, opinions, and questions about the focal text through speaking and writing.

Examples:

- After reading a high-interest story from any genre at or slightly above proficiency-level, students identify the main idea, the problem, and supporting details, describe and/or analyze one or more characters at the proficiency level they are at:
 - signaling understanding with a thumbs up or down
 - choosing between teacher-provided choices
 - giving the teacher or another student a word(s) to write in group work
 - writing a few words in a list, in a sentence, paragraph, short essay
 - engaging in level-appropriate group discussion
- Communication tasks allowing students practice and performance can be furthered around the reading, such as pair and small group work engaging in a conversation/discussion about the main idea or details of the story or a character, comparing

characters or identifying with one, writing or delivering a news story about the problem or feature on a character, writing a journal through the eyes of a character, providing a new perspective through the eyes of lesser character, developing a different ending to the story, or other proficiency-level tasks.

- Include opportunities for students to engage in writing (mostly ungraded), in which students are given choice in their genre, form, text-type, mode of communication, topic, and audience. Each writing activity should be connected to the unit theme the class is working on and the [proficiency descriptors](#) for the level of the group.

Examples:

- Model writing by leading the class or a group in a think-aloud experience as the group co-constructs a written piece based on a common experience.
- Ask students to write a piece modeled after a [mentor text](#) which could be a real student’s work.
- After reading and analyzing several sample works, students choose a culturally-relevant product and write their own.

Different instructional scenarios will still require robust teaching cycles. A possible cycle could include the following:

World Languages Cycle of Learning	
Cycle Step	Action
<p>Introduce an essential question or cultural artifact that prompts student thinking.</p>	<p>Introduce an essential question, photograph or other cultural artifact or video with a purpose, for example using strategies like:</p> <ul style="list-style-type: none"> ● “I notice, I wonder” ● “What Am I Feeling, What Am I Thinking?”
<p>Engage students in thinking about and discussing the essential question or cultural artifact in targeted language and through personal reflections.</p>	<ul style="list-style-type: none"> ● At the Novice level, students can respond to an essential question, watch or listen to a music video to determine the main idea or describe aspects of it. Students can use the SOAPS model and reflect on similar personal experiences. ● At the Intermediate level, students can include additional details, tell or retell the story and provide deeper evaluation, using a strategy like QFT strategy. They can also reflect on and make connections to personal experiences or knowledge.

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	<ul style="list-style-type: none"> At the Intermediate High - Advanced levels, students can explore a music video, photograph or other cultural artifact using more linguistically complex strategies.
Provide Input	<ul style="list-style-type: none"> The artifact can be the input, or additional language text (written or recorded) can be used to further engage students and launch students' application of and practice with language.
Allow students to investigate the essential question or cultural artifact further.	<p>Consider giving students choices in how they respond by:</p> <ul style="list-style-type: none"> Videoing their observations and opinions, Writing a response, Creating a piece of art and explaining its connection. <p>Have students work in groups:</p> <ul style="list-style-type: none"> Assign/provide research and/authentic resources on an aspect of the essential question to investigate further. Ask students to find another similar or connected target-culture artifact to compare with first to compare, explain, analyze and/or evaluate.
Provide opportunities to apply and practice new knowledge or new language.	Engage students in another task related to the theme and essential question giving them the opportunity to use the language to communicate and reach the task goal.
Provide students with an opportunity to present their findings or responses .	Ask students to share their results and reflect on the experience. Students may choose to add their product to their portfolio and reflect on why they selected it.
Provide students with opportunities to extend practice with the language in context.	Point students to opportunities to engage with and use the language they have used outside the classroom in a similar context.

This cycle of learning typically happens in 1-2 class periods during school-based learning. In blended or distance learning, this cycle may need to be completed over multiple asynchronous (on students' own time)/synchronous (common class time) experiences.

NOTE: For specific guidance related to Special Education and English Language Learner instruction, visit the [OSDE Office of Special Education](#) and [Office of English Language Learner websites](#).

Additional Resources:

- To understand how to work through the cycle of learning process in a step-by-step guide, access [examples](#), [templates](#), [rubrics](#) and an explanation [webinar](#) template created by Kathleen Shelton, World Language Resources at Ohio Department of Education.
- ACTFL remote learning webinars available free until August 31.
- Additional Examples of Cycles of Learning:
 - [Sports Stats](#) (Novice)
 - [Daily Routines](#) (Novice)
 - [A Cajun Folktale and Zydeco](#) (Novice-High/Intermediate-low)
 - [Creating Travel Advice](#) (Intermediate-mid)
 - [Additional Examples of Cycles of Learning](#)
- More strategies for interacting with texts including video, audio, or written forms can be found [here](#).

Whether schools physically open or move to blended or distance-learning approaches, teachers should consider using digital texts to minimize the use of paper. For more information, see the [Safety Considerations section](#) of this document.

Blended or Distance Learning

How can I adapt my instruction for blended or distance learning approaches?

All students, given the [right environment over a sufficient amount of time](#), can become proficient enough in the target language to communicate effectively with the greater target language communities. Some schools are already planning to offer students opportunities to engage in blended or distance learning for a quarter, semester, or the full school year. When planning for long-term blended or distance learning models, instructional planning considerations above should be leveraged.

For districts using the in-person model, schools and teachers should consider developing week-long distance learning units that can be easily deployed if the need arises. Effective instructional routines

can be used with in-person and distance learning environments. Think about these key shifts between in-person and distance learning as you plan:

Key Shifts from In-Person to Distance Learning	
In-Person Learning	Distance Learning
Learning happens in school with consistent access to resources and materials.	Learning happens in a variety of physical environments with varied access to resources and materials.
Explicit instruction, independent and/or group work, and one-on-one support during daily class periods.	Explicit instruction, independent and/or group work, and one-on-one support through flexible scheduling of asynchronous and synchronous learning. Synchronous learning sessions may occur with full groups 2-3 times a week for 20-30 minutes, rather than daily, or through some other version of flexible scheduling.
Evidence of ongoing student learning is readily visible or understood through discussions, student work, and other representations.	Evidence of ongoing student learning is collected in intentional ways through digital tools such as email, Learning Management Systems, video recordings, etc.
Teacher and peer feedback through written feedback on student work, classroom discussions, and conferring.	Teacher and peer feedback through comments in collaborative platforms, audio- or video-recorded feedback, using synchronous meeting opportunities to provide complex feedback in real-time.
Daily interactions with students to understand student progress, struggles, and well-being.	Intentionally designed check-ins to understand student progress, struggles and well-being.

Additional Resources for Effective Planning:

- ACTFL remote learning [webinars](#) available free until August 31.
- Indiana Foreign Language Teachers Association (IFLTA)/University of Indiana Language Roadmap [Webinar Series](#)

The following table, Modifications for Analog or Digital Learning Experiences, highlights modifications that can be made to engage students in the cycle of learning for any world language.

Modifications for Analog or Digital Learning Experiences World Languages		
Cycle of Learning	Analog (No-Tech) Learning	Digital (Tech-Based) Learning
<p>Introduce an essential question or cultural artifact that prompts student thinking.</p>	<p>Show students a picture of a piece of equipment used in a sport/favorite past time of the target culture:</p> <ul style="list-style-type: none"> • Ask students to suggest how it connects to the theme of the unit • Have students notice the object’s attributes and suggest ways it is used. • Have students share in groups how they think the equipment is used in the sport/pastime. • Ask students what we can learn about ourselves through sports/pastimes. 	<p>Add the image to the LMS:</p> <ul style="list-style-type: none"> • Share the same prompts and questions, but utilize discussion boards, shared documents/platforms (Flipgrid, Jam Board), and synchronous class meetings for discussion.
<p>Engage students in thinking about and discussing the essential question or cultural artifact in targeted language and through personal reflections.</p>	<ul style="list-style-type: none"> • Have students share their perceptions, opinions, predictions, and ideas. • Demonstrate how the piece of equipment is used or show a video of the sport/pastime in action. 	<ul style="list-style-type: none"> • Create an EdPuzzle using YouTube videos or demonstration videos of your own. Post the video to the LMS and ask students to share their thoughts about the sport/pastime through discussion boards or other collaborative tools.
<p>Provide Language Input</p>	<ul style="list-style-type: none"> • Introduce a related story, connecting it to students’ experiences and providing key background knowledge. • Read the story, incorporating personalized questions as the story is told. 	<ul style="list-style-type: none"> • Film yourself reading a related story to share on your LMS. • To add interaction and personalization, edit and share the video through EdPuzzle. Add question

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	<ul style="list-style-type: none"> ● Consider presenting the story again, encouraging students to participate with dialogue, props, etc. 	<p>prompts throughout the puzzle to help students focus and understand the story.</p> <ul style="list-style-type: none"> ● Share videos of additional, similar stories on your LMS.
<p>Allow students to investigate the essential question or cultural artifact further.</p>	<p>Give students the opportunity to:</p> <ul style="list-style-type: none"> ● Retell the story in pairs and groups. ● Respond to question(s), analyzing the story using language at their proficiency level. ● Investigate related sources about cultural products, practices, and perspectives. 	<p>During synchronous class meetings or using collaborative tools, allow students to engage with the story and offer the same learning opportunities (i.e., retelling the story, answering questions, and investigating cultures).</p>
<p>Provide opportunities to apply and practice new knowledge or new language.</p>	<p>Assign a communicative task:</p> <ul style="list-style-type: none"> ● Create a product, such as a parallel story, brief graphic novel, dramatization, or transform the story into a different genre (i.e., a news story, etc.). Provide a choice of modalities to display new creations. ● Teachers and students work to develop criteria and create a rubric for the assignment. ● Students receive feedback and reflect upon their performance. After re-working their product, students resubmit the assignment. 	<ul style="list-style-type: none"> ● Encourage students to use tech tools (i.e., iMovie, JamBoard, etc.) to create their product. Students submit their creations to the LMS. ● Meet synchronously to create a rubric for the assignment. ● Students receive feedback and resubmit any changes through the LMS.
<p>Provide students with opportunities to extend practice with the language in context.</p>	<ul style="list-style-type: none"> ● Provide opportunities to engage with additional, similar stories expressed through videos, music, drama, art, etc. ● Provide opportunities for students to use language with the target-language community through exchange projects. 	<ul style="list-style-type: none"> ● Provide electronic versions of similar stories and share through the LMS. ● Provide opportunities for students to use the target-language by inviting teachers from other sites/districts, culture bearers, and others to attend synchronous class meetings and talk with students.

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Launching Instruction with Digital Tools

For more guidance for effectively implementing virtual instruction, blended learning, or creating digital variations of instruction to enact social distancing, visit [Return to Learn: Launching Instruction with Digital Tools](#). The guidance is organized around the following principles to support all learners:

- select appropriate digital tools and implement with care,
- create clear and effective communication strategies,
- build and maintain community, and
- empower student choice.

Classroom Assessment

How will students be provided opportunities to showcase their learning and for teachers to provide feedback to students on their learning?

Having a deep understanding of what students can do with the target language as they progress through varying levels of proficiency is key to planning and facilitating language acquisition. Assessment should be used to provide insights into students' learning that help teachers support every student to continually develop higher and higher proficiency-levels at the best pace possible. Assessments should not be used to withhold learning from any student. Providing students multiple opportunities and multiple manners to choose from to showcase their thinking throughout the cycle will allow teachers and students to better understand what students are capable of and support equitable approaches to assessment.

- Formative assessment (e.g., exit tickets, student work, and language production) can be incorporated throughout a cycle of learning, so teachers can determine the levels of support their students need.
- Interim and Summative Assessment (e.g., student portfolios, common district proficiency-based assessments, [Integrated Performance Assessments](#) (IPAs), proficiency assessments, for example, the [AAPPL](#), [STAMP](#), [OPI/WPT](#)), and other assessments based on [NCSSFL/ACTFL Can-Do Statements](#) can be used to determine the language development that has occurred during a unit or multiple units of instruction.
- Additional examples of assessment include engaging with students in conversations, listening to students' language production while interacting with each other and speakers of the target

language, providing students interpretive tasks and analyzing students' presentational work. These assessments provide efficient ways to understand what students can do, and where they need additional support to move to a higher level of proficiency.

Connections & Integration with Other Disciplines

How can instruction support integration and reinforcement of other content and disciplinary practices?

Effective instruction grounded in the [Oklahoma Academic Standards for World Languages](#) provides natural opportunities for authentic development and integration of all disciplines. Collaboration among content area educators creates lessons rich in creativity, problem-solving, and diversity. **Intentional collaboration** with other teachers to plan integrated lessons or units could **reduce the overall assignment load placed on students** in a given week or over the course of the year.

Strong connections to other disciplines can be made while staying in the target language through essential questions or cultural artifacts used in a cycle of learning or instructional routine. Examples might include:

- Asking students to study the people, places and history of another country (e.g., geography, world history)
- Prompting students to examine a piece of art or music.
- Providing a poem or short story for students to read, analyze and reflect on.

Student Social-Emotional Learning and Educator Well-Being

How can instruction in this discipline support social-emotional learning for students?

Students will return to school this fall amid two profound crises: an unprecedented global pandemic and social upheaval as the nation reckons with its legacy of systemic racial oppression. For this reason, as educators plan for a strong start to the 2020-21 school year, it will be critical to prioritize well-being and connection, which research shows are prerequisites to effective teaching and learning.

NOTE: Consider incorporating [sample teaching activities](#) provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support core competencies of social-emotional learning for students this year.

Evidence-based approaches to world languages instruction and assessment also support social-emotional learning for students. Here are a few specific suggestions for supporting student well-being and social-emotional learning in world languages for both in-person and distance learning.

- Establish Collaborative Norms and a [Supportive Learning Environment](#) at the beginning of the year.
- Provide students opportunities to engage in reading and writing that reflects their interests and surroundings.
- Provide students with the opportunity to revise their thinking based on newly acquired information to help them gain confidence and feel a sense of autonomy in their learning.
- Structure opportunities for students to engage in partner, small-group, and whole-group discussions through in-person and distance learning experiences.
- Provide authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their strengths and interests as it relates to world languages.
- Provide consistent check-in opportunities for students throughout the year.

NOTE: Consider sharing these documents with families of students: [Self-Care for Parents and Caregivers](#) | [Guidance for Distance Learning Environment: Helpful Tips for Families](#) | [Family Guide to Positive Behavior in Distance Learning Environments](#)

What are ways to ensure regular self-care as an educator?

Before teachers can be expected to provide healthy and safe environments for students, it is important that they also take time to attend to their personal care and well-being. Doing a personal check-in using the questions below can be a good place to start.

- How am I taking care of my physical needs, including getting enough sleep, exercise, and nutrition?
- Do I have a routine? If so, which parts of the routine are working well, and which could be improved on? If not, how can I use a routine to reduce stress and encourage healthy behaviors?
- Do I have a sense of balance between work and other life demands? How can I take steps to “turn off” work and spend time doing other things that bring joy?
- Am I staying connected with friends and family? How do I need to make adjustments given the current limitations?

Here are a few additional resources to support teacher well-being at this time:

- [Self-Care for Teachers and Educational Professionals](#)

- Free interactive sessions from [Pure Edge](#), to support self-care.
- [Social-Emotional Toolkit for Educators](#)

How to support students experiencing chronic stress?

Students are going to have a variety of reactions to the realities of 2020, largely based on where they are in their development and the kind of coping mechanisms they possess. For some, a sudden and drastic change in routine or the anxiety and fear they are experiencing can lead to a loss of previously acquired developmental skills. Here are a few examples of how to create a safe space for students who may be experiencing chronic stress due to past and recent events:

- Leverage the [SEL Hacks](#) and [read this blog](#) showing how to create a safe, nurturing, relationship-based environment for students both in-person or through distance learning.
- Provide age-appropriate and factual information to students about COVID-19, but try to focus on how [adults are trying to keep them safe](#).
- Consider reactions students may have to the pandemic and ways to support them ([English](#) | [Spanish](#)).
- Consider the effect discussions about the pandemic may have on students who may have experienced the effects of COVID-19 and other diseases in family and acquaintances. Caution should be generously applied in any case where such context may create discomfort or harm for any students.
- Encourage students to verbalize their feelings. Helping them put their emotions into words can give them a sense of control in the situation.
- Help students build connections, with you and with each other. This may be more challenging given the need for social distancing or distance learning, but caring connections with others are more important than ever (see building classroom community resources above).
- Routine and predictability are important. If possible, try to communicate with students about any changes before they happen. Given potentially quick changes that may happen this year, explaining the changes as or after they happen can help students adjust as well.
- Explore [The National Child Traumatic Stress Network Resource Guide for Trauma-Informed School Strategies During Covid-19](#). This document gives deeper insight into Covid-19 related chronic stress and tangible strategies for teachers and administrators.

Equity & Inclusion

What instructional practices support equity and access to quality instruction?

World languages classes are an ideal environment for celebrating diversity, promoting equality and equity, and developing mutual respect and understanding. In addition to the equitable instructional practices referenced throughout the document, the chart below lists practices to keep in mind given the current realities of returning to school:

More Equitable Practices	Less Equitable Practices
Making sure that students and families have what they need to access instruction or communication, and shifting practices where necessary to ensure access for all.	Deciding on one form of instructional delivery or parent communication and sticking to only that.
Providing all students opportunities to further their target-language proficiency, regardless of their starting points. All students are capable of progressing in proficiency to a higher level this fall.	Never giving students access to appropriate-level content to progress because of the perceived deficits they entered the school year with or providing “over-remediation” instead of focusing on gaps only when it is necessary to support further language development for the student. ¹
Referring to all cultures equally during instruction.	Incorporating cultural products, practices and perspectives from target-language/culture only of Western European traditions.
Noticing/paying attention to students’ thinking to see how students position and identify themselves and each other. Learn about the different worlds your students live in, and bring in concepts that come from those worlds. ³	Using examples and other materials that are limited in their diversity and/or representation of cultures and experiences or “leave out” students’ identities.

¹ TNTP. (2020, April). *Learning Acceleration Guide*. TNTP. https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

Offering multiple opportunities and methods for students to demonstrate their proficiencies.	Using only one form of assessment to measure student progress.
Providing opportunities for self-reflection and student-reflection.	Continuing with a pacing guide or curriculum map without pausing for reflection or making adjustments based on student need and reflection.

Teacher Self-Reflection

Equity-based teaching requires reflection, which involves not just reflecting on your pedagogy and your classroom norms, but also considering how you identify yourself and how others identify you. Before and during the school year, reflect on your own identity, positions, and beliefs in regards to biased and sorting-based routines.²

- Whose voices and contributions are valued and promoted?
- What biases are reflected?
- What are multiple ways of knowing about the world?
- What attributes or characteristics create barriers or opportunities?
- Do I withhold particular instructional practices or content from certain groups of students based on assumptions or beliefs about their capacity, home-life, culture or some other factor assumed to make them less ready?
- Do my instructional practices and resources invite multiple voices and perspectives?
- Do I find time to provide individual attention to my students during instruction or during assessment feedback loops?
- Do my assignments and tasks limit students’ curiosity, creativity and potential?
- Am I giving students my cultural knowledge rather than helping them discover and develop their own?
- How might my curriculum and instruction be perpetuating an education system that marginalizes certain students? (This question loops back examination of curriculum and materials.)

² Chao, Gutierrez, Murray. *What Are Classroom Practices That Support Equity-Based Mathematics Teaching?* NCTM. <https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Classroom-Practices-That-Support-Equity-Based-Mathematics-Teaching/>

Teachers can also reflect on the following questions:

- Whose voices need to be removed and/or added to the curriculum?
- Do I view “errors” as something to be wiped out or as a part of language acquisition?
- Am I listening with the intent to understand?
- Am I an ally of each of my students?
- Am I able to recognize the limits of my own perspective and acknowledge my own subjectivity?
- Am I paying attention to how others interpret what I say and do?

NOTE: Learn more about and test your own implicit bias and strategies for overcoming these biases using information provided through [Harvard University’s Project Implicit](#).

Creating an Anti-Bias Classroom

Current events addressing systemic racism in our nation remind us to examine our own biases as educators and any bias in our curriculum and instruction. When we focus on creating a classroom focused on anti-bias education, we provide opportunities for students to use their lived experiences and interests to deepen their understanding of world language content. The world languages classroom is a place that is inclusive of race, ethnicity, culture, and all perspectives that reflect the richness of human experience.

- Create space within each academic unit for students to choose their own reading and viewing materials as individuals.
- Provide all learners the opportunity to develop their own understanding of the target-cultures.
- Allow students the opportunity to speak with the voices they choose for themselves in the writing they create.
- Incorporate minority speakers and cultures from the target language into the curriculum.
- Examine all resources and materials to ensure respectful representation and inclusion of voices.
- Provide opportunities for students to engage with communities across the globe, encouraging them to collaborate and problem-solve in unique ways in the struggle to find answers to common problems.

Safety Considerations: Physical Environment and Supplies

Educators planning for in-person, blended and distance learning instructional delivery models should always defer to the safety guidelines provided by your school or district. As the Covid-19 situation

continuously develops, also consult the current [Oklahoma Department of Health \(OSDH\)](#) and [Center for Disease Control \(CDC\)](#) health and safety guidelines.

Engaging in collaborative pairs and groups, using common materials, and participating in class discussions are key components of world languages learning. Teachers may need to modify many normal instructional practices to prevent the spread of viruses and other disease-causing organisms. The following world language classroom safety considerations are not intended to replace a district's emergency or crisis safety plan and are not an exhaustive list of the health and safety needs to be considered.

Physical Learning Environment

World languages classes may find themselves in a wide variety of spaces, including computer labs, language labs, and standard classrooms. Some physical considerations:

- Desks and students should remain spaced at least 6 feet apart, to the extent possible, and face the same direction rather than students facing each other or working in physical groups. Spacing could also be encouraged through markings on tables and floors. Utilize digital tools and class discussions to maintain collaborative learning opportunities.
- Keep doors open or consider holding some classes outdoors or in larger spaces such as gymnasiums, auditoriums, vacant hallways, and cafeterias, if possible.
- Frequently wipe down high-touch surfaces such as desks, tables, chairs, door handles, light switches, keyboards, and headphones.
- Where students typically wait in line, place tape markings to indicate social distancing.
- Educators are strongly encouraged to use assigned seating.

Classroom Materials

- Classrooms should reduce the use of shared items that may be difficult to clean. Items that must be shared, such as computers and tablets, should be cleaned between use. Provide methods for safe and sanitary disposal of used materials.
- Keep each student's belongings separated from those of others and in individually labeled containers, cubbies or areas.
- Instead of turning in paper copies of assignments, consider taking a picture to view or having students submit work digitally, allowing for closer examination and/or digital collaboration.
- Work with your administration and library media specialist(s) to determine safe protocols for students to use class sets of textbooks and other shared reading materials.
- Arrange classroom library books spine out. Consider writing a summary of books for self-selected reading and making it available on your class website.

- Place a bin or use bags for students to return their classroom library books. Allow for a minimum 72-hour quarantine before returning the book to the shelf.
 - The Northeast Document Conservation Center (NEDCC) recommends a minimum 3-day quarantine of collection items as the most effective way to disinfect them after handling by staff and students. Because some studies have found that a 7-day period is required—and because of the small number of studies overall—some institutions may opt to continue with a 7-day quarantine, which NEDCC recommended in an earlier publication.³
 - A 7-day quarantine is appropriate for any collection item about which a curator is uncertain.⁸
 - If a dedicated quarantine space cannot be established for collection items, staff can place items in bags until the quarantine period is over so that staff does not accidentally handle the items. It is not advisable to tightly seal the bags because this can create potentially-damaging microclimates.⁸
- Use digital books and resources. If your county library system carries books in the target language, partner with them so students can use library cards to check out digital books.

Additional Considerations

World languages learning relies very strongly on the interaction between students and teachers, among students, and with target-language communities to acquire language and construct knowledge and skills. Teachers may need to modify the normal practices of having students work in pairs and small groups. Here are some considerations for maintaining those interactions and yet avoiding the spread of disease.

- Limit guests and visitors to the classroom while remaining mindful that parents and families play a vital role in their child’s education; involve guest speakers through virtual means.
- Evaluate planned student activities for safety and student interactions, but also their value for engaging students in meaningful interaction. Consider alternatives that replicate the experience safely to develop the same concepts and skills. Build in extra time for sanitizing activities.
- Include instruction that teaches the routines and procedures that students should use for in-class and distance learning. Consider all classroom routines, and create a routine for all movement. Establish personal student practices such as wearing masks, washing hands, and sharing materials. Consider the traffic flow when distributing and gathering up materials and

³ Northeast Document Conservation Center. “3.5 Disinfecting Books and Other Collections.” 26 June 2020. Webpage.

minimize the number of students that need to move. Use signage that encourages established practices.

- Modify grouping practices. For small groups, arrange desks so students can remain at a proper six-foot distance. For group documents, use an electronic form instead of a shared physical paper. Assign roles to each group member,
- Consider alternative methods for writing groups. Students could share their writing pieces with one another electronically and then provide feedback orally or by leaving electronic comments on one another's documents.

Ongoing Support for Instruction

OSDE will continue to provide ongoing support for instruction during the 2020-2021 academic year. Continue to check the [OSDE World Languages Website](#) and subscribe to the [OSDE World Languages Newsletter](#) to see upcoming professional learning opportunities, office hours, and additional instructional resources.

Professional Learning Opportunities

- [OKWorld Languages Professional Development](#)
- [Synchronous Professional World Languages Learning Opportunities](#)- See all upcoming opportunities to learn simultaneously with other world languages educators.
- [OKWorld Languages Professional Development](#) - Recordings of Summer Distance Learning Academy and World Languages Book Study PLC
- [Ongoing Professional Learning](#) - World Language professional learning resources available on-demand from ACTFL, IFLTA, Ohio Department of Education, and more.
- [Tech Tuesday Recordings](#)- Learn about different education technology tools for instruction.

OSDE World Languages Hosted Virtual Meetings and Virtual PLCs

Join OSDE staff and world languages teachers around the state for monthly professional learning opportunities during the 2020-21 school year.

- **World Languages Virtual Meetings**
 - Every 3rd Wednesday of each month, 3:30-4:30 p.m.
 - August 19th ([Register here](#))

- Zoom information will be communicated through the OKWorld Languages Newsletter. Subscribe [here!](#)
- [Past Notes/Agendas](#)

State-Level World Languages Organizations

- [Oklahoma Foreign Language Teachers Organization \(OFLTA\)](#)
- World Languages Curriculum Coordinator Consortium
(Contact [Dr. Cathleen Skinner](#), OSDE Director of World Languages, to join.)

Contact Information

We are here to help in any way we can. Please email the Director of World Language at OSDE if you have questions or need support.

- **Dr. Cathleen Skinner**, Director of World Languages Other than English,
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