

Excerpts from the Principles of Effective World Language Programs

Program Design

Principle 2. Effective World Language programs are designed to provide long sequences of articulated language courses to achieve the highest possible proficiency.

Program Indicators:

- ☐ Courses are offered to ensure students meet or exceed proficiency targets.
- ☐ Contact time and frequency are maximized to meet proficiency targets.
- ☐ Schedules are created to support the importance of language learning and the goals of the program.
- ☐ World language instructional time is protected for all students.

Principle 4. Effective World Language programs routinely collect and analyze data.

Program Indicators:

- ☐ There is an established assessment plan in place to facilitate the collection and analysis of data throughout the year.
- ☐ There are shared expectations that performance tasks are a major part of the assessment plan.
- ☐ Internal common assessment data is collected and analyzed to drive decisions.
- ☐ External assessment data is routinely collected and analyzed.

Curriculum

Principle 1. Curriculum in effective world language programs is aligned with clearly defined proficiency targets.

Program Indicators:

- ☐ Realistic proficiency targets are set allowing for multiple student pathways and entry points.
- ☐ Curriculum allows students to meet or exceed the identified proficiency targets.

Principle 2. Curriculum in effective world language programs leads to the development of global competencies and is based on national and state standards.

Program Indicators:

- ☐ The ACTFL *World-Readiness Standards for Language Learning* and state standards frame the curriculum development process.
- ☐ Curriculum connects to state and local content standards for other disciplines.
- ☐ Curriculum supports the development of:
 - language proficiency across the communicative modes;
 - intercultural competence;
 - learning and innovation skills, information, media & technology skills, and life and career skills.

Principle 4. Effective World Language Programs use Backwards Design Principles.

Program Indicators:

- ☐ Curriculum clearly identifies what students will know and be able to do at the end of the sequence of teaching and learning.

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- ☐ Curriculum clearly identifies how students will demonstrate what they can do with what they know.
- ☐ Curriculum clearly identifies instructional strategies and resources.

Assessment

Principle 1. Effective World Language Programs use assessment to leverage student motivation.

Program Indicators:

- ☐ Assessments evidence the role of student motivation in demonstrating knowledge and skills.
- ☐ Assessments motivate students to reflect and improve on their performance.
- ☐ Assessments guide students to set individual goals as they reflect on their performance.

Principle 3. Effective World Language Programs use feedback to increase student proficiency.

Program Indicators:

- ☐ Teachers share the process by which grades are earned in advance of the assessment.
- ☐ Students routinely receive meaningful descriptive feedback on their performances.
- ☐ Students are afforded the opportunity to refine their practice by applying the feedback they received.
- ☐ Students can articulate different levels of performance and their correlation to proficiency.
- ☐ The assessment plan provides meaningful descriptive feedback to students to promote reflection and growth.

Principle 4. Effective World Language Programs monitor and document student growth through performance assessment.

Program Indicators:

- ☐ Performance assessments are the primary source from which data is collected. (*Growth vs. Achievement*)
- ☐ Performance assessments
 - focus on one or more modes of communication;
 - have a real-life context; and
 - are inviting and age appropriate.
- ☐ The assessment plan includes data collection and analysis.
- ☐ Data analysis informs school and program decision-making.

Teacher Effectiveness

Principle 3. Effective World Language Programs develop, empower, and retain teachers.

Program Indicators:

- ☐ There is shared leadership for cultivating and developing capacity across programs.
- ☐ Leaders in the content area are leveraged to build capacity across programs.
- ☐ There is a mentor/support system to retain teachers.