Understanding the World-Readiness Standards

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World-Readiness Standards: Activator Activity
World-Readiness Standards for Language Learning
STARTALK-Endorsed Principles

- Implementing a Standards-Based and Thematically Organized Curriculum
- Facilitating a Learner-Centered Classroom
- Using the Target Language and Providing Comprehensible Input for Instruction
- Integrating Culture, Content, and Language in a World Language Classroom
- Adapting and Using Age-Appropriate Authentic Materials
- Conducting Performance-Based Assessment
ACTFL Proficiency Levels
Using the Target Language and Providing Comprehensible Input for Instruction

- The teacher uses the target language at least 90 percent of the time.
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.
World-Readiness Standards for Learning Languages
Standards for Learning Languages

FROM:

Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

TO:

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Implementing a Standards-Based and Thematically Organized Curriculum

- The thematic unit is standards-based. The content is cognitively engaging and relevant to the learner.
- Every unit assesses a student’s increasing ability to use language for real-world purposes. (Communication)
- Each lesson supports the goals of the unit by having clearly stated learning targets that indicate what students will know and be able to do by the end of the lesson.
- Lesson design is research based and learning experiences are sequenced in ways that allow for maximum student learning.
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
Standards for Learning Languages

FROM:

Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

TO:

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Standards for Learning Languages

FROM:

Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

TO:

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Conducting Performance-Based Assessment

- The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners.
- Learners know how well they are doing with regard to specific learning goals and they know what they can do to improve their performance.
- Learners have the ability to assess their own learning.
- Learners engage in summative real-world performance tasks (communication – presentational) to demonstrate how well they have met the performance goals of the unit.
Facilitating a Learner-Centered Classroom

- The teacher acts as a partner with students in the learning process.
- The teacher demonstrates and models to make input comprehensible. Students learn vocabulary from using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, or subject-matter content.
- The teacher engages learners in cognitively challenging real-world tasks.
- The teacher provides multiple opportunities for learners to collaborate in pair and small group activities while interpreting and expressing ideas about topics of interest to them. There is frequent student-to-student interaction. (Communication)
- The teacher makes instructional decisions based on learner’s performance and allows for ongoing feedback from a variety of sources to improve learner’s performance.
FROM:

**Practices of Culture:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

TO:

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
FROM:

**Practices of Culture:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

TO:

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses **authentic materials (culture – products, practices, perspectives)** and designs tasks appropriate to the language proficiency and age level of the learners.

- The teacher uses a variety of authentic print and non-print materials.
FROM:

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

TO:

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Integrating Culture, Content, and Language in a World Language Classroom

- Learners acquire cultural knowledge and insights as they consider and reflect on the relationships among the products, practices and perspectives of the cultures being studied. (Culture)

- Content-related instruction allows learners to make meaningful connections to the world around them. (Connections) Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.

- Learning experiences are designed to allow students to use language as they work with the content and cultural topics of the unit.

- Learners engage in meaningful and purposeful communication. (Communication) They communicate. They know how, when and why to say what to whom.
FROM:

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

TO:

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own
FROM:
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

TO:
Cultural Comparisons: Learners *use the language* to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
FROM:

Students use the language both within and beyond the school setting.

TO:

School and Global Communities: Learners *use the language* both within and beyond the classroom to interact and collaborate in their community and the globalized world.
FROM:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

TO:

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Building Student Proficiency

Identify desired results – What are the learning targets?

What?

How well?
Setting the Stage with Learning Opportunities

- Authentic MATERIALS
- Authentic TASKS
- Authentic AUDIENCES
- Authentic EVIDENCE
Now it’s YOUR Turn!

TIME’S UP!

Press DEL to reset, ESC to exit.
Questions? Contact Us...

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