

Administrator Guide

A K-12 TEACHER EVALUATION SUPPORT TOOL FOR NCEES STANDARDS 1-5



WORLD LANGUAGES Classical Language Programs

Classical Language programs involve the study of languages like Latin and Ancient Greek, which are sometimes called “dead” or “immortal” languages, since they are no longer any population’s first language. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no expected conversation component to Classical Languages, because they are not being used in an everyday way by a society, so Interpersonal Communication is not a required focus of study.

WORLD LANGUAGE ESSENTIAL STANDARDS

The *North Carolina World Language Essential Standards (WLES)* were adopted in 2010 by the NC State Board of Education (SBE) as the new state standards for languages within the *North Carolina Standard Course of Study*. The WLES are based on the American Council on the Teaching of Foreign Languages (ACTFL) National Standards and proficiency scale. The National Standards are commonly known as the “5 C’s” of Communication, Connections, Communities, Culture, and Comparisons.

In the WLES, these 5 C’s are woven together into strands and standards. The 4 standards of the WLES are:

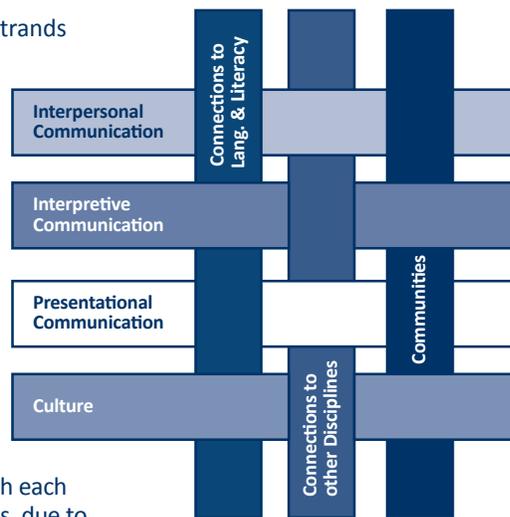
- 1) Interpersonal Communication,
- 2) Interpretive Communication,
- 3) Presentational Communication, and
- 4) Culture.

The 3 strands are found in each proficiency level and standard of the WLES:

- Connections to Language and Literacy,
- Connections to other Disciplines, and
- Communities.

In the ACTFL Proficiency Guidelines, each proficiency level has a description of what students can do with language at each level and with each communication skill. Skills progress at different levels, due to a number of factors, like: student motivation, continuity and quality of instruction, informal exposure to the language through travel or study abroad, accessing online resources for individual practice, etc.

In order to account for these variations, as well as to embed multiple entry points, the WLES are organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined based on research and feedback from the field that show what students should know and be able to do when they hear, speak, read, or write the language.



RESEARCH & TESTING RESULTS

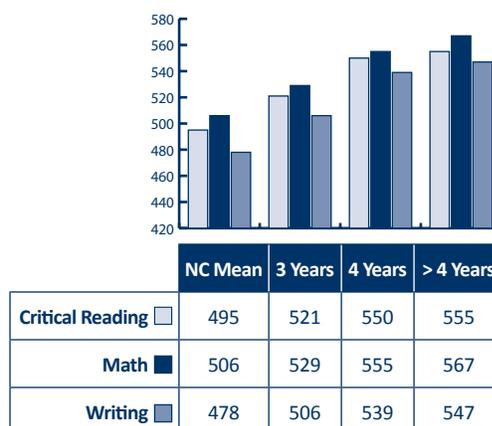
The study of another language is correlated with:

- higher scores on standardized tests like the SAT,
- greater cognitive development in the areas of mental flexibility, creativity, divergent thinking and higher-order thinking skills, and
- a broader English vocabulary and a better understanding of one’s own language and culture.

On the Advanced Placement (AP) Latin exam, nearly 2/3 of North Carolina test takers earned a score of 3, 4, or 5. The International Baccalaureate (IB) Organization offers assessments in Classical Languages, and that data is available at each school or through the district IB coordinator.

Data from 2013 College-Bound Seniors NC State Profile Report: http://media.collegeboard.com/digitalServices/pdf/research/2013/NC_13_03_03_01.pdf

Impact of 3 or more levels of World Language courses on SAT Scores



ACTFL PROFICIENCY SCALE

NL – Novice Low
NM – Novice Mid
NH – Novice High
IL – Intermediate Low
IM – Intermediate Mid
IH – Intermediate High
AL – Advanced Low
AM – Advanced Mid
AH – Advanced High
S – Superior
D – Distinguished

The WLES are based on the ACTFL proficiency scale above, which is used nationally. Proficiency levels are correlated to course exit expectations. Teachers work to grow students within a proficiency level and help them attain the next level through performance tasks.

WLES & INSTRUCTIONAL SUPPORT TOOLS

<http://bit.ly/WLESTools>

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IN THE CLASSICAL LANGUAGE CLASSROOM . . .

In a classical language classroom where Latin or Ancient Greek is being taught, one should expect to see the WLES in action. Teachers plan with Clarifying Objectives aligned to the appropriate proficiency level outcomes in mind. Students engage in formative and summative performance assessments that show the functional language skills they are acquiring through practice.

Different from a modern language classroom, classical language teachers and students communicate much of the time in English. Students participate in activities that re-quire them to apply language skills and concepts in meaningful situations. As in any content area, students use technology tools to enhance learning and for performance assessments.

Classical languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on.

The primary focus in Classical Language learning is the development of Interpretive Reading skills, so teachers focus on the Interpretive mode of communication, with an emphasis on reading and translation.

Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support classical language learning. These modalities are of particular value for students with different learning styles and of various ages. Interpersonal communication skills can be integrated at any level but are not the target.

APPROPRIATE EXPECTATIONS

It is important that all stakeholders have appropriate expectations for what students should be able to do in a language by the end of a course. Due to the nature of language learning and the amount of time and practice needed in order to attain high levels of proficiency, by the end of a traditional high school Level II course, students should be at the Novice High proficiency level. This means that they can understand main ideas and some details in reading passages and access simplified texts, but cannot understand a higher level of text complexity. However, by the end of a Level IV course, a student is expected to be at the Intermediate High proficiency level, which means they can understand complex language on familiar and unfamiliar topics and read original texts by authors such as Caesar, Vergil, and Ovid.

Similar to mathematics instruction, becoming proficient in a language takes a lot of time and practice, with each new skill building on the content learned previously. The WLES documents explain the proficiency exit expectations for the various types of languages and programs found in North Carolina schools. The exit expectations for high school credit courses in Latin and Ancient Greek are below. The Essential Standards with Clarifying Objectives can be found in the [WLES documents](#) and in the WLES Toolkit at <http://bit.ly/WLESTools>

Classical Language Exit Proficiency Expectations for Ancient Greek and Latin – High School Credit

MODE & SKILL	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Interpretive Listening	Novice Low – Mid	Novice Mid – High	Intermediate Low – Mid			
Interpretive Reading	Novice High – Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Mid	
Presentational Speaking	Novice Low	Novice Mid	Novice High			
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid – High		

This tool provides support for Standards 1-5 of the North Carolina Educator Evaluation System (NCEES). For information about Standard 6 of the NCEES for World Language teachers, go to <http://ncasw.ncdpi.wikispaces.net> to learn about the Analysis of Student Work (ASW).

NCEES Standards I – V Administrator Feedback Tool for World Language Teachers

Underlined wording below is taken directly from the North Carolina Educator Evaluation System (NCEES) materials.

Teacher: _____ **Date:** _____ **Time or Period:** _____ **Program or Course:** _____
Alphabetic Language: Arabic, Cherokee, French, German, Greek (Ancient or Modern), Hebrew, Hindi, Italian, Latin, Russian, Spanish, or _____
Logographic Language: Chinese, Japanese, or _____ **Visual Language:** American Sign Language (ASL)

Standard I: Teachers demonstrate leadership	Commendations & Recommendations
1. The lesson’s performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson, <u>encouraging students to take responsibility for their own learning.</u>	
2. The teacher shares the sequence of learning activities with the students <u>allowing students to hold high expectations for themselves and their peers.</u>	
3. The classroom environment supports the unit’s language and cultural learning goals while <u>establishing a safe and orderly classroom, empowering students to collaborate, facilitating student-to-student communication, accommodating students with special needs, and providing easy teacher access to students.</u>	
Standard II: Teachers establish a respectful environment for a diverse population	Commendations & Recommendations
4. Students participate in activities aimed at all levels of thinking, <u>adapted to the benefit of all students</u> , and appropriate to their stages of learning, thus <u>anticipating their unique learning needs.</u>	
5. Students engage in cultural observation and analysis of both the target and the students’ own culture(s).	
6. The teacher uses instructional materials that: <ul style="list-style-type: none"> • are accessible to all students, either individually or in groups, • are large enough to be seen by all students, • are contrasting/colorful and <u>inviting,</u> • <u>are respectful of other cultures,</u> • <u>counteract stereotypes,</u> and • <u>capitalize on diversity as an asset in the classroom.</u> 	
7. The teacher returns student attention to the targeted learning objective(s) to affirm what they can do now that they couldn’t do at the beginning of the class <u>to improve student achievement.</u>	
Standard III: Teachers know the content they teach	Commendations & Recommendations
8. The teacher brings a richness and depth of understanding to the classroom and <u>demonstrates content knowledge</u> by using the target language at least 90% of the time as reflected in instruction, materials, and interactions with students. Note: For Classical Language Programs (ex. Latin), English is used more often.	
9. If the teacher uses English it appears that its use is for purposes that could not be carried out in the target language, such as <u>establishing and maintaining a positive, yet flexible, learning environment.</u>	
10. Neither the teacher nor the students translate the target language into English. Note: Translating reading passages into English is used in Classical Language Programs (ex. Latin), along with a number of other strategies, for demonstrating understanding of the classical language.	
11. The teacher <u>develops and applies</u> a variety of <u>strategies</u> (e.g., visuals, concrete objects, hands-on experiences, paraphrasing, circumlocution, pantomime, etc.) to make language comprehensible.	
12. Students are engaged in activities designed to meet the daily performance objectives as part of a <u>curriculum that is rigorous, relevant and based on the North Carolina World Language Essential Standards.</u>	
13. The teacher uses print and non-print materials, such as manipulatives, props, authentic resources/realia, etc., <u>to promote global awareness</u> and <u>the study of economies, societies and cultures of other nations.</u>	

NCEES Standards I – V Administrator Feedback Tool for World Language Teachers

Underlined wording below is taken directly from the North Carolina Educator Evaluation System (NCEES) materials.

Standard IV: Teachers facilitate learning for the students	Commendations & Recommendations
14. Students participate in a variety of activities that are <u>appropriate based on their intellectual, physical, social, and emotional development</u> .	
15. The teacher <u>establishes classroom practices which encourage all students to develop effective communication and collaboration skills</u> , giving students adequate opportunities to process language (input) before being expected to produce language (output). <ul style="list-style-type: none"> ● The teacher uses smooth and efficient transitions throughout the class period. ● Students participate in activities that allow for physical movement. ● Students engage in pair and/or small group activities. 	
16. <u>The teacher uses a variety of methods to assess what each student has learned</u> . <ul style="list-style-type: none"> ● Students self-assess language progress. ● Students peer-assess language progress. ● Students are receptive to feedback given from the teacher. 	
17. The teacher and students <u>integrate available technologies with instruction</u> to develop real world language abilities and <u>to maximize student learning</u> .	
18. Samples of student work and accompanying rubrics show that the teacher <u>monitors student performance and responds to individual learning needs and cultural diversity in order to engage students</u> .	
Standard V: Teachers reflect on their own practice	Commendations & Recommendations
19. The <u>teacher analyzes student learning</u> by frequently checking for understanding throughout the lesson and adjusting instruction to meet the needs of students.	
20. Teachers and students review work samples and accompanying rubrics to <u>think systematically and critically about learning in the classroom</u> .	

Next Steps:

More information and details about the exit proficiency expectations for this program are in the Administrator Guides.



The Teacher Effectiveness for Language Learning (TELL) Project’s Framework provides a common language and definition of the model World Language teacher. The Framework consists of 7 domains designed to address a teacher’s need to *Prepare for Student Learning, Advance Student Learning, and Support Student Learning*. To see the TELL Framework, teacher self-assessments, targeted feedback tools, correlations to other frameworks, and further reading suggestions for World Language teachers, please visit www.tellproject.org.