Goals and Objectives

Working as a departmental team, discuss the goals and objectives for the following areas:

School-wide goals and objectives:

Departmental goals and objectives:

Individual goals and objectives:

*Keep in mind that the arching goal of our world languages district department is a guaranteed and viable curriculum in each course that provides all students with access to the same knowledge, concepts, and skills regardless of the teacher to whom the student is assigned.

PLC Process

During each PLC, careful consideration should be given to the PLC process. You may not always work as a full department; you may perhaps work in common course level groups. However, no matter the group, thoughtful and meaningful discussion should take place concerning the following areas:

1. What do we want our students to learn and be able to do?

   A. Essential Standards

   B. Curriculum and pacing guides from C&I

   C. Prerequisite learning

   D. Best teaching practices- Tier 1 instruction

   -Equitable access to technology, grading, SEL (SEAL)

   I. Leverage Hattie's work

2. How will we know if the students learned it?

   A. Common formative and summative assessments developed through PLC

   -Responding in real time to the data

   B. Instructional practices and design

3. What will we do if the students didn't learn it?

   A. Address learning needs through intervention, remediation, and acceleration

4. How do we help those students who are mastering the content?

   A. What are next steps? More depth...

Alignment

It is important that each department have, both, horizontal and vertical alignment. This is an important step towards student success because alignment leads to <u>a guaranteed and viable curriculum in each course that provides all students with access to the same knowledge, concepts, and skills regardless of the teacher to whom the student is assigned.</u>

Essential conversations to have in your departmental PLCs are:

1. Create departmental goals:

- Use common assessments (formative and summative) to collect data
- Make sure the goals are specific, measurable, attainable, and time bound
- Discuss what the data means and how you can achieve the desired results
- Be strategic. Plan to let the data inform instructional practices

Departmental goals should be set either per semester or per year. The goal should be strategic and specific when it addresses a targeted need that teachers have identified by analyzing several data points. Teachers determine goals by determining the gap between current reality and proficiency. In addition, using data ensures that the goal is measurable.

2. Formative and Summative Assessments: A summative assessment gives the student the opportunity to prove what he or she has learned. A formative assessment gives the student the opportunity to improve on his or learning," (pg. 133 "Learning by Doing" Solution Tree).

Creating common formative and summative assessments will help keep a department in alignment as they move through the PLC process. By implementing common assessments, teachers can analyze student data and have meaningful conversations around student learning, important intervention strategies and essential standards.

3. Grading practices: "A grade is an inadequate report of an inaccurate judgement by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material," (Grades: One more tilt at the windmill).

Grades are an important part of the process when it comes to analyzing student achievement. Often our grades reflect unintentional biases and not the student's ability to master the standards. Our gradebooks become overwhelming as we try to report academic achievement, behavior and preparedness in one single letter grade. By doing this, we inadvertently sabotage our PLC discussions around students' academic ability, interventions, and accelerations. Aligning our web of beliefs concerning grading practices and norming our grading practices will lead to a more consistent conversation in regard to the PLC process.

Unit Planning for Course Alignment

EXAMPLE

Standards being taught:		
Content (Nouns) **What students need to know**	**Skills (Verbs)** **What students need to be able to do**	**Depth of Knowledge Level (DOK)**

What are the student learning targets? (I can statements)

How might a student demonstrate advanced or extended mastery of the standard?

Assessment of Standard/s (learning progression ends here with mastery of this standard and its performance descriptors)

1	*What do we want our students to learn and be able to do?*
2	*How will we know if the students learned it?*
3	*What will we do if the students didn't learn it?*
4	*How do we help those students who are mastering the content?*

Formative Assessment

… a formative assessment gives the student the opportunity to improve on his or her learning.

Teachers should use the formative assessment process when they are using assessments to help students understand the following three items:

1. The achievement target they are aspiring to (consider the WCSD WL Communication Rubrics)

2. Where they are now in relation to the expectation

3. How to close the gap between the two

Formative Assessment is crucial because it is usually not graded but instead an opportunity for a teacher to provide important feedback to students about their learning. It is practice for a student and an opportunity for a teacher to correct any mistakes students are making.

Consider a formative assessment like practice for an athlete or musician. During practice athletes and musicians have the chance to work on their skills and, hopefully, become better. During practice a coach provides immediate feedback and interventions to redirect and help the athlete or musician. The goal of practice is to become better and stronger so that during the game (the summative assessment) the athletes and musicians will be able to perform with very little to no mistakes.

Summative Assessment

A summative assessment gives the student the opportunity to prove what he or she has learned.

Teachers should use the summative assessment to compile and compare data. Student data compiled after the summative assessment should inform teachers of the students' progress towards achieving the standards. Teachers should reflect upon the information compiled and allow it to direct them towards next steps in the curriculum or towards interventions that may need to take place.

Consider the analogy above about the athlete and musician. If the game is lost or the concert is a disaster, the coach/instructor would use the results from the game or concert to guide the next practice. So, too, should a teacher after a summative assessment.

Departmental goals and the guiding questions from the PLC should be used to inform teacher discussion around student achievement after a summative assessment:

1. What do we want our students to learn and be able to do?

2. How will we know if the students learned it?

3. What do we do if the students didn't learn it?

4. How do we help those students who are mastering the content?

Common Assessments

Common assessments…

1. promote efficiency for teachers
2. promote equity for students
3. represent a powerful strategy for determining whether the guaranteed curriculum is being taught and, more importantly, learned
4. inform the practice of individual teachers
5. build a team's capacity to achieve its goals
6. facilitate a systemic, collective response to students who are experiencing difficulty
7. assessments are one of the most powerful tools for changing the professional practice of educators

*Learning by Doing- A Handbook for Professional Learning Communities at Work, Dufour, p. 142

Common formative assessments should align to success criteria of essential standards and inform instruction to prepare for the summative assessment. However, there is a difference in formative assessments. Not all formative assessments can be common, but we need to use common formative assessments to drive our PLCs. Below is an explanation of the difference between a Classroom Formative Assessment and a Common Formative Assessment.

Formative Assessments Classroom Formative Vs. Common Formative Adapted from Dufur, Solution Tree		
Teachers use on-going formative assessments to provide feedback to students about their progress and to guide the teacher's decisions on instruction and next steps.		
	Classroom Formative Assessments	Common Formative Assessments
The assessment is created or chosen by…	the individual teacher	a collaborative team of teachers
The assessment is given to students…	daily or after each lesson	two to three times per quarter
The assessment provides feedback that…	describes the student's comprehension of the lesson and informs students of their progress	helps teachers or teams of teachers to analyze and improve their instructional strategies
The assessment results are used by teachers to…	determine what to re-teach and/or how to re-group students and to guide decisions about next steps in the learning process	collaboratively plan and implement program-wide instructional improvement
The assessment data is used…	to describe each individual student's attainment of skill	to compare student's results and identify best practices
The assessment shows whether or not the student demonstrates…	mastery of the lesson objectives	mastery of the essential standards

Translated into easy-to-use- language by: Michelle Walker-Wade and colleagues K Barroso and K Burnet – Sep 2011

Questions to Guide the Work of Your Professional Learning Community to Develop Systematic Interventions that Ensure Students Receive Additional Time and Support for Learning on a Timely and Directive Basis, ask:

1. Which areas of student need should we address first?

2. How will we identify students who need additional time and support so that no student will slip through the cracks?

3. How often will we identify students so that they do not drop too far behind before receiving assistance?

4. How proactive are we? What steps do we take to identify the students who will need us most before they come to our school?

5. How will we determine which staff members will take the lead for each intervention?

6. How will we schedule time for each intervention so that identified students will not miss new essential instruction?

7. How will we ensure that targeted students attend their assigned intervention?

8. How will we monitor student progress and the effectiveness of our efforts?

9. How fluid is our system of interventions? Are students assigned to intervention for a fixed period of time, or can they move in and out of intervention based on evidence of their proficiency?

10. How can we use flexible time and targeted instruction to provide students with assistance in extending their learning?

What are your beliefs about grading practices?

1.   What factors do you believe should be reflected in a student's academic grade?

- Summative Assessments
- Formative Assessments
- Homework as a completion grade only
- Behavior and/or attitude
- Participation
- Preparedness
- Timeliness
- Group Work
- Student notebook or binder
- Effort
- Work habits and neatness
- Attendance or tardiness

2.   What purposes do you believe grades serve?

- Inform all stakeholders about student behavior
- Inform all stakeholders about students' level of mastery of content standards
- Motivate students to do better in school

3.   What do you believe schools should cultivate a culture of learning NOT a culture around grades? Explain.

4.   Based on your response to numbers 2 and 3, is what you do aligned with what you believe?

5.   Do you believe your grades are…

- Fair
- Reliable
- Equitable

6.   What do you wonder about grading practices at your school?

7.   Final thoughts?

Finding **YOUR** True North

"True North is north according to the Earth's axis. It sits at the geographic North Pole. Unlike magnetic north, which transforms over time due to magnetic changes in the Earth's core as well as local magnetic variances, True North remains constant. While much about the Earth constantly changes, True North remains stable and unaffected as a geographic focal point.

In the metaphorical sense, establishing a True North for grading provides a guide for the ideal conditions. While there are some definitive, non-negotiable grading fundamentals, most decisions about when to grade, how to grade and what to grade vary from teacher to teacher. What one teacher perceives as ideal may not be ideal for another. Establishing a true north increases the likelihood that grading practices remain consistent and aligned. The Grading True North prevents teachers from losing sight of the big ideas that align assessment, instruction, and grading paradigms.

As a department, discuss what your "True North" is for your specific department. Remember that your Ture North will prevent you from losing sight of the big ideas that align assessment, instruction, and grading paradigms. By establishing your True North, your department will have a guiding statement when it comes to authentic grading practices. You can change or modify this statement throughout the year.

Our True North...

Level 1-2 Success Criteria

Standard Level Benchmark of our Essential Standards	Example of Rigor- *This is what rigor will look like if a student is proficient.*	Prerequisite knowledge- *These are the prior skills and knowledge students need to know to learn the new skills.*	Common Assessments- *These types of assessments will be given to gauge student learning.*	Extension- *These are some "nice to know skills" for students who have already mastered this benchmark?*
Interpretive Mode: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	Students will be able to use authentic resources, such as infographics, tables/charts, short dialogues, advertisements, etc.; as well as reading and listening practice with visual cues to participate in classroom practice and master assessments.	Students need to have thematic knowledge, be able to identify cognates, understand basic information about claim reasoning, text structure/analysis, and basic literacy skills.	Assessments will include authentic resources. Students will be able to use authentic resources to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL's Interpretive model is recommended.	-Understand the basic purpose of a message and messages related to basic needs -Understand questions and simple statements on everyday topics when part of a conversation -Identify some information from news media
Interpersonal Mode: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students will use circumlocution in order to convey meaning. Students are able to use the appropriate register when responding to written or oral prompts. Students can ask follow-up questions appropriately.	Students can easily recognize thematic vocabulary include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations and reactions to written or oral prompts.	Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum.	-Hold a simple conversation on a number of everyday topics -Use the language to meet basic needs in familiar situations -Ask and answer questions on factual information that is familiar
Presentational Mode: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Students can present structured and rehearsed material with limited use of visual or textual cues. Students will use circumlocution in order to convey meaning. Level-appropriate vocabulary and language functions are used to convey thoughts, information and new ideas.	Thematic vocabulary is easily recognized and included in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts.	Assessments will use practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum	- Talk and write about people, activities and experiences -Talk and write about needs and wants -Present songs, short skits, or dramatic readings -Talk and write about topics of interest -Give basic instructions

Standard Level Benchmark of our Essential Standards	Concerns- *What concerns do you have about students achieving this goal?*	Cause- *What is the cause of this concern?*	Desired Outcomes- *What would help alleviate these concerns? What supports do you need?*	Responsibility- *Who needs to take responsibility in helping to resolve these concerns?*
Interpretive Mode: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.				
Interpersonal Mode: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.				
Presentational Mode: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.				

Moving Forward

Context: What strategies have you used to bring standards-based instruction to your classroom?

Planning: What planning is necessary to support standards-based instruction within your department? How will you plan?

Professional Learning: What supports are necessary to continue moving forward?

Instructional Support: What supports are necessary to ensure high levels of student learning?

Wrap-up and Reflection

1. Summarize the department's thoughts for moving forward?
2. How might the team apply this PLC work to other collaborative planning when it comes to essential standards?
3. What adjustments are you considering when it comes to your instructional practices?
4. What are you thinking about in relation to implementation?
5. What is your next step?

Level 3-4 Success Criteria

Standard Level Benchmark of our Essential Standards	Example of Rigor- *This is what rigor will look like if a student is proficient.*	Prerequisite knowledge- *These are the prior skills and knowledge students need to know to learn the new skills.*	Common Assessments- *These types of assessments will be given to gauge student learning.*	Extension- *These are some "nice to know skills" for students who have already mastered this benchmark?*
Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	Students will be able to understand meaning in context without the use of a dictionary. They will begin to recognize differences in verb tenses, express the main idea/purpose of an authentic resource and include relevant textual evidence in their text analysis.	Students need to distinguish between the author's perspective (voice/point of view), meaning-baring language forms (identify important language elements) and show increased ability to use cognates and other context clues to anticipate meaning.	Assessments will include authentic resources. Students will be able to use the authentic resource to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL's Interpretive model is recommended.	-Understand the basic purpose of a message and messages related to basic needs -Understand questions and simple statements on everyday topics when part of a conversation -Identify some simple information on forms and from news media
Interpersonal Mode: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students need to use circumlocution in order to convey meaning, ask meaningful follow-up questions as well as respond to information appropriately in a way that extends the conversation. Students will work toward the use of the appropriate register and tenses when responding to written or oral prompts. Students can ask follow-up questions.	Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts. Students need to use circumlocution when negotiating meaning, communicate comprehensively as well as express a need for clarification if necessary.	Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. Students can ask follow-up questions appropriately as well as respond to information appropriately and in a way that extends the conversation. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum.	-Hold a simple conversation on a number of everyday topics -Use the language to meet basic needs in familiar situations -Ask and answer questions on factual information that is familiar
Presentational Mode: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	Students can present structured and rehearsed material with the use of appropriate visual or textual cues. Students use circumlocution in order to convey meaning. Level- appropriate vocabulary and language functions are used to convey thoughts, information, and new ideas.	Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations, transitions, appropriate language functions, and reactions to written or oral prompts.	Assessments will be practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outline in the WL curriculum.	-Talk and write about people, activities, and experiences -Talk and write about needs and wants -Exchange information about plans -Present songs, short skits, or dramatic readings -Talk and write about topics of interest -Give basic instructions

Standard Level Benchmark of our Essential Standards	Concerns- *What concerns do you have about students achieving this goal?*	Cause- *What is the cause of this concern?*	Desired Outcomes- *What would help alleviate these concerns? What supports do you need?*	Responsibility- *Who needs to take responsibility in helping to resolve these concerns?*
Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.				
Interpersonal Mode: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.				
Presentational Mode: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.				

Moving Forward

Context: What strategies have you used to bring standards-based instruction to your classroom?

Planning: What planning is necessary to support standards-based instruction within your department? How will you plan?

Professional Learning: What supports are necessary to continue moving forward?

Instructional Support: What supports are necessary to ensure high levels of student learning?

Wrap-up and Reflection

1. Summarize the department's thoughts for moving forward?
2. How might the team apply this PLC work to other collaborative planning when it comes to essential standards?
3. What adjustments are you considering when it comes to your instructional practices?
4. What are you thinking about in relation to implementation?
5. What is your next step?

Level 5-6 Success Criteria

Standard Level Benchmark of our Essential Standards	Example of Rigor- *This is what rigor will look like if a student is proficient.*	Prerequisite knowledge- *These are the prior skills and knowledge students need to know to learn the new skills.*	Common Assessments- *These types of assessments will be given to gauge student learning*	Extension- *These are some "nice to know skills" for students who have already mastered this benchmark?*
Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	Students will be able to understand and analyze meaning in context. They will recognize different verb tenses, express the main idea/purpose of an authentic resource as well as analyze the cultural perspective. Students will include textual evidence to support their analysis.	Students need to distinguish between the author's perspective (voice/point of view), meaning-baring language forms (identify important language elements), and show increased ability to use cognates and other context clues to infer meaning.	Assessments will include authentic resources. Students will be able to use the authentic resource to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL's Interpretive model is recommended.	-Understand basic information in ads and recordings -Understand messages related to everyday life -Understand simple written exchanges between other people
Interpersonal Mode: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students need to use circumlocution in order to convey meaning, ask meaningful follow-up questions as well as respond to information appropriately in a way that extends the conversation. Students need to use the appropriate register and tenses when responding to written or oral prompts. Students should ask follow-up questions.	Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts. Students need to use circumlocution when negotiating meaning, communicate comprehensively as well as express a need for clarification if necessary.	Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. Students can ask follow-up questions appropriately as well as respond to information appropriately and in a way that extends the conversation. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum.	-Start, maintain, and end a conversation on a variety of familiar topics -Talk about daily activities and personal preferences -Use language to handle tasks related to personal needs -Exchange information about topics of personal interest to the learners
Presentational Mode: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	Students can present structured and rehearsed material with the use of appropriate visual or textual cues. Students use circumlocution in order to convey meaning. Level- appropriate vocabulary and language functions are used to convey thoughts, information, and new ideas. Students will begin to elaborate on their thoughts, ideas, and opinions.	Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations, transitions, appropriate language functions, and reactions to written or oral prompts.	Assessments will be practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outline in the WL curriculum.	-Present and write about personal and social experiences -Present and write about something learned or researched -Present and write about common interests and issues and take a critical stance on a topic of interest -Write messages, announcements, and communications for distribution

Standard Level Benchmark of our Essential Standards	Concerns- *What concerns do you have about students achieving this goal?*	Cause- *What is the cause of this concern?*	Desired Outcomes- *What would help alleviate these concerns? What supports do you need?*	Responsibility- *Who needs to take responsibility in helping to resolve these concerns?*
Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.				
Interpersonal Mode: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.				
Presentational Mode: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.				

Moving Forward

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4. What are you thinking about in relation to implementation?
5. What is your next step?