

**Power up to
Proficiency:**

Shedding light on
Intentional
Leadership Practices

LEARN 2019

Annie Rivera

Lewisville Independent School District



Learning Targets

- I can compare practices that reflect language instruction in the past versus the present.
- I can identify ways in which communities of practice can shift instruction.
- I can describe the power of communities of practice.

21st Century Skills Map: World Languages

(Partnership for 21st
Century Skills, 2011)

IN THE PAST

TODAY



21st Century Skills Map: World Languages

(Partnership for 21st
Century Skills, 2011)

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students “turn in” work only for the teacher	Learners create to “share and publish” to audiences more than just the teacher.

**Changes led to
resistance and
burnout.**



Why was there burnout and resistance?

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ANNIERIVERA845**
- 3 Respond to activity

Join by Text



- 1 Text **ANNIERIVERA845** to **37607**
- 2 Text in your message



 Respond at PollEv.com/annierivera845

 Text **ANNIERIVERA845** to **37607** once to join, then text your message

Why was there burnout and resistance?

- Lack of confidence in the language
- Grammar translation method
- Change
- Current culture

(LeLoup, Ponterio & Warford, 2013)



Communities of Practice

“Communities of practice are **groups** of people who **share** a concern or a passion for something they do and learn how to do it better as they **interact** regularly.”



(Wenger, 1998)

“

When accomplished teachers share their instructional practices and collaborate with colleagues, reduction of teacher isolation, fostering of professional environment, and advancing of instruction occurs

(as cited in York-Barr & Duke, 2004).

Powering Up a Community of Practice



Bright Idea #1:

**Understand
the Standards
and
Expectations**



1) Understanding the Standards

- Teacher professional learning
 - Proficiency Levels- ACTFL
 - Modes
 - Language functions

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

(5) Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(C) By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

reach a proficiency level of Novice Mid to Novice High, as

Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

ACTFL Level	ILR	Language Functions
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>
Intermediate Mid		
Intermediate Low		
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>
Novice Mid		
Novice Low		

The focus on proficiency levels and language functions was a shift from the past.

(Language Testing International, 2012)

ACTFL Level	ILR	Language Functions
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>
Advanced Mid		
Advanced Low	2	

It took a few years to internalize the proficiency levels and the implications of each level for instruction.

(Language Testing International, 2012)

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

(c) Knowledge and skills

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life in spoken and written conversation;
- (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (C) ask and tell others what they need to, should, or must do in spoken and written conversation;
- (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
- (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. The student uses the interpretive mode in communication with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) state and support an opinion or preference orally and in writing; and
- (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

(1) Interpersonal communication: speaking and writing. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. The student uses the interpretive mode in communication with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through student uses a mixture of words and phrases and some simple sentences with appropriate and ap

- (A) ask and respond to questions about everyday life in spoken and written conversation
- (B) express and exchange personal opinions or preferences in spoken and written conversation
- (C) ask and tell others what they need to, should, or must do in spoken and written conversation
- (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation
- (E) participate in spoken conversation using culturally appropriate expressions, register, and style
- (F) participate in written conversation using culturally appropriate expressions, register, and style

(2) Interpretive communication: reading and listening. The student comprehends sentence-length contextualized situations and sources. The student uses the interpretive mode in communication is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials
- (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using appropriate grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) state and support an opinion or preference orally and in writing; and
- (B) describe people, objects, and simple situations orally and in writing using a mixture of simple and complex sentences

Source: The provisions of this §114.39

ask and respond to questions about everyday life in spoken and written conversation

express and exchange personal opinions or preferences in spoken and written conversation

ask and tell others what they need to, should, or must do in spoken and written conversation

articulate requests, offer alternatives, or develop simple plans in spoken and written conversation

participate in spoken conversation using culturally appropriate expressions, register, and style

participate in written conversation using culturally appropriate expressions, register, and style

interpretive communication: reading and listening. The student comprehends sentence-length contextualized situations and sources. The student uses the interpretive mode in communication to:

demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials

identify key words and details from fiction and nonfiction texts and audio and audiovisual materials

infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials

identify cultural practices from authentic print, digital, audio, and audiovisual materials

presentational communication: speaking and writing. The student presents information orally and in writing using appropriate grammar structures and processes at the specified proficiency levels. The student is expected to:

state and support an opinion or preference orally and in writing; and

describe people, objects, and simple situations orally and in writing using a mixture of simple and complex sentences

(Texas Education Agency, 2014)

Bright Idea #2:

**Redevelop
Curriculum**



2) Redevelop Curriculum

- Curriculum writing teams
 - ▷ Develop unit goals (“learning targets”) based on language functions in a context, text type commensurate with expected proficiency levels
 - ▷ Relevant themes
 - ▷ Essential questions (Wiggins & McTighe, 2005)

IN THE PAST	TODAY
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks

IN THE PAST

Theme:

Daily Routines

Essential Question:

How can I use reflexive verbs correctly?

Learning Target:

Students will learn how to use reflexive verbs - Chapter 4.



TODAY

Theme:

Purchasing in the Digital Age

Essential Question:

How does the way we *shop* reflect our culture and those of other cultures?

Learning Target:

I can ask and answers questions about searching for a product and making purchases using essential details and simple elaboration. (Interpersonal 1A)



2:00

“In this phase, the teachers began to see that it is not a prescribed grammatical sequence that advances proficiency. Rather, it is the purposeful focus on the language function and mode of each of the learning targets that leads to targeted instruction across the proficiency levels.”

(Rivera & Love, 2019, p. 56)



Bright Idea #3:

**Assess What
Students CAN-Do**



3) Assess What Students CAN-DO

- Curriculum writing teams
 - ▷ Create relevant real-world performance tasks
 - ▷ Develop rubrics that measure student communicative skills → calibration

IN THE PAST	TODAY
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric

In the backward design curriculum writing process, assessments show that students have met the desired learning goals, rather than verify that content or activities have been covered.



(Wiggins & McTighe, 2005)



(TFA Mississippi Humanities, 2015)



2:00

What Makes the Right Travel Destination for Me?

Unit Level Performance Assessments

Novice Level

Interpretive	Presentational	Interpersonal
Listen to a travelogue: match photos to each description heard	Write a brief website description for 5 places of interest (where, hours open, admission, etc.)	In pairs, look at 5 photos and discuss likes and dislikes, deciding which 2 places to visit on your last day in the target country

Grading Criteria

- Language functions from Learning Targets
- Text type
- Comprehensibility/meaning making
- Effectiveness of delivery
- Language control
- Communication strategies

(Based on ACTFL, 2012)

Bright Idea #4:

Foster Leadership



4) Foster Leadership Group

- Empower instructors through communities of practice
- Advance instruction through



Book Study



Peer Feedback



Goal Setting & Self-Reflection



Coaching



Site Visits



Leadership

Which learning activity seems the hardest?

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ANNIERIVERA845**
- 3 Respond to activity

Join by Text



- 1 Text **ANNIERIVERA845** to **37607**
- 2 Text in your message



Which learning activity seems the hardest?

Book study **A**

Peer feedback **B**

Goal setting & self-reflection **C**

Coaching **D**

Site visits **E**

Leadership behaviors **F**

Goal Setting & Self-Reflection on High-Leverage Teaching Practices

HLTP #1: Facilitating Target Language Comprehensibility

HLTP #2: Developing a Classroom Discourse Community

HLTP #3: Guiding Learners to Interpret and Discuss Authentic Texts

HLTP #4: Focusing on Form in a Dialogic Context through PACE

HLTP #5: Focusing in Cultural Products, Practices Perspectives in a Dialogic Context

HLTP #6: Providing Oral Corrective Feedback to Correct Learner Performance



(Glisan & Donato, 2017)



Filters ▾

Comments (2)

Notes

00:03:22

Steven Dixon An area for consideration would be how much time the students have to speak throughout the lesson. Everytime I watch myself I feel like I am running the show.

00:03:37

Steven Dixon It seems important that the student provide elaboration. I like that she doesn't just let them stop with the simple answer.

1x 

Click to leave a comment



“

“Because teachers demonstrate high levels of instructional expertise, collaboration, reflection, and a sense of empowerment, they became leaders or, more accurately, were allowed by their peers to lead”

(Snell & Swanson, 2000, as cited in York-Barr & Duke, 2004, p. 267)





14% → 33%

26% → 63%

BRIGHT LIGHTS *in Lewisville ISD*



References

- ACTFL. (2012). ACTFL performance descriptors for language learners. Retrieved from <http://www.actfl.org>
- Glisan, E. W., & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. American Council on the Teaching of Foreign Languages. 700 South Washington Street Suite 210, Alexandria, VA 22314.
- LeLoup, J. W., Ponterio, R., & Warford, M. K. (2013). Overcoming resistance to 90% target language use: Rationale, challenges, and suggestions. *NECTFL Review*, (72).
- Language Testing International (2012). ACTFL Assessments. Retrieved from <https://www.languagetesting.com/pub/media/wysiwyg/manuals/commercial-brochure.pdf>
- Sandrock, P. (2008). *Integrated performance assessment* [PDF document]. Retrieved from https://depts.washington.edu/mellwa/Events/20081105/sandrock_ipa_handout.pdf
- Texas Education Agency, (2014, July 15). *Chapter 114. Texas Essential Knowledge and Skills for Language Other Than English*. Retrieved from <http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.40>
- TFA Mississippi Humanities (2015). Performance tasks and projects in the humanities. Retrieved September 15, 2019 from <https://tfahumanities.wordpress.com/2015/03/13/performance-tasks-and-projects-in-the-humanities/>
- Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of educational research*, 74(3), 255-316.