

EDC&I 495 - World Languages: Standards and Assessments

Dr. Michele Anciaux Aoki (instructor), Dr. Klaus Brandl (faculty instructor of record)

Course Description

In the past decade of education reform in Washington State, schools have focused their attention on meeting the state standards in Reading, Writing, Listening, and Math. (Science and Social Studies have also received attention, although they are not yet part of the full-blown state assessment and accountability system.) Where do World Languages fit in?

In this course, we will look at how other states and national organizations are addressing the issue of standards for World Languages and consider how their resources and experience might assist us in Washington State. In addition, we'll explore the role of standards and assessment in creating a rigorous and articulated strategy for language teaching and learning from preschool through graduate school.

As part of the course, participants will attend the P-20 International Education Summit at the UW on September 18 to learn more about how World Languages fit into the broader goals of teaching and learning in a global community.

Course Objectives

The purpose of this course is to provide teachers (and administrators) with an overview of World Language standards and assessment and an opportunity to incorporate standards into their own curriculum development and assessment. Upon completion of this course, students will be able to:

- Explain the purpose of standards for Foreign/World Languages
- Distinguish different types of standards: Content Standards, Performance Standards, Proficiency Standards, and Program Standards
- Use the Content Standards and Performance Standards (sample progress indicators) of the National Standards for Foreign Language in planning classroom curriculum
- Understand how to use Proficiency Standards as a basis for assigning students to a particular proficiency level
- Demonstrate how to incorporate standards into short and long-term curriculum and assessment planning

Course Credit and Fees

One (1) credit is available to teachers through the University of Washington Educational Outreach for course **EDC&I 495**. To earn course credit, students are expected to have 10 contact hours and 20 hours of out-of-class time, in addition to completing the Evaluation Criteria (listed below).

To receive one (1) credit from the UW, you must pay a fee of \$133 for tuition and \$30 for registration (**\$163 total**) to the UW Educational Outreach office. You can fill out the form supplied at the first session and turn it in by the end of the second session with your check. The course is offered on a credit/no credit basis, which means that letter grades are not given.

There will also be a materials fee of about \$10-15, payable to the instructor on the first day of class.

How to Register

Register for the course online at http://internationale dwa.org/summit/course_registration.htm . We expect to make the course available via the Internet through streaming video for those who are not able to attend Sessions 2 and 3 in person at the UW (attendance at the Summit is required for those wishing to earn credit for this course). Space permitting, students who are not taking the course for credit may be allowed to audit the course at no charge. For more information, contact michele@anciauxinternational.com.

EDC&I 495 - World Languages: Standards and Assessments

Dr. Michele Anciaux Aoki (instructor), Dr. Klaus Brandl (faculty instructor of record)

Course Syllabus

Instructor: Michele Anciaux Aoki, Ph.D. (michele@anciauxinternational.com)

Instructor of Record : Klaus Brandl, Ph.D. (brandl@u.washington.edu)

Session 1 September 18, 2003 9:00 - 3:00 pm and 3:30 - 6:30 pm
P-20 International Education Summit "Teaching & Learning in a Global Community"

Location: University of Washington HUB Ballroom

Attend the Summit, including the World Language sessions presented by Myriam Met, Acting Director of the National Foreign Language Center:

- World Languages P-20 part 1: **World Language before High School?**
Options for introducing foreign/world language in elementary and middle school
- World Languages P-20 part 2: **Linking Curriculum, Instruction, and Assessment**
Using the concepts of backward design to help you see the relationship between what you're teaching and what they're learning in the context of World Language Standards
- World Languages P-20 part 3: **Focusing on the Cultures Standard**
Planning curriculum to help students "Gain Knowledge and Understanding of Other Cultures"
- World Languages P-20 part 4: **World Languages Q&A**

For a detailed schedule, see <http://internationalewa.org/summit/schedule.htm>

Following the session:

Write a brief reflective essay (about 200 words) about what you have learned during the P-20 International Education Summit. Provide concrete examples wherever possible.

Submit the reflection to the instructor by **September 30, 2003** - michele@anciauxinternational.com.

Session 2 Thursday September 25, 2003 4:30 – 6:30 pm

Location: University of Washington Language Learning Center Denny Hall Room 109

Topics to be covered:

- Why do we need standards for foreign/world language learning?
- What are the different types of standards?
- What are the National Standards for Foreign Language Learning?
- Examples of instructional strategies that demonstrate a standards-based curriculum

Following the session:

1. Review the reading assignments for next session

- Shadrock, Paul. State Standards: Connecting a National Vision to Local Implementation <http://www.actfl.org/public/articles/Winter1997.pdf> (7 pages)
- National Standards for Foreign Language Education <http://www.actfl.org/public/articles/details.cfm?id=33> and pdf <http://www.actfl.org/public/articles/execsumm.pdf> (executive summary) (8 pages)
- Bringing the Standards into the Classroom (National K-12 Foreign Language Resource Center) <http://www.educ.iastate.edu/nflrc/publications/stds.htm> and pdf <http://www.educ.iastate.edu/nflrc/publications/guide.pdf> (42 pages, large print)
- Washington State Essential Academic Learning Requirements

Reading: <http://www.k12.wa.us/curriculum/instruct/reading/subdocuments/pdf/reading.pdf>

EDC&I 495 - World Languages: Standards and Assessments

Dr. Michele Anciaux Aoki (instructor), Dr. Klaus Brandl (faculty instructor of record)

(10 pages)

Writing: <http://www.k12.wa.us/curriculuminstruct/writing/subdocuments/pdf/writing.pdf>

(9 pages)

Communication:

<http://www.k12.wa.us/curriculuminstruct/communications/subdocuments/pdf/communications.pdf> (9 pages)

2. Choose a World Languages classroom activity or unit to share in class next session. Or review the sample scenarios in one of the states' standards and choose one to share at the next session. Here are example state standards:
 - Nebraska K-12 Foreign Language Frameworks
<http://www.nde.state.ne.us/FORLG/Frameworks/Frameworks.pdf>
 - New Jersey World Languages Curriculum Framework
<http://www.state.nj.us/njded/frameworks/worldlanguages/>
3. Select a topic for a small project to share as a brief paper that can be accessed from the International Education Washington web site (<http://internationaledwa.org/>). (All topics must be approved in advance by the instructor.)

Example projects (select one):

- 1) Create a new or modified lesson plan for a unit or learning scenario that is aligned with the National Standards for Foreign Language (indicating Content Standards and Performance Standards (Progress Indicators)) to incorporate into your classroom curriculum.
- 2) Create a lesson plan based on modifying a sample scenario from the Nebraska or New Jersey standards to incorporate into your classroom curriculum. Provide a copy of the original and your modified version, showing how you have tailored it to your classroom, yet maintained the connection to standards.
- 3) Show a comparison of the National Standards for Foreign Language Learning with the Washington State Essential Academic Learning Requirements (EALRs) for Reading, Writing, and Communication. What elements of the National Standards are missing in our state standards in these areas? Which overlap?
- 4) Draft a recommendation for Program Standards for World Languages for a hypothetical district in Washington state. When should world language instruction be started? How many years should students have? What types of programs should be offered (FLES, immersion, etc.)? Which languages should be taught? What level of proficiency should students attain? Where do world language standards fit in?

Session 3 Saturday October 11, 2003 9:00 am - 11:00 am

Location: University of Washington Language Learning Center Denny Hall Room 109

Topics to be covered:

- Using proficiency standards for assessment
- Examples of standards-based resources from other states
- How do the foreign/world language standards align with the Washington State Essential Academic Learning Requirements for Reading, Writing, and Communication?

EDC&I 495 - World Languages: Standards and Assessments

Dr. Michele Anciaux Aoki (instructor), Dr. Klaus Brandl (faculty instructor of record)

- Analyzing examples of curriculum aligned with foreign/world languages standards
- Developing examples of standards-based curriculum

Following the session:

1. Submit an outline, plan, or draft of your paper to the instructor by **October 20, 2003**. (The instructor will provide feedback by email .)
2. Submit the final paper to the instructor by **October 31, 2003** to be linked on the International Education Washington website <http://internationaleledwa.org/> .

Evaluation Criteria

Satisfactory completion of this course will be based on:

- submission of the brief reflective essay following the Summit by September 30, 2003
- attendance at all three sessions (in person or by video connection for sessions 2 and 3)
- completion of the final written paper by October 31, 2003

Faculty Biography

Dr. Michele Anciaux Aoki, owner of Anciaux International Communication in Seattle, has a BA in Teaching English as a Foreign Language and MA and PhD in Slavic Linguistics, all from the University of Washington. She consults with schools and business on education and training, assessment, technical communication, information design, leadership development, and working in partnership. For the past decade she has been actively involved in local, state, and national education reform efforts, representing the parent perspective on a variety of committees for the Commission on Student Learning, State Board of Education, and Higher Education Coordinating Board. She also served on the Steering Committee for the National Assessment of Educational Progress for Foreign Language.

Since 2000, Michele has worked with the John Stanford International School in Seattle to plan, implement, and assess their partial language immersion program for Spanish and Japanese. Currently she is working with Hamilton International Middle School to research approaches to continuing language immersion in middle school. She is also project director for the Preschool-Graduate School International Education Summit, to be held at the UW in Seattle on September 18, 2003, and web developer for the International Education Washington web site (<http://internationaleledwa.org/>).