2014

World Language/Global Competency

Program Review

Kentucky Department of Education

**World Languages: Curriculum and Instruction**

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| **Demonstrator 1. Student Access**  *All students should have equitable access to high quality curriculum and instruction.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. The school does not provide opportunities for students to learn another language or global cultures, issues or connections. | 1. The school provides limited opportunities for most students to learn at least one world language and focus meaningful instruction on global cultures, issues or connections (e.g. by scheduling time for instruction, providing resources and monitoring). | 1. The school **provides regular opportunities for all students**, including English Language Learners (ELL), to **learn and develop benchmarked proficiencies** in at least one world language and **provide multiple opportunities for all students to experience a range of global cultures, issues and connections** (e.g., by scheduling time for instruction, providing resources and monitoring). | 1. The school provides routine opportunities for all students to learn and develop benchmarked proficiencies in more than one world language and allows for a variety of in-depth and learning experiences concentrated on global cultures, issues and connections (e.g., by scheduling time for instruction, providing resources and monitoring). |
| To what extent does the school provide opportunities for each student, including ELL students, to learn and develop benchmarked proficiencies in at least one world language by scheduling time for instruction, learning opportunities and monitoring and for all students to experience a range of global cultures, issues and connections? | | | |
| 1. The school does not provide opportunities for students to interact (virtually or face to face) with native or near native speakers or cultures and access authentic materials. | 1. The school provides limited opportunities for students to interact (virtually or face to face) with native or near native speakers or cultures and access authentic materials. | 1. The school provides **regular opportunities for each student to interact** (virtually or face to face) with **native or near native speakers** or cultures and access authentic materials to help them meet benchmarks. | 1. The school provides routine opportunities for students to interact (virtually or face to face) with native or near native speakers and other cultures. |
| To what extent does the school provide regular opportunities for each student to interact with native or near native speakers and access authentic materials to help them meet benchmarks? | | | |
| 1. The school does not recognize out-of-school language learning or cultural opportunities. | 1. The school acknowledges but does not formally recognize achievement gained through cultural experiences (e.g., family, community or informal learning opportunities). | 1. The school **promotes language-learning opportunities for all students outside of school** and **recognizes achievement through credit for proficiency/performance and cultural experiences** (e.g., family, community or informal learning opportunities) with thoughtfully designed learning targets. | 1. The school encourages all students to find language learning and cultural opportunities outside of school and recognizes achievement through credit for language proficiency through thoughtfully designed learning targets. |
| To what extent does the school promote and encourage language-learning opportunities for all students outside of school and recognize achievement through credit for proficiency and/or performance and cultural experiences? | | | |

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| **Demonstrator 2. Aligned and Rigorous Curriculum**  *An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state standards.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. There is no alignment of the world language or global competency curriculum to the Kentucky Core Academic Standards. | 1. The world language curriculum and global focus is somewhat aligned to, but does not identify or target specific benchmarks in the Kentucky Core Academic Standards. | 1. The world language curriculum **focuses on communicative proficiency** and is closely aligned with the Kentucky Core Academic Standards and the **school curriculum consistently integrates global competency**. | 1. The world language curriculum focuses on proficiency and is aligned and benchmarked with the Kentucky Core Academic Standards. The school language and cultural curriculum fully integrates global competency across content areas in response to student, community, workforce and global issues and concerns. |
| To what extent does the *world language* curriculum focus on communicative proficiency closely aligned to and benchmarked to the Kentucky Core Academic Standard for World Language Proficiency? To what extent does the *school curriculum* integrate global competency? | | | |
| 1. Curriculum provides no opportunities for students to practice 21st century critical thinking, problem solving and communication skills. | 1. Curriculum provides limited opportunities for students to practice 21st century critical thinking, problem solving and communication skills. | 1. Curriculum provides **regular opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills** and to **connect** these **to real world experiences.** | 1. Curriculum provides routine opportunities for students to actively use knowledge as it is being learned through applying the skills of critical thinking, problem solving and creativity to content knowledge and collaborating locally and/or globally. |
| To what extent does the school’s curriculum provide opportunities for students to connect real world experiences to the practice of 21st Century Skills (i.e., critical thinking, collaboration, creativity, communication, problem solving and communication)? | | | |
| 1. The world language curriculum does not integrate content from other disciplines. | 1. The world language curriculum rarely intentionally integrates content from other disciplines. | 1. The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students’ global learning in other disciplines, interests and community. | 1. The world language and global curriculum routinely integrates content from other disciplines and is customized to match student plans for college, career and life. |
| To what extent does the world language/global competency curriculum integrate content across disciplines and make connections to students’ learning in other disciplines, interests and their community? | | | |

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| **Demonstrator 3. Instructional Strategies**  *All teachers implement instructional strategies that provide quality experiences, a variety of activities and access for all students.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. English is the primary language of instruction. | 1. The target language is rarely used for world language instruction, with frequent English translations. | 1. **The target language is regularly used as the language of instruction** and is made comprehensible through a **variety of strategies** (e.g., visuals, body language, objects, hands-on-experiences and technology). | 1. The target language is routinely used as the language of instruction and is made comprehensible through a variety of technologies and strategies (i.e., visuals, body language, objects, and hands-on-experiences). |
| To what extent is the target language used as the language of instruction? | | | |
| 1. Instruction focuses on memorized language and grammatical accuracy, not communication, and allows students few opportunities to experience or use conversational language. | 1. Instruction focuses on grammar and communication in artificial contexts with little attention to developing proficiency in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts. | 1. **Students are regularly provided a variety of ways to experience and communicate** in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts. | 1. Students are routinely provided a variety of ways to communicate in the three modes of communication (interpretive, interpersonal and presentational) with native speakers (virtually or face to face) in the target language and cultural contexts. |
| To what extent are students provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts? | | | |
| 1. Global competencies are not part of the instructional program. | 1. Global competencies are taught through isolated facts and artificially designed cultural events. | 1. World language **is regularly and intentionally integrated into the curriculum**. **Most students are provided opportunities** to develop global competencies through engagement, inquiry, and reflection. | 1. World language is routinely and intentionally integrated into the curriculum. All students are provided opportunities to develop global competencies through engagement, inquiry, and reflection. |
| To what extent is instruction around world language/global competency built around inquiry and reflection? | | | |
| 1. Teachers engage students in activities that focus on memorized language and grammatical accuracy without regard to ability. | 1. Teachers engage students in some appropriate learning activities. | 1. Teachers **regularly engage students in a variety of appropriate learning activities** designed to meet **individual needs** and **preferences**. | 1. Teachers routinely guide students to set their own proficiency targets and choose many of their own topics of study, and to select appropriate independent learning strategies. |
| To what extent do teachers engage students in a variety of -appropriate learning activities designed to meet individual needs and preferences? | | | |

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| **Demonstrator 4. Student Performance**  *All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Students do not demonstrate growth in the modes of communication for language learning. | 1. Students demonstrate limited growth in only one or two of the modes of communication for language learning: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing). | 1. **Students demonstrate consistent growth** in the three **modes of communication**: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing). | 1. Students demonstrate strong growth in each of the modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing). |
| To what extent do students demonstrate consistent growth in the three modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing)? | | | |
| 1. Students demonstrate no growth in meeting benchmarks for global competencies. | 1. Students demonstrate limited growth in meeting benchmarks for global competencies (Global Competence is the knowledge, skills and dispositions to understand and act creatively and innovatively on issues of global significance). | **b) Students regularly demonstrate consistent growth** in the **development of their global competencies** (Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance). | b) Students exceed benchmarked growth in the development of their global competencies (Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance). |
| To what extent do students demonstrate consistent benchmarked growth in the development of their global competencies (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance)? | | | |
| 1. Teachers and students do not engage in goal setting or reflection based on a shared understanding of World Language standards and global competencies. | 1. Teachers provide limited help to student with setting performance goals for learning based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix. | 1. **Teachers regularly help students set performance goals** based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix. | 1. Students routinely set high performance goals for themselves based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix; they participate in a continuous cycle of improvement providing evidence of meeting goals, reflecting upon their performance and setting new goals. |
| To what extent do teachers help students set performance goals based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix? | | | |
| 1. Students are not encouraged to use the language outside class. | 1. Students are rarely encouraged to use the language outside of class. | 1. **Students are regularly encouraged to use the language outside of class** for community service, personal enjoyment or career development. | 1. Students are routinely encouraged and do actively seek opportunities and use language outside of class for community service, personal enjoyment or career development. |
| To what extent are students encouraged to use the language outside of class? | | | |

**World Languages: Formative and Summative Assessment**

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| **Demonstrator 1. Variety of Assessment**  *Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Learning may not be assessed, but if it is, formative and summative assessments are not aligned with state standards. | 1. Formative assessment processes and summative assessments show limited alignment with state standards, and/or they may not be connected to student learning goals. | 1. Formative assessment processes and summative assessments are **congruent with state standards, and students understand what it takes to reach proficiency**. | 1. Formative assessment processes and summative assessments are clearly and consistently congruent with state standards and designed to provide feedback to students in reaching proficiency. |
| To what extent are formative assessment processes and summative assessments clearly aligned with state standards? | | | |
| 1. Formative assessment processes and summative assessments are designed to assess rote learning of language/global competence. | 1. Teachers seldom use formative assessment processes and summative assessments to assess language proficiency and global competencies. | 1. Teachers **regularly and intentionally design** formative assessment processes and summative assessments **to assess communicative language, intercultural and global competencies**. | 1. Students routinely choose their own tasks or evidence to demonstrate proficiency in communicative language and global competencies. |
| To what extent do teachers design formative assessment processes and summative assessments to assess communicative language and intercultural and global competencies? | | | |
| 1. Students do not use self-assessments or peer review to monitor their progress. | 1. Students are provided limited opportunities to use self-assessments or peer review to monitor their progress. | 1. Teachers **regularly guide students** to **engage in self-assessment and peer review** to monitor their progress. | 1. Students routinely engage in self-assessment and peer review to monitor their progress. |
| To what extent do teachers guide students to engage in self-assessment and peer review to monitor their progress? | | | |
| 1. Formative assessment processes and summative assessments are knowledge level. (e.g., matching, true/false, fill-in the blank, etc.) | 1. Students’ knowledge of the language and global competencies is more frequently assessed than their applied/demonstrated proficiency. | 1. Performance tasks are used to **assess students’ language proficiency and global competency**. | 1. Performance tasks, personal communication and authentic projects are routinely used to assess students’ world language and global competency. |
| To what extent are performance tasks routinely used to assess students’ language proficiency and global competency? | | | |

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| **Demonstrator 2. Expectations for Student Learning**  *Teachers communicate consistently high expectations for student learning in World Language and Global Competency.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Teachers use broad teaching objectives that are not shared with students. | 1. Teachers inconsistently use teaching objectives/targets and functional language SMART Goals and share them with students. | 1. **Teachers regularly use and share standards-based teaching objectives/targets and functional language SMART Goals** with students. | 1. Students routinely create their own standards-based, functional language SMART Goals and learning targets/objectives for lessons, units, projects and performances within the course/class. |
| To what extent do teachers use and share standards-based learning targets/objectives and functional language SMART Goals with students? | | | |
| 1. Expectations for student growth are not clearly defined. | 1. Students are expected to demonstrate growth in learning, but expectations/success criteria are not always tied to the three modes of communication or shared with students. | 1. **Students are expected to demonstrate continuous growth and proficiency** in the **three modes of communication and global competency**. Expectations/success criteria are referenced by the teacher to guide learning and **efforts are made to check student understanding**. | 1. Students are expected to demonstrate advanced growth in proficiency in the three modes of communication and global competency. Expectations/success criteria are co-constructed by teachers and students and are referenced frequently to guide/assess ongoing learning. |
| To what extent are students expected to demonstrate continuous growth and proficiency in the three modes of communication and global competency? | | | |
| 1. Teachers do not use rubrics or scoring guides. | 1. Teachers use rubrics or scoring guides on a limited basis, but teachers may not always share them with students. | 1. **Teachers regularly use clearly defined rubrics/scoring guides with students** before assigning assessments and often **seek student input** in their design. | 1. Students are routinely engaged in creating their own rubrics/scoring guides for assessments. |
| To what extent do teachers use clearly defined rubrics/scoring guides that have been co-created with students before assigning assessments? | | | |

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| **Demonstrator 3. Assessment Of/For Learning**  *Multiple formative assessment processes and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. Teachers make instructional decisions based solely on textbook, curriculum maps or personal teaching objectives. | 1. Teachers use observation, student performance, written work and assessment data to improve instruction without adjusting learning targets and with little connection to differentiated student learning. | 1. Teachers **use observation, student performance, personal communication, written work and other assessment data to monitor and adjust** instructional strategies and learning targets in order **to improve student learning**. | 1. Collaboratively, teachers and students use observation, personal communication, student performance, written work, assessment data and other sources to continuously individualize, monitor and differentiate learning. |
| To what extent do teachers use observation, personal communication, student performance, written work and other assessment data to adjust instructional strategies and learning targets in order to improve student learning? | | | |
| 1. Teachers do not provide feedback to students. | 1. Teachers provide students limited feedback focused mostly on correctness and less on ways to improve performance. | 1. Students **regularly receive meaningful, timely and documented feedback on their performance from a variety of sources** (e.g., facilitators/teachers, peers, experts, etc.) in order to **improve learning** results. | 1. Students routinely assess/track their own world language learning and global competence using feedback from facilitators/teachers, peers, etc., to improve learning results. |
| To what extent are students provided with meaningful, timely and documented feedback from a variety of sources on their performance in order to improve learning results? | | | |
| 1. Students do not self-assess or have choice in demonstrating their proficiency. | 1. Student self-assessment is limited and evidence of performance is limited to language proficiency. | 1. **Students regularly self-assess, reflect and evaluate evidence** of their language proficiency and global competency. | 1. Students routinely and intentionally set goals, choose learning strategies, self-assess, reflect and set new goals for language and global competency in a continuous learning cycle. |
| To what extent do students self-assess, reflect and evaluate evidence of their language proficiency and global competency? | | | |

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| 1. Student proficiency in world language and global competency is not reported.   **N/A Middle & High** | 1. Student proficiency in world language and global competency is reported in a pass/fail manner, but not documented.   **N/A Middle & High** | 1. There is a **thoughtful procedure for documenting and reporting student proficiency** in world language and global competency.   **N/A Middle & High** | 1. Student proficiency in world language and global competency is aligned to individual learning plans, is documented and reported.   **N/A Middle & High** |
| **ELEMENTARY:** To what extent does the school provide a thoughtful procedure for documenting and reporting student proficiency in world language and global competency? **N/A MS, HS** | | | |

**World Languages: Professional Learning**

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| **Demonstrator 1. Opportunity**  *Professional learning opportunities are planned according to the Standards for Professional Learning, with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. There is no professional growth plan in place for world language and global competency teachers. | 1. A professional growth plan is developed, but it is not individualized to match world language and global competency teacher needs. | 1. The **professional growth plan (PGP) supports appropriate instruction for world language and global competency and links to the Comprehensive School Improvement Plan** (CSIP). | 1. Ongoing assessment of the implementation of the professional growth plan (PGP) results in necessary adjustments that support quality instruction in world language and global competency. The (PGP) links to the Comprehensive School Improvement Plan (CSIP). |
| To what extent are professional growth plans (PGPs) linked to the Comprehensive School Improvement Plan (CSIP) and designed to support appropriate instruction in world language and global competency? | | | |
| 1. Teachers do not have access to professional learning opportunities for world languages and global competencies. | 1. Teacher professional learning opportunities are limited and do not focus on research/evidence based practices that will support teacher Professional Growth Plans in world languages and global competency. | 1. World language and global competency professional learning opportunities incorporate the Standards for Professional Learning, **focus on research/evidence based practices** and are planned based on school and student data and teacher Professional Growth Plans (PGPs). | 1. A variety of world language and global competency professional learning opportunities incorporating the Standards for Professional Learning are available and focus on research/evidence based practices that support teacher Professional Growth Plans (PGPs) connected to school and student data. |
| To what extent does the school provide world language and global competency professional learning opportunities focused on research/evidence based best practices and based on school and student data and teacher Professional Growth Plans? | | | |
| 1. Teachers do not have access to job embedded professional learning opportunities in world languages and global competencies. | 1. Teachers have limited access to job embedded professional learning opportunities in world languages and global competencies. | 1. **Job embedded** world language and global competency **focused professional learning opportunities are available to teachers,** and they are encouraged to engage in those opportunities. | 1. A variety of job embedded world language and global competency focused professional learning opportunities are available to teachers to promote continuous growth; they are tailored to meet the individual needs of teachers. |
| To what extent does the school ensure that job embedded world language and global competency professional learning opportunities are available to teachers? | | | |
| 1. World language teachers do not have opportunities to collaborate with academic core teachers about language and global competencies. | 1. The school encourages collaboration between world language and academic core teachers but does not allocate time for collaboration to occur. | 1. **The school allocates time** for world language teachers to **collaborate and exchange ideas with academic core teachers**. | 1. The school allocates time for world language and academic core teachers to collaborate and exchange ideas during the school day, in professional learning communities and through professional learning opportunities. |
| To what extent does the school allocate time for world language and academic core teachers to collaborate and exchange ideas? | | | |

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| **Demonstrator 2. Participation**  *Teachers participate in program-specific professional learning designed to meet their needs. The program area teachers participate in professional development focused on 21st Century Skills.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. World language teachers do not have opportunities to participate in content-specific professional learning. | 1. World language teachers participate in content-specific professional learning, but there is no evidence of implementation of professional learning. | 1. World language teachers **participate in content-specific professional learning opportunities** to address school needs and based on analysis of school and student data. There is **some** evidence of **implementation** of the professional learning. | 1. World language teachers participate in content-specific professional learning, based on analysis of school, student and teacher data. There is clear evidence of implementation of the professional learning resulting from these opportunities. |
| To what extent do world language teachers participate in and implement content-specific professional learning? | | | |
| 1. World language teachers do not participate in professional learning communities. | 1. World language teachers are members of professional learning communities but are minimally active participants. | 1. World **language teachers actively participate in professional learning communities** to address issues related to instructional practices, data analysis and improving student achievement. | 1. World language teachers take on a leadership role in professional learning communities to address issues related to instructional practices, data analysis and improving student achievement and share this information school wide. |
| To what extent do world language teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis and improving student achievement? | | | |
| 1. World language teachers are not members of professional organizations. | 1. World language teachers are members of professional organizations. | 1. World language **teachers exhibit leadership** in professional organizations and the school. | 1. World language teachers exhibit leadership in professional organizations, the school and community. |
| To what extent do world language teachers exhibit leadership in professional organizations and the school? | | | |
| 1. World language teachers have no contact with external partners. | 1. World language teachers have limited contact with external partners. | 1. World language teachers **regularly collaborate** with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on language proficiency and global competency. | 1. World language teachers are provided time within the school schedule, a stipend, or professional growth credit for collaboration with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups. |
| To what extent do the world language teachers collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups focusing on language proficiency and global competency? | | | |
| 1. No teachers receive professional learning opportunities to enhance the integration of world language and global competency content. | 1. Some teachers in the school receive professional learning opportunities to enhance the integration of world language and global competency content. | 1. **Most teachers** in the school **receive and implement professional learning to enhance the integration** of world language and global competency content into the school curricula. | 1. All teachers in the school receive and implement professional learning to enhance the integration of world language and global competency into the school curricula. |
| To what extent do teachers (beyond language teachers) engage in professional learning to integrate world language/ global competencies into their teaching? | | | |

**World Languages: School Leadership**

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| **Demonstrator 1. Policies and Monitoring**  *School leadership establishes and monitors implementation of policies, provides adequate resources and facilitates space and instructional time to support highly effective world language and global competency instructional programs.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. No policies are in place to ensure that world language and global competency concepts are taught throughout the curriculum. | 1. Policies have been established to insure that world language and global competency concepts are taught throughout the school and across the curriculum. | 1. School **leadership fully implements policies** that have been established to ensure that world language and global competency concepts are taught **throughout the school and across the curriculum**. | 1. School leadership regularly monitors and evaluates policies that have been established to insure that world language and global competency concepts are taught throughout the school and across the curriculum. |
| To what extent does school leadership implement policies to ensure that world language/global competencies are taught across the curriculum? | | | |
| 1. Time is not allocated in the school schedule for all students to receive instruction in world language and global competency. | 1. Time in the school schedule is not adequately allocated for all students to receive instruction in world language and global competency. | 1. **Protected time is allocated** in the schedule so that **all students** can **receive instruction** in world language and global competency. | 1. Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the needs of students in world language and global competency instruction. |
| To what extent is time allowed for all students to engage in world language/global competency instruction? | | | |
| 1. School leadership plans the annual budget with no input from teachers. | 1. School leadership and select teachers plan the annual budget. | 1. World language teachers **participate in planning** the annual budget. | 1. World language teachers participate and provide input for the budget to insure that the needs of the world language and global competency instructional program are adequately met. |
| To what extent are world language teachers involved in budgetary planning for the world language/global competency program? | | | |

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| 1. Policies on staffing, world language class offerings, scheduling, curriculum, instruction and assessment do not exist and proficiency goals for global competency and language learning are not identified. | 1. Leadership adopts some policies on staffing, class offerings, scheduling, curriculum, instruction and/or assessment related to proficiency goals for language and global competency. Goals/vision for world language/global competency may or may not be identified in school’s CSIP, curriculum and vision. | 1. Leadership **adopts and implements policies** on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals for language and global competency identified in school’s CSIP, curriculum and vision. | 1. Leadership monitors and commits to making improvement on policies that address staffing, class offerings, scheduling, curriculum, instruction and assessment that support the proficiency goals for language and global competency identified in school’s CSIP, curriculum and vision. |
| To what extent does leadership adopt and implement policies on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals for language and global competency identified in school’s CSIP, curriculum and vision? | | | |
| 1. Leadership does not hire world language teachers. | 1. Leadership does not have a hiring or monitoring procedure for world language teachers, including possible use of international teachers and language and culture assistants, Fulbright teachers, etc. | 1. Leadership **establishes and implements** a hiring and monitoring policy and procedure for international teachers, language and cultural assistants, Fulbright teachers, etc. | 1. Leadership champions existing policies that encourage the hiring of world language teachers and possible use of international teachers, language and culture assistants, Fulbright teachers, etc., for content across the curriculum. |
| To what extent does school leadership establish and implement a hiring and monitoring policy and procedure for international teachers and language and culture assistants, Fulbright teachers, etc.? | | | |
| 1. Policies do not support outside learning opportunities or travel. | 1. Leadership sometimes supports or encourages outside learning opportunities, but no policies exist. | 1. Leadership **establishes and implements** policies to support student/teacher international travel/exchange, field trips and community service. | 1. Leadership encourages and seeks out global language and culture learning opportunities for all members of the school community to support existing policies. |
| To what extent does school leadership establish and implement policies to support student/teacher international travel/exchange, field trips and community service? | | | |

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| 1. There are no school policies to award credit for world language proficiency or global competency acquired outside or inside the classroom.   **N/A Elementary** | 1. There are school policies to award credit for world language proficiency or global competency acquired outside or inside the classroom.   **N/A Elementary** | 1. Leadership **establishes and implements** a policy that **assures credit** for world language proficiency and global competency **acquired outside or inside the classroom**.   **N/A Elementary** | 1. Leadership intentionally informs all stakeholders of credit for language proficiency and widely promotes multiple pathways for achievement.   **N/A Elementary** |
| **HIGH SCHOOL/MIDDLE SCHOOL:** To what extent does high school and middle school leadership establish and implement a policy that assures credit for world language proficiency and global competency acquired outside or inside the classroom? **N/A ELEMENTARY SCHOOL** | | | |

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| **Demonstrator 2. Principal Leadership**  *Principals are the primary leaders of all world language and global competency efforts and support teacher leadership through shared and distributed leadership strategies and actions.* | | | |
| **No Implementation** | **Needs Improvement** | **Proficient** | **Distinguished** |
| 1. The principal does not evaluate or reflect on the impact of world language and global competency instructional practices. | 1. The principal is the only evaluator of the impact of world language and global competency instructional practices on overall student achievement in the school | 1. The **principal enlists world language and global competency teacher leaders to collaborate, evaluate and reflect on the impact** of the world language and global competency instructional practices on overall student achievement in the school. | 1. The principal and world language and global competency teachers collaboratively evaluate, reflect on the impact of and provide support for the world language and global competency instructional practices on overall student achievement. |
| To what extent are teacher leaders involved in evaluating and reflecting on the impact of the program on overall student achievement? | | | |
| 1. The principal does not participate in professional learning regarding the school’s world language and global competency programs. | 1. The principal initiates professional learning regarding the school’s world language and global competency programs. | 1. The **principal initiates and participates in professional learning** regarding the school’s world language and global competency programs. | 1. The principal advocates for, prioritizes and participates in professional learning regarding the school’s world language and global competency programs, intentionally planning for implementation/follow-up. |
| To what extent does the school leader(s) participate in professional learning on world language/ global competency? | | | |
| 1. The principal does not communicate with parents and community about world language and global competency programs. | 1. The principal rarely provides communication with parents and community about world language and global competency programs. | 1. The **principal frequently provides communication** with parents and community about world language and global competency programs. | 1. The principal regularly utilizes a variety of mediums, including technology and media resources, when communicating with parents and community about world language and global competency programs. |
| To what extent does the principal communicate with parents and community about the world language/global competency program? | | | |

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| 1. Principals do not support world languages or global competency as an integral part of student learning. | 1. Principals show limited awareness of the importance of world language proficiency and global competencies. | 1. **Principals demonstrate and communicate** to the school community **an awareness of the importance** of world language proficiency and global competencies. | 1. Principals pursue and participate in activities to increase their knowledge of second language acquisition/global competencies and advocate for a strong world language/global competency program. |
| To what extent does the principal demonstrate an awareness of the importance of world language proficiency and global competencies? | | | |

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| 1. Principals make world language or global competency program decisions without input from teacher leaders. | 1. Principals make world language and global competency program decisions with little input from teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices. | 1. Principals make world language and global competency program **decisions based on input from community/business partners, parents and teacher leaders**, who understand second language acquisition research, global competence and demonstrate effective pedagogical practices. | 1. Principals collaboratively make world language and global competency program decisions with teacher leaders, **community/business partners, parents, students** and their own study of/understanding of second language acquisition research, global competence and pedagogical practices. |
| To what extent does the principal make world language/global competency program decisions based on input from stakeholders and teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices? | | | |
| 1. Principals do not consider global perspectives in making curricular decisions. | 1. Principals do not enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to develop global perspectives. | 1. Principals enlist **teacher leaders to collaborate, evaluate and reflect on importance of integrating** language and culture across the curriculum to develop global perspectives. | 1. Principals enlist teacher leaders, students and community members to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to inform school-wide decisions that develop global perspectives. |
| To what extent does the principal consider the importance of integrating language and culture across the curriculum to develop global perspectives? | | | |