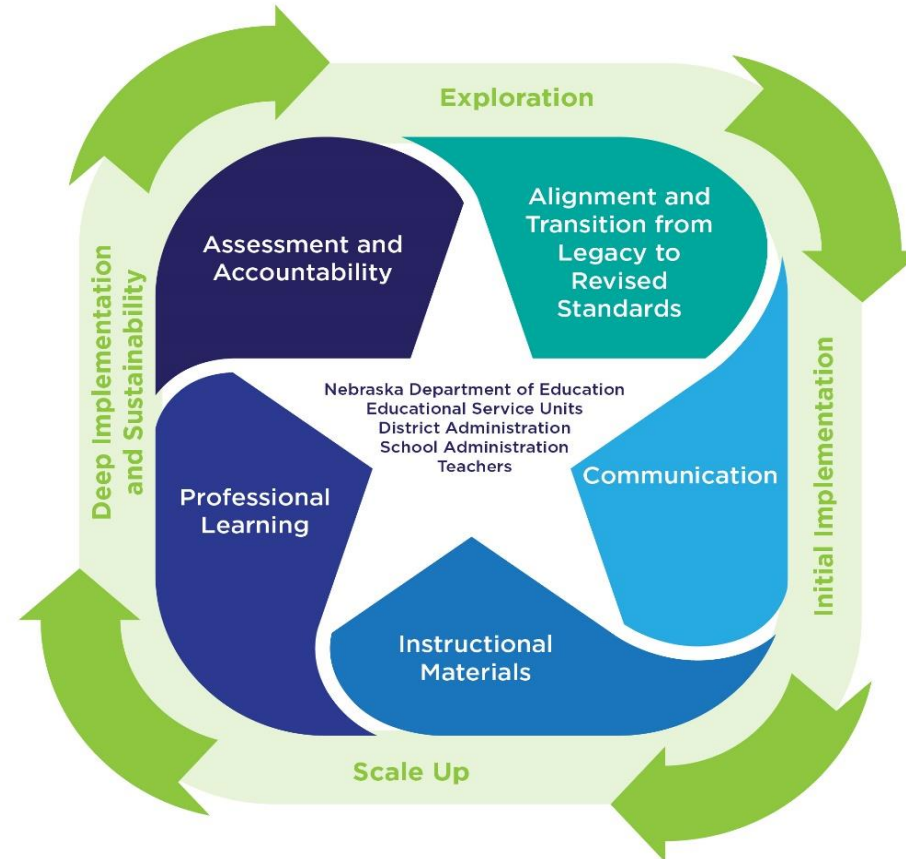




Nebraska Content Area Standards Implementation Framework



NEBRASKA WORLD LANGUAGE STANDARDS 2019

Definitions

Alignment & Transition

Successful implementation of content area standards requires a focus on internal and external alignment, connection and configuration of various systematic elements including people, practices, policies and structure. It includes alignment of policies and requirements, resources, goals and vision, professional learning, logistics, needs of school or district, and practices.

Communication

Successful implementation of content area standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding with students, parents, and other interested stakeholder groups.

Professional Learning

Professional learning must reflect the instructional shifts within revised content area standards and should be aligned with the instructional materials used within districts and schools.

Instructional Materials and Curriculum

Evidence-based instructional materials should support the instructional shifts of the revised content area standards and should promote curricula literacy and advance equity.

Assessment and Accountability

The use of formative, interim, and summative assessments are used to measure student mastery of content area standards.

IMPLEMENTATION PLAN FOR NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR WORLD LANGUAGE (Local Efforts)

	Exploration (2019-2020) Awareness and Capacity Building	Initial Implementation (2020-2021) Classroom Transitions, Practices	Scale Up (2021-2022) Leverage Resources & Expertise	Deep Implementation and Sustainability (2023-Beyond) Maintain, Refine and Monitor Systems
Alignment & Transition	<ul style="list-style-type: none"> •Designate a leadership team •Establish ultimate proficiency goal with correlating alignment of language programming •Create a timeline for implementation of revised standards •Revise school policies and procedures to ensure alignment with newly revised content area standards. •Involve teachers, administrators, and community in understanding the key differences between the legacy and newly revised standards as well as the implementation and instructional transition plan 	<ul style="list-style-type: none"> •Ensure that revised standards guide instruction in all classrooms •Ensure instructional transition plan is implemented and gaps in student understanding are addressed •Provide adequate time for staff to develop content, resources, and methodology that aligns with revised standards •Develop ongoing data collection to support content and resource storage, professional development opportunities, and student success 	<ul style="list-style-type: none"> •Create an ongoing review process to assess how content and instructional methodology align with new standards •Use teacher assessments that reflect best practice in the world language classroom •Review early data to assess if resource materials are sufficient or if more resources need to be provided 	<ul style="list-style-type: none"> •Collaborate within the educational system and with partner organizations to contribute to and access needed resources •Monitor implementation process to continue to identify areas of potential misalignment •Create process to annually add or update resources systematically •Meet with key stakeholders regularly to review world language programming in the context of the community's and students' needs •Regularly update community with program progress through media and activities •Create "alumni checkin" or "report back" opportunities to monitor student success post K12.
Communication	<ul style="list-style-type: none"> •Involve critical stakeholders in a discussion regarding the expected and needed level of language proficiency and how that may impact programming 	<ul style="list-style-type: none"> •Share with all stakeholders the established route to language proficiency that will be used by the educational system 	<ul style="list-style-type: none"> •Share with all stakeholders the professional learning plan, revised curriculum, and any new resources 	<ul style="list-style-type: none"> •Reach out to stakeholders to gather formative data regarding impact of world language programming changes •Seek input regarding possible avenues for outreach and community connections to the language
Professional Learning	<ul style="list-style-type: none"> •Read the Nebraska World Language Standards Teacher Implementation Guide •Develop a thorough understanding of the standards, proficiency level indicators, and proficiency expectations •Identify the structural elements of the standards •Explain the correlation and dependency of the strands •Seek resources for teaching with the target language and promoting student use of the language 	<ul style="list-style-type: none"> •Collaborate with others to describe, implement, and use practices that provide comprehensible input of the target language to students •Collaborate with others to describe, implement, and use practices that require students to engage with and produce in the language •Create a professional learning plan that includes time for curriculum development, collaboration with world language teachers, collaboration with other content-area teachers, language learning, and best practice research 	<ul style="list-style-type: none"> •Implement the professional learning plan •Participate in and share at regional collaboratives to increase understanding of practices that most effectively support standards •Participate in activities in authentic settings that maintain and grow language abilities •Share and review materials in a professional learning collaborative such as OER Commons Hub 	<ul style="list-style-type: none"> •Initiate professional development offerings by actively requesting or leading regional or state-wide workshops through ESUs, NILA, or other organizations •Develop system to ensure new teachers are provided equitable professional development opportunities to reach the level of expectation of performance •Evaluate professional learning efforts to determine its effectiveness in supporting the standards and modify those efforts as needed

IMPLEMENTATION PLAN FOR NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR WORLD LANGUAGE (Local Efforts)

Instructional Materials and Curriculum

- Continue using existing curricula while assessing its strengths and weaknesses in meeting a desired outcome
- Evaluate resources, materials, textbooks, etc. for alignment to all standards; collaborate with other districts to develop resources and share local resources
- Reflect on existing instructional practices and which aspects of the standards are addressed well and which aspects are targeted for growth

- Review curricula for alignment, and if, necessary create a curriculum plan reflective of the district needs assessment and the revised world language standards
- Create a timeline for implementing the curriculum plan

- Begin implementation of curriculum plan or revisions that correlate with revised standards
- Develop supporting unit plans, lesson plans
- Adopt new resources; identify cross-curricular and community connections to leverage and maximize the use of available resources

- Continue lesson, unit, and task development attending to alignment with revised standards
- Collect student data from tasks, collaborate across district and ESU lines to share data and reflect on student learning
- Adopt any new resources that were not previously adopted
- Monitor, assess, and vet resources for relevance and alignment
- Facilitate on-going reflection and revision of new curricula

Assessment and Accountability

- Research assessment practices, including alternative assessments such as integrated portfolio assessments, LinguaFolio, and others
- Create a working knowledge of standard language assessments such as the AAPPL, STAMP, AP, IB and OPI in order to better explain the Seal of Biliteracy

- Evaluate current assessment models to determine if the expected outcomes align with the expectations of the revised standards
- Provide time and resources for teachers to consider testing models that reflect a student's ability to read, write, speak, and comprehend the target language
- Develop assessments that correlate with the curriculum

- Deliver assessments that reflect curriculum changes and the revised standards
- Develop a system to track student assessment data

- Reflect on assessments regarding equity, effectiveness, and appropriateness
- Moderate assessments as needed
- Develop alternate and supplemental assessments for students with special needs
- Create national assessment pathways for students (e.g.: Seal of Biliteracy, AP, STAMP, AAPPL, etc.)

IMPLEMENTATION PLAN FOR NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR WORLD LANGUAGE (ESU Efforts)

	Exploration (2019-2020)	Initial Implementation (2020-2021)	Scale Up (2021-2022)	Deep Implementation and Sustainability (2023-Beyond)
Alignment & Transition	Awareness and Capacity Building	Classroom Transitions, Practices	Leverage Resources & Expertise	Maintain, Refine and Monitor Systems
	<ul style="list-style-type: none"> Designate a liaison to NDE and districts for purpose of world language standards support Establish opportunities to share revised standards and implementation supports with districts 	<ul style="list-style-type: none"> Provide resources that support best practices in correlation with the revised standards Provide adequate time for staff to develop content, resources, and methodology that aligns with revised standards Assist districts to develop ongoing data collection to support content and resource storage, professional development opportunities, and student success 	<ul style="list-style-type: none"> Assist districts in developing teacher assessments, accessing authentic resources Facilitate regional roundtables or language days in which teachers practice the target language 	<ul style="list-style-type: none"> Collaborate within the educational system and with partner organizations to contribute to and access needed resources Monitor implementation process to continue to identify areas of potential misalignment Create process to annually add or update resources systematically Meet with key stakeholders regularly to review world language programming in the context of the community's and students' needs
Communication	<ul style="list-style-type: none"> Involve critical stakeholders in a discussion regarding the expected and needed level of language proficiency and how that may impact programming 	<ul style="list-style-type: none"> Share with all stakeholders the established route to language proficiency that will be used by the educational system 	<ul style="list-style-type: none"> Share with all stakeholders the professional learning plan, revised curriculum, and any new resources 	<ul style="list-style-type: none"> Reach out to stakeholders to gather formative data regarding impact of world language programming changes Seek input regarding possible avenues for outreach and community connections to the language
Professional Learning	<ul style="list-style-type: none"> Read the Nebraska World Language Standards Teacher Implementation Guide Develop a thorough understanding of the standards, proficiency level indicators, and proficiency expectations Identify the structural elements of the standards Explain the correlation and dependency of the strands Seek resources for teaching with the target language and promoting student use of the language 	<ul style="list-style-type: none"> Collaborate with others to describe, implement, and use practices that provide comprehensible input of the target language to students Collaborate with others to describe, implement, and use practices that require students to engage with and produce in the language Create a regional professional learning plan that includes time for curriculum development, collaboration with world language teachers, collaboration with other content-area teachers, language learning, and best practice research. 	<ul style="list-style-type: none"> Implement the professional learning plan Host regional collaboratives to increase understanding of practices that most effectively support standards Facilitate access to activities in authentic settings that maintain and grow language abilities Share and review materials in a professional learning collaborative such as OER Commons Hub 	<ul style="list-style-type: none"> Seek out input from districts regarding programming needs Develop system to ensure new teachers are provided equitable professional development opportunities to reach the level of expectation of performance Evaluate professional learning efforts to determine its effectiveness in supporting the standards and modify those efforts as needed Promote and sponsor leadership opportunities in district, regional (e.g.: ESU), state (e.g.: NILA), and national collaboratives (e.g.: ACTFL, LRCs, etc.)

IMPLEMENTATION PLAN FOR NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR WORLD LANGUAGE (Regional Efforts)

Instructional Materials and Curriculum

- Provide access to and support for districts to evaluate resources, materials, textbooks, etc. for alignment to all standards; collaborate with other districts to develop resources and share local resources

- Assist districts by providing resources for writing curricula

- Continue to provide opportunities for districts to develop supporting unit plans, lesson plans
- Adopt new resources; identify cross-curricular and community connections to leverage and maximize the use of available resources

- Help districts to collect student data from tasks, collaborate across district and ESU lines to share data and reflect on student learning
- Facilitate on-going reflection and revision of new curricula

Assessment and Accountability

- Research assessment practices, including alternative assessments such as integrated portfolio assessments, LinguaFolio, and others
- Create a working knowledge of standard language assessments such as the AAPPL, STAMP, AP, IB and OPI in order to better explain the Seal of Biliteracy

- Survey districts to gather current assessment models
- Provide time and resources for teachers to consider testing models that reflect a student's ability to read, write, speak, and comprehend the target language

- Support districts to develop a system to track student assessment data

- Provide world language teachers with supports to develop alternate and supplemental assessments for students with special needs
- Create national assessment pathways for students (e.g.: Seal of Biliteracy, AP, STAMP, AAPPL, etc.)