

De-Mystifying Educator Effectiveness for World Language Teachers

WAFLT Pre-Conference Workshop
Thursday, November 6, 2014

Karen Fowdy, Lisa Hendrickson, Lynn Neitzel, Laura Wilberding, Jolene Wochenske, Gerhard Fischer

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Agenda

- 10 a.m. Welcome and introductions
- 10:15 a.m. **Framing the issue: SLOs are the world language teacher's best friend**
- Educator Effectiveness: A brief overview
 - The SLO process and proficiency-based instruction
- 10:30 a.m. **The goals of world language education**
- Proficiency expectations
 - Performance assessments
 - Learning sequences based on proficiency levels
- 11 a.m. **Discussion of SLOs, PDPs, and PPGs: How does all this fit together?**
- FAQs, permissible and non-permissible evidence of student learning outcome
 - Examples of SLOs
 - Begin working on SLOs (guided group work)
- 12 noon **Lunch**
- 1 p.m. **Discussion of SLO questions generated in the morning**
- 1:30 p.m. **Write SLOs (groups, pairs, individually)**
- 2:30 p.m. **Presentation and discussion of SLOs developed in group work: What works, what doesn't work?**
- 3:15 p.m. **Concluding discussion: What can we do together to support the SLO process?**
- 4 p.m. **Adjourn**

Workshop Overview, Part One

- Why SLOs are our best friends
 - The Educator Effectiveness System in broad strokes (Gerhard)
 - The paperwork a.k.a. the SLO Template (Gerhard)
- SLOs, PPGs, and PDPs: How does all of this fit together (Laura and Gerhard)
 - New Jersey's recommendations for SLOs (Gerhard)
 - Wisconsin's FAQs (Gerhard)
- Goals of world language education
 - Proficiency expectations (Karen)
 - Performance assessments (Karen)
 - Learning sequences based on proficiency levels (Lynn)
 - Examples of SLOs (Laura, Jolene)
 - Begin work on SLOs (guided group work)

Workshop Overview, Part Two

- Discussion of SLO questions generated in the morning
- Begin writing SLOs (individually, pairs, groups)
- Presentation and discussion of SLOs
- Concluding discussion: What can we all do together to support the SLO process?

Adjourn

Why SLOs are our best friends.

The Teacher Student Outcomes Summary Score measures for the 2014-2015 school year:

School-Wide Reading Value-Added or Graduation Rate scores

Elementary and middle school teachers will be evaluated according to improvements on school-wide reading scores and high-school teachers will be evaluated according to improvements on schoolwide graduation rates.

Student Learning Objective score

SLOs are rigorous, attainable goals for student academic growth. SLOs are SMART goals: Specific, Measurable, Attainable, Results-based, Time-bound. Teachers will write **a minimum of 1 SLO** as part of their Educator Effectiveness Plan (EEP) in the 2014-2015 School Year.

For most teachers and assistant principals, the Student Outcomes Summary is composed of:



Student Outcomes Summary Score

The Teacher Student Outcomes Summary Score measures for the 2014-2015 school year:

School-Wide Reading Value-Added or Graduation Rate scores

Elementary / Middle School Teachers: School-wide reading scores

High School Teachers: School-wide graduation rates

Student Learning Objective score

- attainable goals for student academic growth
- SMART goals: Specific, Measurable, Attainable, Results-based, Time-bound
- **minimum of 1 SLO in 2014-2015** [part of their Educator Effectiveness Plan (EEP)]

They are still our best friends...

The Danielson Framework discusses professional practices along four domains:

Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

- Let's take a look:

<http://danielsongroup.org/framework/>

Goals of world language education



How do we describe performance?

- ACTFL Proficiency Guidelines
- ACTFL Performance Descriptors
- NCSSFL-ACTFL Can-Do Statements

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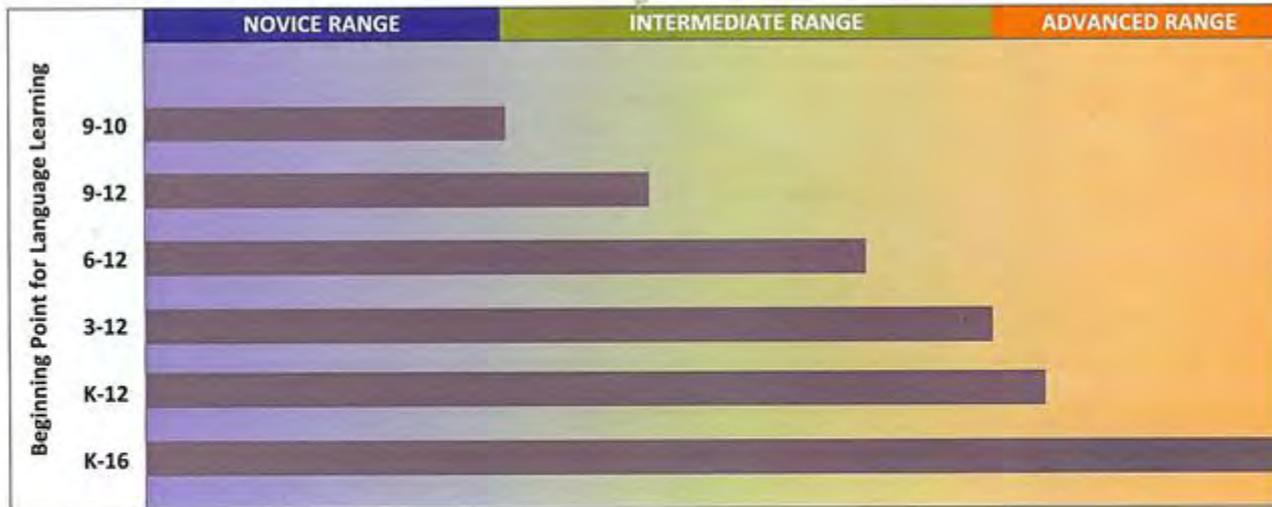
<http://www.actfl.org>

How do we describe performance?

- Listen to the Interpersonal Performance Assessment.
- Look at the **ACTFL Proficiency Guidelines (Speaking)**.
- Decide where these two students might place on the proficiency scale.
- **Give evidence** for your decision.

<http://www.actfl.org>

TIME- as a critical component for developing language performance



Example of Spiral Curriculum

Alternating Units

例	Trans. A	Trans. B	Interm. A	Interm. B	Adv. A	Adv B
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Grades 11-12	Grade 12
Japan and the World	*		*		*	
Travel/ Trans- portation		*		*		*

	Trans	Trans	Int	Int	Adv.	Adv
	A	B	A	B	A	B
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Grades 11-12	Grade 12
Daily Routines	*		*		*	
School and Educ.	*		*		*	
Shopping	*		*		*	
Seasonal Events	*		*		*	
Rites of Passage	*		*		*	
Japan and the World	*		*		*	
Home and Community		*		*		*
Leisure/Free Time		*		*		*
My Body/My Health		*		*		*
Means of Communication		*		*		*
Travel/Transportation		*		*		*
Self/Family/Friends		*		*		*

Within Each Level...

- Within a level, learning targets recycle in different contexts (units), 3-4 times
- Flexibility in “point” totals allows a student time to “get it”.



- No "textbook" series used: sets of classroom "texts" used as supplementary materials in a Standards-Based spiral curriculum
- Each "unit" is based on learning targets that spiral in each level
- Each level develops different "themes" for each unit

- A student will complete 12 units over the course of 2 years within each level
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- Each unit of study within each level has a set of Benchmarks (Performance Assessments) written for each of the 3 modes of communication



Each set of Benchmarks (Performance Assessments) will score a "point" value for each student per unit

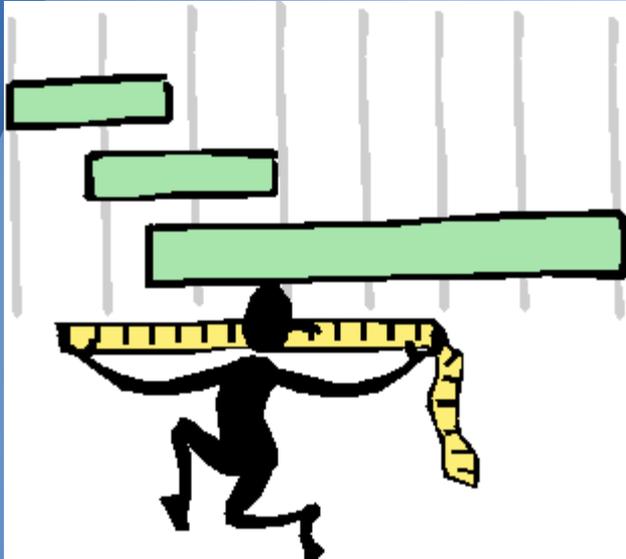


2pts: Meets or Exceeds an expectation

1pt: Does not meet an expectation

Opt: No production

So, do the math and....



12 units per level

X 2 pts possible

24 possible points

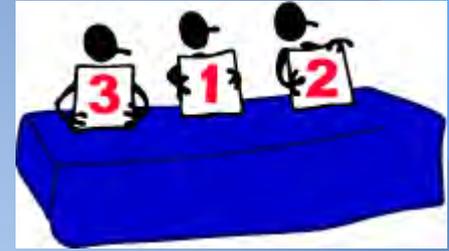
Measures student proficiency at many
levels of study (i.e. unit, level)

A student could score the following:

2pts: Meets or Exceeds an expectation

1pt: Does not meet an expectation

Opt: No production



******At each level, a student could earn up to 24 points

Middle School \longrightarrow High School

19/20-24 points Moves to Intermediate A course

14/15-19 points Remains in Transitional B course (HS level)

NOTE: Students' grades don't always equal the scores they earn for Performance Assessments (Benchmarks)—Proficiency not Grade Levels

Advantages for Students

- Students can stay in a level more than 2 years
- Takes away promotion via "seat time"
- Students feel less stress in learning
- Time to explore multiple "topics" in same level (with same learning targets)=high level of student interest



Advantages for Staff



- Snapshot of overall class "ability" from day one
- Better equipped to assess and address individual student needs
- Better equipped for "combined classes"
- Articulation made easy

Advantages for Staff (con't.)

- Proficiency-based Reporting—done!
- SLO question more easily answered: “So, what can Kate really do with her Japanese skills?”



Are we advancing our students' language proficiency?

refer to <http://www.actfl.org>

- ACTFL Proficiency Guidelines
- ACTFL Performance Descriptors
- NCSSFL-ACTFL Can-Do Statements

Look at the above documents and consider:

- Where are your students on these scales?
- Where do you want them to go next?
- What are realistic expectations for your students?

SLOs, PPGs, and PDPs

Graphic in DPI's Teacher Evaluation Process Manual, p. 24

Educator Evaluation is technically separate from PDPs for licensing purposes. However, each can and should inform the other.

SLOs focus on student learning, PPGs reflect on instructional practices (interventions) to affect student learning. PPGs are part of the larger Framework for Teaching.

From New Jersey to Madison

Recommendations, permissible and non-permissible (!) evidence of student growth.

- New Jersey
- Madison
- Wisconsin FAQs

SLO Example

80% of Spanish III students will improve their scores on an interpersonal speaking task by one level based on ACTFL Can Do statements upon completion of the year-long course.

Pre-Assessment

a.k.a.: Baseline Data and Rational

-Who? - level 3 Spanish

-How? - 5 modes of communication (ACTFL, Can-Do Statements) using rubrics adapted from Fairfax County Public Schools, Paul Sandrock, and Christy Vogel

Rubrics for assessment

-What? - interpersonal speaking skills

-When? - first weeks of school

-Why? - students scored at *Does Not Meet* or *Almost Meets Expectations* on the rubric

How to Determine SLO

- proficiency-based assessment (e.g. ACTFL performance descriptors)
- program and population (Level III, 9-12 program)
- area of need

This SLO is based on the goal of Intermediate Low:

I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

SLO Evidence

Growth measured at mid-year and end of year.

Measurements include:

- student self-monitoring, and
- their substantiation collected in an electronic portfolio of authentic assessments.

[LinguaFolio Online](#)

[LinguaFolio Using Google Pages](#)

Instructional Strategies and Support

- Activities to help students improve in all communication. Daily practice to help raise confidence.
- Targeted areas: vocabulary acquisition, practice with transitions, and increased use of a variety of tenses with special attention to pronunciation.

Guided SLO Development

1. Identify a student cohort with whom you plan to work. Give a rationale for this decision.
2. Select relevant world language standards to develop an SLO.
3. Conduct a baseline proficiency assessment.
4. Write a PPG to support the SLO process.
5. Determine intermittent and end goals, including a timeline.
6. Determine instructional strategies.
7. Determine which evidence will support your SLO.

Discussion

Present and discuss participant SLOs.

Thank you and contact information

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