

World Language Standards Review –Summer 2017

Date: June 13, 14, 15, 2017

Time: 8:30-4:30 p.m.

Location: Pierre—MacKay Building/Library Commons

Welcome

All k-12 educators were welcomed by Teresa Berndt, DOE Reading Specialist, and thanked by the department for the commitment each is making to the standards revision work over the summer months.

Objectives were identified for the initial work:

- Introduction of educators participating in the work and Table Leads for each grade level
- Understand the standards review timeline and review process
- Reviewed the Quality Standards Checklist which will guide the grade level discussion
- Revisit current SD world language standards and review other states' world language standards
- Explore the documents and resources in the shared Google Calendar

Participants spent time discussing and identifying key areas they felt needed enhancement in the current SD world language standards and identified that the standards were lacking an introduction, specific examples in some of the standards language, connecting pieces (the 5 Cs) that provided guidance to not only the language, but also the key components of a culture(s). Discussions were also held about terminology that would need clarification for students, parents, educators, and others reading the standards. The group consensus was that definitions would need to be placed strategically either in the introduction or within the standards themselves for clarification.

The work group also reviewed world language standards from seven other states, the world readiness standards, and the American Council of the Teaching of Foreign Languages (ACTF). After reviewing the other states' standards, some of the collected feedback indicated areas to consider while reviewing the SD state standards: 21st century skills, connections with other content areas, introduction pieces, graphics to enhance explanation or focal points, 5C explanations and wording, and that states focused upon what the students can do from their own perspective as well as the foreign community perspective.

As other standards are divided by grade level and grade bands, this work group reiterated that world language standards are a k-12 progression and that K-12 vertical conversations were vital to see progressions and scaffolding of skills as they are built from novice, intermediate, to advance in both skills set and understanding of language and cultural connections.

The work group focused on respect for the language, culture, and history found uniquely within our state. The conversations revolved around a variety of wording or examples that would indicate the culture and language found in South Dakota and that would resonate with our students. The discussions also expanded to the understanding of the standards for educators, parents, and community and that adding clarifications to terminology might benefit all learners to the standards intentions.

Some of the topics discussed throughout the three days evolved around these initial ideas:

- Clarifying the 5 Cs
- Products explained before the standards to clarify
- Intro should include the relationship between language acquisition and career related situations
- Clarify what “diverse” means across standards- Culture, different
- Clarify that a language may have several cultures
- If there is another way where we see culture- consider culture(S)
- Clarify what community is- in reference to communities that are monolingual and
- Multilingual
- The idea that even by teaching a few words in the target language to the monolingual family

Throughout the three days, the work groups used the standards review process of revisiting the current standards from an elementary, middle school, and high school level. The K-12 vertical conversations provided participants the opportunity to share language ideas for the proposed standards and for general consensus votes to be completed before any final language for the proposed standard could be entered in the Vertical alignment document.

The group decided that an overall introduction would focus on the purpose and goals of the world language standards, but it was also determined that each of the 5 Standards (5Cs): Communication, Cultures, Connections, Comparisons, Communities would have a mini-introduction prior to listing the actual standards in the proposed draft. Small groups wrote the min-introductions for each of the 5Cs and a K-12 vertical conversation and consensus vote confirmed the final proposed language. In the Culture Standards it was determined that clarifications were needed prior to the actual standards/skills. This would help to define for the learner/reader the significance of the academic vocabulary being introduced in those standards.

At the end of the third day, the group determined that they would like to meet for a final review of all the pieces and that those who wanted to provide options for layout/format for the World Language Standards could also be presented at that time. Due to prior commitments, some participants requested a Skype session for the fourth meeting which would be held on June 21 at Pierre/Capitol Lake Visitor Center.