AGENDA ITEM: Revision of World Language Standards, First Read

SUBJECT: World Language Content Standards Adoption; OAR 581-022-2030,

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A committee of K-12 educators, administrators, and post-secondary faculty convened to review and revise current CCSS for World Language, in accordance with ORS 329.045 and OAR 581-022-2030. ODE is submitting these revised World Language standards to the Board for adoption.

BACKGROUND

The Oregon Department of Education (ODE) has the responsibility for revising the state’s academic content standards (ORS 329.045, OAR 581-022-2030). ORS 329.045 states, “the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.” Included in these Common Curriculum Goals are academic standards for World Language which were last adopted by State Board of Education (SBE) in December 2010. ODE staff and the World Language Advisory Panel have reviewed and revised these standards and present the draft World Language standards recommended for adoption by the SBE. Future work will include the review of instructional materials in the summer of 2020 and presented to the SBE in Fall 2020.

Oregon citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. The study of world languages supports Oregon equity beliefs that speaking a second language other than English is an asset for our students and should be celebrated and enhanced by our educational system. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes necessary to function as a responsible global citizen in our increasingly interconnected world.

The opportunity to learn a second language offers all students many benefits, including: academic progress across core academic subjects, increased employment skills and opportunities, cultural awareness, and the ability function more effectively as a global citizen. The benefits derived from language study are directly related to the proficiency level attained by the student. Since the number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language, more benefit will be realized the longer a language is studied. This principle has historically been supported by research in the United States and abroad.

An education that includes world languages fosters a population that communicates with the levels of language proficiency adequate to function in a variety of occupations and careers in the contemporary workplace. The impact on local communities that values language learning supports students in fostering personal, work-related, and/or financial success that encourages the development of responsible global citizens in our increasingly interconnected world. Thus, it is important to ensure
robust, rigorous standards that set up our students for success, both in school, and in the rest of their lives. The purpose of standards review and revision is to ensure that we are offering all students access to equitable high quality instruction across the state. This commitment drove the final revision recommendations that are being presented to you today. Only revisions that aligned with this vision, and those that did not create misalignment across grade levels, were incorporated into the revised standards draft proposed for adoption. The review by the Advisory Panel identified areas of concern and addressed them through the revision process, which included:

Alignment to National Standards:
A common concern expressed was the desire for continued alignment of the Oregon standards to national expectations established by the American Council for the Teaching of Foreign Languages (ACTFL). Over the past 10 years, the ACTFL standards have become more focused and provide additional clarity around what students should be able to do at each level of language acquisition. Panel members chose to retain this focus and clarity at within the Oregon academic standards as well.

Formatting of the Standards:
The most significant change made in the Oregon World Language Standards is in the format of the document itself. The 2010 standards identified three modes of instruction (Interpretive, Interpersonal and Presentational) which were retained in the 2019 draft version and provides continuity across versions. The Advisory Panel elected to make a formatting change by combining standards under each mode to eliminate redundancy and provide greater clarity in the performance requirements at each level. The new format is well supported because it is more easily accessed by teachers, administrators, parents, students.

Revision of Wording of the Standards:
During the review and revision process, the advisory panel also made revisions in the wording of the Oregon standards to improve the alignment with the national standards. In most cases this meant minor adjustments in language and combining standards to eliminate redundancy. Since the national standards have recently been revised, 100% of the 2010 standards were reviewed, edited for clarity and revised to align more closely with the national standards. That being said, the actual content of the standards statements did not change significantly. Changes were more often made to increase clarity, reduce the number of words and increase consistency of language throughout the document.

The introductory language within each performance level the 2010 Benchmark Statement was reviewed for the purpose of refining language and clarifying expectations. In all cases the 2019 draft Benchmark Statements are shorter and speak more directly to the requirements of the level, across all three modes. The information removed from benchmark statements will be provided in supporting documents that deal directly with second language instruction.
Reduction in Number of Standards:
Overall, the number of standards was reduced. At each level, the reading/listening, speaking/writing were combined to streamline and simplify the standards document. The language in each standard was carefully reviewed and revised to eliminate redundancies and ensure vertical alignment as students moved from one level to the next. In some instances, standards have been deleted to eliminate redundancies.

Part of the support provided with the rollout of the new standards will focus on teaching the standards with an integrated approach, with clear examples of topics, activities and assessment requirements for every standard, in each of the three modes.

Combining Modes of Learning:
The next important revision to the 2010 World Language Standards is combining the individual standards in all three modes: Interpersonal Listening and Reading, Interpretive Speaking and Writing, Presentational Speaking and Writing. The panel combined the two standards into one because the requirements for each are similar and some language is redundant. The resulting standard statement is easier to read and promotes the use of appropriate, academic language. All of the examples that were embedded in the standard statements have been pulled out and will be located in a hyperlinked supplemental resource document.

Addition of Advanced Performance Level:
Another significant change in the World Language Standards is the addition of the Advanced Performance level to the standards document. Because of the increasing number of heritage speakers, immersion programs and K-12 language programs, students are beginning to outperform the standards we have in place. To address this situation, the Advisory Panel elected to add the Advanced Low, Mid and High levels to our draft standards document.

All Oregon public school districts are required to provide instruction aligned to the adopted standards. The law then allows decisions about how instruction is delivered to students to be made at the local school districts. Upon receiving new standards, most local districts will engage in a prioritization process, and identify the standards that provide students reading, thinking, reasoning, and writing skills that allow them to leverage other standards and learning, not just in World Languages, but across their school day. Further, districts will identify specific skills and concepts included in the grade-level standards and determine the context needed for successful mastery.

World Language Review and Revision Process
The role of the World Language Advisory Panel was to review and revise the Oregon World Language Standards, to analyze initial round of public comment, and to address recommendations and concerns voiced during the feedback process. The process resulted in a final set of recommended standards that have been vetted by the internal ODE group, which are being presented to you today.

In February and March of 2019, the World Language Advisory Panel convened to formulate a plan for revision, to draft revised standards, and to put forth a draft of revisions to be presented to the State
Board of Education. During the content panel review, we discovered the need to clarify ambiguous language that made the standards difficult for educators to make relevant in the classroom. We addressed the misalignment and instructional gaps across grade levels to create greater cohesion across the standards. We eliminated redundancies in the standards.

- The initial revised standards were compiled and shared for public comment and feedback in a survey that was open during the month of May 2019 and included with the materials. This feedback opportunity will continue to be available through mid-September 2019, when it will be reviewed for any recommended changes to the draft World Language Standards. While we do not anticipate feedback that will necessitate changes to the revised standards statements, we want to be certain as many stakeholders as possible have the opportunity to weigh in on our proposed revisions.

Initial feedback from that survey confirmed the Advisory Panel’s decision to streamline the standards document format, make revisions to the standards statements that mirror modifications made at the national level (ACTFL Standards) and to simplify the Oregon World Language Standards Statements. Survey respondents also addressed areas of concern, including how to evaluate individual skills combined into one standard, accountability to individual standards once they are combined, and the need for support in assessing multiple skills contained in one standard. These concerns will be addressed in the documents created to support the standards implementation.

An internal ODE team reviewed the revised standards, public feedback, and the recommendations provided by the advisory panel. With an eye toward coherence and alignment, as well as looking from an equity lens at how the revisions reach all Oregon students, this internal ODE team collaborated on the revisions that are being presented at the June Board meeting.

Advisory panelists had an opportunity to
- Review current standards and create revised standards that address the identified areas of focus
- Review standards revision work from ACTFL to ensure alignment to the Oregon standards.
- Attend to equity values as the standards language was revised
- Draft revisions for World Language standards for public review and feedback
- Collect and review public feedback
- Ground themselves in the equity focus of the revision work
- Make final revision recommendations

SUMMARY OF PREVIOUS BOARD ACTION

1. This is a first read, so there has been no previous board action.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

☑ N/A; first read—hasn’t been before board
☐ No; same as last month
☐ Yes – As follows:
POLICY ISSUE OR CONCERNS

The draft World Language Academic Content Standards are proposed so as to address concerns about content gaps with regards to foundational reading skills, equity of voice, as well as ensuring rigor and accessibility of standards for our students to be competent, successful, highly literate global citizens. The process for the revision is described below:

Process:
1. World Language Advisory panel was appointed (2019).
2. Current World Language Standards were reviewed and revised by the entire advisory panel (February, 2019)
3. Work groups refined the revisions (March, 2019)
4. Advisory Panel reviewed and completed revisions (April, 2019)
5. Work groups refined and finalized World Language Standards Statements
6. World Language Standards Statements were reviewed and approved (April, 2019)
7. Proposed World Language State Standards were compiled and shared out via public comment survey (May, 2019)
8. Revisions were documented and shared out with survey via the following (May, 2019):
   a. ESD superintendents and curriculum directors; asked them to share with school districts
   b. Email listservs from different teams and offices in ODE
   c. ODE Communications shares
   d. Links posted on the Standards and Assessment webpages
   e. American Council on the Teaching of Foreign Languages (ACTFL)
   f. COFLT – Confederation in Oregon for Language Teaching (COFLT)
   g. CASLS – Center for Applied Second Language Studies (CASLS)
9. Public Comments were collated and presented to World Language Advisory panel. Advisory panel considered proposed revisions and finalized draft World Language Standards Statements. (May, 2019).

Partners/Stakeholders have been invited to participate during the revision process:
   a. AI/AN Student Success Advisory Committee
   b. Oregon Department of Education staff:
      i. Office of Teaching, Learning, and Assessment
      ii. Office of Equity, Diversity, and Inclusion
      iii. Office of Indian Education
   c. World Language Advisory Panel that met throughout the revision and review process, since February 2019:
      i. K-12 teachers
      ii. District administrators
      iv. University professors
The following counties were represented by this group:

- Washington – Tigard HS, Beaverton HS, Hillsboro HS, Pacific University
- Benton – Philomath HS
- Marion – Chemeketa Community College, South Salem HS
- Linn – South Albany High School
- Jackson – Ashland HS, North Medford HS
- Klamath – Klamath Union HS
- Multnomah – Reynolds HS, Springwater Trail HS, David Douglas
- Lane – Eugene SD
- Polk – Western Oregon University

Survey respondents represented the following counties:

- Multnomah – Portland
- Marion
- Washington – Beaverton
- Clackamas – Colton, N. Clackamas, Sandy
- Linn – Sweet Home
- Jackson – Medford
- Deschutes – Bend
- Douglas – Sutherlin
- Multnomah – Gresham
- Curry County – Sixes
- Coos – Myrtle Point
- Marion – Salem
- Lane – Eugene

In all, 14 of 36 counties in Oregon were represented in this review and revision work.

Negative/Positive Effects:

a. The proposed standards format is more easily understood and navigated by teachers, administrators, parents and students.

b. The addition of the Advanced level to the World Language Standards will support the increasing number of heritage speakers, immersion programs and K-12 language programs in which students have the potential to out-perform the standards we have in place.

Barriers to more equitable outcomes:

a. Potential financial barriers come from funding concerns for adoption of instructional materials for World Languages.

b. Programmatic considerations are similar to above. If there is not adequate funding for instructional materials, or if there is not time for teachers to develop

c. Instructional materials, then programmatic barriers will be difficult to contend with.
EQUITY IMPACT ANALYSIS

State Board Docs:

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. **Will historically underserved populations be impacted by this docket items?**
   a. The review and revision process embraced the rich history and culture of learners which is a source of pride and an asset to embrace and celebrate in World Language courses developed based on the standards.
   b. World Language courses naturally lend themselves to culturally responsive instruction that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.
   c. There is greater coherence and alignment between and among performance levels, creating more explicit opportunity for teachers to meet students where they are and grow them beyond that point.

2. **Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.**
   a. Students who have typically been underserved will see themselves represented in the revised standards which support speaking a language other than English. World language courses provide the opportunity for students to learn a new language and the opportunity to recognize and learn about the diverse cultural characteristics of learners from historically underrepresented populations in Oregon.
   b. The iterative nature of the standards builds, one skill and one performance level, upon the next, which provides the necessary personalized skills and supports to learn more sophisticated and complex ways to communicate as they move across the performance levels in their educational careers.

3. **Explain how the rule change, policy, or action works toward the elimination of either (one or both):**
   a. **The Achievement Gap:** Learning a second language supports phonological awareness, which is the manipulation and recognition of sounds and a predictor of long-term reading fluency. Learning how to speak, read and write in a second language not only supports mastery of that language, but also supports achievement in content areas outside of World Language study. In addition, the skills required to manage two different languages within a single communication system promote a higher level of cognitive thinking and increases the ability to interpret a social situations and determine appropriate speech, promotes flexible thinking, and strengthens executive functions, such as: playing with ideas; taking the time to think before acting; meeting novel, unanticipated challenges; resisting temptations; and staying focused.
b. **The Opportunity Gap:** We will ensure in words and actions that every student has access to the resources and supports they need to thrive in school. This includes providing educators with a clear set of academic standards in World Languages, so students have the opportunity to learn about new languages and cultures in their school. We will explicitly work toward an education system that is culturally responsive, sustaining, eliminates barriers, and is relevant to Oregon’s diverse communities.

**FISCAL ANALYSIS**

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

1. **How does the proposed rule fit within the budget of the agency?**
   a. There will need to be a rollout of newly-adopted standards, which will require state-wide travel for a World Language education specialist which is currently a vacant position at ODE.
   b. Professional development for standards implementation will also require state-wide travel and training meetings.

2. **How does the proposed rule change impact school districts and ESDs?**
   a. School districts will have to do an instructional materials review adoption.
   b. School districts and ESDs will also have to support professional development for teachers around standards implementation

3. **How does the proposed rule change impact schools and other educational institutions?**
   a. Schools will have to implement newly-adopted instructional materials.
   b. School administrations will have to support professional development for teachers around standards implementation, instructional materials implementation, and curriculum development.

**EFFECT OF A “YES” OR “NO” VOTE**

This a First Reading and does not require a vote at this time. ODE staff will continue to provide information, as requested, leading up to the Second Reading at the October 2019 State Board meeting. ODE staff will continue to solicit public comment and respond to questions and concerns

**STAFF RECOMMENDATION**

☐ Approve  ☑ Approve next month  ☐ No recommendation at this time

*Prompted by:* ☐ State law changes  ☐ Federal law changes  ☐ other

**ATTACHMENTS**

Attachment 1: Public Comments
Attachment 2: Proposed Standards Revisions