

Task Force Rationales



Introductions to Our MT World Languages Task Force Leaders



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Rationale for Decisions

Alignment with ACTFL

ACTFL is the acronym for the *American Council on the Teaching of Foreign Languages*. This professional organization is well known and well respected by world language educators, scholars, education administrators and government officials.

Since its inception in 1967 ACTFL has been at the forefront of innovation with regard to Best Practices for teaching world languages. In addition, it provides support and advocacy for world language educators and for world language initiatives within our local and national government entities.

ACTFL's most notable contributions are the *World-Readiness Standards for Learning Languages* and the *ACTFL Proficiency Guidelines 2012*, which have been widely adopted in world language programs across the US and abroad.

Rationale for Decisions

Alignment with ACTFL

The ACTFL Performance Descriptors for Language Learners are designed to describe language performance that is the result of explicit instruction in an instructional setting. These new Performance Descriptors reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments.





Rationale for Decisions

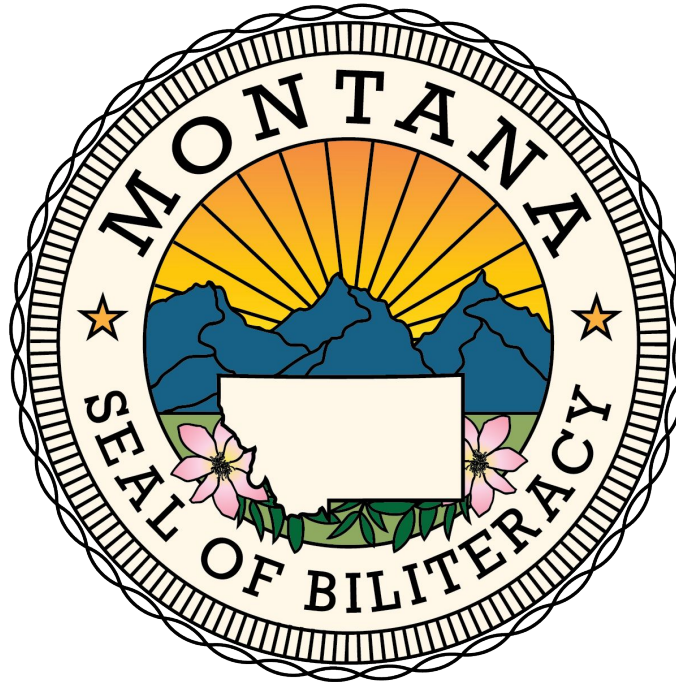
Alignment with ACTFL

- Three Ranges of Performance – Novice, Intermediate, Advanced
- Three Modes of Communication – Interpersonal, Interpretive, Presentational
- Domains of Performance
 - Parameters for the Language Learner's Performance
 - Functions (global tasks the learner can perform in the language)
 - Contexts (situations within which the learner can function) and Content (topics that the learner can understand and discuss)
 - Text Type (that which the learner is able to understand and produce in order to perform the functions of the level)
 - How and how well the language learner is able to be understood and to understand
 - Language Control (How accurate is the language learner's language?)
 - Vocabulary (How extensive and applicable is the language learner's vocabulary?)

Rationale for Decisions

Alignment with Seal of Biliteracy Assessments

Measuring and celebrating language skills!



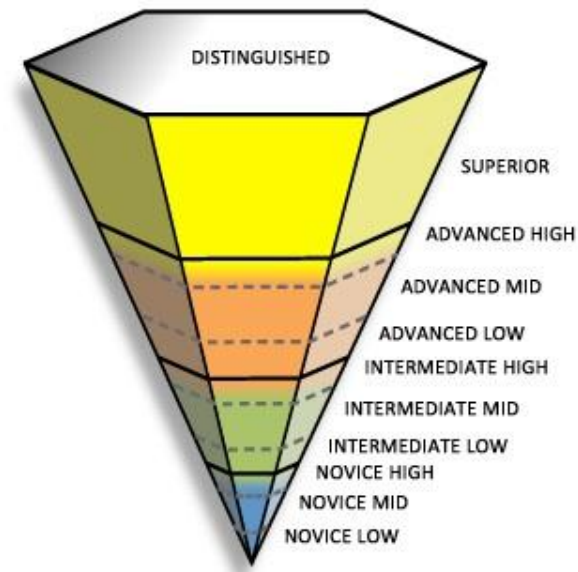
Rational: Alignment to the MT Seal of Biliteracy

Intermediate Mid Level of Proficiency :

This is a level where individuals can handle basic communicative tasks in straightforward social situations. They can ask and answer questions with some detail about themselves and their immediate environment (travel, lodging, food, shopping). Their language is characterized by strings of sentences that use high-frequency and simpler grammatical structures.

(ACTFL Proficiency Guidelines, 2012)

- Proficiency Tests: STAMP 4S & AAPPL
- AP
- IB



Rationale for Decisions: IEFA

Inclusion of IEFA and its Implications

- Full implementation of IEFA per the Montana Constitution & state law
- Four themes from the 7 Essential Understandings

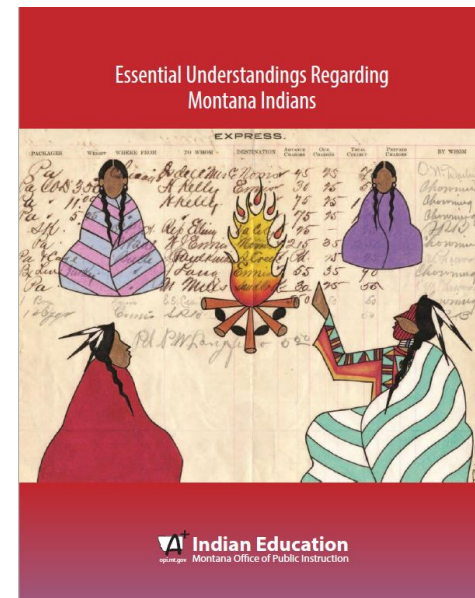
- Diversity
- Culture
- History
- Sovereignty

Article X of the Montana Constitution (1972)

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Indian Education for All – MCA 20-1-501 (1999)

Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a **culturally responsive manner**.

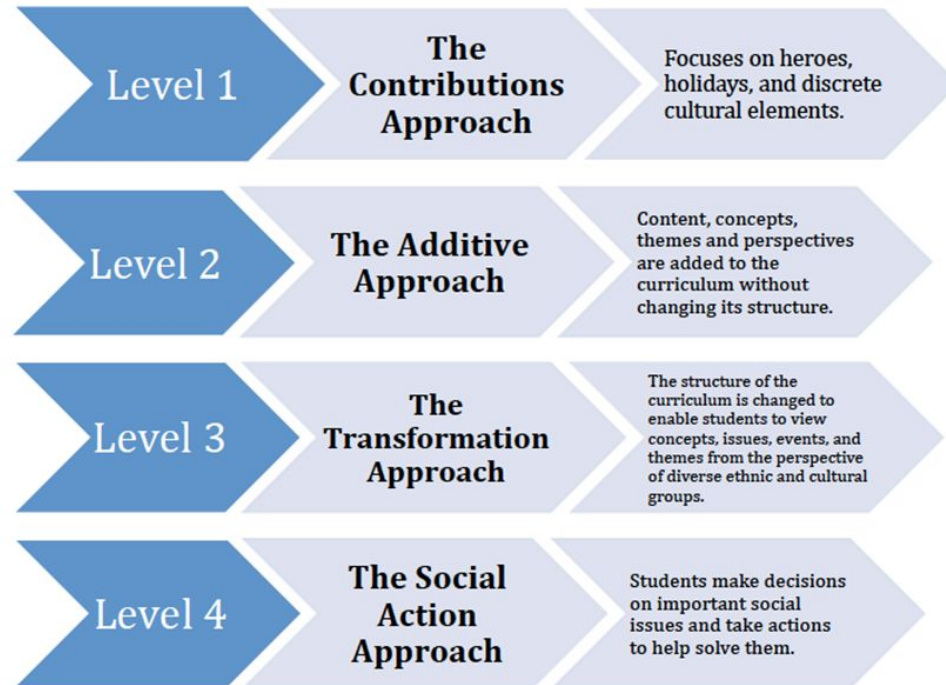


Inclusion of IEFA

- Substantive, meaningful inclusion of IEFA, not merely tokenism
- Cultural study and analysis as inherent part of ACTFL standards
- Consideration of existing Montana Indigenous Language Standards
- Review of other states' inclusion of IEFA concepts in their World Language Standards

The Banks Model: Approaches to Inclusive Curriculum

From: Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.





Implications of IEFA Inclusion

- Connection to local communities
- Place-based education
- Authentic voices
- Student voices, belonging, identity
- Guiding Questions: Respectful, Relational, Relevant, Reciprocal, Responsible, Representational
- World languages as a vehicle for IEFA

Inclusion of Performance Level Descriptors

- Language programs across the state are different
- Mandate to set grade-level benchmarks, not possible
- Performance level descriptors provide a framework for districts and schools to set benchmarks based on the particularities of their programs.
- Advantages and disadvantages of this model

PLDs: Time as a Critical Component

Time as a critical component for developing language performance

