



A Presentation for the State Board of Education

WORLD LANGUAGE PROFICIENCY

KATHE TAYLOR, SBE POLICY DIRECTOR
MICHELE ANCIAUX AOKI, OSPI WORLD LANGUAGES PROGRAM SUPERVISOR
MARILEE SCARBROUGH, WSSDA POLICY AND LEGAL SERVICES DIRECTOR



State Board of Education Support for Competency-based Learning

- Definition of a high school credit:

Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the Higher Education Coordinating Board that the award of competency-based high school credit meets the minimum college core admissions standards set by the Higher Education Coordinating Board for admission into a public, baccalaureate institution.

(WAC 180-51-050)

- Advocacy for state performance assessments
 - Advocacy for course-equivalency credit
 - Advocacy for development of a sample world language competency-based policy and procedure
- 

Competency (Proficiency)-based Credit: Good Idea, Hard to Implement

- Requires:
 - Clear standards:
 - What do students need to know?
 - Designated tasks for performance:
 - What do students need to do?
 - Designated assessments:
 - How will students show what they know?
 - Clear expectations of performance:
 - How well do students need to perform?



A Question to Consider

What would it take to encourage more districts to consider offering opportunities for competency-based credit?

- 
- One answer: Sample policies and procedures!



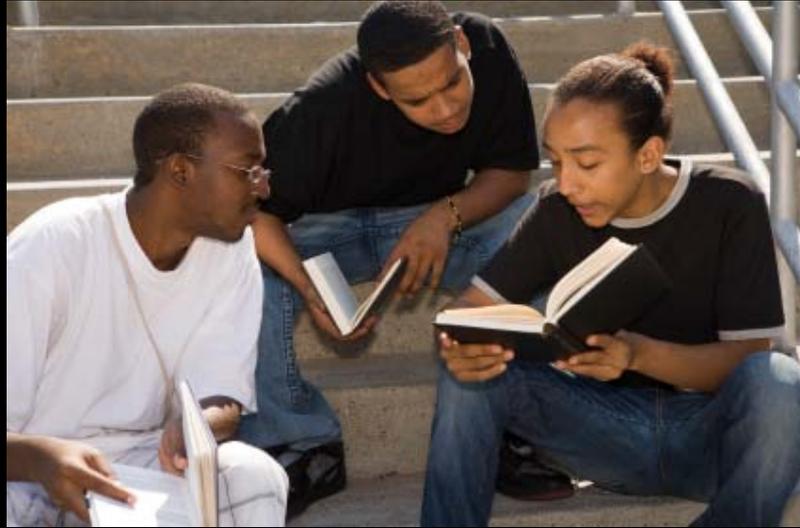
SBE Convened a World Language Advisory Group

- Through SBE, high school and college world language teachers convened in 2009 to:
 - Discuss the pros and cons of establishing world language proficiency for credit:
 - Can it be done?
 - How would it work?
 - Review the policies of 3 states: NJ, CT, UT for guidance .
 - Review the results of standardized world language assessments of college and high school students.
- 

Global Citizens



Bridging Opportunity Gaps



A Second Language is an Asset





Benefits to ELL Students

“ELL students would benefit in many ways by a policy that allowed them to demonstrate competency in a second language, while earning high school credit. First and foremost, it would validate and honor their first language. This is the right thing to do.”

-- Sergio Hernandez, Superintendent
Freeman School District



Benefits to Heritage Speakers

“I have a number of Russian students that came to this country and are fluent in their language as well as acquiring English as a second language, or some that were born here and studied Russian at nonprofit church organizations, that are very interested in getting some kind of credit for their knowledge of two languages.”

-- Yelena Ovdiyenko, Russian and ELL teacher

Benefits to Dual Immersion Students

“Credit for proficiency would be very beneficial for students in the dual language immersion programs in our International Schools. Students going to high school need to be placed according to language proficiency vs. seat time and receive appropriate high school credit.”

-- Karen Kodama, International Education
Administrator, Seattle Public Schools



Motivator for All High School Students

“Private industry and government need skilled bilingual speakers. The opportunity to earn credits is a strong motivator for all high school students. Offering students credits for demonstrable skills will motivate them to take advanced courses in their heritage languages at their schools, community colleges, or ethnic community centers.”

-- David W. Cotlove, Puget Sound Skills Center
Translation and Interpretation Program



Why Competency (Proficiency)-based Credit Matters

- English Language Learners will have their skills in their mother language recognized and validated.
- Families will get the message that multilingualism is an advantage, not a deficit.
- Students who might not otherwise be on a path to college will get a head start.
- We'll make better use of resources (such as community language schools).



How Competency (Proficiency)-based Credit Will Help Districts & Schools

- Clear policy and procedure for districts to award World Language credits to students with demonstrated proficiency.
- Consistent way to award credits for middle school language experiences (based on proficiency, not on seat time).
- Supports “out of the box” learning opportunities where seat time is not relevant.



Creating a Sample Policy and Procedure: WSSDA's Role

- WSSDA provides sample policies and procedures for districts to adopt/adapt.
 - Districts may adopt the sample policy as is, or make changes to accommodate local needs.
- 



What Makes a Sample Policy and Procedure “Work”?

- Contains sufficient detail to address the “on-the-ground” issues that a district will need to consider.
- 

What Makes a Sample Policy and Procedure “Work”?

- For World Languages:
 - Defining “world languages”: What counts as a world language?
 - Demonstrating competency—In which skills (reading, speaking, listening)? Through which assessments?
 - Determining credit and credit equivalencies: What level of performance merits credit?
 - Offering assessment opportunities—Can a student try more than once? Where do the assessments take place?
 - Paying for assessments—Who pays?
 - Reporting results—What happens if a student meets standard?



Next Steps

- WSSDA will post sample policy/procedures on WSSDA website; notify members.
- SBE and OSPI will post sample policy/procedures and FAQs on respective websites to provide broad access to all public, private, and tribal schools.
- OSPI will publicize sample policy/procedures in world languages presentations.
- SBE will work with HECB on acceptance of world language competency-based credit by colleges (conversation already started).