



Dual & Heritage Language programs include Dual Language/Immersion (DLI) and heritage language programs. In DLI programs, students are taught academic content in two languages, English and the target language, so that they master subject content from other disciplines and become bilingual and biliterate. Heritage language programs are designed for students who have home backgrounds in a language other than English or come from other immersion experiences, formal or informal, so that they can maintain their heritage language, develop literacy skills, and bridge into advanced modern language courses.

WORLD LANGUAGE ESSENTIAL STANDARDS

The *North Carolina World Language Essential Standards (WLES)* were adopted in 2010 by the NC State Board of Education (SBE) as the new state standards for languages within the *North Carolina Standard Course of Study*. The WLES are based on the American Council on the Teaching of Foreign Languages (ACTFL) National Standards and proficiency scale. The National Standards are commonly known as the “5 C’s” of Communication, Connections, Communities, Culture, and Comparisons.

In the WLES, these 5 C’s are woven together into strands and standards. The 4 standards of the WLES are:

- 1) Interpersonal Communication,
- 2) Interpretive Communication,
- 3) Presentational Communication, and
- 4) Culture.

The 3 strands are found in each proficiency level and standard of the WLES:

- Connections to Language and Literacy,
- Connections to other Disciplines, and
- Communities.

In the ACTFL Proficiency Guidelines, each proficiency level has a description of what students can do with language at each level and with each communication skill. Skills progress at different levels, due to a number of factors, like: student motivation, continuity and quality of instruction, informal exposure to the language through travel or study abroad, accessing online resources for individual practice, etc.

In order to account for these variations, as well as to embed multiple entry points, the WLES are organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined based on research and feedback from the field that show what students should know and be able to do when they hear, speak, read, or write the language.

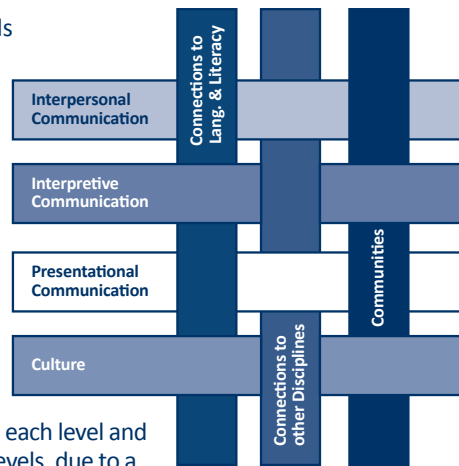
CHARACTERISTICS OF DUAL & HERITAGE PROGRAMS

Dual Language/Immersion Programs

- DLI students in a two-way program are a mix of approximately 50% native English speakers and 50% native speakers of the target language
- Partial or full immersion students are primarily native English speakers
- Developmental programs are for heritage speakers of the target language
- Programs typically begin in kindergarten and add one grade level per year until they articulate through middle and high school
- Research shows that EOG scores of DLI students are higher for all students regardless of race/ethnicity, socioeconomic, LEP or special education status. In most cases, by middle school, students are scoring as high in Reading and Math achievement as non-dual language students at least a grade ahead of them.

Heritage Programs

- Students are heritage speakers, meaning they are able to speak a language other than English, and they develop, maintain, and enhance their proficiency in the heritage language
- Students improve literacy skills in the heritage language and transfer skills to English literacy
- In the past, heritage language courses were called Spanish for Native Speakers or SNS courses, but the Clarifying Objectives and exit proficiency expectations can be applied to any language
- High school credit Heritage Language Level I and II courses are a bridge to upper level language courses, such as Level IV or AP
- Heritage Language Level II is an honors course because it is equivalent to a Level III modern language course



ACTFL PROFICIENCY SCALE

NL – Novice Low
NM – Novice Mid
NH – Novice High
IL – Intermediate Low
IM – Intermediate Mid
IH – Intermediate High
AL – Advanced Low
AM – Advanced Mid
AH – Advanced High
S – Superior
D – Distinguished

The WLES are based on the ACTFL proficiency scale above, which is used nationally. Proficiency levels are correlated to course exit expectations. Teachers work to grow students within a proficiency level and help them attain the next level through performance tasks.

WLES & INSTRUCTIONAL SUPPORT TOOLS

<http://bit.ly/WLESTools>

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IN THE DUAL & HERITAGE LANGUAGE CLASSROOM . . .

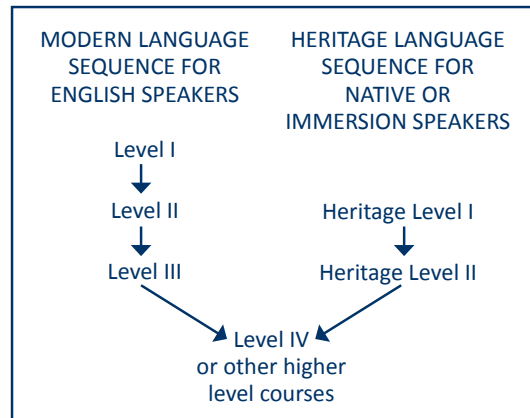
Dual language/immersion teachers are responsible for teaching both language and content. For elementary teachers, this means that they are trained and licensed as K-6 teachers, and secondary teachers have backgrounds in and are licensed in their specific content area. Both groups have advanced language proficiency and fluency with the academic language of their content area(s).

The NC Standard Course of Study is followed for all content area instruction. Due to the nature of language acquisition and the amount of time and practice needed in order to attain high levels of proficiency, by the end of 2nd grade in an immersion program, native English speaking students should be at the Novice High proficiency level. This means that they can create some sentences about familiar academic topics, but they cannot sustain sentence level speech and have a limited range of vocabulary and structures they can use. However, by the end of 5th grade, a student is expected to be at the Intermediate Mid proficiency level, which means they can have spontaneous conversations about familiar academic topics and are approaching paragraph level speech.

In Heritage Language courses, the focus is on building interpretive reading and presentational writing skills. Heritage speakers improve their literacy skills and understanding of their native or immersion

language through these courses, which gives them access to upper level language courses and helps support English language learning. These courses may also be taken in grades 6-12 as immersion transition courses bridging K-5 dual language/immersion and honors level modern language courses in high school.

Heritage Language Level 1 is considered to be at the same level of rigor as a Modern Language Level II course and Heritage Language Level II is the same level as Modern Language Level III and therefore is an Honors level course.



APPROPRIATE EXPECTATIONS

Proficiency expectations for Dual Language/Immersion programs are presented as ranges at the end of each gradespan (K-2, 3-5, 6-8, 9-12) to accommodate the different DLI programs and the varying amounts of time spent learning academic content in the target language. For high school credit heritage language courses, proficiency expectations for both alphabetic and logographic languages are available. Tables like those posted below for heritage language courses can also be found in the [WLES documents](http://wles.ncdepi.edu) and in the WLES Toolkit at <http://bit.ly/WLESTools>

Heritage Language Exit Proficiency Expectations

ALPHABETIC LANGUAGES

MODE & SKILL	LEVEL I	LEVEL II
Interpretive Listening	Intermediate Low	Intermediate Mid
Interpretive Reading	Novice Mid – High	Intermediate Low
Interpersonal Person-to-Person	Intermediate Low	Intermediate Mid
Presentational Speaking	Novice Mid – High	Intermediate Low
Presentational Writing	Novice Mid	Novice Mid – High

LOGOGRAPHIC LANGUAGES

MODE & SKILL	LEVEL I	LEVEL II
Interpretive Listening	Novice High	Intermediate Low
Interpretive Reading	Novice Low – Mid	Novice High
Interpersonal Person-to-Person	Novice High	Intermediate Low
Presentational Speaking	Novice Mid – High	Novice High – Intermediate Low
Presentational Writing	Novice Low – Mid	Novice Mid – High

This tool provides support for Standards 1-5 of the North Carolina Educator Evaluation System (NCEES). For information about Standard 6 of the NCEES for World Language teachers, go to <http://ncasw.ncdpi.wikispaces.net> to learn about the Analysis of Student Work (ASW).

NCEES Standards I – V Administrator Feedback Tool for World Language Teachers

Underlined wording below is taken directly from the North Carolina Educator Evaluation System (NCEES) materials.

Teacher: _____ **Date:** _____ **Time or Period:** _____ **Program or Course:** _____
Alphabetic Language: Arabic, Cherokee, French, German, Greek (Ancient or Modern), Hebrew, Hindi, Italian, Latin, Russian, Spanish, or _____
Logographic Language: Chinese, Japanese, or _____ **Visual Language:** American Sign Language (ASL)

Standard I: Teachers demonstrate leadership	Commendations & Recommendations
1. The lesson’s performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson, <u>encouraging students to take responsibility for their own learning.</u>	
2. The teacher shares the sequence of learning activities with the students <u>allowing students to hold high expectations for themselves and their peers.</u>	
3. The classroom environment supports the unit’s language and cultural learning goals while <u>establishing a safe and orderly classroom, empowering students to collaborate, facilitating student-to-student communication, accommodating students with special needs, and providing easy teacher access to students.</u>	
Standard II: Teachers establish a respectful environment for a diverse population	Commendations & Recommendations
4. Students participate in activities aimed at all levels of thinking, <u>adapted to the benefit of all students</u> , and appropriate to their stages of learning, thus <u>anticipating their unique learning needs.</u>	
5. Students engage in cultural observation and analysis of both the target and the students’ own culture(s).	
6. The teacher uses instructional materials that: <ul style="list-style-type: none"> • are accessible to all students, either individually or in groups, • are large enough to be seen by all students, • are contrasting/colorful and <u>inviting,</u> • <u>are respectful of other cultures,</u> • <u>counteract stereotypes,</u> and • <u>capitalize on diversity as an asset in the classroom.</u> 	
7. The teacher returns student attention to the targeted learning objective(s) to affirm what they can do now that they couldn’t do at the beginning of the class <u>to improve student achievement.</u>	
Standard III: Teachers know the content they teach	Commendations & Recommendations
8. The teacher brings a richness and depth of understanding to the classroom and <u>demonstrates content knowledge</u> by using the target language at least 90% of the time as reflected in instruction, materials, and interactions with students. Note: For Classical Language Programs (ex. Latin), English is used more often.	
9. If the teacher uses English it appears that its use is for purposes that could not be carried out in the target language, such as <u>establishing and maintaining a positive, yet flexible, learning environment.</u>	
10. Neither the teacher nor the students translate the target language into English. Note: Translating reading passages into English is used in Classical Language Programs (ex. Latin), along with a number of other strategies, for demonstrating understanding of the classical language.	
11. The teacher <u>develops and applies</u> a variety of <u>strategies</u> (e.g., visuals, concrete objects, hands-on experiences, paraphrasing, circumlocution, pantomime, etc.) to make language comprehensible.	
12. Students are engaged in activities designed to meet the daily performance objectives as part of a <u>curriculum that is rigorous, relevant and based on the North Carolina World Language Essential Standards.</u>	
13. The teacher uses print and non-print materials, such as manipulatives, props, authentic resources/realia, etc., <u>to promote global awareness</u> and <u>the study of economies, societies and cultures of other nations.</u>	

NCEES Standards I – V Administrator Feedback Tool for World Language Teachers

Underlined wording below is taken directly from the North Carolina Educator Evaluation System (NCEES) materials.

Standard IV: Teachers facilitate learning for the students	Commendations & Recommendations
14. Students participate in a variety of activities that are <u>appropriate based on their intellectual, physical, social, and emotional development</u> .	
15. The teacher <u>establishes classroom practices which encourage all students to develop effective communication and collaboration skills</u> , giving students adequate opportunities to process language (input) before being expected to produce language (output). <ul style="list-style-type: none"> ● The teacher uses smooth and efficient transitions throughout the class period. ● Students participate in activities that allow for physical movement. ● Students engage in pair and/or small group activities. 	
16. <u>The teacher uses a variety of methods to assess what each student has learned</u> . <ul style="list-style-type: none"> ● Students self-assess language progress. ● Students peer-assess language progress. ● Students are receptive to feedback given from the teacher. 	
17. The teacher and students <u>integrate available technologies with instruction</u> to develop real world language abilities and <u>to maximize student learning</u> .	
18. Samples of student work and accompanying rubrics show that the teacher <u>monitors student performance and responds to individual learning needs and cultural diversity in order to engage students</u> .	
Standard V: Teachers reflect on their own practice	Commendations & Recommendations
19. The <u>teacher analyzes student learning</u> by frequently checking for understanding throughout the lesson and adjusting instruction to meet the needs of students.	
20. Teachers and students review work samples and accompanying rubrics to <u>think systematically and critically about learning in the classroom</u> .	

Next Steps:

More information and details about the exit proficiency expectations for this program are in the Administrator Guides.



The Teacher Effectiveness for Language Learning (TELL) Project’s Framework provides a common language and definition of the model World Language teacher. The Framework consists of 7 domains designed to address a teacher’s need to *Prepare for Student Learning, Advance Student Learning, and Support Student Learning*. To see the TELL Framework, teacher self-assessments, targeted feedback tools, correlations to other frameworks, and further reading suggestions for World Language teachers, please visit www.tellproject.org.