



# **EFFECTIVE STRATEGIES AND MODELS FOR ACHIEVING ADVANCED LEVEL PROFICIENCIES**

**The work of the  
Foreign Language Assistance Program Grant:  
Innovation in Language Assessment  
Glastonbury Public Schools 2008-2013**

**FLAP MEETING OF GRANT DIRECTORS  
WASHINGTON D.C.**

**October 13 & 14, 2010**

## **PRESENTERS:**

**Christine Brown, Assistant Superintendent, GPS  
Rita Oleksak, Director of Languages, GPS**



## THREE PILLARS OF AN EFFECTIVE MODEL IN GLASTONBURY

- Long sequenced program
- Well prepared staff and administrator for languages
- Articulated curriculum and assessments



# LONG SEQUENCED PROGRAM

- Grades K-12 commonly taught language
- Additional languages layered on at later grade levels
- Critical languages added at strategic stages and grades
- Reliable and obvious program outcomes
- Community support
- Administrator for Foreign Language and ELL



# WELL PREPARED STAFF

- Staff recruited through strong university programs and alternative route
- Professional development site for University of Connecticut
- Student teaching site for alternative route teachers
- Strong partnerships with higher education
- Local and grant support for ongoing staff training
- Administrator for language program
- Administrator oversees Foreign Language and ELL



# ARTICULATED CURRICULUM, ASSESSMENT AND INSTRUCTION

- Use of national and state standards and benchmarks as the foundation for curriculum and assessment design
- Training for staff in standards and benchmark concepts
- Thorough review of both state and national standards
- Familiarity with standards in other and related disciplines



# COMMON STANDARDS-BASED CURRICULUM DESIGN

- Curriculum Directors in all disciplines
- Teacher teams of designers
- Cross disciplinary teacher teams
- Involvement of K-12 principals in curriculum design
- Involvement of other, district level or school level stake holders in design e.g. technology educators, library media teacher, tutors, paraprofessionals



# COMMON CURRICULUM

- Integrated, thematic unit design
- Based on vertical articulation of standards, strands and benchmarks
- Horizontal, cross disciplinary articulation of elements of unit design



# COMMON CURRICULUM cont.

- Housed in a common, web-based, searchable, repository, such as Atlas Rubicon
- Transparent to all administrators and teachers
- Known by students and parents
- Integral part of the core academic curriculum





# COMMONLY ASSESSED CURRICULUM

- Common, locally devised, Standards-Based Assessments
- Formative, Summative and Normative Local Assessments scheduled regularly
- Assessments reflect language curriculum as well as all school and district goals and benchmarks



# COMMON IMPLEMENTATION OF CURRICULUM AND ASSESSMENTS

- Common Planning and PD Time
- District teacher evaluation tied to the fidelity of implementation of curriculum and use of assessments
- All evaluators using the district level curriculum and assessment benchmarks when setting objectives with staff and when conducting evaluation
- Ongoing training in improving instruction through pedagogical approaches that accommodate a wide variety of learners



# COMMONLY GRADED CURRICULUM

- All staff involved in the creation of common assessments
- All staff review assessments once they are given
- All staff grade the same work to create inter-rater reliability
- Common vetting of student work not assessed through examinations e.g. projects, student service learning, travel and study abroad, classroom participation



# COMMONLY ASSESSED CURRICULUM

- Staff is trained in how to create and conduct proficiency based assessments in all skill areas represented in the curriculum
- Staff creates or uses common rubrics for grading
- Staff embeds school wide or district wide rubrics in the language grading rubrics
- Staff agrees on common grading standards and report card comments



## ONGOING DATA ANALYSIS AND IMPROVEMENT OF INSTRUCTION

- Data are gathered, stored and analyzed from multiple perspectives for each student each year
- Teacher and administrators review all data by student
- Administrators meet with teachers to coach them in improving instructional strategies related to student performance on assessments



## ONGOING DATA ANALYSIS AND IMPROVEMENT OF INSTRUCTION, cont.

- Teachers are held accountable for student performance via the teacher evaluation plan
- Ongoing strategic goals in instructional improvement and improved academic performance are annually reviewed
- Annual “raise the bar targets” are set for improved performance across all academic disciplines for all students
- Ongoing curriculum review including extensive and ongoing post graduate questionnaires and focus groups



**LANGUAGES ARE  
CONSIDERED AS IMPORTANT  
TO OUR EDUCATIONAL  
ENTERPRISE AS ARE  
MATHEMATICS AND ENGLISH  
LANGUAGE ARTS**