

Support for World Languages in Year 2+

2021 Learning Acceleration Resources



As educators support students to accelerate learning, this resource provides a step-by-step look at how the [Accelerated Learning Cycle](#) can support teachers in cases where students may have missed their foundational learning. In this illustration, it includes guiding questions and considerations for world language classes, considering that many students had a disrupted experience for their introductory language course in 2020-21.

Students in year 2+ world language classes must be afforded the opportunity to move through proficiency stages at the appropriate language level, regardless of their prior experiences and opportunities. It is also vital that students begin to develop their own efficacy in language acquisition and build student ownership over their language learning. Though last year may have held unprecedented challenges, students – through intentional teacher planning and support – **can still be expected to achieve appropriate level language proficiency** as outlined in the rigor of the standards.

As an example, this resource outlines how a teacher may work to **bridge potential learning gaps** if students missed out on an adequate first year in their Spanish class and how a teacher can maintain proficiency expectations in year 2, using the language of the NIET Teaching and Learning Standards. While this is just an example, teachers can use this process for any world language course in which students may have missing foundational knowledge. Consulting the resources below and the NIET Teaching and Learning Standards, in collaboration with instructional leaders and/or content peers, can support teachers as they think through coherent steps for planning, delivery, and implementation of course-level standards while incorporating essential learning that students may have missed.

Accelerated Learning Cycle and Key Steps in World Language Classrooms	Example: Facilitating Student Ownership in a Second-Year Spanish Classroom	NIET Teaching and Learning Standards Rubric Coaching Considerations and Potential Evidence of Student Ownership
<p><u>Step 1:</u> <i>Analyze the Benchmark Data</i></p> <ol style="list-style-type: none"> Identify essential language building blocks. What grammar concepts and vocabulary are critical to moving toward language proficiency? Administer a pre-assessment that includes prior language level content such as priority vocabulary and grammar structures. Pre-assessments may be administered at the beginning of the school year or the 	<p><u>Sample processes for Step 1:</u></p> <p>Before introducing regular preterit verb conjugations, administer a pre-assessment where students engage in a variety of activities through reading, writing, listening, and speaking using subject pronouns and regular present tense verbs. Analyze the assessment for class and individual trends by proficiency levels with a specific focus on subject pronoun and verb agreement.</p>	<p>Instructional plans (IP)</p> <p><u>Questions to consider:</u> How do the instructional plans include measurable, explicit objectives, and activities, materials, and assessments that are aligned to the rigor required of the course level? How are the activities, materials, and assessments sequenced and scaffolded based on student need? How will the lesson build on prior student knowledge and provide appropriate time for student work, student reflection, and lesson closure?</p>

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<p>introduction of a lesson or unit. Include a variety of speaking, listening, reading, and writing components.</p> <p>3. Analyze pre-assessment results by identifying class and individual trends.</p> <ul style="list-style-type: none"> • What do you notice about how students performed on the assessment? Did anything surprise you? • As a class, what have students mastered? What are their assets? <p>4. Allow students to self-reflect on their own efficacy and capacity for the language and/or the related skill.</p>	<p>Support students with creating and organizing data notebooks. Include essential standards/objectives, documentation of growth toward mastery, and notes on potential misconceptions.</p> <p>Model for students how to monitor and record progress in their data notebooks and provide class time to update.</p>	<p><u>Potential evidence of student ownership:</u> The lesson plan provides regular opportunities to accommodate individual student needs, student choice, autonomy, and ownership.</p> <p>Standards and Objectives (SO) <u>Questions to consider:</u> How are students expected to demonstrate course-level proficiency of the standards? How will students make connections between learning objectives and what they have previously learned?</p> <p><u>Potential evidence of student ownership:</u> Students can clearly explain the learning objectives in writing and/or in discussion as well as provide evidence that they are progressing or demonstrating mastery of the objective(s).</p>
<p><u>Step 2:</u> <i>Focus on Priority Content</i></p> <p>1. Ensure that lessons, tasks, and activities are intentionally planned to move learners toward current course-level standard/skill proficiency.</p> <p>2. Focus on high-engagement tasks/activities that support students as they build confidence, applicability, and an intrinsic drive for language acquisition.</p> <ul style="list-style-type: none"> • Incorporate practice with all four skills: reading, writing, speaking, and listening. 	<p><u>Sample processes for Step 2:</u></p> <p>Based on data analysis from the pre-assessment and student self-analysis that may demonstrate gaps in subject pronoun and regular verb conjugation, begin lessons with high-impact and high-engagement strategies that incorporate subject pronouns and regular verbs such as whole-brain teaching strategies, song, video, speaking, and repetition.</p>	<p>Presenting Instructional Content (PIC) <u>Questions to consider:</u> What visuals, student work exemplars, examples, and/or illustrations will be used to establish the purpose of the lesson, preview the organization of the lesson, and establish criteria that clarify how students can be successful?</p> <p><u>Potential evidence of student ownership:</u> Students can clearly explain the lesson’s structure, purpose, and success criteria.</p>

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<p>3. As appropriate level content is introduced, embed a spiral review of connected skills that students can immediately apply.</p> <ul style="list-style-type: none"> Ensure that there is an entry point for individual students and scaffold to ensure that all students can be successful in a way that maintains the depth of the standard while providing varying degrees of support. <p>4. Link the standard/skill to other major concepts and previous and future learning.</p>	<p>Communicate with students about the critical nature of proficiency with regular verb conjugation and subject pronouns as a building block for future learning and fluent communication.</p> <p>Introduce preterit verbs ensuring a connection to present tense conjugation and subject pronouns.</p> <p>Provide models and exemplars of proficient communication in reading, writing, speaking, and listening using subject pronouns and preterit verb conjugation. Connect to present tense conjugation.</p> <p>Engage students in co-constructing success criteria for preterit verb conjugation in all four communication areas.</p> <p>Model for students how to self-assess their own learning using the lesson’s success criteria. Provide opportunities for students to update their data notebooks and reflect on their goals for goal attainment.</p>	<p>Lesson Structure and Pacing (LS) <u>Questions to consider:</u> How is the lesson’s structure organized to meet students’ needs with time for reflection to ensure student understanding? How is the lesson pacing adjusted for rigor of content, individual student learning expectations, and for individual students who progress at different learning rates?</p> <p><u>Potential evidence of student ownership:</u> Students understand and engage in classroom routines and transitions to ensure efficient use of time.</p> <p>Activities and Materials (ACT) <u>Questions to consider:</u> How do the activities and materials support the lesson objectives, challenge and sustain students’ attention, and provide student choice and opportunity for student-to-student interaction?</p> <p><u>Potential evidence of student ownership:</u> Students co-construct success criteria, lead learning activities, and continuously self-monitor their own progression toward language proficiency using the provided activities and materials.</p>

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		<p>Teacher Content Knowledge (TCK) <u>Questions to consider:</u> How does the teacher consistently implement a variety of subject-specific instructional strategies to enhance student content knowledge?</p> <p><u>Potential evidence of student ownership:</u> Students connect strategies, key concepts, and ideas to their own learning.</p> <p>Motivating Students (MOT) <u>Questions to consider:</u> How are the content and resources organized to be personally meaningful, relevant, and intellectually engaging to students?</p> <p><u>Potential evidence of student ownership:</u> Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.</p>
<p><u>Step 3:</u> <i>Establish Groups for Accelerated Learning</i></p> <ol style="list-style-type: none"> Based on student work and pre- and post-assessment data, group students according to needs for skill practice. <ul style="list-style-type: none"> Vary support, not rigor or depth of tasks. 	<p><u>Sample processes for Step 3:</u> Based on student choice and/or analysis of individual student needs via data analysis of the pre-assessment, meet with small groups of students during the class period that need or want extra support of present tense conjugation and subject-pronoun agreement.</p>	<p>Questioning (QU) <u>Questions to consider:</u> Within small groups, how are questions purposefully planned for high-yield impact and consistently sequenced with attention to the instructional goals?</p> <p><u>Potential evidence of student ownership:</u> Students regularly respond to a variety of teacher questions</p>

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<p>2. Once a student masters the standard, they may move out of the group or shift to another focus area.</p> <ul style="list-style-type: none"> • Allow for student choice within the grouping structures. • Ensure consistent time is devoted to acceleration groups. • Differ instruction from the whole group instruction. 	<p>Provide study strategies and targeted practice for present tense, subject-verb agreement. Support students as they develop learning and study habits.</p> <p>Have students set goals for their group work and self-assess at the completion of group work.</p> <p>Provide opportunities for students to update their data notebooks and reflect on their progress toward goal attainment.</p>	<p>and generate questions that lead to further inquiry and self-directed learning.</p> <p>Academic Feedback (FEED) <u>Questions to consider:</u> How does consistent, high-quality feedback prompt student thinking and allow the teacher to assess each student’s progress and adjust instruction?</p> <p><u>Potential evidence of student ownership:</u> Students give specific and clear feedback to each other based on the teacher’s expectations.</p> <p>Grouping Students (GS) <u>Questions to consider:</u> How do student groups maximize student understanding and learning efficiency? How are students empowered to group themselves based on academic strengths and opportunities for growth?</p> <p><u>Evidence of student ownership:</u> When provided the choice or independence, students make responsible decisions about how to group themselves. Through meaningful and productive collaboration, each student takes responsibility for their individual role, tasks, and group work expectations. Students set goals, reflect on, and evaluate their learning in instructional groups.</p>

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		<p>Thinking (TH) <u>Questions to consider:</u> How does the teacher and/or students model metacognitive strategies?</p> <p><u>Evidence of student ownership:</u> Students analyze, compare and contrast, evaluate, and explain their learning. They use, apply, and implement what they learn in real-life language scenarios. Students monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.</p> <p>Expectations (ES) <u>Questions to consider:</u> How does the teacher engage students in learning with clear and rigorous academic expectations and actively use aligned and differentiated materials and resources to ensure equitable access to learning? How does the teacher create learning opportunities where all students consistently experience success? How does the teacher optimize instructional time to ensure each student meets their learning goals?</p> <p><u>Evidence of student ownership:</u> Students regularly learn from their mistakes and can describe their thinking on what they learned. Students lead</p>

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		opportunities that support learning and take initiative to meet or exceed teacher expectations.
<p style="text-align: center;">Step 4: <i>Monitor and Adjust for Impact</i></p> <ol style="list-style-type: none"> 1. Develop key intervals for monitoring student progress. 2. Consider evidence of mastery (i.e., student work, benchmark evidence). <ul style="list-style-type: none"> • Ensure alignment of tasks, criteria, and student work to the identified standard. • Develop or curate models/exemplars so that students can analyze and develop success criteria. • Plan for the type of feedback that will be best suited to move students toward standard mastery/language acquisition. 3. Track progress. 4. Based on evidence of mastery, plan for next instructional steps. 	<p style="text-align: center;">Sample processes for Step 4:</p> <p>As practice of preterit verb conjugation progresses, allow a check for understanding throughout daily lessons by listening to student conversations and monitoring written work.</p> <p>Provide multiple opportunities to self-assess using models/exemplars and co-created success criteria.</p> <p>Based on readiness as determined by the students and the teacher, administer a summative assessment for preterit verb integration into speaking, listening, reading, and writing activities.</p> <p>Based on student mastery of regular preterit verb conjugation, plan for the introduction of subsets of irregular preterit verb conjugation.</p>	<p>Student Work (SW)</p> <p><u>Questions to consider:</u> How are the assignments aligned to the rigor and depth of the content level standards and curriculum? How will the student work inform future instruction?</p> <p><u>Evidence of student ownership:</u> Through a variety of speaking, listening, reading, and writing activities, students organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. They draw conclusions, make generalizations, and produce arguments that connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</p> <p>Assessments (AS)</p> <p><u>Questions to consider:</u> How are the assessments aligned with the depth and rigor of the state standards and content level? How are assessments designed to provide feedback on progress against objectives? How do assessments use a variety of question types and formats to measure student performance in speaking, listening, reading, and writing proficiency?</p>

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		<u>Evidence of student ownership</u> : Students monitor, understand, and articulate how assessment results will be used by teachers and students to inform future instruction and learning.

Sample daily routine for a 60-minute class:

Time	Activity
5 minutes	<u>Anticipatory set</u> Include an activity that: <ul style="list-style-type: none"> • is high-engagement and low-risk (academically), and • allows teachers and students to assess prior knowledge that connects to upcoming lesson.
5 minutes	<u>Spiral review</u> <ul style="list-style-type: none"> • Review a skill that connects to new learning.
10 minutes	<u>Introduce new learning</u> Ensure that students know what they are learning, why they are learning it, and how they'll know if they've got it. Include: <ul style="list-style-type: none"> • Objective • Model/exemplar • Student goal setting • Steps & strategies • Success criteria co-construction
20 minutes	<u>Student practice</u> <ul style="list-style-type: none"> • Pull small groups as needed during student practice time. • Provide scaffolds and prompts that support practice. • Provide opportunities for student-to-student feedback and teacher-to-student feedback.
10 minutes	<u>Assessment</u> <ul style="list-style-type: none"> • Check for understanding to inform next instructional steps.

10 minutes	<p><u>Reflection</u></p> <p>Allow (model process if necessary) students to track progress toward goals and write or discuss the following:</p> <ul style="list-style-type: none">• Today I learned or practiced _____ so that I can _____.• A question I have still have, or something I still need to practice is _____.• What helped me learn or practice the most was _____.• The most interesting thing about today’s class was _____. Or the thing I’m most proud of today is _____.
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