

Standards Revision Updates

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State Board Policy SCOS-012

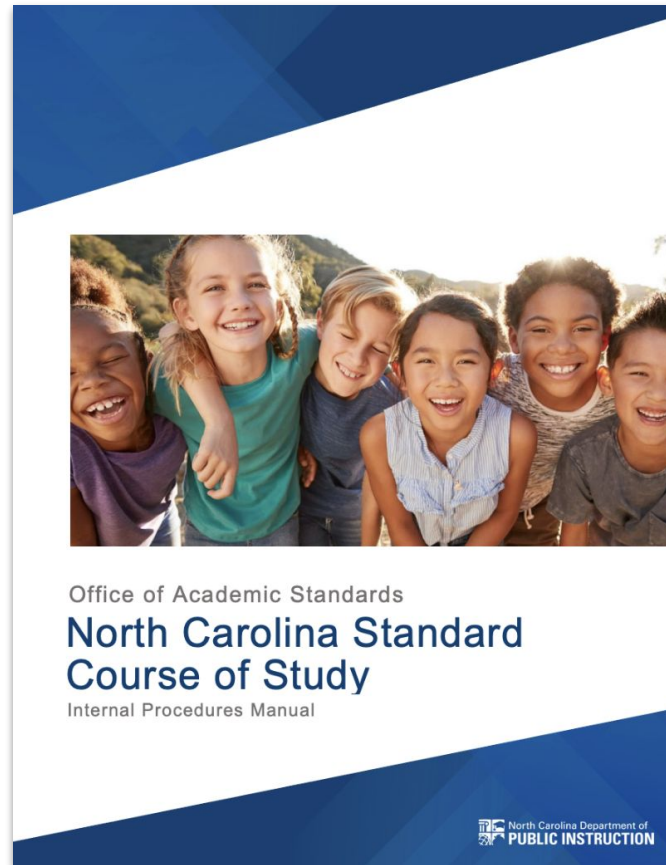
State Board Policy SCOS-012

- NCDPI facilitates the review of each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system built on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven



Internal Procedures Manual

Pages 17-23



K-12 Healthful Living Updates & Next Steps

Completed Actions:

- ✓ PSU and all stakeholder surveys were released June 5, 2023

Next Steps:

- Surveys will close September 18, 2023
- Data will be analyzed and organized
- Data Review Committee (DRC) will meet and complete a report based on the data

K-12 Guidance Updates & Next Steps

Completed Actions:

- ✓ Permission to revise granted at the June 2023 SBE meeting
- ✓ Survey to gather data regarding the American School Counselor Association (ASCA) Student Mindsets and Behaviors released extended to September 10

Next Steps:

- Surveys will close this month
- Data will be organized and analyzed
- DRC will review data and create report

K-12 Arts Updates & Next Steps

Completed Actions:

- ✓ Permission to revise granted at the June 2023 SBE meeting
- ✓ Standards Writing Team (SWT) selected
- ✓ SWT orientation and work session held the week of July 17th

Next Steps:

- SWT completing Draft 1

K-12 World Language Updates & Next Steps

Completed Actions:

- ✓ Draft 1 is complete

Next Steps:

- Draft 1 surveys will be sent out in mid-September for feedback
- Data will be organized and analyzed by OLR
- DRC will reconvene to create report

K-12 World Language DRC Report

Based on:

- Research
- Data from 11 focus groups conducted with K-12 educators from each State Board Region
- Data from interviews with community members, representatives from institutes of higher education, and members of professional organizations
- PSU and stakeholder survey responses

2 main sections:

- Qualitative and quantitative analysis of the data
- Data Review Committee (DRC) conclusions based on the data analysis and recommendations for possible revisions to the K-12 World Language standards

The DRC report was provided to the SWT as the basis to begin the revision process.

World Languages Data Collection

84.3%

LEA Responses

1,170

All-Stakeholder Responses

142

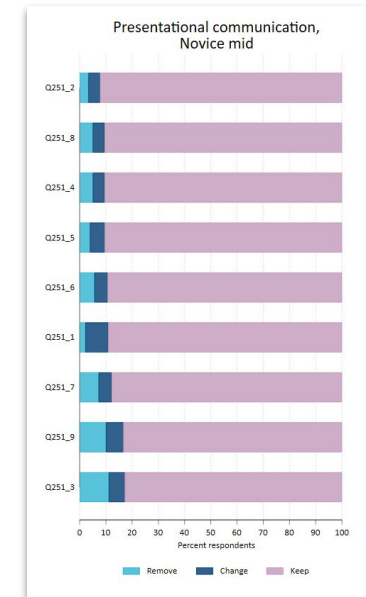
Focus Group Participants & Interviewees

Interpersonal Communication Standard & Objectives for Novice Low (NL)
Check the box with which you agree for each objective with the standard listed. If you choose the modify or expand column, please share your ideas in the comment box.

Note on preparing for objectives:
NL: Novice Low Proficiency
CLL, CCL, CML: Spanish (CLL), Connections to Language & Literacy (CCL), Connections to Other Disciplines, CML: Connectedness
1: Essential Standard #1 is Interpersonal Communication

Preparatory Information:
• For Classical Language programs, Interpersonal Communication is not included as a standard since languages like Latin and Ancient Greek are no longer a native or first language for any population in the world.
• For Modern Language: Visual programs or American Sign Language (ASL), Interpersonal Communication is called Interaction.

#1	Level of Agreement			Comments Share your ideas for how to modify or expand
	Keep With No Changes	Remove Objective	Modify or Expand	
Interpersonal: Use the language to engage in interpersonal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
NL.CLL.1.3 Use a variety of verbal and non-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>



Focus Group 2:

Region: Southeast

Location: [Blank]

Date/Time: [Blank]

Number of: [Blank]

Number of: [Blank]

Facilitator: [Blank]

Agenda: 34

Topic: [Blank]

Welcome: [Blank]

Introduction: [Blank]

Process: [Blank]

Group Agr: [Blank]

Keep focused on the question

Interview 4:

Participant's Role: Parent who has served locally in school(s) or district

Location: Microsoft Teams

Date/Time: [Blank]

Facilitator: [Blank]

Comments: I think they do. From a parent perspective, it would be helpful to have some links to explain what the standards and objectives really mean. I'm not in the classroom and I think things are done differently today than when I was a student in the classroom.

I'm trying to wrap my head around what the standards, strands, and color blocks really mean. My kids went to Smith/SAIL. If I'm a 9th grader and I go to a class with kids who took Levels I - II in high school instead of a DL/I program, what should we be able to do in Level III together?

Reading this document as a parent, I made a bunch of notes about what is actually happening and what I should be able to do, especially compared to the 2012 ACTFL standards.

Question: Are the standards timeless, universal, and transferable?

Comments: Yes, as far as I know. They seem pretty timeless, universal, and transferable.

I didn't read through every single objective for every level, but the standards are the same throughout.

Question: Do the standards adhere to high expectations for all students?

Comments: Yes, I think so. I compared it to my own experience learning a language in high school but my kids did DL/I. I think the expectations are good.

Question: Do the standards demonstrate appropriate depth and complexity?

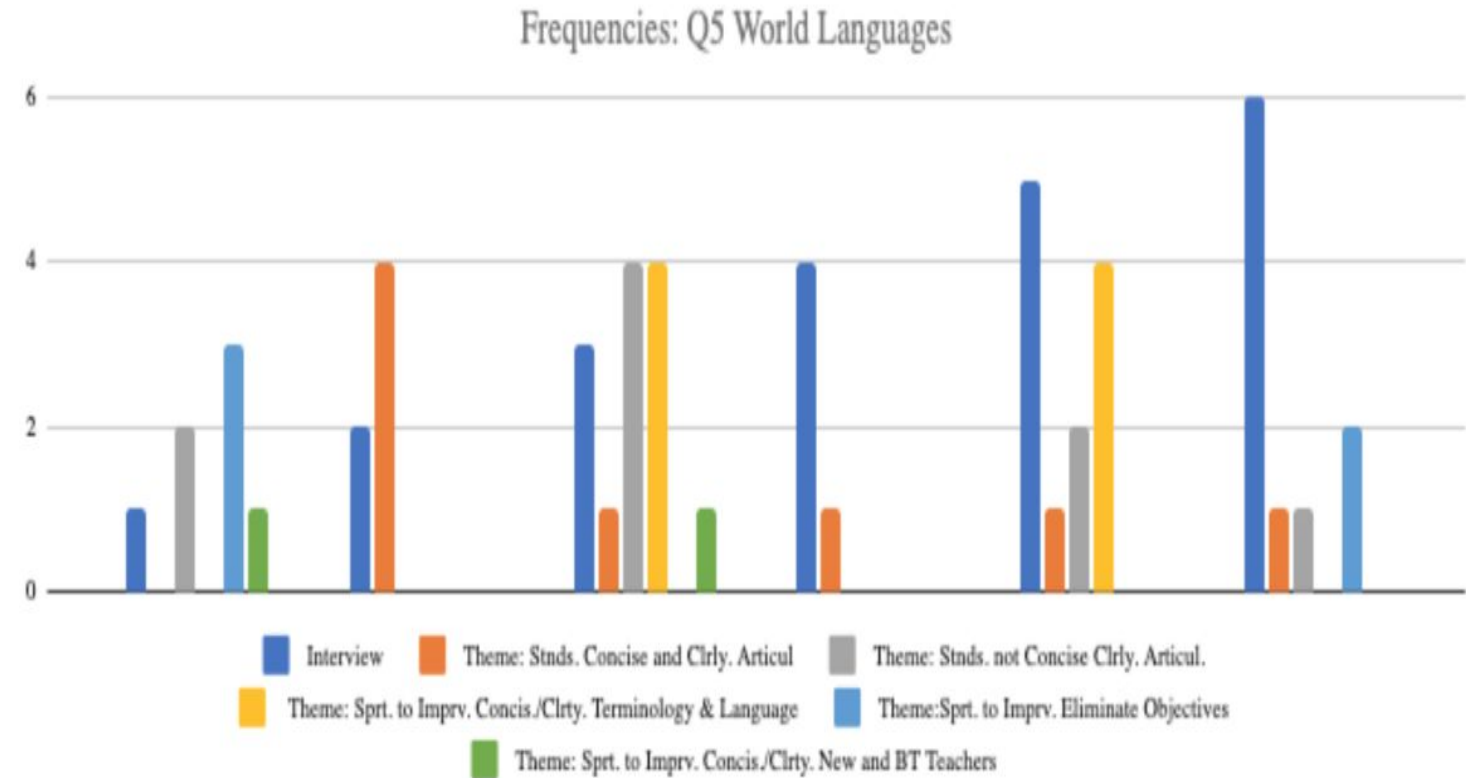
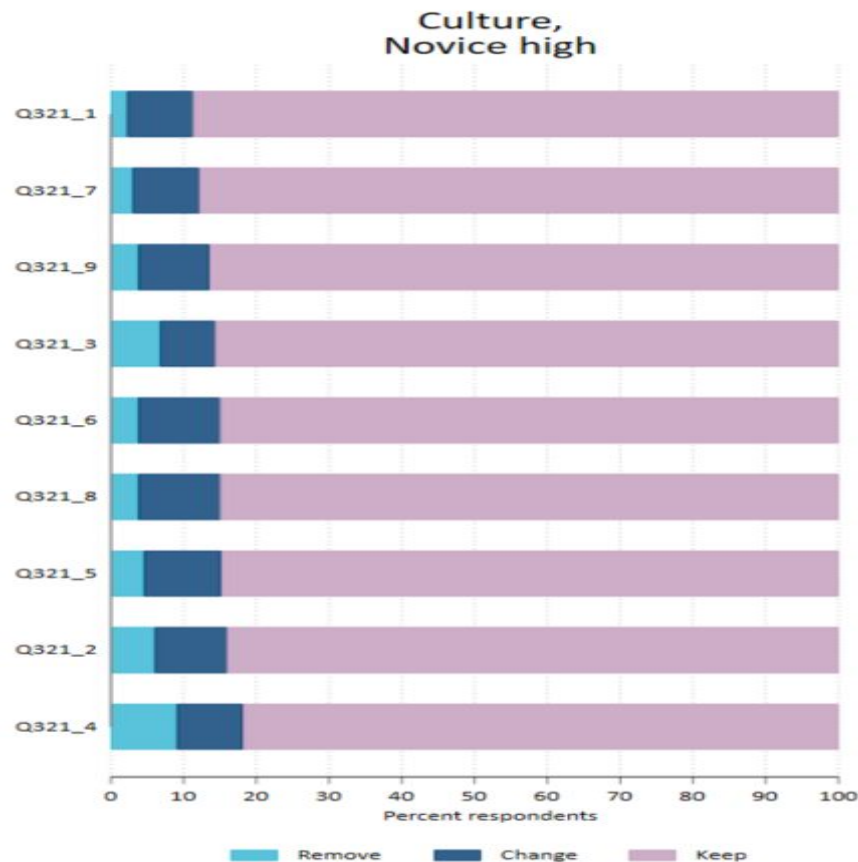
Comments: I have no idea. I am not a teacher so I'm out of my depth.

There was nothing missing and I found it helpful that there's guidance on what students should know and be able to do after X number of hours of instruction. The DL/I program principal noted that students have to be able to do things beyond speaking, and that's in the standards.

DRC Report Analysis Examples

Overall percentage of remove/change/keep requested within a standard and proficiency level

Question 5 from Interviews: Are the standards concise and clearly articulated?



DRC Conclusions

The DRC used the data provided to develop overall conclusions for each proficiency level and standard.

Novice-Mid

Various themes were identified, certain revisions of standards were suggested and several recommendations were made based on the provided data from respondents and appropriate standards. Upon reviewing the data, the DRC does not recommend the removal of standards. Instead, the DRC suggests that these standards be revised and modified in order to focus more on literacy, real world application, and 21st century skills. The DRC recommends the adoption of the World-Readiness Standards for Learning Languages from ACTFL. Generally, the respondents had a concern with the use of the word “memorized” and would prefer the

DRC Recommendations

	A	B	C	D	E	F
1	PL	Standard and Objectives	Conclusion	Related Data Sources	Related Trends	Supporting Research
31						
32		NL.CLL.3 Use the language to present information to an audience.	Needs Minor Revisions ▾	WL-PSU Keep ranged from 93%-81%, WL All Stakeholders Keep ranged from 86%-74%, Focus Groups and Interviews	Overall trends: Comments mentioned the need to be specific in including written and oral. Possibly add with support and take away an audience at NL. (Optional audience) Considerations needed for Heritage and DL/I students. Some rewording and clarification on how students can present. OTHER STATE TRENDS: express practiced or memorized words, help from gestures and visuals.	Research: Foreign language attainment of Children/Adolescents with poor literacy skills: A systematic review and meta-analysis. Notes that parents, teachers, and clinicians should keep in mind that an individual student with poor literacy skills might be just as successful as other students with typical literacy skills. Instead of relying on the false common belief that all poor readers/spellers will struggle in learning a foreign language, foreign language attainment should be closely monitored and support put in place when necessary.
33		NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.	Needs Minor Revisions ▾	93% of PSU survey marked Keep/Comments: Again, Kinder vs. 1st grade and 2nd grade need to be modify and expand as they move through the DLI programs. They should show that students move from Novice Low to Novice med or high as they progress in their language acquisition journey. 86% of All Stakeholders marked Keep.	Trends: Proficiency level too low, and clarification and examples are needed in unpacking documents.	Research: <i>From learner to teacher assistant: Community-based service-learning in a dual-language classroom.</i> The growth of Latinx populations in the United States has resulted in an increasing number of community-based service-learning (CBSL) opportunities. In particular, the steady growth in Spanish-English dual-language schools and the accompanying staff shortages position elementary classrooms as meaningful settings in which to develop relationships between postsecondary L2 Spanish learners and Spanish-speaking children and adults. This qualitative study investigated a CBSL program in which L2 Spanish learners at an urban university served as weekly teaching assistants at a local dual-language elementary school. Data were collected from 55 reflective blog entries, two focus group sessions, and interviews with four teaching assistants. The L2 Spanish learners reported that the experience supported their language acquisition by (1) providing oral language practice outside of class, (2) facilitating linguistic self-confidence, (3) fostering metacognitive reflection, and (4) transforming motivation and attitudes. Implications are provided regarding ways that the dual-language classroom setting holds promise for engaging L2 Spanish learners at various levels in CBSL.
34	Novice Low - Standard #3 with CLL Strand	NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.	Needs Revisions ▾	81% of PSU survey marked Keep; Comments: 74% of All Stakeholders marked Keep. This was the lowest score for standard 3. 45 people combined marked remove or change between both surveys.	Trends for All stakeholders: the relevance and benefits are questioned. PSU mentioned several factors to consider here: take consideration of heritage and DL/I, the word memorized, why poetry. One comment mentioned that this standard is not used often for Level I.	Study: <i>Partner-Language Learning Trajectories in Dual-Language Immersion: Evidence From an Urban District.</i> Research has demonstrated that students in dual-language immersion programs perform as well as, or better than, their peers in core academic content areas by late elementary school. However, the extent to which immersion education fosters bilingualism has received less attention in the literature. Using data from a four-year efficacy study of dual-language immersion education in the Portland Public Schools in Oregon, this study reports the skill levels that 1,284 dual-language immersion students achieved in their classroom partner languages (Spanish, Japanese, and Mandarin Chinese) between third and eighth grades. The authors found that by eighth grade, the average dual-language immersion student, regardless of language, performed at least at the Intermediate Low sublevel, and often higher, on Standards-Based Measurement of Proficiency assessments of nearly all language skills tested (listening, reading, writing, and speaking). In comparison, eighth graders in the Portland Public Schools who began taking Spanish as an elective in upper elementary or middle school scored only at about the Novice Mid sublevel. After four years of immersion learning (grades K-3), fourth-grade students whose home language was

Data Trends/Themes from DRC Report



Use the ACTFL
World-Readiness
Standards for Learning
Languages with the
NCSSFL-ACTFL Can-Do
Statements as the
taxonomy/framework



Increase the rigor of
student outcomes by
raising the proficiency
exit expectations for
programs and courses



Clarify wording in
objectives and provide
details for unique
program needs
(heritage language courses,
DL/I programs, classical
languages, etc.)

K-12 World Language Standards Writing Team

Standards Writing Team:

- Began working virtually in late July
- Used the conclusions and recommendations from the DRC Report to edit/revise the 2010 K-12 World Language Standards
- Worked in teams by:
 - Proficiency level groups (Novice, Intermediate, Advanced) and
 - Program types (Classical, Dual & Heritage, Modern)
- Engaged in vertical conversations and developed new structure for standards and strands

Standards:

1. Interpretive Communication
2. Interpersonal Communication
3. Presentational Communication

Strands:

- Literacy & Interdisciplinary Connections (LIC)
[Connections & Comparisons]
- Intercultural Connections (ICC)
[Culture & Communities]



Draft 1 of the Proposed K-12 World Language Standards

Advanced Mid	
Strand: Literacy & Interdisciplinary Connections (LIC)	
Standard	Objectives
AM.LIC.2 Interact and negotiate meaning to share information, reactions, feelings, and opinions in signed, spoken, or written conversations.	AM.LIC.2.1 Use probing questions and provide detailed responses to maintain discussions on a variety of familiar and unfamiliar concrete topics.
	AM.LIC.2.2 Interact to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions.
	AM.LIC.2.3 Maintain extended conversations by supporting opinions and expressing advice in detail.

DRAFT

Questions?

