# 2020-2021 World Languages Instructional Guidance for Diverse Learning Settings

Office of Standards and Instructional Support
July 2020

**COLORADO**
Department of Education

# Credits

## Colorado Department of Education

Katy Anthes, Ph.D.
Commissioner of Education

Melissa Colsman, Ph.D.
Associate Commissioner
Student Learning Division

Floyd Cobb, Ph.D.
Executive Director
Teaching and Learning Unit

## Office of Standards and Instructional Support

Joanna Bruno, Ph.D.
Director

Carla Aguilar, Ph.D.
Music Content Specialist

Maya M. Garcia
Science Content Specialist

Olivia Gillespie
Reading, Writing, and Communicating Content
Specialist

Donna Goodwin, Ph.D.
Visual Arts Content Specialist

Stephanie Hartman, Ph.D.
Social Studies Content Specialist

Judi Hofmeister
Dance Content Specialist
Drama and Theatre Arts Content Specialist

Jamie Hurley, Ph.D.
Comprehensive Health Content Specialist
Physical Education Content Specialist

Raymond Johnson, Ph.D.
Mathematics Content Specialist

Chris Summers
Computer Science Content Specialist

Alyssa Wooten
Financial Literacy Content Specialist

## Additional Contributions

Shannon Milliken
Comprehensive Physical Education Senior Consultant
Office of Health and Wellness

## Attribution

Significant portions of this document were adopted or adapted from Version 1.1 of "Supporting Science Learning During COVID-19 School Closures" by the Council of State Science Supervisors, which is licensed under CC BY 4.0.

## Full Document and Other Support

For the full version of this document that contains all content areas, and for other standards, content, and instructional support, see the website for the Office of Standards and Instructional Support

# Table of Contents

# Purpose

When CDE describes **best, first instruction**, it is assumed that instruction is occurring in a traditional environment: teachers and students gathered together in a classroom, working in small groups, large groups, and individually, and that there are no safety risks posed by having people in close proximity of each other or touching shared objects. Due to COVID-19, we can no longer assume that this traditional environment is possible or preferable under the current circumstances. Districts and schools have had to consider other options, including hybrid/blended learning, online-only options, or switching to remote learning on an emergency basis when circumstances require it. For most educators, this has created challenging teaching conditions—not only is teaching under these non-traditional settings challenging compared to the classroom environments teachers are accustomed to, but the uncertainty of the moment makes long-term planning and preparation especially difficult.

The purpose of this document is to provide some guidance under these uncertain times for each of the content areas addressed by the Colorado Academic Standards. While some compromises are inevitable when shifting instruction to non-traditional settings, maintaining high-impact instruction (or the highest-impact instruction under the circumstances) requires adherence to certain principles, practices, and strategies. Teaching is a very complex endeavor and while it isn't possible to cover every approach, tool, or practice for every situation, this document aims to inform educators about what teaching should ideally look like given a variety of instructional settings.

# Teaching and Learning in Diverse Learning Settings

In March of 2020, schools in Colorado made on-the-fly decisions and took quick action to change the way teaching and learning worked across the state. Several terms emerged to describe the different settings school was happening in, such as *online*, *virtual*, *remote*, and *at home*. To attempt to clarify the language used to describe these settings, this document refers to the following categories:

- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/blended learning**: A combination of in-person learning and remote learning.
- **Online-only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

Even with these categories and definitions, other variations are possible. For example, in-person learning *with* an enforcement of social/physical distancing will certainly have some constraints that in-person learning *without* social/physical distancing. Similarly, online and remote learning looks very different when it is conducted synchronously rather than asynchronously.

# Content-Specific Resources to Support Diverse Learning Settings

CDE's top priority continues to be the health and safety of all students, educators, and communities in Colorado. To help schools plan for educational continuity while the suspension of in-person learning is in effect, we have curated a list of best practices for remote learning and teaching including free web-based resources to help keep students academically engaged. We recognize that the multitude of resources for remote learning can be overwhelming so we have collected and organized material by content area and grade level that may be useful as educators develop plans for their students. While remote learning through the Internet provides a great deal of flexibility in learning opportunities, educators should also consider utilizing hard copy resources (e.g., packet work, textbooks).

There is no requirement for districts to offer remote learning via the Internet, but if educators decide to go this path, they should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs. Click here for a curated list of resources across content areas.

# Equity Considerations for Learning Across Settings

Regardless of the instructional setting, or how it changes in 2020-2021, we suggest you consider the following do support students and their families:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings. Student learning should not be solely dependent on access to devices and the internet. Encourage approaches that can be pursued without technology and/or asynchronously to set students up for success.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making. Equitable learning experiences should be both responsive to the current need as well as meaningful to learners.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have** (especially so families do not need to purchase additional supplies). Families in poverty may be experiencing several of the considerations described above, along with additional concerns including regular access to meals, utilities, health services, or shelter. Undocumented students and students receiving special education services may face challenges in accessing resources that they need. Encourage educators to prioritize the physical, mental, and emotional well-being of all students.
- Help students make **explicit connections to their interests and identities**.
- **Invite family members to be a partner** in students' learning. Students and families may need to juggle home, caretaking, school, and work responsibilities. Consider a menu of options for learning experiences that allow for different types and levels of engagement during remote learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning.**
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.

- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings. Take steps to bridge the gap in access to bilingual and native language resources that support learning for students and their families.

# General Considerations for Standards-Aligned Instruction

The guidance provided below gives educators insights into "traditional" teaching practices and how shifts in those teaching practices can lead to student learning experiences that are more authentic and engaging in diverse learning settings. These shifts support instructional alignment with the 2020 Colorado Academic Standards.

| Learning experiences should look less like… | Learning experiences should look more like… |
|---|---|
| **An attempt to recreate school at home during learning:**<br>• assuming a **strict "school day" schedule**<br>• **requiring special materials** (e.g. materials not commonly found at home)<br>• pacing with the **planned scope and sequence in remote learning environment**<br>• assigning **readings** to stay "caught up"<br>• packet of **worksheets and busy-work**<br>• all learning experiences happen **virtually** | **Flexible goals and structures for learning**<br>• **extended time** for learning and reflection<br>• use of **commonly available materials**<br>• **purposeful selection of learning targets**<br>• allowing students to **explore their interests**<br>• **meaningful, manageable tasks and projects**<br>• **opportunities to learn without the use of devices or the internet** |
| **Teacher-centered instruction**<br>• virtual lectures/classes that all students **synchronously** attend<br>• teachers **delivering information and assignments**<br>• teacher instruction and feedback as the **primary mode** of facilitating learning | **Purposeful teacher-student interactions**<br>• **optional** opportunities to connect with teachers and peers **virtually and at a variety of times**<br>• teachers providing **coaching, feedback, and encouragement**<br>• encouraging **students to engage in learning and reflection with their families and communities**<br>• encouraging **self-reflection** on what students learn and how they learn it |
| **Assignments to "get through" content**<br>• **emphasizing memorizing content** or "checking off" tasks on lists<br>• asking students to **complete tasks that are irrelevant, lack authenticity, or are redundant in nature** (e.g., "busy work")<br>• trying to cover content through a volume of activities or skipping from topic to topic | **Assignments that promote authentic learning**<br>• **connecting experiences to household activities,** like cooking, fixing things, or gardening, community interactions<br>• asking students to **identify relevant problems** in their lives and **leverage content knowledge** to address them<br>• allowing students to **deeply explore concepts, topics, phenomena (science), and/or problems of interest** through investigation, analysis, research, and other sense-making strategies to build understanding and practice over time |

# Instructional Guidance by Content Area

CDE's Office of Standards and Instructional Support stands behind the saying, "All Students, All Standards." The Colorado Academic Standards define learning goals in each content area. By providing a high-quality, standards-based educational experience for students in each of the content areas, schools open doors of opportunity to students' futures. By experiencing high-quality teaching and learning in a variety of content areas, upon graduation students should be prepared to seek out and find success in multiple career fields, college majors, or other future endeavors connecting to any one or more of the content areas for which Colorado has academic standards.

Unlike other sources of guidance for the 2020-2021 school year, the guidance below gives equal preference to each content area. **This is not a guide for narrowing the curriculum down to mathematics and English language arts**. Instead, it is our goal that schools consider the guidance provided and strive to offer well-rounded, enriching, opportunity-creating educational experiences for all students, regardless of the instructional setting.

# World Languages

The American Council of Teachers of Foreign Languages (ACTFL) released a series of webinars to support world language teachers around various topics during these unprecedented times.

Previously recorded webinars prepared by content experts on a range of topics including tips for teaching and learning remotely, proficiency and performance, sustaining research, and strategies for assessment. These webinars may also be accompanied by additional offline content. Webinars will be available to both members and non-members through August 31.

"Maximizing Skill-Building During Live Instruction: Guiding Students Along the Proficiency Continuum" With the advent of remote learning, our time for "live" instruction with our students has been cut short. How can we ensure that our students continue to progress across the proficiency continuum in this new environment? In this one-hour webinar led by Leslie Grahn, explore how language educators can maximize "prime time" instruction to intentionally build students' language skills needed to progress to the next proficiency level. View the PDF of the presentation slides. View the Q&A Summary.

"Translating Inclusive Classroom Practices for World Language Classrooms to Remote Learning" How can we most effectively engage all learners while teaching remotely? In this one-hour webinar with Katy Arnett, explore ways teachers can incorporate (or recognize how we are already incorporating) elements of inclusive practice in our remote learning experiences. Join this discussion and acquire specific strategies to support each unique learner. We explore how remote learning has challenged our sense of being effective as an educator, particularly as it pertains to supporting students with more complex needs or home lives. View the PDF of the presentation slides. View the Q&A Summary. View a resource on Differentiation through Choice Boards.

"Graphic Organizers: Visualize – Simplify – Connect" Graphic organizers unite text with images to present information, ideas, concepts, and vocabulary that are important to the understanding of a theme or topic. Donna Clementi illustrates how to use a variety of graphic organizers to present and facilitate communication about the theme or topic via the three modes. This one-hour webinar highlights examples from world language classrooms and from the content-based instruction website at CARLA (Center for Advanced Research on Language Acquisition) at the University of Minnesota. Access a PDF of the presentation View a summary of the Q&A. Access the graphic organizer templates.

"World Language Research in the Covid-19 Era: Tips, Strategies and Support" For world language researchers, the Covid-19 situation presents challenges for beginning, continuing, and completing research projects. Dr. Julie Sykes, Editor of Foreign Language Annals, Director of the Center for Applied Second Language Studies at the University of Oregon, a National Foreign Language Resource Center, and Co-Director of the Oregon Chinese Flagship Program shares tips for navigating research, participates in an interview with ACTFL's Center for Assessment, Research & Development (CARD) Director, Meg Malone, and answers participant questions. Access a PDF of the presentation.

"Developing Proficiency While Teaching Remotely" As language educators switched to remote teaching and learning, the first mission was to survive and maintain learners' language skills. Now many are saying they are ready to try to guide learners to improve their proficiency. Learn to focus on specific elements of proficiency through a variety of tasks tailored for synchronous sessions or asynchronous lessons. In this one-hour webinar with Nicole Naditz, walk through the lesson planning process to guide

learners to move from words and phrases to sentences and connected sentences, add more details, or ask follow-up questions. Access the PDF of the presentation. View a summary of the Q&A.

"Remote Learning: Keeping our Learners Close" How can I provide my learners a week of engaged learning? Remote teaching and learning does not mean taking five days of face-to-face lessons and putting everything online. We need to keep in mind the most effective strategies for learning in order to engage our learners in an online environment: moving from teacher-driven to student-centered and focusing on learning (through engagement and relationships) rather than teaching. How can I focus on what is most important to support my learners so they maintain their language skills? Experience what a week of learning looks like in this 1-hour live webinar with Yo Azama, 2012 ACTFL National Language Teacher of the Year, and Michelle Lupisan. Access a PDF of the presentation. View a summary of the Q&A.

"Emergency Remote Instruction: How to Pace Learning & Check for Understanding" When planning a lesson for teaching remotely, how do you provide the right balance of content, practice/application, and checks for learning? Lauren Rosen shares strategies and tips for effective pacing of a lesson by breaking it into small and manageable "chunks" of learning and building in concept checks for learning. During the webinar, experience some technologies that are simple and easy to use, and identify options for both synchronous and asynchronous learning. Access a PDF of the presentation. View a summary of the Q&A.

"Going the Distance: Tools and Strategies for Online Teaching and Learning" In this session with Nicole Naditz, ACTFL 2015 National Language Teacher of the Year (San Juan, USD), we will explore important design considerations for your remote learning experiences and tools anyone can use (yes, even if you have never done this before!!) to start delivering meaningful world language instruction online. You will leave with resources to help you get started at your own pace. Access a pdf of the presentation. View a summary of the Q&A.

"Out of School Testing" This 20-minute informational webinar will address the options for "out of school" testing being offered by ACTFL and Language Testing International (LTI) for the end of this school year. The presenters will provide an overview of two options: at-home proctoring and virtual proctoring and facilitate a question and answer. Presenters are Leah Graham (ACTFL) and Kim Sallee (LTI).

"Using the AAPPL Model for Task Design" ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) evaluates how well learners can apply communication strategies learned in classroom settings in different, yet still familiar, contexts. This session will examine AAPPL functions and task design for the Interpersonal Listening and Speaking (ILS) mode of communication Attendees practiced rating language samples and discussed how to apply these principles in the virtual language classroom. The webinar is hosted by ACTFL staff members Camelot Marshall, PhD and Celia Zamora, PhD.

"Now That You're Teaching Remotely - What Are Your Questions?" led by Lauren Rosen (University of Wisconsin) Language learners and educators around the world have suddenly moved to learning and teaching remotely. After the initial week(s) of adjusting to this new environment, questions and challenges are arising. Lauren Rosen has coordinated online language learning and taught remotely for over 20 years. Learn and be reassured from Lauren's experiences and expertise. Learn more about

Lauren. Discover a variety of ways to feel more confident in your online teaching and provide stronger support for your language learners. Access the presentation slides.

"Empowering Diverse Learners: Research-based Strategies for Success" led by Rebecca Blouwolff (ACTFL 2020 National Language Teacher of the Year, Wellesley Middle School, Wellesley, MA. Access a pdf of the presentation.

AAPPL Communication Builder: Online Activity Creator Learn more about the ACTFL's AAPPL Communication Builder, a web-based tool for world language teachers and learners. Communication Builder facilitates the practice of interpersonal, interpretive and presentation modes of communication. It is designed to complement curriculum and to extend learning beyond the physical classroom space. Teachers can produce original tasks by choosing the subject matter, language, and targeted level that best fits their learners' needs or they can identify tasks available in the publicly shared section of Communication Builder presented by ACTFL staff members Deise Nassinhack & Michael Pereira.

"Resources for Stimulating Interpretive/Interpersonal/Presentational Communication Online: Part I" created by Distance Learning SIG member Victoria Russell, Professor of Spanish and Foreign Language Education at Valdosta State University provides helpful advice on supporting learners in remote teaching and learning situations.

"Resources for Stimulating Interpretive/Interpersonal/Presentational Communication Online: Part II", a continuation of the video by Distance Learning SIG member Victoria Russell.

"Learning to Learn Online" created by Kathryn Murphy-Judy, Virginia Commonwealth University provides advice to help postsecondary learners get the most out of their current reality of learning remotely.

"Developing Online Assessments" created by Maris Hawkins, who shares some strategies to assess students and suggests ways to circumvent students' use of online translators.

"How to Move Online in a Hurry", created by Distance Learning SIG Chair Christopher Hromalik.