



This document is intended to guide the development and administration of high quality and effective World Language Programs. It is crucial to the success of any World Language program that one person, (i.e. an administrator, world language department chair, or lead teacher), be designated as responsible for the program and accountable for its effectiveness. In some cases, this person may have limited prior knowledge or experience in the field of language acquisition. The *Principles of Effective World Language Programs* has been developed by a Task Force comprised of current and former world language coordinators and members of the National Association of District Supervisors of Foreign Languages (NADSFL).

The Principles of Effective World Language Programs is divided into four interconnected facets that impact the success of a world language program: **Program Design**, **Curriculum**, **Assessment**, and **Teacher Effectiveness**. Each facet includes the characteristics of an ideal world language program and recommended leadership behaviors and resources to build and sustain an effective World Language program at the school or district level.

### **Program Design**

Effective World Language Programs cultivate globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies.

### **Curriculum**

Effective World Language Programs employ a standards-based curriculum that is based on thematic units with clearly defined proficiency targets and provides scaffolded language learning experiences and opportunities for students to interact with authentic sources.

### **Assessment**

Effective World Language Programs help cultivate globally competent students through performance-based assessment: evaluating how well students communicate in a variety of formative and summative performance tasks. A balanced assessment approach offers multiple ongoing formative assessment opportunities and feedback and limited benchmark and final summative assessments.

### **Teacher Effectiveness**

Effective World Language Programs recognize that effective teachers are the most important factor contributing to student achievement. For world language teachers, the Teacher Effectiveness for Language Learning (TELL) Project provides a framework, feedback tools, and resources for teacher-directed professional growth that is aligned with national teacher development standards and fully supports the World-Readiness Standards for Language Learning.

A primary goal of any world language program is to develop globally competent students who exhibit the following skills enunciated in the *World-Readiness Standards for Learning Languages*:

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

National Standards in Foreign Language Education Project (NSFLEP). (2015). *World-Readiness standards for learning languages (W-RSLL)*. Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>.



## PROGRAM DESIGN

Effective World Language Programs cultivate globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies.

### 1. School/District has a vision that includes global competency.

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|---|--|---|---|
| Program Indicators  | <ul style="list-style-type: none"> <li>▪ There is a strategic plan to provide equity in access to effective world language instruction for all students.</li> <li>▪ The entire school community supports world language instruction.</li> <li>▪ The school/district builds stakeholder support for world language learning.</li> </ul>   |   |   |
| Leadership Behaviors  | <ul style="list-style-type: none"> <li>▪ I contribute to the vision for global competency by advocating for language learning opportunities.</li> <li>▪ I build community support for language learning as a path to global competency for all students.</li> </ul>  |   |   |
| Resources   | <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <a href="#">Sample programs</a></li> <li>▪ <a href="#">Strategic plans from districts/schools</a></li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <a href="#">NCSSEFL Interculturality Statements</a></li> <li>▪ <a href="#">ACTFL P-21 Map</a></li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>▪ <a href="#">Sample programs</a></li> <li>▪ <a href="#">Strategic plans from districts/schools</a></li> </ul> | <ul style="list-style-type: none"> <li>▪ <a href="#">NCSSEFL Interculturality Statements</a></li> <li>▪ <a href="#">ACTFL P-21 Map</a></li> </ul> |
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### 2. Effective World Language programs are designed to provide long sequences of articulated language courses to achieve the highest possible proficiency.

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|---|--|---|---|
| Program Indicators  | <ul style="list-style-type: none"> <li>▪ Courses are offered to ensure students meet or exceed proficiency targets.</li> <li>▪ Contact time and frequency are maximized to meet proficiency targets.</li> <li>▪ Schedules are created to support the importance of language learning and the goals of the program.</li> <li>▪ World language instructional time is protected for all students.</li> </ul>  |   |   |
| Leadership Behaviors  | <ul style="list-style-type: none"> <li>▪ I advocate for, design, and implement clearly articulated sequences of language courses.</li> <li>▪ I provide scheduling options to schools to maximize contact time and frequency.</li> <li>▪ I offer ongoing professional development to schools to support best practices for scheduling well-articulated language sequences.</li> </ul>   |   |   |
| Resources   | <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <a href="#">Examples of successful scheduling or guidelines</a></li> <li>▪ <a href="#">Research and data supporting longer articulation sequences</a></li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <a href="#">Document showing levels of language needed for work</a></li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>▪ <a href="#">Examples of successful scheduling or guidelines</a></li> <li>▪ <a href="#">Research and data supporting longer articulation sequences</a></li> </ul> | <ul style="list-style-type: none"> <li>▪ <a href="#">Document showing levels of language needed for work</a></li> </ul> |
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### 3. Effective World Language programs provide access to all students.

- Program Indicators
- Course offerings are accessible to all students regardless of: academic standing, home language, or special needs.
  - Learning opportunities are offered to meet the needs of students such as classes for heritage or native speakers.

- Leadership Behaviors
- I expand face-to-face World Language instruction opportunities as needed.
  - I support effective blended World Language learning opportunities as necessary.
  - I partner with other institutions (e.g. post-secondary institutions) to offer advanced or less commonly taught language opportunities.
  - I foster collaboration with Career and Technical Education personnel to create specialized language learning opportunities.
  - I foster collaboration with Exceptional Children personnel to create adapted/specialized language courses to meet student needs.

- Resources
- [Samples MOUs](#)
  - [Nontraditional course descriptions \(heritage, LCTL, dual immersion two way\)](#)
  - [Samples of successful blended language learning](#)

### 4. Effective World Language programs routinely collect and analyze data.

- Program Indicators
- There is an established assessment plan in place to facilitate the collection and analysis of data throughout the year.
  - There are shared expectations that performance tasks are a major part of the assessment plan.
  - Internal common assessment data is collected and analyzed to drive decisions.
  - External assessment data is routinely collected and analyzed.

- Leadership Behaviors
- I create and maintain an annual assessment timeline.
  - I partner with accountability personnel to deliver assessments and to support analysis of data.
  - I ensure there is ongoing professional development on assessment practices, performance tasks, and rubrics.
  - I collaborate with school leadership to analyze data and examine student work
  - I implement external assessments for as many students as possible annually.

- Resources
- [Sample assessment plans from schools/districts](#)
  - [Links to AAPPL, STAMP, OPI/MOPI, OPIc, ALIRA, AP, IB](#)

## 5. Effective World Language programs have access to the tools and resources to maximize student language growth.

- Program Indicators
  - Districts provide access to the tools and resources needed for:
    - curriculum & instruction;
    - assessment & data collection;
    - professional learning; and
    - collaboration with colleagues and stakeholders.
- Leadership Behaviors
  - I access and curate relevant resources to support the curriculum.
  - I identify appropriate resources to maximize student language learning.
  - I advocate for the allocation of resources.
  - I pursue grant opportunities as available to provide additional resources.
- Resources
  - [STARTALK](#)
    - [Ed.gov](#)
  - [S-FLEP](#)
    - [Grant forecaster](#)

## 6. Effective World Language programs communicate routinely with stakeholders.

- Program Indicators
  - The goals of the program are articulated to stakeholders.
  - Stakeholders are afforded opportunities to provide feedback about the program.
  - The proficiency-driven grading system of the program is articulated to stakeholders.
  - The accomplishments of teachers and students are shared (as appropriate) with stakeholders.
- Leadership Behaviors
  - I identify avenues through which programs and stakeholders can communicate.
  - I facilitate the evaluation of stakeholder satisfaction with the program.
  - I build the capacity of school administrators to monitor and support programs within their schools.
- Resources
  - [Impact/stakeholder surveys](#)
  - [Sample methods of communication \(newsletter, websites, etc.\)](#)

## 7. Effective World Language programs include policies and/or practices that encourage student involvement in the global community.

- Program Indicators
- The Students have a variety of opportunities to:
    - study/travel abroad;
    - communicate with native speakers;
    - engage in service learning/community projects; and
    - develop international partnerships.

- Leadership Behaviors
- I encourage teachers to access local and global target language communities.
  - I encourage teachers to use available technologies to interact with global target language communities.
  - I provide opportunities for students to study/travel abroad.
  - I provide opportunities for students to engage in service learning projects in the local and global target language communities.

- Resources
- Study Abroad organizations
  - Service organizations
  - IBO
  - MOUs



A standards-based World Languages curriculum should be focused on developing proficiency in the target language. Thematic unit curricula with clearly defined proficiency targets provide scaffolded student learning experiences and opportunities to interact with authentic sources.

## 1. Curriculum in effective world language programs is aligned with clearly defined proficiency targets.

- Program Indicators
  - Realistic proficiency targets are set allowing for multiple student pathways and entry points.
  - Curriculum allows students to meet or exceed the identified proficiency targets.
  
- Leadership Behaviors
  - I recognize and describe the different ACTFL proficiency levels.
  - I explain the difference between proficiency and performance.
  - I articulate realistic expectations for student performance based on proficiency levels within our program design.
  
- Resources
  - [ACTFL Proficiency Guidelines](#)
  - [NCSSFL-ACTFL Can Do Statements](#)
  - [ACTFL Performance Descriptors](#)

## 2. Curriculum in effective world language programs leads to the development of global competencies and is based on national and state standards.

- Program Indicators
  - The *World-Readiness Standards for Language Learning* and state standards frame the curriculum development process.
  - Curriculum connects to state and local content standards for other disciplines.
  - Curriculum supports the development of:
    - language proficiency across the communicative modes;
    - intercultural competence;
    - learning and innovation skills, information, media & technology skills, and life and career skills.
  
- Leadership Behaviors
  - I use the *World-Readiness Standards for Language Learning* and state standards to frame the curriculum development process.
  - I lead the development of curriculum that makes connections across content areas.
  - I lead the development of curriculum that targets language proficiency across the communicative modes.
  - I lead the development of curriculum that allows students to build intercultural competencies.
  - I lead the development of curriculum that fosters:
    - learning & innovation skills,
    - information, media & technology skills,
    - life & career skills.

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|-----------|--|--|
| Resources | <ul style="list-style-type: none"> <li>▪ <a href="#">World-Readiness Standards for Language Learning</a></li> <li>▪ <a href="#">Common Core as applicable</a></li> </ul> | <ul style="list-style-type: none"> <li>▪ <a href="#">21<sup>st</sup> Century Skills Map for World Language</a></li> <li>▪ <a href="#">NCSSFL Interculturality Statements</a></li> <li>▪ <a href="#">Content standards for other disciplines</a></li> </ul> |
|-----------|--|--|

### 3. Effective World Language Programs value the curriculum writing and review process.

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|----------------------|--|
| Program Indicators   | <ul style="list-style-type: none"> <li>▪ There is an established process for developing district curriculum that includes student and teacher input.</li> <li>▪ There is a regular review process in place to refine the curriculum and maintain relevancy.</li> </ul>   |
| Leadership Behaviors | <ul style="list-style-type: none"> <li>▪ I employ a curriculum writing process instead of adopting an existing curriculum.</li> <li>▪ I establish a process for developing a curriculum for my district that includes student and teacher input.</li> <li>▪ I establish a regular review process to refine the curriculum and maintain relevancy.</li> </ul> |
| Resources            | <ul style="list-style-type: none"> <li>▪ <a href="#">Sample curricula</a></li> <li>▪ <a href="#">Sample development processes</a></li> <li>▪ <a href="#">Sample review processes</a></li> </ul>  |

### 4. Effective World Language Programs use Backwards Design Principles.

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| Program Indicators   | <ul style="list-style-type: none"> <li>▪ Curriculum clearly identifies what students will know and be able to do at the end of the sequence of teaching and learning.</li> <li>▪ Curriculum clearly identifies how students will demonstrate what they can do with what they know.</li> <li>▪ Curriculum clearly identifies instructional strategies and resources.</li> </ul> |
| Leadership Behaviors | <ul style="list-style-type: none"> <li>▪ I employ backwards design in the curriculum development process.</li> <li>▪ I include essential curricular elements based on my district's culture and needs.</li> </ul>  |
| Resources            | <ul style="list-style-type: none"> <li>▪ <a href="#">UbD website</a></li> <li>▪ <a href="#">Sample curricula</a></li> <li>▪ <a href="#">Wiggins &amp; McTighe</a></li> </ul>   |

## 5. Effective World Language Programs build thematic units that leverage student motivation to increase proficiency.

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| Program Indicators   | <ul style="list-style-type: none"><li>▪ Thematic units reflect curriculum topics, student interests, experiences, issues, or problems.</li><li>▪ Thematic units consider individual student needs, language background, and identity.</li></ul>   |
| Leadership Behaviors | <ul style="list-style-type: none"><li>▪ I ensure that thematic units incorporate student interest, needs, language, and identity.</li><li>▪ I apply the principles of learner motivation when developing of thematic units.</li></ul>   |
| Resources            | <ul style="list-style-type: none"><li>▪ <a href="#">Sample curricula</a></li><li>▪ <a href="#">Sample student interest survey</a></li><li>▪ <a href="#">Official student information (background, 504, IEP, home language)</a></li><li>▪ <a href="#">Learner motivation texts</a></li></ul> |

## 6. Effective World Language Programs use can-do statements in student-friendly terms to identify indicators of language performance and motivate students.

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|----------------------|---|
| Program Indicators   | <ul style="list-style-type: none"><li>▪ Can-do statements guide unit and lesson plan development.</li></ul>   |
| Leadership Behaviors | <ul style="list-style-type: none"><li>▪ I guide teachers to an understanding of what students should know and be able to do for each unit of study.</li><li>▪ I guide the creation of unit can-do statements.</li></ul> |
| Resources            | <ul style="list-style-type: none"><li>▪ <a href="#">NCSSFL-ACTFL Can-do Statements</a></li><li>▪ <a href="#">Sample curricula</a></li><li>▪ <a href="#">Sample Can-Do Progress Tracking</a></li></ul>                   |

## 7. Effective World Language Programs embed regular opportunities for students to interact with authentic sources including native speakers of the target language.

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| Program Indicators   | <ul style="list-style-type: none"><li>▪ Curriculum links to relevant resources from the local and global target language communities.</li></ul> |
| Leadership Behaviors | <ul style="list-style-type: none"><li>▪ I ensure that teachers have access to a variety of resources that support the curriculum.</li></ul>     |

- Resources
- [Sample Pinterest boards](#)
  - [COERLL](#)
  - [Audio-lingua](#)
  - [BBC](#)
  - [TV5](#)
  - [Newseum](#)
  - [TES](#)
  - [Etc...](#)
  - [This is language \(\\$\)](#)

## 8. Effective World Language Programs provide opportunities that encourage student involvement in the global community.

- Program Indicators
- Curriculum embeds regular opportunities for students to communicate with native speakers.
  - Curriculum encourages students to interact with local language communities, especially through service learning and community projects.
- Leadership Behaviors
- I investigate and curate resources that allow students to interact with local and global language communities.
  - I create international partnerships.
- Resources
- [MOU samples](#)
  - [IBO](#)



## ASSESSMENT

Effective World Language Programs help cultivate globally competent students through performance-based assessment: evaluating how well students communicate in a variety of formative and summative performance tasks. A balanced assessment approach should offer multiple ongoing formative assessment opportunities and feedback, and limited benchmark and final summative assessments.

### 1. Effective World Language Programs use assessment to leverage student motivation.

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|----------------------|--|
| Program Indicators   | <ul style="list-style-type: none"><li>▪ Assessments evidence the role of student motivation in demonstrating knowledge and skills.</li><li>▪ Assessments motivate students to reflect and improve on their performance.</li><li>▪ Assessments guide students to set individual goals as they reflect on their performance.</li></ul> |
| Leadership Behaviors | <ul style="list-style-type: none"><li>▪ I understand the connection between assessment and motivation.</li><li>▪ I apply the principles of learner motivation to the development of common formative and summative assessment tools.</li></ul>   |
| Resources            | <ul style="list-style-type: none"><li>▪ Books on motivation such as <a href="#">Mind-Set</a> by Carol Dweck</li><li>▪ <a href="#">LinguaFolio</a></li></ul>  |

### 2. Effective World Language Programs take a balanced assessment approach to increase student proficiency.

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|----------------------|---|
| Program Indicators   | <ul style="list-style-type: none"><li>▪ Assessments measure student language development across the modes of communication through performance tasks.</li><li>▪ The assessment plan provides both formative and summative performance assessment opportunities.</li><li>▪ The assessment plan ensures performance assessment tasks mirror instruction and align with curriculum.</li></ul>  |
| Leadership Behaviors | <ul style="list-style-type: none"><li>▪ I establish a comprehensive assessment plan that monitors students' progress toward and beyond proficiency targets.</li><li>▪ I ensure that formative and summative assessments are used to grow student performance.</li><li>▪ I facilitate the creation of internal common benchmark assessments.</li><li>▪ I use data from internal assessments to monitor program effectiveness.</li><li>▪ I provide leadership to help identify appropriate external assessment.</li><li>▪ I use data from external assessments to monitor program effectiveness.</li><li>▪ I ensure that there is a balance between formative and summative assessment to grow student performance.</li></ul> |
| Resources            | <ul style="list-style-type: none"><li>▪ <a href="#">Internal assessment samples</a></li><li>▪ <a href="#">External assessment samples</a></li><li>▪ <a href="#">Guidelines for developing formative assessments</a></li></ul>   |

### 3. Effective World Language Programs use feedback to increase student proficiency.

- Program Indicators**
- Teachers share the process by which grades are earned in advance of the assessment.
  - Students routinely receive meaningful descriptive feedback on their performances.
  - Students are afforded the opportunity to refine their practice by applying the feedback they received.
  - Students can articulate different levels of performance and their correlation to proficiency.
  - The assessment plan provides meaningful descriptive feedback to students to promote reflection and growth.
- Leadership Behaviors**
- I facilitate the selection of research-based feedback strategies based on programmatic needs.
  - I guide teachers' implementation of research-based feedback strategies to maximize learning.
  - I guide the development of rubrics to measure performance.
  - I ensure inter-rater reliability among teachers.
- Resources**
- [Readings on feedback](#)
  - [Rubrics/Feedback forms](#)

### 4. Effective World Language Programs monitor and document student growth through performance assessment.

- Program Indicators**
- Performance assessments are the primary source from which data is collected.
  - Performance assessments
    - focus on one or more modes of communication;
    - have a real-life context; and
    - are inviting and age-appropriate.
  - The assessment plan includes data collection and analysis.
  - Data analysis informs school and program decision-making.
- Leadership Behaviors**
- I articulate the difference between growth measures and achievement measures.
  - I support teachers in selecting appropriate student growth measures.
  - I assist teachers in developing opportunities for students to self and peer assess their growth.
- Resources**
- [Performance Assessment Banks \(NJ, GA, KY\)](#)

## 5. Effective World Language Programs use student growth data to drive programmatic decision-making.

- Program Indicators
  - Performance Assessment plans gather data to provide insights on the effectiveness of teaching and learning.
  - Assessment plans gather data to provide insights on the effectiveness of classroom program performance.
  
- Leadership Behaviors
  - I support teachers in collecting student evidence of growth toward or beyond the targets.
  - I develop a plan to collect and analyze student performance data.
  - I use performance data to guide programmatic decision-making.
  - I identify avenues for disseminating performance results to stakeholders.
  
- Resources
  - Performance Sample data collection tools
  - Sample rubrics



## TEACHER EFFECTIVENESS

Effective World Language Programs recognize that effective teachers are the most important factor contributing to student achievement. For world language teachers, the Teacher Effectiveness for Language Learning (TELL) Project provides a framework, feedback tools, and resources for teacher-directed professional growth that is aligned with national teacher development standards and supports the World-Readiness Standards for Language Learning.

### 1. Effective world language programs ensure that professional practice is driven by national teacher development standards.

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|----------------------|--|
| Program Indicators   | <ul style="list-style-type: none"><li>Teachers are familiar with national teacher development standards.</li><li>Teachers strive to embody best practices of professional practice.</li></ul>  |
| Leadership Behaviors | <ul style="list-style-type: none"><li>I provide information to teachers about teacher development standards and expectations for professional practice.</li><li>I align professional development to national teacher development standards.</li><li>I use specific descriptive feedback to improve teachers' efficacy.</li></ul> |
| Resources            | <ul style="list-style-type: none"><li><a href="#">INTASC</a></li><li><a href="#">TELL Project</a></li><li><a href="#">NCATE</a></li><li><a href="#">NBPTS</a></li><li><a href="#">Marzano/Danielson ...</a></li></ul>  |

### 2. Effective World Language Programs are staffed with reflective practitioners.

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|----------------------|---|
| Program Indicators   | <ul style="list-style-type: none"><li>Teachers reflect on their current practice in order to grow.</li><li>Teachers set annual goals to improve their practice.</li><li>Teachers receive ongoing descriptive feedback that helps them improve their practice.</li></ul>   |
| Leadership Behaviors | <ul style="list-style-type: none"><li>I help all teachers set annual goals for their growth.</li><li>I ensure teachers receive regular descriptive feedback on their goals.</li><li>I help teachers revise goals at key intervals in the school year.</li><li>I help teachers to process and plan from the feedback they receive.</li></ul> |
| Resources            | <ul style="list-style-type: none"><li><a href="#">TELL Project</a></li></ul>  |

### 3. Effective World Language Program staff build and refine their content knowledge and skills.

- Program Indicators
  - The importance of continued growth is evidenced by the variety of learning opportunities available to teachers.
  - Teachers have advanced levels of proficiency in the target language and English.
- Leadership Behaviors
  - I share opportunities for content knowledge and skill development as appropriate.
  - I create opportunities for teachers to collaborate in building content knowledge and skills.
  - I encourage ongoing language development for all teachers.
- Resources
  - [TELL Project](#)
  - [Language Resource Centers](#)
  - [Language Affiliate PD Offerings](#)

### 4. Effective World Language Programs develop, empower, and retain teachers.

- Program Indicators
  - There is shared leadership for cultivating and developing capacity across programs.
  - Leaders in the content area are leveraged to build capacity across programs.
  - There is a mentor/support system to retain teachers.
- Leadership Behaviors
  - I provide leadership opportunities.
  - I identify and cultivate future leaders across programs.
  - I provide ongoing professional development to develop teacher efficacy.
  - I facilitate and provide mentorship opportunities.
- Resources
  - [TELL Project](#)
  - [Leadership resources](#)
  - [Mentoring resources](#)

### 5. Effective World Language Programs encourage and support teachers to give back to the profession.

- Program Indicators
  - Teachers participate in Professional Learning Networks and/or professional organizations.
  - Teachers collaborate with colleagues both in and outside of their content area.
  - Teachers pursue leadership opportunities as appropriate.
- Leadership Behaviors
  - I help facilitate my teacher's participation in professional learning networks and/or professional organizations.
  - I create venues for colleagues to collaborate within and outside their content area.
  - I foster leadership opportunities in my school community, professional organization, or other educational venues.
- Resources
  - [TELL Project](#)
  - [Professional Associations](#)
  - [Links to established online PLNs](#)

## ADDITIONAL RESOURCES

- Motivational Design for Learning and Performance: The ARCS Model Approach by John Keller  
<http://principlesoflearning.wordpress.com/dissertation/chapter-3-literature-review-2/the-human-perspective/arcs-theory-of-motivation-keller-1979/>
- Moss, C.M. & Brookhart, S.M. (2009) Advancing formative assessment in every classroom: A guide for the instructional leader
- Moss, C.M. & Brookhart, S.M. (2012) Learning targets: Helping students aim for understanding in today's lesson
- Brookhart, S.M. (2008) How to give effective feedback to your students.
- Stiggins, R.J., et. al. (2009) Classroom assessment FOR learning : Doing it right-using it well.
- 
- Moeller, A. J., Theiler, J.M. and Wu, C. (2012) Goal Setting and Student Achievement: A Longitudinal Study
- <http://learningforward.org/>
- <http://www.edutopia.org>
- \*The STARTALK site has several valuable resources (and more will be coming) - At A Glance sheets describing Student-Centered Learning and the Integration of Culture, Content, and Language, a draft of a teacher portfolio protocol, videos, etc. [www.startalk.umd.edu](http://www.startalk.umd.edu)

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