



Professional Development Module III-B

TEKS for LOTE: Developing Curriculum/ Addressing Assessment

Languages Other Than English Center for Educator Development
Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

In collaboration with

Texas Education Agency
Education Service Center, Region II

Professional Development Module III-B

TEKS for LOTE: Developing Curriculum/ Addressing Assessment

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Table of Contents

I. Introduction

LOTE CED - What's in a Name?	7
LOTE Writing Team for the Clarification of the Essential Elements	8
LOTE Program Goals and the Emphasis on Communication	9
Producing the TEKS for LOTE	10
TEKS for LOTE Writing Procedure	11

II. Background Information for Facilitators

Purpose, Use, and Contents of this Professional Development Guide	15
Preparing for the Workshop	17
Module III-B at a Glance	18
Background Information on Transparencies	19

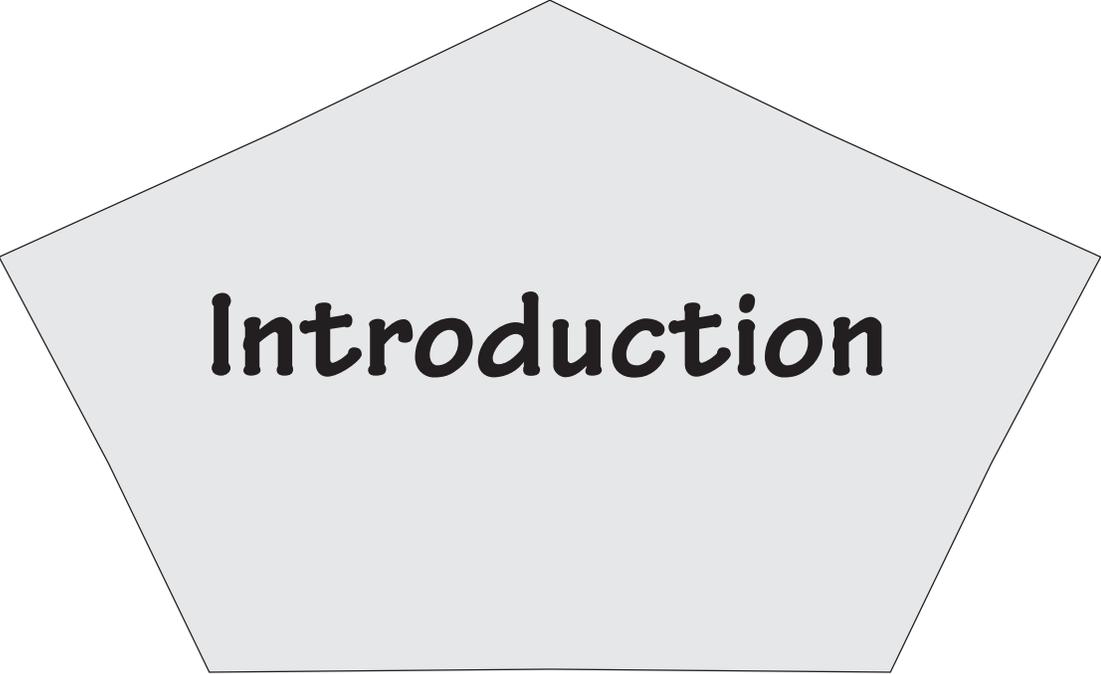
III. Talking Points

IV. Transparencies

V. Handouts

VI. Appendices

<i>"User-Friendly" Texas Essential Knowledge and Skills for Languages Other Than English</i>	A
Sample Facilitation Techniques	B
Curriculum Development: Some Texas Examples	C
<i>Designing Curriculum for Standards-Based Culture/ Language Learning, L.Q. Allen</i>	D
Ordering Project ExCELL Documents	E



Introduction

LOTE CED: What's in a name?

The Languages Other Than English Center for Educator Development (LOTE CED) was established to assist PreK-12 educators in enhancing the proficiency of Texas students of LOTE.

The LOTE CED's goals are:

- 1) to provide resources for implementing the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) and for improving the teaching and learning of languages in Texas;
- 2) to provide teachers and future teachers with a thorough knowledge of the instructional principles underlying the TEKS for LOTE adopted by the State Board of Education;
- 3) to establish a coordinated system of professional development in LOTE instruction; and
- 4) to increase LOTE educators' access to high-quality instructional models for all students.

The LOTE Center for Educator Development was established in February 1998 and is located in the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. It is a collaboration between SEDL, the Education Service Center, Region 2 (ESC II), and the Texas Education Agency (TEA). The Center's multiple projects are designed to share successful strategies, current research, and up-to-date language resources and information with LOTE educators around the state.

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Center Activities

Professional Development Guides

Module I - TEKS for LOTE: Overview
Module II - TEKS for LOTE:
Classroom Implementation
Module III-A - TEKS for LOTE:
Developing Curriculum/
Addressing Assessment
Module III-B - TEKS for LOTE:
Developing Curriculum/
Addressing Assessment
These guides are used in workshops provided by trained facilitators in ISDs and ESCs

Peer Coaching/Mentoring Program

Ten LOTE teachers from around the state were trained in peer coaching and mentoring models of professional development. These educators now work in their regions to train other teachers with the goal of establishing a network of peer coaches/mentors throughout the state.

Information Sources

The LOTE CED serves as a source for information related to language learning and teaching, language research, and language resources. It publishes a quarterly newsletter (including an on-line version) and has established a webpage at:

<http://www.sedl.org/loteced>

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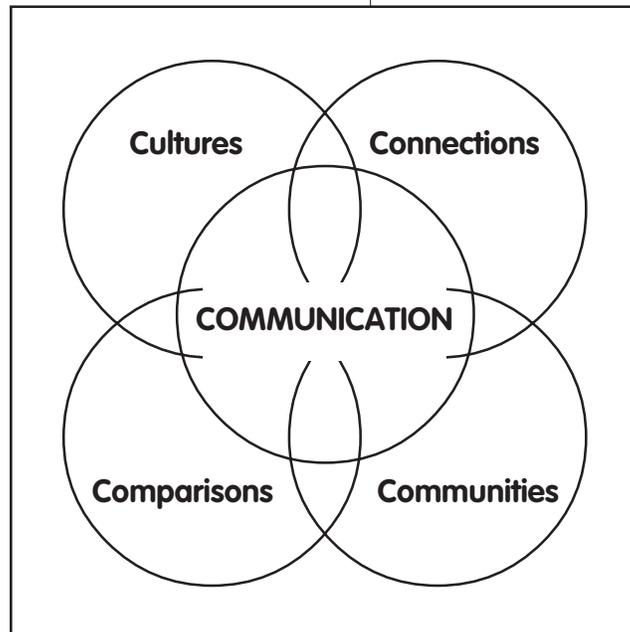
LOTE Program Goals and the Emphasis on Communication

There are five Program Goals that form the foundation of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities (also known as the five Cs). These five Cs have become a common framework for LOTE policy and planning. The national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, forged the path for the five Cs; many states have since used the 5 Cs paradigm for their own state standards. Those who contributed to the writing and development of the TEKS for LOTE felt that the Texas standards should take a different look at the interrelationship of the 5 Cs. As they worked on the document, they placed the emphasis and most importance on the Communication Program Goal.

*"When you learn a
new language
you gain another world."*

– Goethe

Communication (listening, speaking, reading, writing, viewing, and showing) is the primary focus of language acquisition. It is the vehicle by which students of LOTE become linguistically proficient and reach the other four Program Goals. The other four Program Goals contribute to and enhance the communicative language experience by supplying context, that is, what students communicate about (topics, themes, literature, etc.) and in what contexts their communication takes place (face-to-face, in writing, outside the classroom, via the Internet, etc.).





Excellence and Challenge:
Expectations for Language Learners

"I was continually impressed by the knowledge and dedication of my fellow writing team members. We didn't always agree, but we celebrated our 'storms' and used that energy to move forward. What a privilege to work with such superb language educators!"

– Writing Team Member

Producing the TEKS for LOTE

Ten years after the first implementation of the *Essential Elements*, the Texas legislature directed the Texas State Board of Education in 1995 to adopt the Texas Essential Knowledge and Skills (TEKS) for all subject areas. The goals of the TEKS were to meet the requirements of Senate Bill 1, to review and revise the previously adopted state curriculum (the *Essential Elements*), to clarify what all students should know and be able to do, and to serve as the basis for textbook adoptions and state tests, where appropriate.

To develop the TEKS for Languages Other Than English (TEKS for LOTE) and related products, the Texas Education Agency, with the assistance of the Southwest Educational Development Laboratory (SEDL), implemented the project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners).

Project ExCELL worked with a group of mostly foreign language educators, the Writing Team for the Clarification of the Essential Elements, to compose drafts of the TEKS for LOTE. This team was representative of the diversity inherent in the composition of Texas itself. The 23 team members came from all regions of the state, representing urban, suburban, and rural areas. They also came from diverse linguistic, cultural, and ethnic backgrounds. In addition, the team was composed of educators who work within many different educational structures (from public schools to administrative offices to businesses) and represented numerous and varied areas of expertise.

**Essential
Elements**

**Texas
Essential Knowledge
and Skills**

TEKS for LOTE Writing Procedure

The Writing Team began meeting in March 1995. Methods used in the development of the TEKS for LOTE included recording, collecting, analyzing, and synthesizing the collective knowledge and experience of the team and Project ExCELL staff toward producing successive drafts. All ideas were subject to debate, elaboration, refinement, and verification. Throughout the process, team members and staff learned from one another, from invited speakers, from readings, and from continually addressing the important issues in LOTE education. The project kept informed of work on LOTE standards in other states and with the National Standards Project. Each successive draft was shaped from the notes and discussion that came from the writing team meetings. The TEKS for LOTE Writing Team used a consensus-building process to approve each section of the TEKS for LOTE.

Expert Review and Revision

Project ExCELL employed expert state and national consultants and used current literature and research to inform its work. The utility and quality of the TEKS for LOTE were also validated through field testing and through review by expert professionals and public representatives. The majority of these expert professionals and public representatives were part of one of the following four groups:

- Field Advisory Committee: a panel of national and state foreign language experts who reviewed the TEKS for LOTE in terms of their clarity, comprehensiveness, appropriateness to the needs and conditions of LOTE education in Texas, and utility in terms of curriculum, assessment, teacher education, and professional development.
- State Board of Education Curriculum Review Committee: This 15-member committee was composed of appointees of the Texas State Board members; they reviewed the TEKS several times and offered critical analysis and suggestions.
- Connections Team Feedback Committee: This 19-member committee consisted of one representative from each of the subject area writing teams. They reviewed the TEKS for LOTE to ensure and reinforce collaboration and articulation among disciplines.
- Foreign Language Congress: a committee made up of community and business leaders of various personal and professional backgrounds, they reviewed the TEKS for LOTE for applicability to the real world and for relevance to the world of work.

The TEKS for LOTE Writing Team incorporated suggestions from all reviewers into the final draft.

"Very coherent and logical statement of what the state expects from language students at different levels. Comprehensive and complete, and reflective of current trends in foreign language teaching and programs."

– Field Advisory
Committee member

"The TEKS for LOTE give excellent direction to LOTE programs. Programs which follow these guidelines will have academic rigor and should help students to develop excellent language skills."

– SBOE Curriculum Review
Committee member

"I see most of our suggestions as fine-tuning an already good product."

– Foreign Language
Congress member

"The community and cultural components are important elements; these prepare students to speak a 'real life' language that can be of great value when they enter the professional arena."

– Foreign Language
Congress member

Feedback and Public Commentary

"TEKS for LOTE promote the desire and need for excellence."

– reviewer from the field

"Language learner descriptions are well-developed. Performance expectations at each level are both challenging and attainable."

– reviewer from the field

"The wording of this document supports the goals of all teachers of languages other than English in that it is succinct, yet comprehensive. I feel it will be a good tool for teaching and assessment."

– reviewer from the field

Hundreds of respondents offered reactions to the public drafts of the TEKS. Both their responses to separate items and their written comments were analyzed and used to edit the document. The majority of public responses showed a high degree of satisfaction with the draft documents.





**Background
Information for
Facilitators**

MODULE III-B

TEKS for LOTE: Developing Curriculum/Addressing Assessment

Notes

Purpose

The purpose of Module III-B is to aid school districts in developing standards-based LOTE curricula. This professional development guide was written for the use of foreign language coordinators, lead teachers, and/or department chairs as they lead curriculum development teams in that process. The goal of this training module is:

- to provide coordinators or curriculum development team chairs with background information on curriculum development in general and standards-based curriculum development in particular,
- to offer descriptions and examples of four approaches to curriculum development, and
- to provide the inspiration and forum for discussion that districts need to begin work on developing foreign language programs centered on the TEKS for LOTE.

The module presupposes a comprehensive understanding of the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) and its Program Goals (the 5 Cs) and Progress Checkpoints (proficiency levels). Hence the materials are best suited for TEKS for LOTE-trained writing teams as they begin to deliberate on how they will proceed in the actual writing of curricula.

Use

The manual may be used by districts in a variety of ways, depending on need and context. For example, some districts may choose to use all the activities in a single, pre-writing session during an in-service day; others may prefer to complete the various segments in shorter discussion sessions after school; still others may decide to duplicate the background information provided so that participants can be familiar with it before they begin their discussion. It is assumed, however, that a foreign language coordinator or department chair(s) will be responsible for leading the curriculum writing team through these introductory materials.

Notes

NOTE:

Workshop segments include the following :

- *introduction / warmup*
- *discussion of what curriculum is*
- *characteristics of an effective curriculum*
- *four development options, and*
- *a detailed explanation of the curriculum design process*

Contents

Due to the nature of the materials included in this training manual and because it is being sent to *all* foreign language coordinators in Texas, this module is an abbreviated version in comparison to other modules that have been prepared by the LOTE Center for Educator Development. However, it does contain all the sections found in other manuals. These sections and their contents are listed below:

Introduction

- Information on the LOTE CED and its products
- Information on the development of the TEKS for LOTE

Background Information on Transparencies

- Background details needed to lead the discussion of Module III-B transparencies and to respond to participants' questions
- Detailed instructions for *Workshop Activities* (integrated into this section in shaded boxes)

Talking Points

- Brief prompts for the actual presentation with cross-references to pages in the Background Information (BI) section

Handouts

- Pull-out section to be duplicated and provided to each participant

Transparencies

- Color overhead transparencies that lead you through the workshop (Be sure and remove them from their sleeves when you conduct workshops!)

Appendices

- A "user-friendly" copy of the TEKS for LOTE
- Sample facilitation techniques
- Sample TEKS for LOTE-based curricula from various Texas school districts
- An article on developing standards-based curricula
- Project ExCELL document ordering information

Other (in plastic sleeve)

To aid the LOTE CED in meeting accountability requirements, districts are asked to return the module *Workshop Roster* and copies of the completed *Workshop Evaluation*.

Notes

Preparing for the Workshop

Equipment and Materials

- Professional Development Module III-B, TEKS for LOTE: Developing Curriculum
- Copy of LOTE CED Module Workshop Roster (in the back of the binder)
- Copies of Handouts for each of the participants
- Copies of TEKS for LOTE for each participant (Appendix A)
- Copies of *A Texas Framework for Languages Other Than English* for each participant (ordering information in Appendix E)
- Color Transparencies (included in this manual)
- Blank transparencies, transparency markers
- Flip charts and markers
- Pencils/pens/post-it notes
- Overhead projector/screen
- Supplies for Activities (See workshop activity directions on following pages.)

MODULE III-B AT-A-GLANCE

SEGMENT	HANDOUTS	TRANSPARENCIES	ACTIVITIES
PART I			
Curriculum Definitions, Significance	1 Agenda		
	2 Curriculum is/isn't...		1 Curriculum is/isn't...
		1 What is Curriculum?	
		2 Why Bother?	A Bottom-Up Process
	3 A TEKS for LOTE based curriculum should... 3a A guide to aligning	3 An Effective Curriculum is...	3 A Guide to Aligning...
	4 Curriculum Connections	4 Curriculum Connections	4 Curriculum Connections
PART II			
Curriculum Development Options		5 Option 2 – Plugging the Holes	5 Consequences
		6 Option 3 – Adapting to the TEKS	
		7 Option 4 – Standards-Based Curriculum Development	
PART III			
Getting Down to Business	5/5a Design Out Process: Some Examples	8 The Design-Out Process	6 Practicing the Process
	6/6a TEKS for LOTE Curriculum Design Process		

Background Information on Transparencies

Notes

To provide maximum flexibility, this module has been divided into three parts. PART I includes a discussion of what curriculum is and isn't, why it's important, and what are characteristics of an effective curriculum. It allows participants to share their feelings about their current curriculum, and to discuss characteristics they believe are critical to a good curriculum. It also focuses on ways in which a standards-based curriculum differs from other curricula. PART II examines four common ways districts respond to state and national standards in developing curriculum, and Part III describes the design-out option for curriculum development including essential components and an example to illustrate the kind of product that can be created using this process.

PART I

CURRICULUM DEFINITIONS, SIGNIFICANCE

What is Curriculum?

Transparency 1/Handouts 1 & 2

Handout 1 is the agenda for this workshop designed to help administrators and teachers in Texas school districts devise a plan for and begin working on developing a standards-based curriculum in foreign languages--a curriculum based on the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE). Use Handout 2 to conduct the following warm-up activity.

Workshop Activity Directions

Curriculum Is.../Isn't...

Handout 2

Arrange participants in groups at tables and have them brainstorm and complete **Handout 2, Curriculum Is.../Isn't...** based on their personal experiences. When time is called, have groups share their responses as you write key words in two columns on a flip chart or a blank transparency. Next ask participants to identify the terms that describe what they would *like* their curriculum to be; use a different color marker to underline the terms they identify and to add new ones that are offered. Some key ideas you might elicit include: clear, helpful, flexible, standards-based, focused, user-friendly, etc.

Notes

NOTE: Use Transparency 1 to continue helping participants conceptualize “curriculum”.

A curriculum is a means to an end, not an end in itself. It shapes the work of the classroom teacher by focusing and connecting it to a plan of action that follows a sequence of courses aimed at a common goal. The goal (or “end”) in Texas is for students to achieve the high standards outlined in the TEKS for LOTE, and performance-based assessment tasks are a means by which we determine students’ progress in meeting those standards. The curriculum’s job is to facilitate the planning of classroom experiences that will enable learners to succeed at those performance-based tasks.

How would you define the concept of curriculum?

Curriculum has been defined by innumerable people and organizations in countless ways. Activity 1 from above will likely be a good demonstration of how people view curriculum differently. Schubert (1986) sums up the situation well:

A quick survey of a dozen curriculum books would be likely to reveal a dozen different images or characterizations of curriculum... To analyze and discuss all of the images that have been advanced would be a massive undertaking, since more than 1100 curriculum books have been written in the present century...

Against such a backdrop, a single, correct definition of what a curriculum is seems impossible. However, a prevalent and recurring theme that appears in many of the definitions found is the idea that a curriculum constitutes some sort of a “work plan”. According to noted expert in curriculum development, Fenwick English (1992, p. x), the purpose of the curriculum is “to shape the work of classroom teachers by focusing and connecting it as a kind of work plan in schools.”

What work plans exist already? Curriculum developers must strive to align a variety of *different* “work plans” that may exist in a school district or school: curriculum guides, state and district curriculum guidelines or standards, scope and sequence charts, textbooks, administrative policies and goals, etc. Sometimes, on the other hand, curriculum developers may need to help a district *expand* its view of curriculum. For example, oftentimes the textbook in a LOTE program represents the entire taught curriculum. Indeed, English (1992) decries “the stranglehold of textbooks in U.S. schools” (p. 15) and contends “[n]o other work plan in a school exercises the dominant and profound influence of school textbooks” (p. 16). Although LOTE textbooks may have become more “proficiency-oriented” over the years, they can never be all things to all people. Curriculum developers should facilitate a gradual shift from using the textbook’s table of contents as the curriculum to using the textbook as one of many resources.

What else influences the curriculum development process? Other factors--ones that may not be so obvious--influencing the curriculum development process can include media and/or political trends, standardized tests, and even the personal views and goals of those who provide input to or are part of the curriculum development team. Cornbleth (1990) notes the importance of curriculum developers' recognition and acknowledgment of the presence of these influences on the development process.

How we conceive of curriculum making is important because our conceptions and ways of reasoning about curriculum reflect and shape how we see, think and talk about, study, and act on the education made available to students. Our curriculum conceptions, ways of reasoning, and practice cannot be value-free or neutral. They necessarily reflect our assumptions about the world, even if those assumptions remain implicit and unexamined.

Further, concern with conceptions is not 'merely theoretical'. Conceptions emerge from and enter into practice.

Needless to say, determining what will constitute the district's foreign language curriculum can be a complex, even controversial, task. Is it worth the effort?

Why Bother? Here's Why!

Transparency 2

Use Transparency 2 as you guide participants to understand that the TEKS and *Framework* are *not* curriculum, which is best developed at the local level.

State Standards and Frameworks

State standards and frameworks are normally designed to:

- reflect state educational policy and facilitate curriculum decision making in local school districts,
- provide direction to districts and schools while allowing for maximum flexibility,
- provide a common point of reference for state, district, and local educators to coordinate the components of the instructional system,
- provide a bridge between stated objectives and classroom practice,
- reflect current research and the thinking of state and national leaders and practitioners in the content area, and
- emphasize themes and concepts.

Notes

However, state standards and frameworks are not the curriculum and do not present detailed lesson plans, nor do they contain a list of items on which students should be tested.

What We Have: TEKS for LOTE and the Framework

In Texas' standards development initiative, the team that participated in Project ExCELL accomplished the difficult task of laying the groundwork for LOTE curriculum development--in particular by articulating the *Texas Essential Knowledge and Skills for Languages Other Than English*, content and performance standards for students of foreign languages in Texas public schools. The TEKS for LOTE, as they are called, address the real-world needs of learners in a constantly changing society and reflect current professional thought regarding an emphasis on developing students' communicative proficiency. *A Texas Framework for Languages Other Than English*, also developed by Project ExCELL, further explicates the state standards by providing:

- the guiding principles and research base that support the standards;
- an expanded discussion/explanation of the five Program Goals of the TEKS for LOTE;
- brief, sample learning activities ("snapshots") incorporating the standards;
- a description of the three proficiency levels (novice, intermediate, and advanced) addressed through the progress checkpoints; and
- a chapter on implementation in a variety of contexts and using a variety of instructional strategies.

The standards and *Framework* guide members of the educational community at the local district level:

- in designing and implementing a well-articulated district-wide curriculum,
- in developing classroom assessment,
- in planning for pre- and in-service professional development, and
- in selecting instructional materials

Although, the TEKS for LOTE and accompanying *Framework* provide excellent guidance in developing curriculum, they do **not**, in and of themselves, constitute a curriculum. Rather, the TEKS for LOTE indicate what learners at three proficiency levels should know and be able to do. For example, the interpersonal Communication goal at the novice proficiency level indicates that the student is expected to "engage in oral and written exchanges of learned material to socialize and to provide and obtain information." It does not, however, indicate *how* students are to get to that point.

The *Framework* adds to the broadly stated objectives by providing example progress indicators. To continue with the preceding example, at the end of the novice proficiency level, students could introduce themselves and respond to biographical questions, express preferences regarding the immediate environment (school, home, etc.), and use authentic menus to order food. Thus the *Framework* offers specific **examples** to illustrate the **goals** outlined in the TEKS for LOTE and also provides a **learning snapshot**, a sample activity incorporating the goal and pilot-tested in an actual classroom. It also offers suggestions as to instructional strategies and assessment techniques that facilitate teachers' efforts to implement the TEKS for LOTE, but, by definition, a framework provides only a basic conceptual structure, a frame of reference. *Neither the standards nor the framework provides sufficient detail regarding the content and processes needed for students to achieve each goal.*

What We Need Now: Local Level Work Plans

It is the districts' role to articulate a work plan that will allow students to reach the desired proficiency levels. Use the following activity to illustrate the importance of a "bottom-up" process for curriculum development.

Workshop Activity Directions

A Bottom-Up Process

To reinforce the notion that actual curriculum development should come from the district, rather than from the state level, ask participants to role-play members of various interested groups: school boards, parents, students, and of course, teachers. Each "actor" can explain why she believes locally created curricula are most effective. You may choose to divide your groups into teams of 4, giving each person and each group the opportunity to role play. Alternatively, you may ask for volunteers to role-play each part and have just one "performance."

Notes

ACTIVITY IDEA: Provide "appropriate" props for the various characters such as a gavel for the school board member, a soccer shirt for the parent, a letter jacket for the student, a red pen/gradebook for the teacher, etc.

Notes

The fact that the standards and frameworks do not articulate a specific curriculum but rather facilitate the development of multiple curricula, is to be preferred. The broadly stated goals provide local school districts, foreign language departments, and classroom teachers of LOTE the flexibility to develop a work plan best suited to the particular context and needs of their learners. *How* students are to reach the goals outlined in the TEKS for LOTE is up to local educators; therefore, it is the purpose of the district/classroom curriculum to outline the plan (the themes, units, topics, learning scenarios) through which learners will strive to satisfy the stated objectives. Using the Communication Program Goal (interpersonal mode) again as an example, local educators can determine desirable themes and/or topics related to which students will “engage in oral and written exchanges” or “provide and obtain information.”

Since entry points for language study vary from district to district, local LOTE educators will also need to vary these themes and topics depending on the age-level and interests of the learners. (For example, high school students might provide and obtain information about dating customs in the target culture whereas elementary students might be studying the migratory habits of birds.)

LOTE educators will also need to decide on end-of-course goals since the TEKS for LOTE identify what students should know and be able to do at the end of the three progress checkpoints which *do not correspond one-to-one* with each course level. For example, if the TEKS performance expectations for the novice proficiency level identify (roughly) what students should know and be able to do at the end of *two* years of study, then goals and objectives for the end of the *first* year of study must still be articulated. Thus, using the standards and proficiency level descriptors as a tool, local districts can develop curricula that move smoothly from one level of study to the next.

Characteristics Of An Effective Curriculum

Transparencies 3 & 4/Handout 3/3a

Use Transparencies 3 and 4 as you discuss characteristics of a good curriculum. Transparency 3 can be used for all four characteristics; Transparency 4 illustrates curriculum “connections.”

As we have seen, the definitions, images, and characterizations of a curriculum are (to say the least) many and varied.

How then do we go about determining what we think are the characteristics of an effective curriculum for the teaching and learning of LOTE? If we can agree that the general purpose of the curriculum is to provide educators with a work plan for their classrooms that will help their students reach high standards, then the next step is to figure out what attributes make up such a plan.

An Effective Curriculum is Standards-Based

Prior to the adoption of the TEKS for *LOTE*, teachers in Texas used the Essential Elements to guide their planning. The Essential Elements provided teachers with information on what *they* should teach/do to help students acquire the skills of listening, speaking, reading, and writing with the addition of culture and language. Our new state standards, the TEKS for LOTE, have forced LOTE educators to think of achievement in terms of what *students* should *know and be able to do*. In essence, the focus has shifted from knowledge *of* the language to competence *in* the language. This shift has broadened the profession's sense of both what needs to be taught and what needs to be learned.

In other words, while the standards have provided a pathway for developing increasing levels of proficiency, they have also presented the profession with a challenge: how do you teach and organize instruction that helps students use the language they are learning?

A TEKS for LOTE-based curriculum should:

- take into consideration the Guiding Principles outlined in *A Texas Framework for Languages Other Than English*
- provide all learners with access to the knowledge, skills and performance expectations outlined in the TEKS for LOTE (Student expectations should be explicit to both students and teachers.)
- include learning and teaching activities and strategies that are based on their utility in helping students learn and demonstrate attainment of knowledge and skills in the targeted TEKS for LOTE
- incorporate assessment based on criteria that are directly related to the TEKS for LOTE and allow students to show what they know *and can do* with the language they are learning

Notes

NOTE: *The bulleted information on this page is provided for participants on Handout 3.*

Notes

Handout 3a, *A Guide to Aligning Curriculum with the Standards*, was prepared by the K-12 National Foreign Language Resource Center at Iowa State University during the center's 1996 summer institute on curriculum development. Although the document uses the national standards as a point of reference, the concepts mesh perfectly with the TEKS for LOTE. The guide describes the guiding foci for developing curriculum-- an iteration of the "5Cs" of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons and Communities.

Workshop Activity Directions

A Guide to Aligning

Handout 3a

Choose one of the suggested facilitation techniques in Appendix B (for example, Insiders/Outsiders or Circle the Wagons) or use one of your own to help participants process the ideas contained in **Handout 3a**, *A Guide to Aligning Curriculum with the Standards*. Give participants sufficient time to read and discuss in groups (according to the technique used), then ask each group to report on its response/ conclusions.

An Effective Curriculum is Connected

Transparencies 3 & 4

Fenwick English (1992) suggests that in order to successfully bring together the various elements that contribute to a curriculum (standards, textbooks, research, etc.) the ideal curriculum must be connected at different levels and in different ways. It is characterized by coordination, articulation, unity, and alignment.

Curriculum coordination refers to *consistency* across a single level and is also known as horizontal alignment. The curriculum establishes a work plan for all Level I Spanish learners, for example, and all Level I Spanish learners have opportunities to practice skills needed to attain Level I goals within the common contexts determined by the curriculum. Unity does *not* mean that all Level I teachers must be doing the same tasks in their classrooms all of the time--as long as their students all end up with similar competencies.

Curriculum articulation, or vertical alignment, refers to the *continuity* or flow of the curriculum from one level to the next within a school or system. Learners completing Level I move easily into Level II of the same language because the curriculum carefully articulates skills to be learned in each level which build one upon the other.

Curriculum unity refers to actions that “tighten” the curriculum-- “that bring the written, taught, and tested curricula into alignment with one another” (p. 19). According to English(1992), all three of these curricula deal with content, but it is entirely possible in a school that they be “unrelated” or “unconnected” to one another (p. 8). Any process that strives to connect these curricula contributes to unity; quality control ensures that the agreed-upon written curriculum is the same as the one that is taught when the classroom door is closed and is the same one for which students are held accountable.

Curriculum alignment refers to the match or fit between the curriculum and the tests used to assess learners. Instructors test what and how they teach, and learners see clearly the connection between classroom tasks and assessment tasks when the curriculum and tests are aligned during the curriculum development process. Unity occurs easily when the “design out” process (see Option 4, below) is used to develop curriculum because it *begins* with the design of assessment tasks.

Notes

Workshop Activity Directions

Curriculum Connections

Transparency 4/Handout 4

For a hands-on approach to processing curriculum “connections,” list the preceding terms on a flip chart and briefly define each. To help participants distinguish between the terms and remember them, divide them into four groups and assign one term to each. Provide copies of **Handout 4** and supplies (construction paper, chart paper, markers, tape, stapler, string, glue, straight pins, yarn, scissors, etc.), and ask groups to come up with an image—a way to physically represent their term. Allow at least twenty minutes, then ask each group to show their “product” to the group and explain its significance.

If you do not wish to spend this much time processing these “connections,” use Transparency 4 and its images as you define each term, and provide the handout to participants.

An Effective Curriculum is Flexible

(Back to) Transparency 3

Flexibility in the context of curriculum development means that it should be “open to some interpretations” of how best to teach the material; therefore the curriculum must be able to be “changed by altering the sequencing and pacing of its delivery *without* fundamentally altering its design fidelity” (English, 1992, p.16). In other words, while coordination and articulation are important, teachers should have the option to determine how they will implement the lesson; it’s not necessary that every teacher use the “same lesson on the same day from the same page in the same textbook” (English, p. 16). Of course, opinions about the desired amount of flexibility of a curriculum may vary from district to district.

An Effective Curriculum is Clear

Although it is important to state the underlying philosophies and learning theories on which the curriculum is based, user-friendly curriculum plans avoid delving too deeply into elaborate philosophies and academic rhetoric. All curricula must use “well-organized, easy-to-read, unambiguous textual language that is contextually relevant to real classrooms and real procedures” (English, 1992, p. 46).

Clarity is vital in developing an effective work plan, even though the level of detail described in the curriculum will vary depending on the knowledge and experience of staff, availability of materials, etc. A truly functional curriculum should stand alone, without requiring supporting documents to interpret the text. Additionally, the format and length of the curriculum are crucial to its success. Depending on a district's circumstances, technology may play a major role in the development and dissemination of curricula. For example, having the curriculum available on-line allows teachers greater flexibility in accessing it, making multiple copies, manipulating the text for use in particular contexts, etc.

Other Points to Ponder

Although every team will face different issues and challenges, you should consider the following in developing an effective standards-based curriculum:

- A statement of underlying philosophy or learning theory
- Clearly identified objectives, goals and suggested strategies for each course level (coordination and articulation)
- A recommended time frame for accomplishing goals
- A system of accountability
- An evaluation of how assessment fits with the curriculum
- A plan for professional development

The curriculum development process can be a long and difficult one. When such a significant amount of time, energy, and thought is invested in such a process, the end product needs to justify the efforts. By focusing on a few characteristics and guidelines in developing the curriculum, a team can create a dynamic, effective, and much-used work plan that will encourage the implementation of the standards in the classroom and help students achieve the goals set out for them by those standards.

PART II

CURRICULUM DEVELOPMENT OPTIONS

Tom Welch (1996) identified the four curriculum development options most commonly encountered among pilot sites during the development of the national K-12 foreign language standards: 1) do nothing, 2) plug the holes of an existing curriculum, 3) adapt in-place curriculum to the standards, and 4) develop a new standards-based curriculum. The options provide insight into the process of writing curriculum and the degree to which agreed-upon goals were used in designing curricula. They reflect four different ways in which standards may--or may not-- influence curriculum design. Each response option is discussed below and some of the advantages and disadvantages of each are described.

Workshop Activity Directions

Consequences

You will briefly describe each of the following four curriculum development options, stopping after each to reflect on its consequences for district foreign language teachers and learners. After introducing each one (and before proceeding to the next), ask participants to individually brainstorm consequences for the district of choosing the option and to write each idea on a separate post-it note. After two minutes, ask participants to stick their post-its to an easel or posterboard labeled Option 1 (2, 3, or 4). Once all notes are posted (in no apparent order) they silently move them into clusters that appear to share similar ideas to create an affinity diagram. The notes can be moved as often as possible until everyone is satisfied with the clusters. The group then discusses the relationship between the items in a cluster and assigns a title to it. (It is possible that one of the notes will serve as a title for the whole cluster.) The titles can now be studied to gain a better understanding of the consequences for teachers/learners of choosing a particular response option.

Option One: Do Nothing

Why would a district opt to do nothing? Some school districts may decide to do nothing to coordinate the local foreign language curriculum to the standards, determining that it is not cost-effective to revamp the existing work plan. For example, there may be only one LOTE teacher or one campus where LOTE is offered, and therefore, the development of a new curriculum may be considered too expensive, too time-consuming, and too great a responsibility for such a small staff.

NOTE: You can use a blank transparency to represent Option One.

Teachers may justifiably be unwilling to undertake the project on their own without support at the district level. Additionally, LOTE programs are sometimes not viewed as being as important as the subjects included in the core curriculum, and they are thus given a lower priority, receiving less time and resources for curriculum development. Finally, some districts may simply feel that they already have a strong, coordinated, proficiency-based curriculum in place which leads to graduates placing at an advanced level in college.

The obvious advantage to this response option is the time, money, and energy saved by not addressing the standards in any way. The disadvantages should be obvious as well: there will be no plan of action to shape and focus the work of the classroom. Most likely, the textbook, not the TEKS for LOTE, will shape the taught curriculum, and there may be little or no coordination or articulation, and certainly no unity, since there will be no written curriculum tied to the standards. Even school districts with already strong LOTE programs have questions upon which they can reflect: What percent of their students are placing into advanced-level college courses? Are the majority of their students motivated to continue language study beyond Level II? Are these students actually electing to continue their language study in college? Most college-level placement exams are still discrete-point and grammar-based, and students placing out of lower-division college courses are not necessarily proficient in all the goal areas addressed by the TEKS. The most important disadvantage of doing nothing to address the standards is that foreign language learners may not have the opportunity to reach the challenging goals outlined in them nor to experience the kind of proficiency-based language class that motivates learners to want to continue to develop a higher level of proficiency.

Option 2: Plug the Holes

Transparency 5

Why would a district opt to fix what they already have?

Some districts whose curriculum is textbook-based or based on a scope-and-sequence tradition are reluctant to change formats completely by switching to one that is standards-based. They opt for a transitional approach that examines the existing curriculum through the lens of the standards. In this approach, the TEKS for LOTE are superimposed over the existing curriculum.

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The curriculum components are placed along the vertical axis of a grid, the TEKS along the horizontal axis. Then, curriculum development begins with an examination of key components of the curriculum, often chapters of the textbook or thematic units, which are considered systematically in order to determine which standards are included. Once this identification process is complete, the “holes” in the curriculum become evident. Effort is then directed at developing appropriate learning activities that emphasize the elements within the TEKS that have been minimally addressed—or not at all.

Curriculum developers choosing this option will be gratified (and relieved) to see that the current curriculum most likely *already* includes some or a number of the goals outlined in the TEKS for LOTE. Thus, this option allows school districts to address the standards without having to rewrite their current curriculum completely, focusing their time and effort instead on filling in the standards “gaps.” It is also reassuring to teachers to see that they are headed in the right direction, and it provides an entry-point to become acquainted with the standards without leaving behind all that is familiar. Nevertheless, the point of reference in this option is the existing curriculum, *not* the TEKS for LOTE, so the standards are the focus of curriculum development only as they relate to filling in the perceived gaps. It means a district does not have to “start from scratch,” but the approach may lend itself to a superficial representation of the standards; courses will still be “textbook-driven,” organized by the number of chapters to be covered. Furthermore, curriculum developers may not be motivated to go further, even though the existing curriculum may be less than effective and only minimally incorporate the TEKS. Foreign language curricula have traditionally emphasized grammar and vocabulary, but a standards-based curriculum stresses the functional link of the “pieces” of language: real-world tasks, such as describing a scene or telling a story. Thus, beginning with the existing curriculum can make it easier to “find” TEKS-based learning activities; e.g., “Oh, yes, we do Culture and Comparisons. We have students make statements comparing soccer and football in the unit on leisure activities.” But it is essential for learners to go beyond the obvious first stages (knowing cultural facts and how to use comparative forms) to have multiple opportunities to use what they “know” for communicative purposes: to compare the relative importance of sports and leisure activities in general in different cultures, for instance.

Option 3: Adapt to the TEKS for LOTE

Transparency 6

Why would a district opt to adapt their curriculum to the TEKS for LOTE? At first glance, this option appears to closely resemble Option Two. In fact, Option 3 differs notably from the preceding one because using the TEKS for LOTE as an organizing principle for foreign language courses helps curriculum developers focus more readily on what students should know and be able to do in the target language and within the target culture(s). The standards, rather than the textbook, are the starting point for curriculum development, so existing resources (textbooks, ancillaries, prepared “units”) are evaluated based on the degree to which they reinforce the skills learners need to meet the goals outlined in the TEKS. Districts make conscious choices from among their current materials and goals, selecting content most closely aligned with the standards and *designing new learning opportunities as needed*. When the TEKS become the filter for curriculum development, districts also need to take care that assessment is carefully matched to the expressed goals. Progress is no longer measured by the number of courses completed but by learners’ ability to function in each of the Program Goal areas (5 Cs).

A grid may again be constructed, but with the standards placed on the vertical axis and the existing curriculum components on the horizontal axis. Particular attention is paid to the functional terminology used in the standards (e.g., “engage in oral and written exchanges,” “use resources...to gain access to information,” “demonstrate an understanding...”), and the existing curriculum is then examined to find evidence of learning activities in which students are provided practice in “doing”—that is, opportunities to function in the target language as outlined in the TEKS.

Option 4: Standards-Based Curriculum Development

Transparency 7

Why would a district opt to develop a standards-based curriculum? Some districts are ready to develop a totally new curriculum to ensure that they are fully focused on the standards. This is obviously the most challenging approach to writing curriculum but is also the one most likely to lead to full implementation of standards-based teaching and learning in the district.

Notes

Notes

Through a consensus-building process involving hundreds of foreign language educators and members of public and private enterprises, these goals for foreign language learners in the state of Texas were developed. Districts willing to imagine an all-new curriculum CAN use what is called a “design-out” process (Wiggins’ “backward curriculum design,” 1998) that begins with an examination of learner goals: what students should know and be able to do as outlined in the TEKS for LOTE. They then envision possible assessment tasks that can provide evidence of learners’ progress towards the goals. Once potential assessment tasks have been identified, curriculum developers reflect on the enabling knowledge and skills required and the kinds of learning experiences that need to occur for students to be able to succeed in those tasks. The development of these learning experiences is the heart of curriculum development. Since the TEKS for LOTE identify only goals for the three proficiency levels (Progress Checkpoints), districts need to determine their own end-of-course goals (e.g., Level I) and repeat the process for those levels as well. A design process leading to standards-based curriculum development is described in Part III, below.

PART III

GETTING DOWN TO BUSINESS

The Design-Out Process

Transparency 8/Handouts 5/5a & 6/6a

A standards-based curriculum may be pictured as a jigsaw puzzle with the various components to be taken into consideration composing the individual pieces of the puzzle. All the pieces must be present and accounted for before the picture is complete. Below, each of the essential components comprising the curriculum and its place in the four-step design-out process are described. Steps include the following:

- identify goals
- develop performance-based assessment tasks
- identify enabling knowledge and skills
- design learning experiences

Participants can follow the examples on Handout 5/5a as you explain the steps. Finally, once steps have been elucidated, you will demonstrate each one by walking participants through the process as a whole group before they begin work in depth. [See Workshop Activity 6, Practicing the Process, on page 40-41.]

Step One: Identify Goals

TEKS for LOTE Goals

A great deal of the first step of the design-out process has already been completed because the TEKS for LOTE describe goals for foreign language learners in Texas. They encompass three communication modes including the interpersonal, presentational, and interpretive uses of language, communication competencies used daily outside the classroom as well as in it. The TEKS also provide performance expectations at three proficiency levels: novice, intermediate, and advanced. These standards operationalize authentic language functions, real-world demands such as “providing and obtaining information” and “engaging in oral and written exchanges,” tasks that learners can use for authentic communication. Indeed, the heart of a standards-based curriculum is the real-world application of what students do in the classroom.

End of Course Goals

Districts will, however, need to determine end-of-course goals as well, since proficiency level changes slowly over time, not automatically on completion of a particular course. For example, students at the end of Level I will probably not be able to meet all the standards indicated by the novice-level progress checkpoints, and achievement is more prominent at this stage than is proficiency, so Level I goals will need to be identified by districts.

Step Two: Develop Culturally Contextualized, Performance-Based Assessment Tasks

Curriculum developers must decide where they want to “go” before they can decide how to get there. Although the TEKS for LOTE provide the end goals for language learners, these standards describe very broad performance expectations which can be carried out in a variety of cultural contexts involving countless topics. Therefore, districts need to think of sample assessment tasks within the thematic, cultural contexts chosen which will provide evidence of students’ progress toward meeting both cultural and linguistic goals. They should also reflect on the criteria that will be used to judge performance/achievement and which should thus be practiced.

There may be an infinite number of ways learners can demonstrate progress toward a given goal, but since the TEKS are performance-based (i.e., describe what students should know and be able to do), sample assessment tasks should also be performance-based. Allen (2000) provides examples of level-

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NOTE: For more information on contextualized assessment tasks, see Richard Stiggins’ **Student-Centered Classroom Assessment** (pp 310-313), 1997, Englewood Cliffs, NJ: Prentice Hall.

Notes

NOTE: See Appendix D for the full text of this article.

NOTE: As you discuss Step Two you may wish to refer to or mention the LOTE CED's Module III-A which addresses performance-based assessment in great detail.

appropriate assessment tasks for the cultures program goal based on the understanding and appropriate use of common target culture gestures:

At the novice-level, students may create a dialogue composed of short, memorized phrases and expressions and culturally appropriate gestures used in greetings. Intermediate-level learners might create skits where some learners are shoppers and others are vendors. They will use culturally appropriate gestures in making their purchases. Pre-advanced learners might engage in a debate in which they discuss environmental issues. They will model native speakers in their use of gestures in presenting their arguments. (p.15)

The evaluation criteria developed for both linguistic and cultural goals must take into consideration realistic performance expectations for learners at the appropriate proficiency level, and the individual tasks should reflect characteristics valued in real-life communications. Once sample performance tasks for each end-of-course level have been developed, they become the link between the TEKS for LOTE, the real world demands discussed above, and what goes on in the classroom. Districts can then begin to ask, "What do students need to know and do in order to succeed in accomplishing these tasks?" (i.e., "How can we get them there?").

Step Three: Identify Enabling Knowledge and Skills and Related Communicative Strategies and Language Components

Sample assessment tasks indicate what students are to do, e.g., create an oral presentation incorporating culturally appropriate gestures. To develop the curriculum, however, districts also need to identify what Allen (2000) calls the "enabling knowledge (facts, concepts, principles) and the skills (procedures, strategies, methods)" (p.16) learners will need in order to be successful on the sample assessment task. For instance, "in the sample plan, what knowledge about the culture, vocabulary, and the linguistic system, and what communicative skills will enable students to create an oral presentation in which authentic [target culture] gestures are integrated naturally and appropriately?" (p.16)

For the tasks mentioned on the previous page, she specifies the following:

Knowledge: 1. Heighten students' awareness of commonly used gestures in their own culture. 2. Obtain information on commonly used [target culture] gestures. 3. Compare and contrast the gestures used in the two cultures. 4. Obtain information about situations in which the gestures would be appropriate.

Skills: 1. Perform the gestures. 2. Make a connection between each gesture and its corresponding verbal message. 3. Integrate gestures naturally into a conversation. (p.16)

Related communicative strategies and language components required for performing the sample assessment tasks are also specified at this time and will also vary depending on the proficiency level targeted. Communicative strategies (e.g., expressions for making polite request or interrupting) help students develop the linguistic and sociocultural competencies needed to function in the target culture, and learners obviously need language "tools" to help them accomplish the task-based activities presented in class. These tools include related vocabulary, structures, and pronunciation.

Step Four: Design the Learning Experience (or putting together the puzzle pieces)

Traditional Curriculum Design

In a traditional classroom where the curriculum is based on a textbook, the teacher's job usually begins with Step Four. The semester is divided into an appropriate number of days per chapter to be covered, and the instructor fits the chapter content into the days allocated to each chapter. Learning activities are selected from the book and from the teacher's own repertoire to provide students sufficient practice in the targeted grammatical structures (Allen, 2000, p. 17). Additionally, certain portions of the week may be set aside for "culture."

Notes

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Standards-Based Curriculum Design

With the standards-based design-out process, however, the sequence of learning activities and experiences are developed around the enabling knowledge and skills (See Step Three.) needed to meet performance goals, and they incorporate the cultural context (themes, topics), communicative strategies, and language components mentioned in Steps Two and Three, above. The following questions can be used to inform the design of the learning experiences sequence, that is, a series of thematic units of study that provide the requisite knowledge and practice.

- What “enabling activities” will develop the targeted enabling understanding and skills?
- What design approach will make the work most engaging and responsive to student interests, needs, and abilities?
- How will the design provide opportunities for students to dig deeper, revise their thinking, and polish their performance?
(Wiggins, 1998, p. 207, as cited in Allen)

(The last item describes well the notion of rigor, especially important and relevant to current thought and policy in Texas public schools.)

What Gets Taken into Consideration

Developing a sequence of learning experiences along these lines involves using the **cultural content** and **real-world contexts** mentioned in Step 2, above, that integrate both cultural and linguistic goals. The national Standards for Foreign Language Learning (1996) indicates that “[s]tudents cannot truly master the language until they have also mastered the cultural contexts in which language occurs” (p. 27), and as far back as 1968, Brooks claimed that language learning is “inaccurate” and “incomplete” if it is divorced from its cultural context. Yet studies find that most classroom culture learning still focuses on isolated facts (“culture notes”) (Moore, 1996; Seelye, 1997) or involves what Galloway (1985) calls the 4-F Approach: folk dances, festivals, fairs, and food.

The cultural context and **authentic materials** form not only the largest piece of the curriculum puzzle but also, in some ways, its very framework. And by specifying both cultural and linguistic goals in Step Two, the artificial separation of language and culture mentioned above can be avoided. The cultural content, not the textbook, drives instruction and provides a direct link to Program Goals such as Connections (to other subject areas), Comparisons (cultural perspectives and language), and Communities (interacting with native speakers). To this end, the design-out process described here encourages the development of thematic cultural units that take into account student interest and cultural authenticity: What are students interested in knowing about? What and how do native speakers relate to those topics? And because the best cultural understanding can generally be gleaned using authentic texts, they form the basis of instruction as much as possible. For example, TV broadcasts, authentic videos and photographs—not to mention any and all opportunities with native speakers when available—could and should be used in learning about target culture gestures and the language that typically accompanies them. Learning experiences might involve:

- brainstorming common gestures used in the native culture,
- observing target culture gestures used in a target culture TV commercial
- imitating gestures identified
- comparing native and target culture gestures, etc. (Cultural learning experiences are enhanced when students make connections with related practices within their own cultural frameworks.)

The sequence of learning experiences developed also includes activities related to relevant **communicative strategies**. If, for example, learners are to incorporate appropriate gestures into greetings, they'll need to know:

- various forms of address
- how to ask formulaic questions (and to understand the answers), and
- to whom they may address those questions and gestures--(and when and where and using which level of formality).

Opportunities to see and experience a variety of different greetings will be required.

Notes

Will teachers continue to teach “language” with a standards-based curriculum? The answer is yes. However, **language components**, such as **grammar** and **vocabulary** are no longer the focus of instruction but rather a means to an end. The introduction of specific language tools occurs, not because they appear in a particular chapter but because they are needed by students to accomplish a particular task. These structures are no longer presented once and then assumed to have been learned but rather “spiraled” and reworked in a variety of contexts.

The grammar is not necessarily presented first, for mastery, before examining authentic texts but rather “discovered”, in context, as learners encounter authentic language on the Internet and through film, music, literature, and popular media. Given a specific learning activity, curriculum developers will want to reflect on the language components needed to perform the tasks related to it. If students were to make a presentation incorporating appropriate target culture gestures, they might need to know structures for:

- formal/familiar forms of address
- making polite requests, or
- expressing opinions or interrupting and maintaining the floor (depending on proficiency level).

Thus, language components (derived from the cultural context) are introduced (using authentic materials) and practiced through appropriate **interactive tasks**—those that require negotiation of meaning as well as structured practice—and which enhance internalization of the structures and vocabulary necessary to create an original dialogue, for example.

Workshop Activity Directions

Practicing the Process

Transparency 8/Handouts 5/5a & 6/6a

Briefly practice following the design-out process with the whole group to be sure everyone understands what is involved in each step:

- STEP 1: Have participants choose a TEKS performance expectation for the Intermediate Progress Checkpoint. Ask them to determine what student performance based on this TEKS would look like at the end of Level III and at the end of Level IV. For example, amount of language and complexity of language would increase as would accuracy. Participants should be specific, providing details for each level.

(Workshop Activity Directions continued on the following page.)

Workshop Activity Directions (continued)

- STEP 2: Based upon the TEKS used in STEP 1, participants think of a sample cultural context or theme and sample performance-based assessment task for Level III and one for Level IV. In other words, what can learners do in a given context that shows their progress towards meeting the goal described in the identified TEKS?
- STEP 3: Participants identify sample Knowledge and Skills learners will need to have in order to complete the performance-based assessment tasks identified above. They should specify related communicative strategies and language components required for the tasks.
- STEP 4: Ask participants to reflect on the chosen cultural context and sample authentic documents/texts (poems, songs, pamphlets, web sites, réalia, etc.—specific ones if possible) related to it. They should brainstorm numerous student-centered learning experiences using these authentic texts and the strategies and language components identified in Step 3. Once activity ideas have been exhausted, ask participants to develop a sequence from them that could cover a two-week (four? six?) unit, eliminating those that contribute only marginally toward helping students meet the goal and focusing on those that fit within the cultural context.

Notes

Summary

To summarize, the curriculum development process has already begun on a statewide level in that the TEKS for LOTE, standards for foreign language learners, have been developed. Foreign language educators know where they want students to go. Districts now need to take the following steps:

- 1) Develop appropriate end-of-course goals.
- 2) Begin envisioning sample performance-based tasks within given cultural contexts that could be used to ascertain learners' progress toward meeting those goals.
- 3) Identify the knowledge and skills that are needed to enable learners to do the sample tasks along with related communicative strategies and language components.
- 4) Design a sequence of learning experiences based upon age- and level-appropriate cultural topics and contexts.

Notes

NOTE: *Encourage teachers by acknowledging that curriculum development is not accomplished by waving a magic wand. It is a long process that requires teamwork and buy-in. The benefits, though, are definitely worth the effort!*

Theme- and task-based learning experiences utilizing authentic documents and providing for communicative interaction and the development of cultural and language competencies should be elaborated. The learning opportunities should incorporate all three communication modes and focus on language-in-use rather than language as an object of analysis only. Proficiency develops when learners are actively engaged in communicating among themselves and with others, focused on task-based activities related to topics that interest them and have cultural relevance (Lee, 2000; Galloway, 1999). By using this process to develop a standards-based curriculum, districts can provide students with opportunities to develop the cultural and linguistic competencies needed to reach end-of-course goals and become proficient language users.

DON'T FORGET THE EVALUATION OR SIGN-IN ROSTER!

Once you have completed the training outlined in this manual (in whatever format it takes), please allow ten minutes for participants to complete the evaluation included in the plastic sleeve at the end of this manual. Send copies of the evaluation forms to the LOTE CED in the large postage-paid envelopes provided in the pocket of this binder.

Also, please send a LOTE CED Module Workshop Roster back to the LOTE CED every time you conduct a workshop (also included in the plastic sleeve at the end of this binder). If the workshop venue already uses another type of sign-in sheet, please photocopy that sheet and send in a copy. Please ensure that whatever you send includes your name, your co-presenter's name, the date of the workshop, the module presented, the workshop location, and the number of participants.

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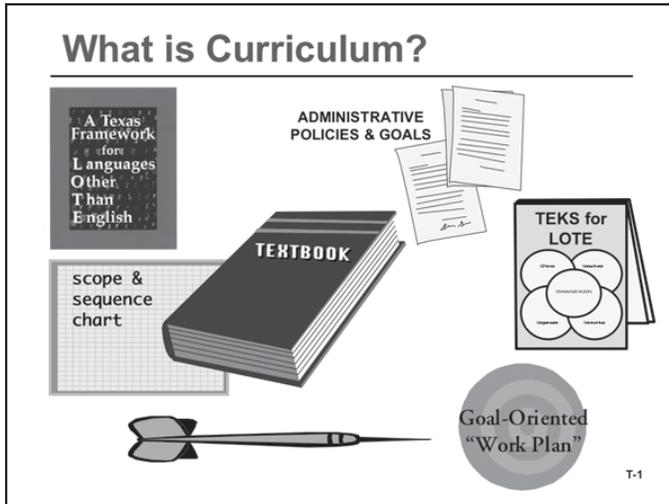
Notes



Talking Points

TALKING POINTS

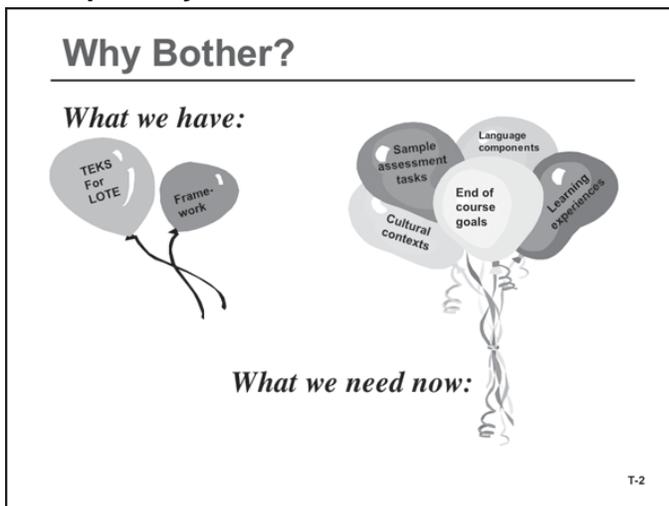
Transparency 1



T-1

- Guide participants in the first activity (BI, p.19) as they share their views of what curriculum is and isn't.
- Point out the different "work plans" that curriculum developers must align (BI, pp.20-21); elicit other "plans" or influences on the curriculum.

Transparency 2



T-2

- Lead participants to recognize that what the state has provided (standards, framework) are only the beginning steps in the curriculum development process. (BI, pp.21-22)
- Guide participants in the second activity (BI,p.23) to recognize the importance of actual curriculum development at the district level.

TALKING POINTS

T-3, T-4

- Use Handout 3/3a and the third activity to emphasize the standards as the basis for the curriculum, (BI, pp.25-26).
- Guide participants in the activity (BI, p.28) using Handout 4/ Transparency 4 to stress the importance of curriculum “connectedness.”
- Again, using Transparency 3, discuss the relevance of flexibility and clarity with regards to the curriculum. You may also wish to bring up the “Other Points to Ponder” (BI, p.29).

[NB: Use a blank transparency to discuss Option 1 (BI, pp.30-31), “Do Nothing”]

T-5

- Ask participants what they believe are the consequences of choosing Option 2 (BI, pp.31-32).
- Point out that this option is more Text-based than TEKS-based.

Transparencies 3 and 4

An Effective Curriculum is...

STANDARDS-BASED

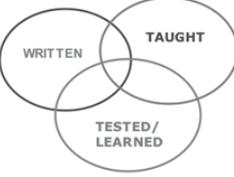



Curriculum Connections

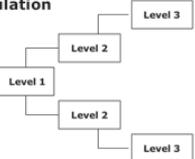
Curriculum Coordination



Curriculum Unity



Curriculum Articulation



Curriculum Alignment



T-4

Transparency 5

Option 2: Plugging Holes

UNIT/ CHAPTER	COMMUNICATION			CULTURES		CONNECTIONS		COMPARISONS			COMMUNITIES	
	1.A	1.B	1.C	2.A	2.B	3.A	3.B	4.A	4.B	4.C	5.A	5.B
UNIT 1												
1												
2												
3												
UNIT 2												
4												
5												
6												
UNIT 3												
7												
8												
9												
UNIT 4												
10												
11												
12												

T-5

TALKING POINTS

Transparency 6

Option 3: Adapting to the TEKS for LOTE

UNIT/CHAPTER:	UNIT 1				UNIT 2				UNIT 3		
	1	2	3	4	5	6	7	8	9	10	11
COMMUNICATION 1.A											
1.B											
1.C											
CULTURES 2.A											
2.B											
CONNECTIONS 3.A											
3.B											
COMPARISONS 4.A											
4.B											
4.C											
COMMUNITIES 5.A											
5.B											

T-6

T-6

- Ask participants how Option 3 differs from Option 2.
- Show how the frame of reference for this option differs from the preceding one. (BI, p.33)
- Lead participants to discuss what are the consequences of choosing Option 3.

Transparency 7

Option 4: Standards-Based Curriculum Development

GOALS/STANDARDS	
COMMUNICATION 1.A	
1.B	
1.C	
CULTURES 2.A	
2.B	
CONNECTIONS 3.A	
3.A	
COMPARISONS 4.A	
4.B	
4.C	
COMMUNITIES 5.A	
5.B	

T-7

T-7

- Ask participants what they believe are the consequences of choosing Option 4 (BI, pp.33-34).
- Ask participants how this option differs from Option 3.

TALKING POINTS

T-8

- Explain the design-out process (BI, pp.34-40) and let participants practice it using the last activity and handouts 5/5a & 6/6a.
- Standards have been developed; ask participants about relevant end-of-course goals.
- Lead the group to brainstorm a variety of performance-based assessment tasks (formal or informal, for various proficiency and course levels) based on those goals.
- Ask participants what students will need to know and be able to do to be successful in the tasks they design.
- Lead the group to imagine the learning experiences that would allow students to attain the indicated goals. Be sure they focus on the components (BI, pp.38-40) (cultural context, communicative strategies, and language components) so that grammar and vocabulary do not “drive” instruction but rather support it.
- Invite participants to reflect on which curriculum development option they believe is most appropriate for the district.

Transparency 8

