



# World Language Requirement for Public Schools

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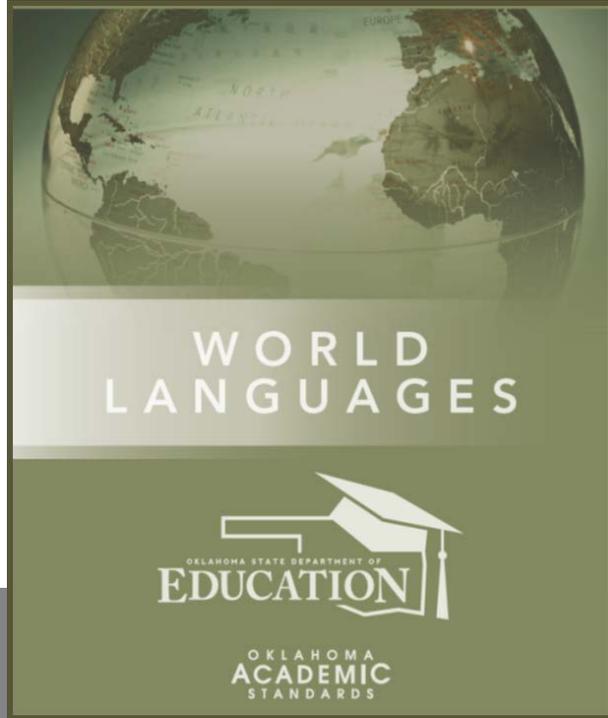
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# Oklahoma Academic Standards for World Languages



## 2015 Revision

# Review Committee Members

- 23 Participants
- Languages: Chinese, Choctaw, French, German, Japanese, Latin/Greek, Spanish
- Levels: elementary, middle school/junior high, high school, university
- Programs: Immersion, Foreign Language in the Elementary School, Advanced Placement, International Baccalaureate
- Communities: metropolitan and rural
- Educational roles: teachers, curriculum specialists, methodologist

# Review Process

- 5 total meeting days in October, November and December of 2014
- Research: ACTFL (American Council on the Teaching of Foreign Languages) World- Readiness Standards for Learning Languages and other recently revised state standards
- NCSSFL-ACTFL Can-Do Statements available at:  
<http://www.actfl.org>

# Major Revisions

- Clarification of standards
- Learner targets expressed in “Can-Do” statements at various levels (pages 8 – 18)
- Explanations for Classical and Native American Languages
- **Flexibility for schools in program implementation**
- Development of online implementation guide on OSDE Website will accompany standards for classroom support

# PK-12 Program Requirements

- HB1017 legislation in 1990
- The dilemma
- 1997 decision
- District flexibility (See page 4)

# Elementary Programs

- Immersion
- FLES (Foreign Language in Elementary School)
- FLEX (Foreign Language Experience/Exposure)

# Middle School / Junior High

- Immersion or FLES → Continuation of articulated sequential program aiming for higher levels of proficiency in at least one language
- FLEX → Begin sequential articulated program of study (in at least one language chosen by the district)

# High School

- Continue sequence of instruction from previous study to attain higher proficiency levels
- Continue the language offered at middle school / junior high and may offer additional language(s)
- Certificate of Distinction = at least 2 years of study

# What does this mean?

- Time is a critical component for developing language performance. (See chart on page 5)
- Oral proficiency levels in the work world are important to understand. (See table on page 6)
- Choose the district's program of study based on end goals and capacity.

# Future Endeavors

- Recognition of quality programs at the high school level – GLOBE Award\*
- Possible reporting on accreditation report in the future
- Development of an online implementation guide by Oklahoma teachers

\*GLOBE = Global Language Opportunities Benefit Education

# Seal of Biliteracy

- Will be promoting a Seal of Biliteracy in the near future
- Immersion programs will play a more significant role
- Promotion of language study in a positive way while creating capacity and allowing flexibility for districts is the goal

# Questions?

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