



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

<b>Indicator # 1</b> <b>Maintain high enrollment in world language classes</b>
<p><b>Rationale</b> Standards are <b>for all students</b>, not just the academic/economic elite.</p>
<p><b>Definitions / Exceptions</b> Total School Enrollment will be defined as all students enrolled in the school. Special education students whose 504 Individual Education Plan <u>precludes</u> participation in a world language program <u>may</u> be subtracted from the total. Please note, not all IEP students are excluded from world language study, thus not all IEP students should be subtracted.</p>
<p><b>Evidence</b> Attach <u>computer generated printouts</u> from the school database (current school year) that clearly show the</p> <ul style="list-style-type: none"> <li>▪ Total Student Enrollment of the high school (just last summary page showing the students numbered, please don't send pages and pages of student data)</li> <li>▪ total number of high school students enrolled in world language classes (again just last summary page with students numbered)</li> <li>▪ number /percentage of students with IEPs who are excluded from language study (this is optional)</li> </ul> <p>Use the above to calculate the percentage of all students in the high school enrolled in world languages <b>Highlight the 2 totals &amp; the resulting percentage</b> and show the math</p> <p>Important notes:</p> <ul style="list-style-type: none"> <li>▪ The <b>Total School Student Enrollment printout</b> is usually applicable for Indicators 1-3, so make 3 copies.</li> <li>▪ A chart or table created by the applicant is <u>not</u> considered evidence—it <u>must be a school generated computer printout from the school database.</u></li> <li>▪ Send only the <u>last</u> summary page of the student enrollment lists, showing students numbered {sometimes in Excel the numbers don't show on the printout... you might try to click print screen ("Prnt Scrn")} then cut and paste.</li> <li>▪ All student names must be blackened out</li> </ul>

Provide a **brief** \*description in this box for Indicator #1 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 1.

\*Descriptions / explanations should be in **summary** form with no more than about 20 -50 words so that it will fit into the CLEAR Showcase template.

**Attach this cover page to the evidence provided** (Total Student Enrollment and Foreign Language Enrollment printouts).



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<p><b>Indicator # 2</b> Provide variety of languages in a 4 year high school sequence</p>	
<b>Rationale</b>	Students may be more motivated to attain standards in a language of their choosing. U.S. society is diverse, reflecting various heritage languages. There are more and more career opportunities for bilingual workers of various languages. School programs should reflect diversity within reason.
<b>Definition</b>	The four year <u>high school</u> sequence (do not count K-8 classes) must be year-long with daily instruction or the equivalent in a block schedule. These must be actual classes, not just courses offered on a course list.
<b>Evidence</b>	<p>Attach</p> <ul style="list-style-type: none"> <li>▪ a printout of current <u>teacher schedules</u> highlighting level 4 classes.</li> <li>▪ copy of current <u>Total Student Enrollment</u> printout (may be a copy of the same data used in Indicator #1) since the number required depends on the size of the school</li> <li>▪ <b>Highlight the total enrollment and level 4 classes</b></li> </ul> <p>Important notes:</p> <ul style="list-style-type: none"> <li>▪ The Total Student Enrollment printout may be applicable to Indicators #1 - #3.</li> <li>▪ The same <b>Teacher Schedules</b> may be applicable to Indicators #3-6 (<b>make 4 copies, you will highlight different items on each</b>)</li> <li>▪ A chart or table created by the applicant is <u>not</u> considered evidence- the sheet must be a school generated computer printout from the school database.</li> <li>▪ For Total Student Enrollment <u>send only the last page</u>, (showing <u>students numbered</u>). Sometimes in Excel the numbers don't show on the printout... you might try a print screen ("Prnt Scrn"), cut and paste.</li> <li>▪ Student names must be blackened out.</li> </ul>

Provide a **brief summary** description for Indicator #2 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 2. (Write "we have", not "we offer".)

Attach Total Student Enrollment and Teacher Schedules printouts to this page.



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

### Indicator # 3

#### Retain students at higher levels

**Rationale**

A minimum of 4-5 years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale). (See Sample Rubric, page 5) Exemplary programs maintain student interest to continue their study to the higher levels. Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.

**Definition**

Retention to the higher grades may be made by comparing current number of 9<sup>th</sup> graders enrolled in language classes with students enrolled in level 4 and above.

**Evidence****Attach a**

- computer generated printout from the school's database showing current 9<sup>th</sup> graders enrolled in a world language class (numbered names, language, grade 9, school year in a student listing) (just the last page if students are numbered). **Highlight** the total number of 9<sup>th</sup> graders in world languages.
- printout showing current world language enrollment of level 4 and above (attach just the last page if students are numbered) **or** official teachers' schedules that include numbers of students per class). **Highlight** the total number of students in levels 4 and higher. (Show the addition.)

Use these two documents to determine the percentage of students in the upper levels (levels 4, 5+) compared to the current 9<sup>th</sup> grade. **Highlight** totals by grade/level and the percentage. Show the math.

**Important notes:**

- A chart or table created by the applicant is not considered evidence- these must be computer generated from the district database.
- Student names should be blackened out on all documents

Provide a **brief summary** description for Indicator #3 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 3.

Attach evidence for Indicator #3 to this page.



**Ten CLEAR Indicators:  
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<p><b>Indicator # 4</b> Participate in AP, IB, level 5, and/or CIS program</p>
<p><b>Rationale</b> These courses challenge students to reach higher proficiency levels. Exemplary world language programs maintain student interest to continue their study to the higher levels. Schools with high academic expectations for students will arrange student schedules to avoid conflicts that otherwise might prevent them from taking higher level classes.</p>
<p><b>Definitions</b> Commonly taught languages are defined as French and Spanish. AP = Advanced Placement IB= International Baccalaureate CIS = College in the Schools Level 5 or higher = any class following yearlong levels 1-4 with instruction a full 5 day per week (or block scheduling equivalent) throughout the sequence These must be actual classes, not just courses offered on a course list. Classes must be year-long with daily instruction or the equivalent in a block schedule. (Should the school teach neither French nor Spanish, the above explanations will apply to the language(s) currently being taught.)</p>
<p><b>Evidence:</b> The courses must currently be subscribed, rather than just offered in selection sheets, handbooks, etc.</p>
<p><b>Attach</b></p> <ul style="list-style-type: none"> <li>▪ a printout of Teacher Schedules (see Indicator # 2 and #3)</li> <li>▪ <b>Highlight</b> the AP, IB, CIS, and / or Level 5 courses (be sure to identify the language)</li> </ul>

Provide a **brief summary** description for Indicator #4 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 4. (Write “we have” not “we offer”.)

Attach Teacher Schedules (with AP, IB, CIS, or Level 5 and above courses highlighted) to this page.



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

### Indicator # 5

#### Demonstrate an extended sequence of instruction in a commonly taught language

##### Rationale

A minimum of 4 -5 years are needed (in a 5 period per week standards-based program) for most students to attain an Intermediate Low level of speaking proficiency (ACTFL Scale). An extended sequence will enable students to attain this level and higher. (Refer to page 6, Sample Oral Proficiency Rubric)

##### Definitions

To qualify, extended programs must be school sponsored and sequential. At least one feeder school at the elementary and middle school levels must contribute to the K-8 sequence.

- For schools with K-8, the instruction must be a minimum of 60 minutes per week (2 times a week--30 minutes each) or (3 times per week--20 minutes each) for at least one language.
- Classes must meet daily in grades 9-12 (or the equivalent in block schedules).

Commonly taught languages are defined as French and Spanish.

Schools will not be penalized for offering shorter sequences of less commonly taught languages.

##### Evidence

- A printout of **Feeder School's Teacher Schedules** for each grade level, K-8, from wherever instruction begins. Make sure the printout includes minutes of periods and how often classes meet per week. **Highlight** an example of how often and for how many minutes the classes meet per week, per grade.
- A printout of **high school Teacher Schedules** (See Indicators #2-4). **Highlight** at least one language that has the extended sequence and the periods per week.

Provide a **brief summary** description of Indicator #5 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 5. (Write "we have", not "we offer".)

Attach the Feeder School Teacher Schedules and the High School Teacher Schedules to this page.



**Ten CLEAR Indicators:  
Rationale, Definitions, Required Evidence**

**Indicator # 6  
Implement Key Instructional Practices**

**Rationale**

Time on task is critical for attainment of standards, so teachers need to maximize their use of the target language. They are the primary source of language input for students. However, it is not enough for teachers to speak the target language—it is critical that teachers facilitate **students’ comprehension** by using “negotiation of meaning” techniques and frequent checks for understanding. Without pair and small group activities in the target language, students have insufficient speaking practice to attain the Communication Standard (Interpersonal Mode). Students will not attain proficiency if the main emphasis of instruction is grammar and if the only speaking that occurs is memorized. Cultural knowledge is essential to effective communication.

**Definition of Key Instructional Practices**

Modern language teachers:

1. use the target language 90% of most class periods (or more) in a comprehensible way, and frequently check for understanding
2. align lessons and learning targets to proficiency descriptors (what students can do with the language) across all three modes of communication
3. encourage and provide opportunities for students to express their own meanings in the target language daily
4. regularly integrate culture into language instruction

Make an appointment with your principal / headmaster or equivalent. This is an opportunity to educate and win some points for your department. Explain the Four Key Instructional Practices and how well your department is carrying them out. Ask for the principal’s signature. Fill in the date.

**Evidence:** The completed Verification of Key Instructional Practices Form on page 8.

The principal / headmaster verifies that based on her/his classroom observations and to the best of his/her judgment, \_\_\_\_\_% of modern world language instruction is in line with the Four Key Instructional Practices as defined on the left. Classical languages should be included where appropriate. *The % must indicate the average degree to which all language teachers implement the Four Key Instructional Practices*

Provide a **brief summary** description of Indicator #6 - then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 6.

Attach the following Indicator # 6 Form filled-in, signed, and dated by the principal or headmaster.



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

### Verification of **4** Key Instructional Practices Indicator 6

While there are many best practices in world language education, CCFLT has identified the following four practices as key for an effective standards-based world language program.

Effective world language teachers:

1. use the target language 90% of most class periods (or more) in a comprehensible way, and frequently check for understanding
2. align lessons and learning targets to proficiency descriptors (what students can do with the language) across all three modes of communication
3. encourage and provide opportunities for students to express their own meanings in the target language daily
4. regularly integrate culture into language instruction

#### **To be completed by the principal / headmaster / or equivalent:**

Based on classroom observations and to the best of my judgment, \_\_\_\_ % of modern world language instruction in \_\_\_\_\_ is in line with the Four Key Instructional Practices as defined above. The figure must indicate an average percentage of time each teacher in the school regularly implements the key practices.

\_\_\_\_\_  
Signature of Principal or Headmaster (or equivalent)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

### Indicator #7

#### Administer standards-based, performance assessment(s) across levels

**Rationale**  
There can be no standards-based program without a **valid, reliable assessment that cuts across languages** to determine student progress in attaining standards. To be valid and reliable, it is necessary to have a common measurement tool such as the ACTFL Scale.

**Definitions**  
The school **must administer at least one assessment yearly** which includes all of the following characteristics:

- ✓ **assesses at least one standard.** The standard must be one of the 11 National Standards ([www.actfl.org](http://www.actfl.org))
- ✓ **is performance-based** (where the focus is on function, what students can do with the language, **not grammar testing**). Do not submit multiple choice, fill in the blank, or true/false components of any tests. **AP exams are NOT acceptable**, given the lack of a specific performance rubric. The scores of the performance sections are not disaggregated to show a rating aligned with ACTFL Scale.
- ✓ **is the same task, set of tasks, or performance assessment**—given in at least one specified level per language for all languages taught in the school. The following are examples of oral and/or written proficiency-oriented, standard-based tests: OPI, SOPI, AAPPL, IPA... (See ACTFL)
- ✓ **is rated using a rubric that is tied to the national ACTFL Speaking or Writing Scale.** (Sample ACTFL-based Speaking Rubric is attached to this application packet.) **The rubric used must be included in the documentation.** Show how your rubric is tied to the ACTFL scale (AP and IB rubrics are permissible). Thus, ratings should **neither be A, B, C, D, E nor numerical**, rather, they should use rating levels common to the ACTFL Scale.

**Newly established, non-traditional language programs** will be exempted from the testing requirement until year (not level) four. Submit evidence of program development such as a signed letter from your principal.

**Evidence:**  
Attach:

1. a sample copy of one test, IPA, portfolio project, or interview procedure that is used across every world language offered at the school at one or more levels from the previous school year or current year.
  - Show / explain and **highlight** which standard(s) is/are being assessed.
  - **Highlight** the level(s) at which this test was given and the school year
2. the rubric that was used to assess the performance. Write /show how this rubric relates to the ACTFL scale.
3. the final, overall scores/ratings (**highlighted**) from the rubric (Blacken out student names or submit number/percentage of students attaining each rating from computer printouts)

Provide a **brief summary description** of Indicator #7 - then copy and paste in Form B in the appropriate column/row:

Attach copies of test(s), ACTFL related rubric, rating results (not grades), and explanations to this page.



**Ten CLEAR Indicators:  
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**Indicator # 8  
Teachers engage in yearly staff development  
on topics related to world language instruction**

**Rationale**

As professionals, teachers must maintain and improve their knowledge and skills. Educators must model the concept of life-long learning.

**Definitions**

The **outside** world language conference/seminar and in-house **world language specific workshop** must be day-long or the equivalent of 5 hours or more. University /college post baccalaureate world language specific courses and/or travel with students to a non-English speaking country/territory may be included.

An **in-house** workshop featuring an outside presenter may count as either an in- house workshop or outside conference—but the same workshop may not be counted twice. Please make clear who the presenter is, where he/she is from, the topic(s), and the number of hours. Curriculum development sessions may also be included in this category.

Fill out the form on the next page and show the percentage of teachers who meet this requirement; show the math. Attach the completed form to this page.

**Evidence** from last school year and/or current year:

Attach:

- **For world language specific conferences/seminars/classes:** copies of receipts for workshop registration fees, course grades, or documentation of credit. **Highlight** names, dates
- **For in-house in-service:** copies of agendas **and** sign-in/sign-out sheets, verification sheets, or written confirmation by the principal. **Highlight** all relevant names, topics, and times. (If there is an outside presenter, be sure to identify the individual and his/her affiliation.)
- **For travel abroad with students:** paid invoice / paid receipts, and a detailed itinerary of educational activities completed during the trip.

It is not necessary to document attendance that exceeds what is required for CLEAR. Doing so will not result in a higher rating.

Provide a **brief summary description** of Indicator #8 - then copy and paste to Form B in the appropriate column/row:

Attach the form and evidence for Indicator #8 to this page.



**Ten CLEAR Indicators:  
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**Indicator # 8 Summary Page**

Names of all high school world language teachers	Outside world language conference, workshop, seminar, course		In-house world language inservice (date / number of hours)	
	<i>For example: Jane Doe</i>	<i>CCFLT conference</i>	<i>10-5-2014 5 hours</i>	<i>TPR inservice</i>
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2.				
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14.				

\*If a teacher did not participate in an outside / inside PD opportunity just write “NONE”  
 Attending more PD activities than required by CLEAR is commendable; however, it is not necessary to provide documentation that exceeds the requirement. Doing so will not result in a higher rating.

**Show the number and the percentage of the world language staff members who have completed the required professional development. (Show the math.)**

Attach this form and the evidence (per teacher in the same order as the list above) to the Indicator # 8 cover sheet (receipts, course grades, verification, agendas, sign-in and sign out sheets, etc.



**Ten CLEAR Indicators:  
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<p><b>Indicator # 9</b></p> <p><b>Maintain current membership in a professional organization</b></p>
<p><b>Rationale</b> As professionals, teachers must <b>stay abreast of the research</b> in the field, standards implementation, new materials, etc. Through their membership, teachers <b>support the work of their professional organizations.</b></p>
<p><b>Examples</b> of appropriate professional organizations:          - Colorado Congress of Foreign Language Teachers (Please note: at least one teacher of the applying school must belong to CCFLT). <b>CCFLT membership(s) must be paid by March 1st of the year of the application.</b>          - American Association of Teachers of German (French, Spanish and Portuguese), etc.          - American Council on the Teaching of Foreign Languages          - American Classical League</p> <p>Other associations will be considered if their primary focus is world language learning, and they offer workshops, publications, etc.)</p>
<p>Fill out the following form, determine the percentage of teachers who meet the indicator. Attach the completed form to this page.</p>
<p><b>Evidence</b> Attach a copy of membership receipt, publication shipping address label (must show date / postmark), receipt, or cancelled check for each teacher. <b>Highlight the teacher’s name and membership year. The date must be for the current year school year (2014-2015) or calendar year 2015.</b></p> <p>Please note, it is not necessary to include more than one organization per teacher. Membership by a teacher in more than one organization will not increase the rating for this indicator.</p>

Provide a **brief summary description** of Indicator #9 –then copy & paste to Form B in the appropriate column/row:

Attach the following form and the evidence for Indicator #9 to this page.



**Ten CLEAR Indicators:  
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**Indicator #9 Summary Page**

<b>High School Teachers' Names</b>	<b>Professional Organization</b>	<b>Membership Date</b>
For ex: Jane Doe	CCFLT	2015
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18.		
19.		
20.		

All foreign language teachers must be listed. If a teacher does not belong to an organization please write "NONE" in the space. Membership by individual teachers in more than one professional organization is commendable; however, documentation that exceeds what is required for CLEAR will not result in a higher rating.

Show the total number of teachers and the number / percentage of teachers who belong to a professional organization:

Attach this form and related evidence (per teacher in the same order as the list above) to the Indicator # 9 cover sheet (copies of membership cards, publication shipping address labels that show membership date or postmark, receipts, cancelled checks, etc.).



**Ten CLEAR Indicators:  
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**Indicator # 10  
Provide special program features**

**Rationale**

Special programs/projects/activities tend to increase student motivation and participation in world language programs, increase time on task, and often help students make connections between the target language and other subject areas and communities.

**Definition**

This indicator is an opportunity to showcase special program features between March 2014 and March 2, 2015. These may include (but are not limited to):

- programs that make connections to the local, state, and/or international communities
- language/culture related travel
- long term partnerships with schools, either local or abroad
- exemplary uses of various forms of technology to make outside connections
- conversation tables at lunchtime
- world language competitions
- after school clubs, etc.

These program features occur outside of the regular scheduled class time and should be more than a one time occurrence (at least 10 hours). A project that takes weeks to prepare and culminates in a one day finale is appropriate.

The special program features should help students connect to outside resources that include use of the target language, related subject areas, and/or cultural activities. (Communities/Connections/ Comparison Standards)

**Evidence:**

Description of the exemplary program feature(s) **with proof of completion** such as

- an itinerary of the completed trip
- one sample of a student product,
- newspaper or otherwise published account, photos, etc.
- an email trail over time
- results or accounts of world language competitions

Please do not send more than one or two pages per feature.

Itineraries, news accounts **must include published date (this school year or previous school year)** -- please **highlight**. This shouldn't just be a date written in...it should be a part of the documentation.

(Focus is on what was already done, NOT what you are planning to do)

Provide a **brief summary description** of Indicator #10- then copy and paste to Form B (the Blank CLEAR Rubric) in the appropriate column / row 10. (Write what you did, not what you offer.)



## Ten CLEAR Indicators: Rationale, Definitions, Required Evidence

Fill out and attach the following form and the required evidence for Indicator #10 to this page.

### Indicator #10 Continued

Name/nature of the activity	Timeframe
1.	
2.	
3.	

Inclusion of more than 3 activities is commendable but will not increase the rating. Include activities that best meet the criteria.

Attach this form and related evidence (**in the same order as the list above**) to the Indicator # 10 cover sheet (copies of official dated itineraries, dated photos (dated by the photo program), dated sample of student product, a dated newspaper or otherwise published account, and email trail, dated results of competitions, etc.