# World Languages Standards

#

A Peer-to-Peer Implementation Guide

## What is Peer-to-Peer Learning?

Peer-to-peer learning, or peer learning, is a form of social learning through which individuals exchange knowledge and collaborate in a meeting or workshop setting. Learning in this environment often consists of a combination of both formal and informal learning. Peer learning emphasizes interpersonal interchange, building trust, and commitment to the task at hand. Peer learning is all about people working on the same level teaching each other what they know, and using that combined knowledge collaboratively to accomplish a goal.

Peer learning is learner-led and can be designed as a group endeavor or as a paired activity. Mentoring and Communities of Practice, for example, are both effective examples of peer learning. While peer learning lends itself well to both face to face and virtual formats, there are few to no technology requirements necessary for implementation, make it a versatile, cost-effective, and rapid development and implementation option for professional learning.

The success of peer learning in creating change is largely dependent on action and follow-through outside of the learning session. Action based on the group’s growing capacity and understanding applies and enhances the learning that takes place. Effective peer learning support may take the form of leadership, collaborative networking, identification or development and deployment of tools and resources. The achievements of the group in terms of deliverables and accomplished goals fuels organizational recognition of, material support for, and continued commitment to the process.

This Peer-to-Peer implementation guide can assist teams in setting goals, structuring meetings, selecting key activities to promote learning through interaction, and reinforcing focus on identified objectives.

## Strategies for Peer-to-Peer Learning

Successful peer collaboration requires a high level of engagement, trust, clear communication, and accountability. The following strategies and lines of inquiry provide a structure to use for supporting group development, achievement, and continuous improvement.

Module 0, the initial module in the series, is designed to be employed by an established peer learning team or to formulate and launch a new team. The module provides an agenda of topics to address, accompanied by guidance for addressing each topic.

The module allows for flexibility in application, and it can be employed in a variety of ways—including addressing discrete sections as part of a series of staff meetings, or as the agenda for a longer professional learning event.

When using the module content in a series of meetings, facilitators are encouraged to be realistic about the duration and purpose of each meeting. Facilitators can make it a principle of meeting management and organization to limit their agenda to an outcome that can be achieved within the time frame. For example, they can:

* set no more than one or two objectives for a single one-hour meeting;
* build in sufficient time for discussion and questions;
* format a focused and achievable agenda for each meeting, with a clearly defined goal for the session;
* record actions to be accomplished prior to the next meeting, and assign clear responsibility for their execution; and
* list the action items in any summary or minutes distributed to the team after the meeting.

Teams meeting virtually may want to schedule a greater number of shorter sessions than would be scheduled for an in-person gathering. Technology is a great tool to keep connected.

## Implementing Module 0

When organizing Module 0 to be completed over a sequence of meetings, consider the following suggestions.

### Section A: Identify the Team

Especially in the case of a newly-forming team, allow ample time for introductions, as well as the discussion of team membership and suggestions from attendees. In fact, team identification may in itself be the sole objective and outcome of the first meeting, and outreach to suggested members the principal action item to be completed prior to the next meeting. With an existing team, include discussion to ensure all appropriate stakeholders are represented on the team. Team identification also often includes enumerating the specific individual skills and knowledge each team member offers in service of the team’s goals.

### Section B: Identify and Leverage Commonalities

In order to align the team around common priorities, principles, and values, consider both broadly and deeply what members share in terms of vision, mission, challenges, goals, priorities, interests, resources, and information. The objective of team alignment is to provide a foundation for effective collaboration going forward. Thorough discussion and the achievement of consensus in this task bolsters team coherence and performance. Engage all participants in identifying the touchstones and principles that will define the work ahead. Such an important and formative step in team development generally requires a full meeting to address.

### Section C: Describe your Students and Review Relevant Data

One great advantage of peer learning is the focus on local data, demographics, and experiences. A review of the data your site or district currently collects and uses provides a good starting point. Are you capturing the most critical information? Is the picture your data creates a complete and accurate representation? Through working with local data, your team will increase familiarity, sharpen focus, delineate gaps and challenges highlighted by the data, designate milestones and measures of success, and ensure that current and highly relevant local data informs all team decisions and actions. Depending upon the institution’s size, the population it serves, and the programs it offers, as well as the current use of data and familiarity of the team with data analysis, the work of Section C may require from just part of a meeting (combined with Section D, for example) to more than one meeting to fully explore and complete.

### Section D: Describe your World Languages teachers, their experience and capacity

As with the examination and discussion of relevant student data and measures of success, local data that profiles the composition of the World languages faculty will also clarify both strengths and challenges fundamental to the delivery of high-quality learning and the achievement of student success. The time necessary to complete this section will vary with the size of the teaching cadre, the number of programs, and the familiarity of the team with data analysis. Be sure to examine experience (years in teaching; types of programs and grade levels taught), expertise (academic preparation, credentials, areas of specific interest and skill), and growth opportunities.

### Section E: Implementing the World Languages Standards

Team members’ familiarity with the 2019 World Languages Standards is necessary for the generation of an achievable implementation plan. Devote sufficient time at the outset of this phase to ensure that team members are conversant with the Standards and, when available, the supporting curriculum framework. Engage all team members in outlining and taking responsibility for the specific actions the team identifies as clear steps toward full implementation. Use local data to measure progress and achievement.

Recognize that implementation is often and iterative rather than sequential process, and requires both intention and clear communication. Once an action plan is created and tasks are assigned, the team can determine how often to meet in order to monitor progress and make any necessary course corrections.

If you have any questions about any of the modules in the Peer-to-Peer Implementation Guide, please contact Susie M. Watt, Education Programs Consultant, at swatt@cde.ca.gov, or by phone at (916) 323-5252.

# Peer-to-Peer Learning: Module 0



## Module 0: Introductory Conversations

Module 0 is a preparatory guide, intended to assist in forming the peer group, setting the agenda and objectives, assembling information and resources, measuring (or assessing) the implementation status of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*WL Standards*), and determining measures for evaluating the work of the team.

1. **Identify the Team**

Who is working on the implementation of the 2019 World Languages Standards at your institution?

Does your team represent the following?

* Variety of content areas
* Span of grade levels
* Families
* Students
* Community partnerships
* Administration
* Social and emotional support/counseling and wellness
* Special Education

**Questions for discussion:**

Are all key perspectives represented?

Who, if anyone, is missing from your team?

1. **Identify and Leverage Commonalities**

Alignment can be built upon a great variety of commonalities. Some items to consider:

* Values
* Positions and responsibilities
* Experience obtained from personal involvement in teaching at different grades, schools, program types
* Expertise gained through training, practice and, years of practice in a particular area or domain—including in a career outside of education
* Academic preparation, background, and credentials
* Local Priorities / Initiatives
* Responsibilities
* Specific Challenges
* Key questions

**Questions for discussion:**

What beliefs, characteristics, and experiences do the members of your team share upon which you can build your collaboration, direction, and work plan?

In what specific ways can what you have in common help to align and consolidate the team?

1. **Describe Students and Review Relevant Data**

Identify data your team may want to gather, analyze, and discuss at subsequent meetings, such as:

* + Student population
	+ English learners
	+ First languages represented
	+ Enrollment in language learning programs
		- * Data from assessments (state and local)
			* Special Education
			* Social economic status
			* Anticipated changes and challenges
	+ Language learning programs your site/district provides
		- Grade level(s) at which language learning programs are offered
		- Multiple entry points to language learning programs
		- Languages taught
		- Types of language programs
		- Equity and access to language programs
		- Principal materials and resources
		- Plans to expand language programs
		- Anticipated changes and challenges
	+ Milestones and outcomes for student achievement—What local goals have been set for the following?
		- State Seal of Biliteracy
		- Bilingualism
		- Multilingualism
		- Global 2030 Initiative
		- Locally defined objectives on the California School Dashboard
		- Other

**Questions for discussion:**

Who are your target students?

Are all student groups represented in your World Languages programs?

If not, can you identify the specific challenges to enrollment for underrepresented groups?

In what ways might you address them?

1. **Describe the Experience and Capacity of World Languages Teachers**

Identify data your team may want to gather, analyze,and discuss at subsequent meetings, such as:

* + Certifications and credentials
	+ Years in the profession
	+ Languages and grade levels taught
	+ Experience with different types of language programs
	+ Identification of principal resources and materials: What do you currently use? What would you like to use more or less of?
	+ Participation in professional organizations
	+ Identification and prioritization of professional learning needs by topic
		- Research background and preparation
		- Methodology and best practice
		- State Standards and Frameworks
		- National standards and resources
		- Collaboration across content areas
		- Family Engagement
		- Participation in LCAP process
		- Formative and summative assessment tools, resources, and current practice
		- Data analysis and continuous improvement
		- Global Education
		- State legislation and initiatives regarding World Languages
		- Communication with stakeholders
		- Other

**Questions for discussion:**

What do teachers need in terms of support to fully implement the *WL Standards*?

How are you handling qualification, recruitment, and retention of teachers of World Languages?

1. **Implementing the *World Languages Standards***

Prior to engaging in subsequent meetings, team members should read the *WL Standards* independently to be prepared for discussions.

Engage participations in visualizing what is possible. What does effective implementation of the 2019 *WL Standards* look like at your site? Take the time to craft this vision as a team. Include the team’s expectations, goals, and measures of success.

* What is the target goal we want to achieve by implementing the *WL Standards*?
* How will administrators use the *WL Standards*?
* How will teachers use the *WL Standards*?
* How will students, families, and community partners use the
Standards?
* How will the standards implementation proceed at each grade level?
* What is our timeline for full implementation?
* What measures will we track to determine results of the implementation of the *WL Standards*? What do we anticipate these measures will indicate?
* Identify any barriers to the full implementation of the *WL Standards*. How can we address or prevent them?

Once a shared vision is created and goals are established, it is time to generate an **action plan**. Use your plan to:

* Set specific and measurable objectives. Where are you headed, what do you have, and what do you need in each target area you have identified?
* Establish steps in the process. Set timelines and milestones.
* Define tasks, assign due dates, and specify team member responsibilities.
* Include plans for:
* Effective communication that includes gathering feedback
* Using data to drive decision-making and evaluation
* Supporting teacher capacity and professional development
* Supporting teacher recruitment and retention
* Family and community involvement
* Continuous improvement

**Questions for discussion:**

What key actions are necessary to fully implement the *WL Standards* in our classrooms and programs?

How will we know whether and when we have achieved full implementation?

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