

## **LIBRARY MEDIA**

Teacher librarians play an essential role in curriculum development. They are important instructional partners and consultants in supporting and expanding existing curriculum. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

*(adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)*

## **TECHNOLOGY**

Never before have there been so many options for connecting students to the wider world and accessing world languages as they are being used today. Technologies should be leveraged to empower students' immersion in the study of world languages by connecting students to native speakers through multimedia, virtual communities, and real-world interactions. Languages are complex and fluid; technology should be used to facilitate language development by engaging students in authentic reading, writing, speaking, and listening activities. The teacher's role is one of aiding students in developing basic concepts and skills and facilitating the interactions that move students toward fluency. In this way, students will be better prepared to engage in the increasingly global nature of work, commerce, and society.

In order to support the instructional use of technology in learning, the Montana State Technology Standards have been incorporated into the world language curriculum. These standards emphasize the use of digital tools and resources to assist students with developing their abilities in problem solving, communication, and creativity.

Missoula County Public Schools strive to provide the network, computers, software, and other appropriate technology for classroom use.

## **ASSESSMENT**

Assessment is an important tool in any world languages program. Assessment has traditionally been thought of as a test at the end of instruction to measure students' attainment of specified goals or after instruction. Although this outcome is one purpose of assessment, assessments also serve other purposes, such as guiding teachers' instructional practice. Research supports the precept that students' learning is improved when assessment is an integral part of ongoing classroom activities (*Black and William 1998*). Good assessments provide useful information about students' learning for instructional practice.

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Assessments before and during instruction allow teachers to make appropriate decisions about such considerations as reviewing materials, re-teaching a difficult concept, or providing appropriate material for students who are struggling or more challenging material for students who need enrichment. Teachers use many assessment techniques, including open-ended questions, constructive-response tasks, selected-response items, performance tasks, observations, discussions, journals, and portfolios. Some of these techniques are more useful for specific learning targets. For example, a quiz or test with simple constructive-response tasks and selective-response items might be used to assess students' ability to understand concepts. More complex constructive-response items and performance tasks offer a better assessment of students' ability to apply world languages. Observations of students working in groups and sharing ideas in classroom discussions can provide a teacher with useful information regarding students' thinking. Language journals and portfolios can be used to assess students' thinking and reasoning over time. Teachers will use performance indicators and district assessments to evaluate student progress toward meeting course standards. Information gathered from these assessments will also provide teachers with information so that intervention can be planned and developed immediately.