World Languages NYS
Key Shifts for World Languages in New York State
March 1, 2019
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> *Use this **LearningGuide** while you watch the conference video. <u>Timestamp links are provided below for each module and segment</u>. A resource list is provided at the end of this LearningGuide.*

Can Do Statements for the Conference:

- ✓ I can describe the language characteristics necessary to move from Novice through the Advanced range of proficiency
- ✓ I can identify the implications of a focus on proficiency for instruction and assessment
- ✓ I can create my plan to implement the NYSED Shifts

Before you Watch:

- What do you know about the upcoming shifts for World Languages in NYS?
- To what extent do you and your colleagues already implement these shifts?
- In what ways do you think these shifts will help our World Language learners?

While you Watch:

Module 1: <u>Guiding Language Learning: What's the Shift?</u>

   Focusing on Developing Proficiency across Three Modes of Communication

<u>What's the shift? Mindset for Guiding Language Learning</u>

a. Why is our NYS Seal of Biliteracy a catalyst for these shifts?
b. How does Paul Sandrock make the shift from generating a list of vocabulary and functions to developing a task with real-world purpose?
c. How does the *context* guide you in designing purposeful tasks?
d. Watch how the room brainstorms the assessment tasks first for the Education unit. What do you notice about the process?

"Purpose is natural. Purpose is authentic"

a. Watch the model comparing school in France and New York. How does the Interpretive Mode task build literacy? How do you see the three modes unfold?

b. How do the tasks *One Word Why* and *Either/Or Questions* help novices relate practices and products to perspectives?

c. What is the shift for learning Culture? How does *Purpose* connect Culture, Content, and Language?

d. Watch the *Choice Line* model for explaining the three modes of communication. What are the characteristics of the modes?

How do we use language in daily life?

a. What changes from Novice, to Intermediate, to Advanced? If I want my novices to act more like Intermediate, what is my agenda?

b. Paul Sandrock says "…stop treating you like novices and start working you toward intermediate, right almost from the beginning…you can mimic and parrot for life, and that keeps you at Novice Low." What does that imply for how we design formative assessment tasks?

c. How do Can-Do statements help the learner move along the proficiency continuum?

d. How can the task-specific Can-Dos help with vertical articulation?

Collaborate with a Colleague:

1) Try the process you saw in the video with your colleagues, starting with a context and focus question. Now develop the tasks. Can you align these purposeful tasks to the three modes of communication?

2) Using a piece of authentic material such as an infographic, what can you infer from the text? Now write three questions you want to know.

3) Select a culturally authentic photograph or other visual and generate *One Word Why* and *Either/Or Questions* as you saw in the example of Intercultural Learning.

4) Try the *Choice Line* activity with your colleagues on the three modes or any topic. Brainstorm how you might use *Choice Line* with your learners.

5) Using your tasks in the three modes, develop customized Can-Do statements for them.

Module 2: <u>Supporting Language Learners and Educators</u>

Implications of Proficiency for Effective Planning for Learning

<u>Moving Across the Proficiency Continuum</u>

a. The group aligned a proficiency level with the strategies to move learners to the next sublevel. How can we use those strategies to design tasks for that purpose?
b. What are three practices in the shifts to focus on in your program to increase proficiency?
c. What is one "look for" in the classroom you will hold yourself accountable for?
d. What "look for's" do our tasks need so that performance leads to proficiency?

Module 3: <u>Focusing on Authentic Learning, Authentic Language, Authentic Interactions</u>

Creating Engaging and Motivating Tasks for Acquiring and Assessing Language Proficiency

<u>High Leverage Teaching Practices</u>

a. How can we create understanding? How can we check for understanding?
b. Paul Sandrock says, "the research is not in the 90% alone; it is in the strategies." Which high leverage strategies in the ACTFL position statement do you use?
c. What are some effective strategies and comprehensible interactions to move Novice to Intermediate?
d. What are some strategies to understand, interpret, and analyze texts?

Collaborate with a Colleague:

1) What is the difference between an exercise, activity, and task? Do an inventory of a unit. Can you determine which assessments are performance-based tasks that would lead to proficiency? Which ones are not?
2) Watch another classroom video from Learner.org at the resources link below. With a colleague, identify strategies the teacher used to make language comprehensible and check for understanding?
3) What are three changes my program needs to do in order to plan, teach, and assess for proficiency toward the Seal of Biliteracy?
4) What are two ways our assessments will show what learners can do?
5) What is my plan to lead change forward to enable the NYS World Language shifts?

Resources

[NYSED OBEWL World Languages Website](#)

[What's the shift for New York Standards?](#)

[World Readiness Standards](#)

[NCSSFL ACTFL Can Do Statements](#)

[Differentiating Learning Through Can Do Statements](#)

[NYSAFLT Resources on the NYSED Initiative with APAT Exemplar template](#)

[Learner.org ACTFL Annenberg World Language K-12 Library of Classroom Practices](#)

[World Languages NYS in the 21st Century Conference Saratoga Springs handouts](#)