Professional Learning Series

Webinar Facilitation Guide

Understanding Unit Planning with the Revised NYS World Language Learning Standards – Part 1

Access video-recorded webinar and accompanying resources at:
http://www.nysed.gov/world-languages/understanding-unit-planning-revised-nys-world-language-standards-part-1

Introduction to the Facilitation Guide

Facilitation Guide Use. This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

Facilitation Guide Design. The facilitation guide begins with an overview of the webinar goals and its organization. It follows with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and aligned to the stated webinar goals.

Webinar Goals

1. I can identify elements of the framework that inform standards-based World Language (WL) unit planning.
2. I can identify contents of the NYS WL unit plan template and resources to support development of a standards-based unit plan.
3. I can analyze unit plans at three proficiency checkpoints for how they apply the framework and prepare learners to carry out the revised NYS WL Learning Standards.
4. I can identify a set of strategies for auditing my current unit plans for alignment to the revised NYS WL Learning Standards.

Webinar Organization

1. Welcome, introduction, and overview
2. Defining what informs standards-based WL unit planning
3. Outlining steps to write a unit plan
4. Unit plan exemplars at Checkpoints A, B, and C
5. Conducting a unit audit

Before You View the Webinar

Before you view this webinar, you might discuss the following questions as a means of reflecting on prior knowledge and introducing the webinar's subject matter. These questions may be discussed in small or large groups.

1. What do you already know about designing a thematic standards-based unit plan?
2. What is your current approach to unit plan design and development?
3. What are you wondering about thematic standards-based WL unit planning?

As You View the Webinar

As you view this webinar, here are some possible discussion questions and tasks that you may want to have participants to carry out to build capacity or assess progress on the stated goals. It would be most helpful to address these discussion questions and tasks at the end of their respective sections of the webinar. You may also choose to pause and address any of the questions asked by the presenter in order to assess prior knowledge and current understandings.

Goal 1: I can identify elements of the framework that informs standards-based WL unit planning.

Minutes 5:56-12:40

Discussion Questions
- □ Discuss what you already know about the ACTFL Core Practice of *Plan with Backward Design Model* and how you currently enact this model in your planning in whole or in part.
- □ What do the two High-Leverage Teaching Practices (HLTPs) of *Establishing a Meaningful and Purposeful Context for Language Learning Planning for Instruction* (HLTP #7) and *Using an Iterative Process of Backward Design* (HLTP #8) add to your understanding of standards-based unit planning? How do these HLTPs advance and enhance standards-based WL unit planning?

Tasks
- □ Viewing webinar slides 11-26 (found in the handouts folder), revisit each unit planning step informed by HLTPs #7 and #8. Discuss what each looks like in your own unit planning process.
- □ With others who teach the same course or proficiency Checkpoint, develop inquiry questions for each unit of instruction you currently teach or are developing or revising.

Goal 2: I can identify contents of the NYS WL unit plan template and resources to support development of a standards-based unit plan.

Minutes 12:40-23:45

Discussion Questions
- □ Which elements of the NYS WL unit plan template are ones you already use or are similar to ones you use?
- □ Which elements of the NYS WL unit plan template are ones you have not yet used in unit planning? What do you want or need to know more about to build confidence in using them?
- □ How do you think that using the NYS WL unit plan template to plan thematic units will modify or enhance your unit planning process and the unit plans you create?

Tasks
- □ With others who teach the same course or proficiency Checkpoint, transfer contents of a current unit plan into the NYS WL unit plan template. Discuss what contents transfer well into the template and what gaps or mismatches you identified.
- □ With others who teach the same course or proficiency Checkpoint, develop a new standards-based thematic unit using the NYS WL unit plan template. As you complete each element of the template, discuss your decisions and how they reflect the unit plan framework informed by the High-Leverage Teaching Practices (HLTPs) of *Establishing a Meaningful and Purposeful Context for Language Learning Planning for Instruction* (HLTP #7) and *Using an Iterative Process of Backward Design* (HLTP #8).

Goal 3: I can analyze unit plans at three proficiency checkpoints for how they apply the framework and prepare learners to carry out the revised NYS WL Learning Standards.

Minutes 24:47-53:45

Discussion Questions
- □ Discuss how Checkpoint A, B, and C unit plan exemplars reflect the elements of the NYS WL unit plan template and the priorities of standards-based thematic unit design.
- □ Discuss the role of the language toolbox in standards-based unit planning.
- □ Predict how the transition to the revised NYS WL Learning Standards will influence your unit planning and instructional practices.

Tasks
- □ With others who teach at the same proficiency Checkpoint, examine the unit plan exemplar (found in the handouts folder) associated with that Checkpoint. Discuss how it purposefully enacts the standards within a thematic approach. Discuss how it informs your thinking about thematic standards-based unit planning for the proficiency Checkpoint at which you teach.
- □ With others who teach at the same proficiency Checkpoint, examine the unit plan exemplar (found in the handouts folder) associated with that Checkpoint. Jointly re-design the unit plan, editing contents (i.e., unit title, integrated topics, brief overview, inquiry question, Can-Do Statements, acceptable evidence, language toolbox, resources and materials) to make the unit plan relevant to your students and your context. Discuss the intention behind your decisions.

Goal 4: I can identify a set of strategies for auditing my current unit plans for alignment to the revised NYS WL Learning Standards.

Minutes 43:46-1:00:17

Discussion Questions
- □ How does the unit audit process prepare you to transition to the revised NYS WL Learning Standards?
- □ As you observe the two steps of the unit audit process, in what areas do you think that your current units meet or mostly meet expectations and in what areas do you envision there will be gaps?

Tasks
- □ Download the unit audit template and sample from the handouts folder. With others, examine and discuss how the sample addresses each component of the template.
- □ With others who teach the same course or proficiency Checkpoint, carry out a unit audit using the unit audit template and one of your current unit plans. Discuss what you learn from the process, and develop a plan for addressing any gaps you identify.

After You View the Webinar

After viewing this webinar, plan to discuss one or more of the following questions designed to facilitate connections, reflections, and goal setting. Discussions may take place in whole or small groups. It may be useful to organize small groups by proficiency checkpoint, course, language, school or other configuration that is useful to participants.

Discussion Questions
- □ Of your preliminary questions regarding standards-based thematic unit planning, which ones do you still have?
- □ How has your understanding of standards-based thematic unit planning changed, been affirmed, and/or expanded?
- □ What can you now envision yourself doing, that you are not already doing, as you design standards-based thematic unit plans?

Tasks
- □ With others who teach the same course or proficiency Checkpoint, create a timeline and plan for collaboratively auditing current unit plans.
- □ With others who teach the same course or proficiency Checkpoint, create a plan for revising or creating standards-based thematic units of instruction using the NYS WL unit planning template.