



Professional Learning Series

Webinar Facilitation Guide

Understanding Standards-Based Lesson Planning

Access video-recorded webinar and accompanying resources at:

<http://www.nysesd.gov/world-languages/understanding-standards-based-lesson-planning>

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 how WL lesson planning is guided by elements of the WL unit plan.
2. I can identify contents of the NYS WL lesson plan template.
3. I can identify guiding principles, strategies, and scaffolds that support student learning.
4. I can analyze lesson plans at three proficiency checkpoints for how they prepare learners to carry out the revised NYS WL Learning Standards.

Webinar Organization

1. Welcome, introduction, and overview
2. Situating the lesson plan
3. Lesson planning using Backward Design informed by High-Leverage Teaching Practices
4. Elements of the NYSED OBEWL lesson plan template with exemplar at Checkpoint B
5. Creating a lesson plan from a unit plan
6. The instructional sequence of a lesson plan: guiding principles, strategies and scaffolds
7. Standards-based lesson plan exemplars at Checkpoints A and C

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 standards-based lesson planning (with the revised NYS Learning Standards for World Languages)?
2. How do you currently apply the revised learning standards in your lesson planning?
3. What are you wondering about standards-based lesson 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 four 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 how WL lesson planning is guided by elements of the WL unit plan.

Minutes 7:40-14:13

Discussion Questions

- Discuss how you draw on a unit plan (or other curricular resource) to inform and guide your lesson planning.
- Talk about your current approach to lesson planning. What element(s) do you prioritize in the process? Why?

Tasks

- Review the five steps of Backward Design presented in this webinar. Then identify how each step relates to lesson planning.
- Make a checklist of steps for creating a standards-based lesson plan from a standards-based unit plan.

Goal 2: I can identify contents of the NYS WL lesson plan template.

Minutes 14:14-28:06

Discussion Questions

- Discuss the standards-based lesson planning process that was modeled and explained. What was new to you? What ideas were refined? What are you already doing?
- Discuss how the lesson planning process that was modeled and explained helps teachers meaningfully apply the revised NYS Learning Standards for World Languages.

Tasks

- Read the definitions of the lesson plan elements on the annotated version of the NYSED OBEWL lesson plan template. Consider what these add to your understandings.
- Compare the elements of the lesson plan template you currently use to those included in the NYSED OBEWL lesson plan template. Consider their parallels and differences.

Goal 3: I can identify guiding principles, strategies, and scaffolds that support student learning.

Minutes 28:07-43:45

Discussion Questions

- Discuss how the principles, strategies, and scaffolds presented support standards-based world language learning.
- Discuss the degree to which your lesson plans reflect the research on peak learning times. What shifts, if any, might you make?

Tasks

- Review the list of input- and output-based strategies for addressing the needs of diverse learners. Identify which you currently use. Identify ones to add to your repertoire.
- Evaluate a current lesson plan in light of the research on peak learning times. Identify potential modifications to the lesson plan based on what the research says.

Goal 4: I can analyze lesson plans at three proficiency checkpoints for how they prepare learners to carry out the revised NYS Learning Standards.

Minutes 43:46-57:51

Discussion Questions

- Discuss how standards-based lesson planning is similar and different across the three proficiency Checkpoints. What contributes to their similarities? Their differences?

Tasks

- Compare the lesson plan exemplars for the three proficiency Checkpoints found in the handout folder. Identify how each prepares learners at that proficiency Checkpoint to carry out the revised NYS Learning Standards for World Languages.

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, which ones do you still have?
- How has your understanding of standards-based lesson planning expanded?
- What can you now envision yourself doing in lesson planning that you aren't already doing?

- Discuss how your lesson planning practices have been affirmed and how they might adapt to the revised standards.

Tasks

- Alone or with others who teach the same language and course you teach, create a standards-based lesson plan using the NYSED OBEWL lesson planning template. This may be a new lesson plan or the revision of a lesson plan you previously wrote. Reflect on the process, identifying what you were confident in doing and setting goals for continuous growth in standards-based lesson planning.