New York State
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OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
NEW YORK STATE EDUCATION DEPARTMENT
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Professional Learning Series
# Webinar Facilitation Guide

## Understanding Performance Indicators and Can-Do Statements

Access video-recorded webinar and accompanying resources at:
http://www.nysed.gov/world-languages/understanding-performance-indicators-and-can-do-statements

## 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 describe the relationship between performance and proficiency.
2. I can identify the target proficiency ranges for each checkpoint.
3. I can identify the contents and organization of the NYS WL Performance Indicators.
4. I can describe the relationship between standards, language functions, performance indicators, and learning targets.
5. I can write Can-Do statements driven by language functions and aligned to proficiency targets described in the performance indicators.

## Webinar Organization

1. Welcome, introduction, and overview
2. Review of terms and how they fit together
3. Performance indicators and their elements
4. Can-Do statements – unit-level and task-based
5. Instructional design with performance indicators and Can-Do statements

# 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 performance indicators and Can-Do statements?
2. How do you currently use performance indicators and Can-Do statements in your instruction?
3. What are you wondering about performance indicators and Can-Do statements?

# 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 describe the relationship between performance and proficiency.
## Goal 2: I can identify the target proficiency ranges for each checkpoint.

## Minutes 7:36-13:30

### Discussion Questions
□ What is proficiency? What is performance? What is their relationship?
□ What are the elements of proficiency? Which of these are present in performance indicators? Which are not?

### Tasks
□ Identify the specific proficiency targets associated with the course(s) and language(s) you teach. Reflect on what this means for your teaching.
□ With others in your department, identify proficiency targets for each course in the curriculum, from Checkpoint A to B to C. Discuss what this progression means for your program.

## Goal 3: I can identify the contents and organization of the NYS WL Performance Indicators.

## Minutes 13:31-24:31

### Discussion Questions
□ What are the components of the NYS World Language Performance Indicators? How are they organized? How does knowing the organization help you use them?
□ What is the importance of performance indicators for your teaching and student learning?

### Task
□ Explore the NYS World Language Performance Indicators for each standard at the Checkpoint of the course(s) you are teaching. Discuss what you observe.

Goal 4: I can describe the relationship between standards, language functions, performance indicators, and learning targets.
Goal 5: I can write Can-Do statements driven by language functions and aligned to proficiency targets described in the performance indicators.

Minutes 14:52-41:35

Discussion Questions
□ Consider the standards, language functions, performance indicators, and learning targets. How does each inform your instruction? How do they work together?
□ What is the purpose of a Can-Do statement? What benefits do Can-Do statements offer to various stakeholders?
□ What are the components of unit-level and task-based Can-Do statements? How are they similar? How are they different?

Tasks
□ Consider a unit you teach. Write unit-level Can-Do statements for each NYS World Language Learning Standard that follow the unit-level Can-Do Statement format. Consult the NYS World Language Performance Indicators as you write the Can-Do statements.
□ Identify one task that students would do within the unit you identified above. Write one or more task-level Can-Do statements to guide the task.

## 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 performance indicators and Can-Do statements changed, been affirmed, and/or expanded?
□ What can you now envision yourself doing with performance indicators and Can-do statements that you aren't already doing?

Tasks
□ In small groups by proficiency Checkpoint, examine one or more unit plans using the performance indicators. Determine how well each unit reflects the proficiency target as described in the performance indicators. Write unit-level Can-Do statements that reflect the criteria presented in this webinar and appropriate to the proficiency target.
□ With others who teach at the same proficiency Checkpoint, create a plan for how you will use Can-Do statements for differentiation of instruction and students' self-assessment.