New York State
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OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
NEW YORK STATE EDUCATION DEPARTMENT
http://www.nysed.gov/world-languages   obewl@nysed.gov

Professional Learning Series

Webinar Facilitation Guide

Understanding Checkpoint Proficiency Targets

Access video-recorded webinar and accompanying resources at:
http://www.nysed.gov/world-languages/understanding-checkpoint-proficiency-targets

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 why proficiency is the organizing principle for language instruction.
2. I can differentiate proficiency, fluency, and performance.
3. I can describe characteristics of major proficiency levels and sublevels that compose proficiency Checkpoint ranges.
4. I can identify the mindset and strategies that promote proficiency development.

Webinar Organization

1. Welcome, introduction, and overview
2. Proficiency as an organizing principle
3. Proficiency, performance, and fluency
4. Proficiency targets
5. Proficiency in the classroom

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 proficiency and proficiency development?
2. What are some of the ways in which you help your students understand proficiency?
3. What are some of the ways in which you promote your students' proficiency development?
4. What are you wondering about proficiency and proficiency development?

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 why proficiency is the organizing principle for language instruction.

Minutes 5:25-12:17

Discussion Questions
□ Where does proficiency fit with prior and current methods of language instruction?
□ Why is proficiency well chosen as an organizing principle for language instruction?

Tasks
□ With others who teach at the same proficiency Checkpoint, go to the interactive version of the ACTFL Proficiency Guidelines 2012 found at https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english. (Note: You can change the language by substituting "english" in the URL with the language you teach.) Read the proficiency descriptors and view the examples associated with each of the four skills at the proficiency level you teach. (Note: Checkpoint A targets Novice Mid-High; Checkpoint B targets Intermediate Low-Mid; and Checkpoint C targets Intermediate Mid-High.) Discuss how the descriptors and examples inform your understanding of proficiency.

Goal 2: I can differentiate proficiency, fluency, and performance.

Minutes 12:17 -14:54 (defining proficiency); 28:40-31:50 (proficiency, performance, fluency)

Discussion Questions
□ What factors differentiate performance and proficiency?
□ How does this webinar's definition of "fluency" and "fluent" compare to how you or others typically use these terms?

Tasks
- □ Create a concept map that reflects your understanding of proficiency, performance, and fluency.
- □ Describe a performance-based task and a proficiency-based task. How are they similar? How are they different?

Goal 3: I can describe characteristics of major proficiency levels and sublevels that compose proficiency Checkpoint ranges.

Minutes 13:25-28:40; 31:50-38:40 (Checkpoint expectations by language category)

Discussion Questions
- □ Which of the four elements of proficiency were you already aware of? Which are new to you?
- □ How has learning about the four elements of proficiency influenced your thinking about planning for proficiency-oriented teaching, learning, and assessment?

Tasks
- □ Briefly define the characteristics of Novice, Intermediate, and Advanced levels of proficiency. Then, identify which of the characteristics best describe your students' proficiency.
- □ Predict how you might prepare your students to reach the next proficiency level.

Goal 4: I can identify the mindset and strategies that promote proficiency development.

Minutes 38:34-1:00:00

Discussion Questions
- □ Which of the strategies—*spiral a topic, elicit more language use, and prompt elaboration*—do you currently use formally or informally? What examples can you provide?
- □ What advice might you give to a student who wants to be able to improve their proficiency?

Tasks
- □ Brainstorm steps for scaffolding students' control of a concept you teach from conceptual control to partial control to full control.
- □ Describe how you build a classroom discourse community. What does this look like in your classroom?
- □ Summarize the "comfort and stretch" strategy and how it benefits students.

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 proficiency and proficiency development been changed, affirmed, or expanded?
- □ What can you now envision yourself adding to your repertoire of strategies for promoting students' proficiency development?

Task
- □ With others who teach at the same proficiency Checkpoint, design an action plan for enhancing the proficiency-orientation of your teaching and your students' learning.