Going “PRO-ficient”

Agenda: LaDue Horton Watkins High School World Language

April 23, 2019 | with Linda L. Egnatz, Executive Director, Global Seal of Biliteracy

**Morning Session: Aligning Goals for Proficiency Outcomes** [**https://tinyurl.com/yyqlrfvo**](https://tinyurl.com/yyqlrfvo)

1. **Student Outcomes: Why align curriculum to reach Seal of Biliteracy benchmarks?**
	1. Successful World Language Program design
	2. Seal of Biliteracy study statistics
	3. Benefits to students
	4. Potential for WL growth
2. **Proficiency Basics: Hallmarks of each level and how they align to curriculum levels**



* 1. ACTFL Proficiency descriptors
	2. Break out ACTFL cone by LaDue program levels
	3. How to measure language proficiency
	4. Examples of Visual Paths & Program benchmarks
	5. Vertical alignment for proficiency
1. **Application: How might LaDue benchmark curriculum goals to meet Seal of Biliteracy outcomes?**
	1. LaDue Articulation for Vertical Alignment AND Integration
	2. Design Determine KEY descriptors to be measured at each level
		1. Teacher proficiency training resources
		2. Sharing the proficiency descriptors with students
	3. Consider: How will Key descriptors be for each level?
		1. Proficiency-based Common Assessments - how often?
		2. Grade / Outcome measures Reflect Benchmark Goals
	4. ONGOING Dep’t Articulation – Google Worksheet <https://tinyurl.com/yyqlrfvo>

**Afternoon Session: Maximizing Instructional Strategies to Grow Student Language Proficiency**

1. **Designing instruction and common assessments to meet Language level benchmarks**
	1. Visual path to proficiency – descriptors by level (review)
	2. Creating Common Assessments
2. **Activities that grow student:**
	1. Overview of *Generation Z*
	2. What does the data say works?
	3. Engagement Activities – Technology for Proficiency-purposes
		1. Real rewards
		2. Real tasks
	4. Instruction Design for Meaningful Engagement – Adding Filters
		1. Content Goals
		2. Language Goals
	5. General release of control (i.e., PACE model/TPRS/Thematic w/authres)
		* 1. I do
			2. We do –supported practice
			3. You practice independently
			4. You do
			5. You reframe/recreate/remix
3. **Core Practices for World Language Learning (highlight 3 of 6 Core Practices)**
	* 1. Facilitate target language comprehensibility
		2. Guide learners through interpreting authentic resources
		3. Teach grammar as concept and use in context
4. **Application: What new instructional strategies could maximize student proficiency at the levels I teach? When evaluated through a proficiency lens what is most effective?**