World Languages for Success in College, Career and Life

Delaware World Language Professional Learning Plan

> *By June 2024, at least 90% of Delaware's World Language Teachers will engage in professional learning that will allow them to **demonstrate their ability** to cultivate a standards-based, **proficiency-oriented learning environment** where language learning is promulgated as a college, **career** and **life** skill.*

This goal drives the state's professional learning plan for the next three years (2021-2024). The plan provides professional learning opportunities that will allow teachers to apply their learning about proficiency and the Core Practices in their classrooms. The plan also provide supports in helping teachers help their students understand language learning as developing critical skills needed for success in college, career and life.

With the revision of the Learning Forward *Standards for Professional Learning*, this three-year plan capitalizes of these new standards to focus on **equity** as both an outcome and a component of professional learning and calls for educators to "commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students." The professional learning designs in this three-year plan are more flexible for Delaware's world language teachers, offer more choice, apply the science of learning, require implementation of new knowledge and skill and use evidence and data to plan and monitor their own learning as well as its impact on their students.

YEAR ONE: 2021-22

FACILITATOR-LED SERIES		
Proficiency-Oriented Learning Environment		World Languages as Career & Life Skills
Proficiency Teacher Toolbox: Putting Proficiency into Practice September 15, 2021-June 1, 2022 30 clock hours Dawn Samples, Facilitator	*Core Practices in Action: A Focus on Classroom Application* October 28, 2021-May 5, 2022 12 clock hours Leslie Grahn, Facilitator	*Teaching Intercultural Citizenship Book Study* October 27, 2021-May 4, 2022 12 clock hours Clarissa Adams-Fletcher, Facilitator

SELF-PACED eLEARNING SERIES	
Proficiency-Oriented Learning Environment	
Delaware Core Practices for World Language Proficiency—Series One 3-18 clock hours	*Delaware Core Practices for World Language Proficiency—Series Two* 3-21 clock hours

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FACILITATOR-LED SERIES

Proficiency Teacher Toolbox: Putting Proficiency into Practice

(*Proficiency Catalyst Series*)
A Combination of Asynchronous and Synchronous Learning
September 2021-June 2022
30 hours
PDMS Section # 56756

Facilitated by **Dawn Samples**
Director of Professional Learning, AVANT

This series is a combination of asynchronous and synchronous learning experiences that aim to help teachers apply their knowledge of proficiency in their classrooms. Participants will engage in seven video modules according to their own schedule and implement an idea in their classrooms before participating in a six live feedback/coaching sessions. This series is open to all world language teachers who are Delaware-Recognized World Language Proficiency Champions. Participants who successfully complete this series will be awarded a certificate recognizing them as *Delaware World Language Proficiency Catalysts*.

	LIVE ONBOARDING SESSION Wednesday, September 15, 2021 4:00-5:00 pm		
CYCLE 1 **September 15-October 20**	**Module 1--Taking Inventory: Reflecting on My Own Professional Learning Practices, Tools and Targets** (September 15-28) *The purpose of this module is to facilitate reflection on your practices regarding scoring for language proficiency and strong practices that support the focus on and growth of proficiency. After your learning in the ADVANCE Online Training, you will be prepared to take the next steps from "Knowing to Doing and Learning to Practice."*	**Module 2--Finding my WHY: The Blueprint for Creating a Program Based on Performance-based Practices, Targeting Growth in Proficiency** (September 29-October 19) *This module introduces reasons behind using proficiency to build a world language program. Teachers will learn how identifying and communicating their own "WHY" is essential to creating a proficiency-based framework that supports strong instructional, advocacy and programmatic practices in their program.*	**Live Coaching Session #1** Wednesday, Oct 20, 2021 4:00-5:30 pm
CYCLE 2 **November 3-December 1**	**Module 3--Foundations for a Community Focused on Growth: The Classroom Environment** (November 3-November 30) *This module is designed to help teachers evaluate their present learning environments and build a physical and emotional "space" for them and their students. Teachers will explore ways to create community among themselves and their students and how this environment supports students in their growth in proficiency.*	**Live Coaching Session #2** Wednesday, December 1, 2021 4:00-5:30 pm	

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CYCLE 3 **January 5-February 2**	**Module 4--Powering Up Proficiency Through Strong Instructional Practices: Taking the Next Step** (January 5-February 1) *As teachers begin to personalize learning for their students, understanding how to identify the "next step" that will support learning and growth is important. This module provides insight into strong instructional practices that help give teachers direction in how to provide learning experiences that will foster individual growth in proficiency for their learners.*	**Live Coaching Session #3** Wednesday, February 2, 2022 4:00-5:30 pm
CYCLE 4 **February 16-March 16**	**Module 5--Feedback: A Framework for Tracking Progress** (February 16-March 15) *No matter the distance, forward is progress. This module provides a tool belt of feedback criteria and support for teachers moving into proficiency levels for assessment and communication with students. It will also lead teachers to reflect on the type of feedback most conducive to student ownership of their proficiency growth. The module will show teachers that effective feedback will engage, motivate and guide students with tools to help them build their proficiency.*	**Live Coaching Session #4** Wednesday, March 16, 2022 4:00-5:30 pm
CYCLE 5 **March 30-April 27**	**Module 6--Measuring Student Success** (March 30-April 26) *In this module, teachers explore proficiency-based assessment and data informed practices. They will learn how to develop formative and summative tasks and assessments that meet learners where they are and help them focus on moving forward.*	**Live Coaching Session #5** Wednesday, April 27, 2022 4:00-5:30 pm
CYCLE 6 **May 4-June 1**	**Module 7--Expanding the Blueprint: Implications for Next Steps and Strategic Planning** (May 4-May 31) *This final module of the series allows teachers to reflect on their learning and experiences through this series and consider the implications of this learning on the future of their practices and their vision for their program. Teachers will work on strategic planning steps for their own learning goals, practices and programs.*	**Live Coaching Session #6** Wednesday, June 1, 2022 4:00-5:30 pm

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Core Practices in Action: A Focus on Classroom Application

October 2021-May 2022
12 hours
PDMS Section # 56758

Facilitated by **Leslie Grahn**
National World Language Consultant

This series is designed to help participants extend their understanding of the Core Practices for World Language Proficiency by applying their learning in their classrooms, reflecting on the impact and sharing their new learning with colleagues during four live coaching and feedback sessions.

	Live Session	Follow-Up Tasks
CYCLE 1 **October 28-November 30**	**Session #1: Designing and Implementing Real-World Performance Tasks** Thursday, October 28, 2021 4:00-5:30pm *Participants will deepen their knowledge about characteristics of Generation Z and the importance of relevance to them. Participants will analyze examples of and acquire a thinking frame for designing performance tasks based on authentic resources and real world scenarios aimed at unit learning targets. Participants will gain strategies for scoring student products and performances using proficiency-based rubrics and for giving meaningful feedback for student growth in proficiency.*	Due by Tuesday, November 30, 2021 (2 hours) *Design and implement a performance task aligned to unit learning targets based on a real-world scenario and/or an authentic resource, provide students meaningful feedback, and write a brief reflection on how the task provided data on student growth in proficiency and how it can be improved or enhanced. Include sample student performances/products. Upload to our Schoology site:* • *Copy of the task (scenario and/or authentic resource included)* • *Student sample performances and/or sample teacher feedback* • *Reflection*
CYCLE 2 **December 9-February 10**	**Session #2: Designing and Implementing Grammar in Context Lesson Segments** Thursday, December 9, 2021 4:00-5:30 pm *Participants will share successes and challenges with implementing performance tasks they designed. They will analyze examples of and acquire a process for designing grammar in context lesson segments based on authentic resources aimed at unit learning targets. Participants will gain strategies for searching for and curating authentic resources connected to unit themes and focus structures.*	Due by Thursday, February 10, 2022 (2 hours) *Plan and implement one grammar in context lesson segments- one segment introducing a grammar concept (focused) or one segment reviewing that grammar concept (reinforcing). Upload to our Schoology site:* • *Copy of the task, authentic resources and other resources (graphic organizer)* • *A reflection on how the lesson segments impacted student learning and student engagement*
CYCLE 3 **February 24-April 22**	**Session #3: Designing and Implementing Communicative Pair and Small Group Tasks** Thursday, February 24, 2022 4:00-5:30 pm *Participants will share successes and challenges with implementing the grammar in context lesson segments. They will examine resources for designing communicative pair and small group tasks based on real world scenarios and/or authentic resources. Participants will use the framework of task-process-product-support to guide the design and implementation of the tasks*	Due by Friday, April 22, 2022 (2 hours) *Plan and implement a pair or small group task based on a real-world scenario or an authentic resource using the task-process-product-support framework and write a brief reflection on how the task impacted student engagement and student learning and how it can be improved or enhanced. Include student products. Upload to our Schoology site:* • *Copy of the task (scenario or authentic resource included)* • *Student sample products* • *Reflection*

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FINAL SESSION **May 5**	**Session #4: The Design and Implementation of Additional Task Types Using Authentic Resources** Thursday, May 5, 2022 4:00-5:30 pm *Participants will share successes and challenges with implementing the pair and small group tasks they designed and implemented. During this final session, participants will expand their knowledge of the core practices for designing and implementing student tasks based on real world scenarios and authentic resources to other task types such as whole class discussions, tiered assignments and learning centers. Finally, they will reflect on their learning during the professional learning series.*	

Teaching Intercultural Citizenship Book Study

October 2021-May 2022
12 hours
PDMS Section # 56760

Facilitated by **Clarissa Adams-Fletcher**
National ACTFL Teacher of the Year 2011

Through reading, discussing and engaging with the book *Teaching Intercultural Citizenship across the Curriculum*, world language educators will be able to define and describe intercultural competencies and their roles in their classroom. This book study will introduce world language educators to theory and practice in planning, teaching, and assessing intercultural communication and citizenship across the curriculum. Participants will gain an understanding of designing world language learning experiences for intercultural citizenship by making connections to the students' knowledge and experiences from other subjects. This enables students to apply what they learn in language education in their lives in the here and now.

Teachers who are registered for this series will receive a copy of the book *Teaching Intercultural Citizenship across the Curriculum* along with pre-session tasks that will be due before the first live session.

	Live Session	Follow-Up Tasks
CYCLE 1 **SEPT 15-OCTOBER 27**	**Session #1—Intercultural Competence and Cross-Cultural Skills** Wednesday, October 27, 2021 4:00-5:30 pm *Participants will define and explain interculturality and its components. Participants will also identify the role of language teachers in developing intercultural citizenship as they begin to unpack the NCSSFL-ACTFL Intercultural Can-Do Statements.*	Due by Tuesday, November 30, 2021 (2 hours) *Read Chapters 1 and 2 of Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education.* *Create and submit a statement on your philosophy on language and culture.*

CYCLE 2 **December 8-February 8**	**Session #2— Intercultural Can-Dos and Intercultural Citizenship Goals** Wednesday, December 8, 2021 4:00-5:30 pm *In small groups/pairs, participants will discuss various scenarios presented in Chapter 1. Participants will select one of the scenarios or choose an existing lesson that they want to modify and present at the end of the sessions. Participants will wrestle with the following questions:* • *What does it mean to be or act as an intercultural citizen?* • *What is your overarching goal for your students?* • *What challenges do you envision when you think about teaching for a goal beyond just learning the language?*	Due by Tuesday, February 8, 2021 (2 hours) *Begin to identify partners in building with whom you could create a lesson. Post your brainstorm list with a reflection on goals and challenges in creating intercultural citizens.* *Read Chapters 3 and 4 of Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*
CYCLE 3 **February 23-April 19**	**Session #3—An Interdisciplinary Approach and Interdisciplinary Connections in Practice** Wednesday, February 23, 2022 4:00-5:30 pm *In this session, participants will discuss scenarios and ideas for final presentations on developing intercultural citizens including anticipated challenges. Participants will identify key components for lessons focused on interculturality while examining the role of language educators in cultural learning and Intercultural Communicative Competence (ICC).*	Due by Tuesday, April 19, 2022 (2 hours) *Create and submit an intercultural lesson using the key components from third session to incorporate in class.* *Read Chapters 5 and 6 of Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*
FINAL SESSION **May 4**	**Session #4—Role of Intercultural Citizenship in 2022** Wednesday, May 4, 2022 4:00-5:30 pm *In this final session, participants will share final lesson plans for intercultural lessons and discuss next steps to implement their intercultural lessons. Participants will also discuss advocacy as Language Educators to build, maintain and grow programs that empower students to thrive in an increasingly diverse world.*	

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SELF-PACED eLEARNING SERIES

Delaware Core Practices for World Language Proficiency **SERIES ONE** July 1, 2021-June 30, 2022 3-18 hours	Delaware Core Practices for World Language Proficiency **SERIES TWO** July 1, 2021-June 30, 2022 3-21 hours
Delaware Core Practice for World Language Proficiency #1 *Target Language Usage* PDMS Section #56453 (3 hours)	**Delaware Core Practice for World Language Proficiency #1a** *Using the Target Language & Providing Comprehensible Input* PDMS Section #56460 (3 hours)
Delaware Core Practice for World Language Proficiency #2 *Functional Goals and Objectives* PDMS Section #56454 (3 hours)	**Delaware Core Practice for World Language Proficiency #1b** *Checking for Understanding* PDMS Section #56461 (3 hours)
Delaware Core Practice for World Language Proficiency #3 *Authentic Cultural Texts* PDMS Section #56455 (3 hours)	**Delaware Core Practice for World Language Proficiency #2** *Developing Proficiency-Focused Learning Targets* PDMS Section #56462 (3 hours)
Delaware Core Practice for World Language Proficiency #4 *Interpersonal Communication* PDMS Section #56456 (3 hours)	**Delaware Core Practice for World Language Proficiency #3** *Guiding Learners to Interpret Authentic Resources* PDMS Section #56463 (3 hours)
Delaware Core Practice for World Language Proficiency #5 *Grammar in Context* PDMS Section #56457 (3 hours)	**Delaware Core Practice for World Language Proficiency #4** *Engaging Learners in Interpersonal Communication Tasks* PDMS Section #56464 (3 hours)
Delaware Core Practice for World Language Proficiency #6 *Meaningful Feedback* PDMS Section #56458 (3 hours)	**Delaware Core Practice for World Language Proficiency #5** *Making the Shift to Teaching Grammar in Context* PDMS Section #56465 (3 hours)
	Delaware Core Practice for World Language Proficiency #6 *Providing Meaningful Feedback from Formative Assessments* PDMS Section #56466 (3 hours)

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