Professional Learning Series
Webinar Facilitation Guide

Understanding Unit Planning with the Revised NYS World Language Learning Standards Part 1

Access video recorded webinar and accompanying resources at:
http://www.nysed.gov/world-languages/understanding-unit-planning-revised-nys-world-languages-standards-part-1

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 elements of the framework that inform standards-based World Language (WL) unit planning
2. I can identify contents of the NYS WL unit plan template and resources to support development of a standards-based unit plan.
3. I can analyze unit plans at three proficiency checkpoints for how they apply the framework and prepare learners to carry out the revised NYS WL Learning Standards.
4. I can identify a set of strategies for auditing my current unit plans for alignment to the revised NYS WL Learning Standards

Webinar Organization

1. Welcome, introduction, and overview
2. Defining what informs standards-based WL unit planning
3. Outlining steps to write a unit plan
4. Unit plan exemplars at Checkpoints A, B, and C
5. Conducting a unit audit

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 designing a thematic standards-based unit plan?
2. What is your current approach to unit plan design and development?
3. What are you wondering about thematic standards-based WL unit 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 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 identify elements of the framework that informs standards-based WL unit planning.

Minutes 5:56-12:40

Discussion Questions

Discuss what you already know about the ACTFL Core Practice Plan with Backward Design Model and how you currently enact this model in your planning in whole or in part.

What do the two High-Leverage Teaching Practice (HLTPs) of Establishing a Meaningful and Purposeful Context for Language Learning Planning for Instruction (HLTP #5) and an Iterative Process of Backward Design (HLTP #8) add to your understanding of standards-based unit planning? How do these HLTPs advance and enhance standards-based WL unit planning?

Tasks

Viewing webinar slides 11-26 (found in the handouts folder,) revisit each unit planning stek 0 1002 Tthe

Goal 2: I can identify contents of the NYS WL unit plan template and resources to support development of a standards-based unit plan.

Minutes 12:40—23:45

Discussion Questions

Which elements of the NYS WL unit plan template are ones you already use or are similar to ones you use?

Which elements of the NYS WL unit plan template are ones you have not yet used in unit planning? What do you want or need to know more about to build confidence in using them?

How do you think that using the NYS WL unit plan template to plan thematic units will modify or enhance

Goal 4: I can identify a set of strategies for auditing my current unit plans for alignment to the revised NYS WL Learning Standards.

Minutes 43:46 1:00:17

How does the unit audit process prepare you to transition to the revised NYS WL Learning Standards?

As you observe the two steps of the unit audit process, in what areas do you think that your current units meet or mostly meet expectations and what areas do you envision there will be gaps?

Tasks

Download the unit audit template and sample from the handouts folder. With others, examine and discuss how the sample addresses 1 (m)-1 D(e)-2 (x)ih2-1 D(e)h component of the t

With others who teach the same course or xoficiency Checkpoint, carry out a unit audit using the unit audit template and one of your current unit plans. Discuss what you learn from the process, and develop a plan for addressing any-1 D(e) gaps you identify.

After You View the W-1 D4 (e)-1.1 (bina)-1.4 (r)]TJ 0 Tc 5.067 0 Td ( )Tj EMC /F

groupe. It may be uefuto organize small groupe by

Discussion Questions

Of your preliminary based thematic unit planning, which one do you still have?

How has your understanding of standards based thematic unit planning changed, been affirmede and/or expanded?

What can you now envision yourself doing that you are not standards based them-tic unit plans?

Tasks

With others weo teach the same course or peoficiency eheckpoint, cre-te a timelineplan for collaboreively

g the NYS WL unit planning