

Study Guide

Discussion: Standards-Based Lesson Planning

Opening Question: (20 min.)

Goal – Reflect on how we can better develop our students' language proficiency

Opening Activity: Think of one class activity that really got your students using the target language, either to exchange information (interpersonal), to express ideas clearly (presentational), or to show their understanding (interpretive).

- In groups of three, describe your activity in *one minute* and have the others in your group comment as to *why* it worked.
- Select one of your group's activities to share with the whole group of participants
- Share the one selected activity from your small group (describe it in *one minute*)

Connection with Session #2: (20 min.)

Session #2 focused on assessing what students can do with and through the target language. You were asked to do an experiment by changing one end-of-unit assessment to provide richer evidence of students' proficiency in using the language (vs. assessment that shows what they know about the language).

- Discuss what worked and what didn't work in your experiment (be brief)
- As a whole group, share how students felt about this assessment of their performance
- As a whole group, identify key points to keep in mind that will make such assessment more effective next time

Exploration of Today's Topic: (40 min.)

Goal - Internalize how to design a lesson from the assessment backwards

Select one interpersonal, one interpretive, and one presentational assessment from the "experiments" shared. In three groups (interpersonal, interpretive, and presentational) decide what students would need to know and be able to do in order to be successful in this assessment. Be specific. Then work backwards from this assessment and decide what learning targets you would need to build into the unit in order to help students perform well on the assessment.

Alternative: Stay as a whole group and select one of the assessment ideas shared. Have the same "backwards design" discussion, but for only one mode of communication (interpersonal, interpretive, or presentational).

Expansion: Decide what learning targets might traditionally be part of the unit related to the assessment on which you focused. Next identify if the learning targets are moving students from guided practice to independent performance.

Then discuss how such learning targets might be improved to better help students develop their language proficiency.

Remind your group that this is how to design the actual unit – start by clearly designing the end-of-unit performance assessment; next identify specifically what students will need to know and be able to do (not just what is next on the grammar or vocabulary list); and then create the right learning targets to practice for the final performance.

Application: (30 min.)

Goal – Identify specific strategies to bring standards-based lessons to your classroom.

Activity:

Look over the set of 15 characteristics of effective world language instruction, which were developed by the National Association of District Supervisors of Foreign Languages (NADSFL). [A copy is given here, page 3, ready to copy.] Write in evidence of any characteristic you see in your classroom.

If you kept this in mind as you planned your units of instruction, what specifically might you change in your classroom? Consider how you would need to change your end-of-unit assessments, your “in process” or formative assessments during the unit, and your daily teaching activities.

Follow-Up/Action Research: (5 minutes)

Goal – Explore further implications of these ideas.

Use these design principles to re-work your next teaching unit for one class. Share it with at least two other colleagues in this study group (via email is a possibility). Get their feedback before you begin the unit. Keep notes on your copy of the unit as to what worked and what didn't. Ask the two colleagues for advice during the unit, to fine tune your plans. Reflect on how successful you felt the unit was and share your thoughts for planning your next unit.

Characteristics of Effective Foreign Language Instruction – NADSFL

Characteristics	Evidence in my classroom
1 The teacher sets high expectations for all students, designs assessment and instruction to engage and motivate all learners.	
2 The teacher and students communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers.	
3 There is more student activity than teacher activity in most lessons. Student activity includes student-to-student interactions as well as teacher-to-student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.	
4 Students take risks as language learners because the learning environment is positive and supportive.	
5 When error correction is appropriate, students are given opportunities, including wait time, to self-correct. Teacher correction of student errors is often done through follow-up review and reteaching strategies.	
6 Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objective of the lesson. Continuous self-assessments for students and teachers are encouraged.	
7 Students use language-specific learning strategies and are encouraged to assess their own progress.	
8 Culture is a natural component of language use in all activities.	
9 All students are guided to use all levels of thinking skills. For example, they repeat, recognize, and recall as well as apply, create, and predict.	
10 The diverse learning styles of all students are considered in the teacher's instructional planning.	
11 Students have positive attitudes toward cultural diversity, which are often demonstrated in the learning environment.	
12 The physical environment including displays of student work is instructional, motivational, and informative.	
13 Students and teachers are not text bound during instructional time. It is obvious that the text is a tool, not the curriculum.	
14 Students and teachers use a variety of print and nonprint materials including authentic target language sources.	
15 Technology, as appropriate and available, is used by students and teachers to facilitate learning and teaching.	