Curriculum Alignment Lab 2: Facilitator Agenda

This lab will review Modules 4, 5, and 6 and explore the Curriculum Alignment Guide. The focus will be on Interpersonal and Presentational Communication as connections are drawn between the Guide and the Framework. Participants will view and discuss sample unit plans and discuss how they will apply what they’ve learned in their own classrooms.

Key Links:

* Curriculum Alignment Guide (How-to Document): <https://www.doe.mass.edu/worldlanguages/implementation/how-to.docx>
* Course Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/course-alignment-guide.docx>
* Unit Alignment Guide: <https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx>

Review and Discussion: Modules 4, 5, 6 (25m)

In this section, you will summarize the Modules that serve as the foundation of this lab.

*Logistics*

This section of the lab should first be facilitated to the whole group with all participants in the main room. At the beginning of the webinar, make sure to distribute the updated participant agenda and summary. You may also find it helpful to ask all participants to rename themselves in Zoom with the name they would like to be called, the language(s) they work with, and the grade level(s) they work with (e.g., Maria\_Spanish\_3-5).

When it is time for the discussion, one facilitator should facilitate a Q&A session in the main room with participants who are new to proficiency-based teaching and/or participants who have not yet reviewed the Modules. The other facilitator should move to a breakout room with participants who would like to engage in deeper discussion about how they will apply what they’ve learned in the Modules in their own classrooms. During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen.

*Content*

Reviewing and discussing key takeaways from the Modules

* Provide an overview of Modules 4, 5, and 6
  + Module 4: Overview of Communication Standards and ACTFL Proficiency
  + Module 5: Interpersonal Communication Standards
    - On slide 9, emphasize that “exercising” is not just “practicing” these skills and includes using these skills in authentic conversations and situations
    - On slide 11, explain the following: “As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework.”
  + Module 6: Presentational Communication Standards
    - The same explanation applies to the chart on slide 16.
* If you are leading the Q&A in the main room, ask participants what questions they have about the content of the Modules. If there aren’t any questions, use the following prompts to start a discussion:
  + What are your students’ proficiency levels according to the ACTFL scale?
  + How might you address Interpersonal Communication in your classroom?
  + How might you address Presentational Communication in your classroom?
* If you are leading the breakout room discussion, ask the following discussion questions:
  + How do you currently address Interpersonal Communication in your classroom?
  + How do you currently address Presentational Communication in your classroom?
  + How might you add to your current approaches based on Modules 4, 5, and 6?

Exploring the Curriculum Alignment Guide (15m)

In this section, you will explore sections of the [Curriculum Alignment Guide for Unit Planning](https://www.doe.mass.edu/worldlanguages/implementation/unit-alignment-guide.docx) with an emphasis on Interpersonal and Presentational Communication and their connections to the Framework.

*Logistics*

This section of the lab should be facilitated to the whole group with all participants in the main room.

*Content*

Exploring different sections of the Guide:

* Walk through the Unit Overview, Standards Summary, Summative Assessment, and Instruction sections of the Curriculum Alignment Guide for Unit Planning, focusing on Interpersonal and Presentational Communication
  + On slide 19, if you are working with classical language teachers, explain the following: “Classical language teachers may decide to focus more on goals/objectives for interpretive and intercultural communication while still providing opportunities for their students to develop and advance their interpersonal and presentational communication skills. The interpersonal and presentational modes may be expressed or demonstrated at lower levels of proficiency.”
* Emphasize the use of differentiation and Core Practices, and inform participants that embedded standards will be explored in detail in future Curriculum Alignment Labs
* Use the How To document to support you in explaining the purpose of each section of the Guide and mention any additional resources that participants may find helpful when using the Guide, including the Quick Reference Guides on the Department’s website, available at <https://www.doe.mass.edu/worldlanguages/support/default.html> and linked in the participant agenda document

Demonstration and Discussion: Sample Unit Plans (25m)

In this section, you will show sample unit plans and facilitate discussions around them.

*Logistics*

The presentation of the sample unit should happen in the main room, while discussion questions occur in randomized breakout rooms.

*Content*

Demonstration and discussion of selected sample unit plans

* Focus on Interpersonal and Presentational Communication
* Ask the following discussion questions:
  + What did you notice about Interpersonal Communication in these samples?
  + What did you notice about Presentational Communication in these samples?
  + How do these plans ask students to demonstrate Mastery (opportunties for students to show what they can do with language), Identity (students’ opportunities to see themselves and reflect on the identities of others), and Creativity (opportunity for students to extend the standards in ways that are personal to them) through these modes of Communication?

Application and Discussion (20m)

In this section, you will guide participants in discussing how they will apply the information from the modules and the sample unit plans to align their own units using the Curriculum Alignment Guide.

*Logistics*

Place participants into differentiated breakout rooms of 4 to 5 educators, grouped according to their teaching context (i.e., languages, grade levels, and/or proficiency levels that they work with in their courses). During the discussion, encourage participants to have their video on and use gallery view so that all participants can be seen. You may find it helpful to share a Google Slide containing the discussion questions with participants for easy reference.

If there are fewer facilitators than the number of breakout rooms, have facilitators switch between breakout rooms periodically to check in on the discussion, ask follow-up questions, and resolve any issues. Remind participants of how they can reach out with questions, such as by clicking the “Ask for Help” button in the control panel at the bottom of the screen in Zoom.

*Content*

Discussion of plans for application

* Focus on applying information from the modules and sample unit plans to participants’ contexts
* Ask the following discussion questions:
* What did you learn in Modules 4, 5, and 6 that will help you in your teaching?
* What are some strengths of the sample unit plans? How could they be improved?
* What ideas or questions do you have to share about aligning your own units using the Curriculum Alignment Guide?

Wrap Up and Next Steps (5m)

In this section, you will wrap up the lab, preview the next lab, check what participants have learned, and provide access to an evaluation survey.

*Logistics*

This section should be facilitated with the whole group with all participants in the main room.

*Content*

Wrapping up the lab

* Preview of next lab
* Check for learning
  + What are the Communication Standards?
  + How are the Communication Standards organized in the Framework?
  + What is Interpersonal Communication?
  + How is Interpersonal Communication addressed in the Curriculum Alignment Guide?
  + What is Presentational Communication?
  + How is Presentational Communication addressed in the Curriculum Alignment Guide?
* Reminder about evaluation: <https://survey.alchemer.com/s3/6763232/Curriculum-Alignment-Lab-2-Evaluation>