

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 on 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 second year of our three-year plan leverages the **Delaware Summer World Language Proficiency Institute** as a springboard to launch a series of professional learning opportunities that are more flexible for Delaware’s world language teachers, offer more choice, foster a deep understanding of cultural-responsiveness, 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 TWO: 2022-23

FACILITATOR-LED SERIES	
<p><i>Proficiency Teacher Toolbox: Putting Proficiency into Practice</i> September 28, 2022-May 12, 2023 30 clock hours and \$750 Stipend Dawn Samples, Facilitator</p>	<p><i>Equitable Access, Inclusive Proficiency: Using Differentiation to Support and Challenge All Learners in the Language Classroom</i> October 25, 2022 and March 14, 2023 12 clock hours and Substitutes Provided Dr. Katy Arnett, Facilitator</p>

SELF-PACED eLEARNING SERIES
<p><i>Delaware Core Practices for World Language Proficiency—Series Two</i> 3-21 clock hours</p>



FACILITATOR-LED SERIES

Proficiency Teacher Toolbox: Putting Proficiency into Practice

(Proficiency Catalyst Series)

September 28, 2022-May 12, 2023

30 hours and \$750 stipend

PDMS Section # 59186



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

This series is open to Delaware World Language teachers who are officially recognized World Language Proficiency Champions. In this series, you will begin your journey from knowing about what proficiency looks in student work samples to implementing what proficiency-focused learning looks like in your classroom. You will gain access to Avant's Proficiency Teacher Toolbox modules which will allow you to explore, learn, and implement proficiency-focused strategies. Participants who complete all modules and follow-up activities will be awarded 30 credit hours, a \$750 stipend and recognition as a *Delaware World Language Proficiency Catalyst!*

The series contains seven modules:

- Module 1--Taking Inventory: Reflecting on My Own Professional Learning Practices, Tools and Targets
- Module 2--Finding my WHY: The Blueprint for Creating a Program Based on Performance-based Practices, Targeting Growth in Proficiency
- Module 3--Foundations for a Community Focused on Growth: The Classroom Environment
- Module 4--Powering Up Proficiency Through Strong Instructional Practices: Taking the Next Step
- Module 5--Feedback: A Framework for Tracking Progress
- Module 6--Measuring Student Success
- Module 7--Expanding the Blueprint: Implications for Next Steps and Strategic Planning

Following the one-hour online **Onboarding session** on **September 28, 2022** at **4 pm**, you will be able to engage with the Avant Proficiency Teacher Toolbox modules on your own time and at your own pace. There are two required virtual Showcase sessions designed to allow participants the opportunity to share what they have been putting into practice and learn from others. These two sessions are scheduled as follows: December 7 and April 28, 4:00-5:30 pm. If you are not able to participate live in these virtual sessions, you still will be able to share your show stopper and learn from others asynchronously.

To receive the 30 clock hours and the stipend of \$750, the expectation is that all modules and showcase tasks must be complete by Friday, May 13. Participants are invited to an optional End-of-Year Celebration Session where individuals will be honored with their Proficiency Catalyst Awards. This celebration session will take place on May 17, 4:00-5:00 pm.

To ensure a contract is in place prior to the beginning of this session, you must register using **PDMS code 59186** by Friday, September 16.



***Equitable Access, Inclusive Proficiency:
Using Differentiation to Support and Challenge
All Learners in the Language Classroom***

October 25, 2022 and March 14, 2023

12 hours; Substitutes Provided

PDMS Section # 59226 and 59227



Facilitated by **Dr. Katy Arnett**

Professor of Education, St. Mary's College of Maryland

Building off of Dr. Arnett's presentation at the Delaware World Language Proficiency Institute that focused on the concept of Universal Language Actions (ULAs) as a part of a comprehensive approach to inclusive practices within world language classrooms, this two-part series (Part 1 Online: October 25 and Part 2 Face-to-face: March 14) will bring together VanPatten's (2007; 2018) distinctions of 'activities,' 'exercises' and 'tasks' with the principles of differentiation as set forth by Tomlinson (1999). Teachers will explore how to create different paths to common learning goals in a variety of 'classroom event' configurations, and tie together those differentiated options across the continuum of learning and assessment—and fully in the "can-do" spirit of accessible World Language Proficiency.

The series contains two one-day sessions:

- Equitable Access, Inclusive Proficiency Part 1 (Online)—Tuesday, October 25, 8:30 am-3:30 pm; PDMS Section # 59226—The afternoon content to be facilitated by Dr. Gregory Fulkerson, Education Associate, World Languages and Dual Language Immersion, Delaware Department of Education.
- Equitable Access, Inclusive Proficiency Part 2 (Face-to-Face, Collette Education Resource Center, A&B, Dover)—Tuesday, March 14, 2022, 8:30 am-3:30 pm; PDMS Section # 59227

Teachers may register for both sessions or just one. You do not have to attend Part 1 to be eligible to attend Part 2. The DDOE will cover the costs of substitutes for participants.

SELF-PACED eLEARNING SERIES

Delaware Core Practices for World Language Proficiency SERIES TWO July 1, 2022-June 30, 2023 3-21 hours
Delaware Core Practice for World Language Proficiency #1a <i>Using the Target Language & Providing Comprehensible Input</i> PDMS Section # 59781 (3 hours)
Delaware Core Practice for World Language Proficiency #1b <i>Checking for Understanding</i> PDMS Section # 59782 (3 hours)
Delaware Core Practice for World Language Proficiency #2 <i>Developing Proficiency-Focused Learning Targets</i> PDMS Section # 59783 (3 hours)
Delaware Core Practice for World Language Proficiency #3 <i>Guiding Learners to Interpret Authentic Resources</i> PDMS Section # 59784 (3 hours)
Delaware Core Practice for World Language Proficiency #4 <i>Engaging Learners in Interpersonal Communication Tasks</i> PDMS Section # 59785 (3 hours)
Delaware Core Practice for World Language Proficiency #5 <i>Making the Shift to Teaching Grammar in Context</i> PDMS Section # 59786 (3 hours)
Delaware Core Practice for World Language Proficiency #6 <i>Providing Meaningful Feedback from Formative Assessments</i> PDMS Section # 59787 (3 hours)

