**Monday, June 24, 2024**

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| **8:00 a.m. - 9:15 a.m.**  Registration  **University Hall Lobby** |

**9:15 a.m. - 9:45 a.m.**

Welcome by MAFLA/Westfield

*University Hall*

**10:00 a.m. - 12:00 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Proficiency: Understanding and Being Able to Describe ACTFL Proficiency Levels represented in the 2021 Massachusetts World Language Framework”

* Essential questions: What do the three major levels look and sound like?
* Learning Objective: I can identify the major ACTFL proficiency levels and describe them to various audiences.
* Learning Outcome: I can distinguish among the three major proficiency levels in terms of their key components (content/context, function, text type, accuracy).

*University Hall*

**10:00 a.m. - 12:00 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Unpacking the DESE World Language Curriculum Framework: Setting Targets & Setting the Stage for our Units”

* Essential question: What are the theoretical frameworks that went into the DESE World Language Curriculum Framework and how can I use these understandings to determine learning targets for my program and design integrated themes for my units?
* Learning Objective: Participants will be able to describe the theoretical underpinnings of the DESE World Language Curriculum Framework, identify course and program proficiency and performance outcomes, and draft an authentic assessment frame for a curricular unit.
* Learning Outcome: Participants will be able to apply the theoretical underpinnings of the DESE World Language Curriculum Framework to their own curricula, identify course and program proficiency and performance outcomes for their own curricula, and draft an authentic assessment frame for their own curricular unit.

*University Hall*

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| **12:15 p.m. - 1:00 p.m. Light Networking Lunch**  Participants will discuss further what they have learned during the morning session.  *Tim & Jeanne’s Dining Commons* |

**1:15 p.m. - 1:45 p.m.**

Presenter TBD

“Framework Implementation in My District”

Join one department and their district’s journey on implementing the 2021 Framework.

*University Hall*

**1:45 p.m. - 2:45 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Setting Targets according to the 2021 Massachusetts World Language Framework”

* Essential question: How might ACTFL proficiency levels guide curriculum and instruction?
* Learning Objective: I can set performance targets for my courses. I can consider how these targets will impact how I plan for learning.
* Learning Outcome: I can identify learning targets that are focused on proficiency.

*University Hall*

**1:45 p.m. - 2:45 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Themes & Thematic Planning according to the 2021 Massachusetts World Language Framework”

Essential question: What is thematic planning in world languages and how can I use themes to organize my units?

Learning Objective: Participants will be able to describe a thematic approach to world language curricular design and identify themes to organize curriculum.

Learning Outcome: Participants will be able to apply a thematic approach to world language curriculum design by identifying themes to organize their own curriculum.

*University Hall*

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| **2:45 p.m. - 3:00 p.m. Break**  *University Hall* |

**3:15 p.m. - 4:45 p.m.**

“Facilitator Break-Out Session”

These sessions are guided by a facilitator who supports attendees in working collaboratively to use material from earlier sessions in designing material for their school.

*Please see the facilitator groups for your classroom number.*

**5:00 p.m. - 6:00 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Closing/Reflection on the Day”

Participants have an opportunity to reflect on major messages sent and received during the day.

*University Hall*

**5:00 p.m. - 6:00 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Closing/Reflection on the Day”

Participants have an opportunity to reflect on major messages sent and received during the day.

*University Hall*

**Tuesday, June 25, 2024**

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| **7:30 a.m.- 8:15 a.m. Light Breakfast**  *Tim & Jeanne’s Dining Commons* |

**8:30 a.m. - 9:00 a.m.**

Presenter TBD

“Framework Implementation in My District”

Join one department and their district’s journey on implementing the 2021 Framework.

*University Hall*

**9:00 a.m. - 10:30 a.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Implementing Backward Design with Thematic Units”

* Essential questions: How can backward design shape a thematic unit? What’s the role of essential questions in creating a thematic unit rather than a topic- or grammar-based unit?
* Learning Objective: I can identify the three parts of a backward design unit plan. I can identify key elements of essential questions for thematic units. I can differentiate between a theme and a topic in a unit.
* Learning Outcome: I can analyze the presence or absence of backward design and alignment to proficiency targets in a few different types of unit maps (ACTFL, MA DESE, textbook, specific MA districts).

*University Hall*

**9:00 a.m. - 10:30 a.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Interpersonal & Presentational Performance Assessment”

* *Essential question:* How do I assess interpersonal and presentational communication through meaningful assessments?
* *Learning Objective:* Participants will be able to describe interpersonal and presentational performance assessments.
* *Learning Outcome:* Participants will be able to apply understandings of interpersonal and presentational performance assessments to their own curriculum.

*University Hall*

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| **10:30 a.m. - 10:45 p.m. Break**  *University Hall* |

**10:45 a.m. - 12:00 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Implementing Backward Design with Thematic Units”

* Essential questions: How can backward design shape a thematic unit? What’s the role of essential questions in creating a thematic unit rather than a topic- or grammar-based unit?
* Learning Objective: I can identify the three parts of a backward design unit plan. I can identify key elements of essential questions for thematic units. I can differentiate between a theme and a topic in a unit.
* Learning Outcome: I can analyze the presence or absence of backward design and alignment to proficiency targets in a few different types of unit maps (ACTFL, MA DESE, textbook, specific MA districts).

*University Hall*

**10:45 a.m. - 12:00 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Interpretive Performance Assessments”

* Essential question: How do I assess interpretive communication through meaningful assessments?
* Learning Objective: Participants will be able to describe interpretive performance assessments.
* Learning Outcome: Participants will be able to apply understandings of interpretive performance assessments to their own curriculum.

*University Hall*

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| **12:15 p.m. - 1:00 p.m. Light Discussion Lunch\***  Participants will discuss “Framework Implementation in My District” with the presenter.  *Tim & Jeanne’s Dining Commons* |

**1:15p.m. - 3:15 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Facilitating Target Language Use and Using Authentic Texts in Thematic Units”

* Essential questions: What makes a thematic unit well-suited to a particular proficiency level? How can thematic units showcase the 5 Cs? Why are target language use, authentic texts, and communicative tasks core to thematic units?
* Learning Objective: I can check a thematic unit’s alignment to a particular ACTFL level. I can make recommendations for facilitating target language use and using authentic texts in order to incorporate guiding principles into a unit. I can plan for all 5 Cs, target language use, authentic texts, and communicative tasks when adapting or creating a unit map.
* Learning Outcome: I can identify the presence or absence of 5 Cs in a variety of unit maps. I can incorporate more of the 5 Cs in an existing unit. I can plan for target language use, authentic texts, and communicative tasks within a thematic unit.

*University Hall*

**1:15p.m. - 3:15 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Core Vocabulary & Structures”

* Essential question: How do I determine the core vocabulary and language structures needed for my unit?
* Learning Objective: Participants will be able to describe the process of determining the core vocabulary and language structures needed for a unit.
* Learning Outcome: Participants will be able to determine the core vocabulary and language structures needed for their own unit.

*University Hall*

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| **3:15 p.m. - 3:30 p.m. Break**  *University Hall* |

**3:45 p.m. - 5:15 p.m.**

“Facilitator Break-Out Session”

These sessions are guided by a facilitator who supports attendees in working collaboratively to use material from earlier sessions in designing material for their school.

*Please see the facilitator groups for your classroom number.*

**5:30 p.m. - 6:00 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Closing/Reflection on the Day”

Participants have an opportunity to reflect on major messages sent and received during the day.

*University Hall*

**5:30 p.m. - 6:00 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Closing/Reflection on the Day”

Participants have an opportunity to reflect on major messages sent and received during the day.

*University Hall*

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| **6:15p.m - 7:00 p.m. Dinner**  *Tim & Jeanne’s Dining Commons* |

**Wednesday, June 26, 2024**

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| **7:30 a.m.- 8:15 a.m. Light Breakfast**  *Tim & Jeanne’s Dining Commons* |

**8:30 a.m. - 9:00 a.m.**

Danja Mahoney, World Language Director, Reading Public Schools

“Students with Disabilities and Proficiency”

The 2019 World Language Standards support World Language education for ALL students. Hear the latest research and learn strategies for promoting language proficiency to students with disabilities.

*University Hall*

**9:00 a.m. - 11:00 a.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Creating and Scoring Performance Assessments”

* Essential questions: What are common features of effective performance assessments? How do I score assessments with an eye to proficiency?
* Learning Objective: I can identify key elements of performance assessments by mode. I can select rubrics that are appropriate to mode and level, and use them to score performance assessments.
* Learning Outcome: I can describe effective interpretive, interpersonal, and presentational assessments. I can use what I know about the proficiency levels to provide effective feedback for learners.

*University Hall*

**9:00 a.m. - 11:00 a.m**

IMPLEMENTATION Strand

Catherine Ritz

“From Unit Plan to Lesson Plan”

* Essential question: How do I break down a unit plan into daily lesson plans?
* Learning Objective: Participants will be able to describe how to break down a unit plan into smaller weekly outlines and daily lesson plans.
* Learning Outcome: Participants will be able to break down a unit plan into smaller weekly outlines and daily lesson plans for their own units.

*University Hall*

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| **11:15 a.m. - 11:30 a.m. Group Photo**  *Tim & Jeanne’s Dining Commons* |

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| **11:30 a.m. - 12:15 p.m. Light Discussion Lunch\***  Participants will discuss “Framework Implementation in My District” with the presenter.  *Tim & Jeanne’s Dining Commons* |

**1:00 p.m. - 2:30 p.m.**

FOUNDATIONS Strand

Rebecca Blouwolff

“Lesson Planning via Learning Progressions & Adapting Can-Dos by Mode and Sublevel”

* Essential questions: How do I break down a thematic unit map into daily lesson plans? What’s an effective and logical sequence of tasks within a unit?
* Learning Objective: I can break a unit objective into smaller parts. I can sequence tasks from input to output. I can write Can-Do statements by model and level.
* Learning Outcome: I can break down a unit-level Can-Do into smaller Can-Dos and then into daily lesson-level Can-Dos. Using a model text, I can write Can-Dos by mode and proficiency level. I can create a learning progression within a larger thematic unit.

*University Hall*

**1:00 p.m. - 2:30 p.m.**

IMPLEMENTATION Strand

Catherine Ritz

“Sustaining Curriculum Work in Our Districts”

* *Essential question:* How do I organize and lead curriculum work in my own district?
* *Learning Objective:* Participants will be able to describe pathways for organizing, supporting, and leading curriculum work beyond Proficiency Academy.
* *Learning Outcome:* Participants will be able to identify pathways for organizing, supporting, and leading curriculum work in their own schools and districts beyond Proficiency Academy.

*University Hall*

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| **2:30 p.m. - 2:45 p.m. Break**  *University Hall* |

**3:00 p.m. - 4:30 p.m.**

“Facilitator Break-Out Session”

These sessions are guided by a facilitator who supports attendees in working collaboratively to use material from earlier sessions in designing material for their school.

*Please see the facilitator groups for your classroom number.*

**4:45 p.m. - 5:30 p.m**

ALL STRANDS

Rebecca Blouwolff & Catherine Ritz

Closing/Reflection on the Academy

Vilma Bibeau &/or Mike Travers

2024 MAFLA Conference and other MAFLA updates

Andy McDonie

DESE updates

*University Hall*

***END OF MAFLA PROFICIENCY ACADEMY 2024!!!***