**Proficiency Academy 2025**

**Novice/Foundations/Implementation strand**

**Teaching for Proficiency: Why & How? Let’s Start at the Very Beginning**

**Narrative description:**

In this three-day intensive course, participants will deepen their understanding of the ACTFL proficiency levels and establish performance targets for their program/courses they teach. They will be able to distinguish between proficiency and performance, explain the advantages of teaching for proficiency to various audiences, and identify key elements of the DESE World Languages Framework. Learners will become more familiar with the modes of communications (eg practices). Using the backward design model, participants will be able to identify key features of a thematic unit map and evaluate its alignment with best practices. They will learn to write Can-Dos at the unit and lesson levels and design corresponding learning checks. Participants will be able to sequence tasks from input to output, create learning progressions, and incorporate high-leverage teaching practices of authentic texts and 90%+ target language use into their daily practice. Participants will be able to identify key elements of performance assessments by mode, select rubrics appropriate to mode and level, and score performance assessments.

**Day 1:**

**ACTFL Proficiency Levels and Setting Performance Targets**

• I can define proficiency, its key components (FACT = function, accuracy, context & content, text type), and how it differs from performance

• I can name advantages of teaching for proficiency

• I can identify and define key elements of DESE World Languages Framework (function, comprehensibility, context, text type)

• I can identify key characteristics of ACTFL’s Novice, Intermediate, and Advanced proficiency levels

• I can set performance targets for my program/courses

• I can describe the modes of communication (eg practices) and identity tasks by mode/practice

• I can use MA DESE Linguistic Components Summary to break down practices by sublevel, ensuring that my lessons and units are appropriate for my learners’ performance target

• I can explain the importance of ACTFL proficiency levels and teaching for proficiency to groups including students, caregivers, administrators, and community stakeholders

Afternoon breakout sessions include opportunities to:

• Explore target language samples by mode/practice and sublevel in order to better understand the ACTFL proficiency levels

• Set course targets based on local examples and formula for hours of learning

• Create profiles of the sublevels in terms of what each group is able to do and is working towards

**Day 2:**

**Thematic Unit Planning**

**•**I can identify the three parts of a backward design unit plan

• I can differentiate between a theme and a topic

• I can identify key characteristics of essential questions

• I can analyze a thematic unit map for key components and alignment with best practices

• I can break down thematic unit goals into daily lesson targets with language chunks and learning checks for understanding

• I can select a thematic unit template that suits my temperament and learning style

• I can incorporate social-emotional learning and social justice practices into a thematic unit map

• I can write Can-Do statements by mode/practice and proficiency level, at the unit and lesson levels

• For each lesson Can-Do, I can design a corresponding input- or output-based learning check.

**Day 3:**

**Creating & Scoring Performance Assessments**

**Incorporating High-Leverage Teaching Practices (HLTPs) into Daily Lesson Planning**

• I can identify key elements of performance assessments by mode

• I can select rubrics that are appropriate to mode/practice and level, and use them to score performance assessments

 • I can identify and challenge inappropriate grading practices

 • I can sequence tasks from input to output

• I can apply a “recipe” to create a learning progression with an authentic resource, input processing tasks, and scaffolded output

• I can guide learners to interpret and discuss authentic texts (HLTP)

• I can facilitate target language use for myself and my learners in order to reach ACTFL’s recommended 90% (HLTP)