Professional Learning Series
Webinar Facilitation Guide

Understanding Performance Indicators and Can-Do Statements

Access video-recorded webinar and accompanying resources at:
http://www.nysed.gov/world-languages/understanding-performance-indicators-and-can-do-statements

Introduction to the Facilitation Guide

Facilitation Guide Use. This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

Facilitation Guide Design.
2. I can identify the target proficiency ranges for each checkpoint.
3. I can identify the contents and organization of the NYS WL Performance Indicators.
4. I can describe the relationship between standards, language functions, performance indicators, and learning targets.
5. I can write Can-Do statements driven by language functions and aligned to proficiency targets described in the performance indicators.

Webinar Organization

1. Welcome, introduction, and overview
2. Review of terms and how they fit together
3. Performance indicators and their elements
4. Can-Do statements – unit-level and task-based
5. Instructional design with performance indicators and Can-

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Goal 4: I can describe the relationship between standards, language functions, performance indicators, and learning targets.
Goal 5: I can write Can-Do statements driven by language functions and aligned to proficiency targets described in the performance indicators.

Minutes 14:52-41:35

Discussion Questions

Consider the standards, language functions, performance indicators, and learning targets. How does each inform your instruction? How do they work together?
What is the purpose of a Can-Do statement? What benefits do Can-Do statements offer to various stakeholders?
What are the components of unit-level and task-based Can-Do statements? How are they similar? How are they different?

Tasks

Consider a unit you teach. Write unit-level Can-Do statements for each NYS World Language Learning Standard that follow the unit-level Can-Do Statement format. Consult the NYS World Language Performance Indicators as you write the Can-Do statements.
Identify one task that students would do within the unit you identified above. Write one or more task-level Can-Do statements to guide the task.

After You View the Webinar

After viewing this webinar, plan to discuss one or more of the following questions designed to facilitate connections, reflections, and goal setting. Discussions may take place in whole or small groups. It may be useful to organize small groups by proficiency checkpoint, course, language, school or other configuration that is useful to participants.

Discussion Questions

Of your preliminary questions, which ones do you still have?
How has your understanding of performance indicators and Can-Do statements changed, been affirmed, and/or expanded?
What can you now envision yourself doing with performance indicators and Can-do statements that you aren't already doing?

Tasks

In small groups by proficiency Checkpoint, examine one or more unit plans using the performance indicators. Determine how well each unit reflects the proficiency target as