

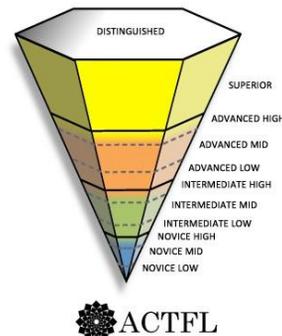
World Languages

Teachers' Toolbox

March 2016

Measures of Performance or Proficiency?

Have you ever wondered what everyone is talking about when they keep mentioning moving toward “proficiency” in their classroom? It’s not just a buzz word to sound like they are “in the know”. This is a tested and true method of instruction that is producing much more capable speakers in the classroom. By focusing on the three modes of communication: Interpersonal, Interpretative and Presentational, you can begin to rethink how students learn language and you can make it purposeful for them. Allowing for student voice & choice, infusing high quantities of target language and focusing on proficiency, your students will be producing more than you ever thought possible....especially at the lower levels of instruction! Using the ACTFL proficiency graphic (right), think about where you think your students are. Then, click [here](#) and choose your language along the left to hear samples of students at each of those levels!



I can build proficiency-based units!!

Performance vs. Proficiency – How does this really look?

Mme. F. wants her students to practice their newly acquired greetings and basic details so she asks students to ask/answer questions with a partner. Later, she has them ask those (rehearsed) questions to an exchange student that she can bring in to her class as a guest speaker. These are PERFORMANCES!!

Later, Mme. F. sets up a Skype call with her partner classroom in Strasbourg, France. Students begin by asking their rehearsed questions, but then must muddle through answering their counterparts' questions. Students struggle a bit with the native language they're hearing but can answer with simple responses! **This is PROFICIENCY!!!**

Are you ready to take your first steps toward proficiency?

It's easy to get overwhelmed when considering a shift in practice. You're moving from “the way you were taught” to a way that will foster more language production from your students. Try not to get stressed about this and focus on with whom you want your students to be able to interact at the conclusion of a unit. Try your hand at putting those ideas into “Can do” statements for your students. Better yet, let your students help you determine what they think they should be able to do at the end of a unit! Starting with the end in mind with Can do statements is the first step toward proficiency-based instruction.

Proficiency-focused:



Start Small!

Let this link and graphic help guide you as you begin thinking about a shift toward a proficiency-based unit! Click below for more!!!

[Proficiency pathways & classroom ideas](#)

A big “thank you” to **Rose Egan, Spanish teacher at Cathedral High School** for sharing her knowledge with us in this edition. You'll be seeing more of her great message about proficiency in upcoming editions.

Resources:

Who is the audience for your WL students? How authentic is it to have your students ONLY talking to each other? Unrehearsed interactions are more proficiency focused. Look for the April edition for more info about connecting with schools around the world!!

Content News

A huge **CONGRATULAZIONI** to my predecessor, Caterina Blitzer, as she has been awarded the Paul Simon Award for her leadership in the promotion of language learning and international understanding. *Also, there's a new Recteur de l'Academie de Strasbourg, France. The education team and I are hoping to match up French classrooms in Indiana with classrooms in Strasbourg! Would you like a French counterpart?? Please send me a message to be on the list!!*

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Upcoming Events – World Languages

Central States Conference – March 10-12, 2016
Columbus, OH www.csctfl.org

Global Crossroads Conference – June 20, 2016
“Connect, Engage, Exchange” More details soon!