

**#campmusicuentos**

(Northeast)



**2015**

It is not good for you to  
get it right the first time.

# I CAN

- set realistic proficiency goals for my students
- determine and schedule units for my classes
- plan and schedule effective assessments
- develop proficiency-based Can-Do statements
- develop effective lesson plans
- begin to evaluate proficiency in a performance

....WITHOUT BURNING OUT.

# What is proficiency?

- You can't set goals for your program until you know what proficiency looks like.



# Planning to practice

(novice)

- big picture to small picture
- expectations
- units
- assessments
- lessons

# Planning

a very good place to start

- Expectations: What are the goals?

Think: Factors that you should consider when setting proficiency goals



# Choosing units



# Burning bright

- Preparation can take time, and that's okay.
- Plan to plan.
- Grade less, and grade better.



# (Summative) Assessments 101

- Frequency
- Integrated?
- Characteristics:  
Realistic and comprehensive
- Scoring and grading



# Lessons from the little guys

- Clear expectations
- TL atmosphere
- Elements: target structures, target vocab, story, song, culture



# Skills to can-do

- Skills they need to succeed
- Translating skills to Can Do statements
- Translating Can Do statements to my schedule

Don't sacrifice good on  
the altar of perfectionism.

# The daily process

(for what level?)

- Input - how much?
- Scaffolding - what kind?
- Skill practice - how often?
- Formative assessment - what and how?



# Burning bright

- Don't go down the rabbit hole of resources.
- You don't have to try everything.
- Relationships will always be your most effective tool.