Developing Goals and Timeline for Implementation

Keep in mind why you are using LinguaFolio. Not only is it a way to help students understand where they are in their language learning, but it is also a valuable tool to demonstrate what they have learned. How will you share that message with your school, parents, and/or community?

As you set your goals and develop your timeline for implementation, consider the following items:

1. Why do you want to use LinguaFolio?

2. What are four goals you want your students to achieve by using LinguaFolio this year/next year?
   a. 
   b. 
   c. 
   d. 

3. How will your students know the specific goals for your daily instruction?

4. How will your students know whether they have reached those daily goals?
5. How will you introduce LinguaFolio to the following groups:
   a. Administration
   b. Colleagues
   c. Students
   d. Parents
   e. Community
   f. Others

   Will you set possible dates for introducing LinguaFolio to:
   a. Administration
   b. Colleagues
   c. Students
   d. Parents
   e. Community
   f. Others

6. With what class or classes (students) will you begin to use LinguaFolio?
7. What LinguaFolio activities and documents do you want to use? (Be specific. Go back and look at your own LinguaFolio as well as previous activities from these training modules to help you create a list of materials you want to use. Decide what you think will work best for you and your students.)

For example, list specific activities and documents in the following categories that you want to use:

- LinguaFolio Activities (Module 3 and 4)
- Learner ownership and reflection (Module 4)
- Interculturality (Module 5)
- Formative, summative and integrated assessments (Module 6)
- LinguaFolio Biography (Module 2)
- LinguaFolio Dossier (Module 2)
- LinguaFolio Passport (Module 2)

Other comments:
8. In what order do you plan to introduce the materials you listed in #7?

*Remember to build the process throughout your instruction. That is the key to success in language learning. The official LinguaFolio document is the end result.*

(Be specific. For example, students would not complete everything in the Biography at one time; you may choose only one document for a specific day. Also, you would not give your second-year high school students the entire checklist the first time you use them at the beginning of the year, but instead you may only introduce a couple of proficiency levels (Novice Mid, High, and Intermediate Low) that you think will be most appropriate for the students. Then, later in semester or year, you may introduce additional proficiency levels in the checklist or you may have students individually explore additional levels as they set their own learning goals.)

List the LinguaFolio activities and materials you want to use in order in the right column of the chart provided below. Then develop a timeline for implementing the materials. Consider how often you want to use LinguaFolio activities. You may wish to set up a proposed timeline with weeks and months instead of specific dates. What you feel most comfortable with usually works best. Now add proposed times in the left column for the activities you have already listed to the right. As you reflect on this process, go back and adjust your plan as needed.

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<th>Date</th>
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