

PROGRAM
PROPOSAL

CURRICULUM
TEMPLATE

LEARNING
PLANS

SITE VISIT
REPORT

FINAL
REPORT

Cultivating Growth: Planning for Learning

Student Programs



KEEP
CALM
AND
PRETEND IT'S ON
THE **LEARNING** PLAN

Learning Targets

I can **explain** the connection between a lesson and a learning experience.

I can **unpack** a Can-Do statement into individual learning targets.

I can **design** a check for learning for each learning target.

I can **explain** the learning plan requirements to instructors in my programs.



What are the characteristics of an effective lesson?

high expectations

relevant, real-world

evidence of learning

differentiated

learner-centered

clear

cognitive engagement

intentional

purposeful

integrated

connected

focused

flow

efficient

aligned

accurate

sequenced

cohesive

The Learning Plan Overview

- Connects the learning targets identified in the curriculum template to the learning experiences that occur during the program
- Requires programs to identify learning targets and success measures on a daily basis by completing Stages 1 and 2 for all learning experiences
- Provides context for the site visit by making all learning plans from the start of the program to the day after the site visit available to the site visitors
- Provides instructional data for STARTALK Central when plans for the day before, day of and day after the site visit are shared with STARTALK Central

PD Guide Learning Plan Resources Pages 34 - 39

<https://startalk.umd.edu/public/resources/learning-plan>

A LESSON is a series of LEARNING EPISODES.

Lesson

A lesson is defined as a series of learning episodes. **The length of a lesson is determined by the program.** Learning experiences occur both in the classroom and/or in other settings. Therefore, lessons should be prepared for all learning experiences.

Learning Episode

A learning episode is defined as a learning experience that addresses a specific learning target. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner **but no more than 30 minutes.**

A LESSON is a series of LEARNING EPISODES.

LESSON

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

Learning Episode

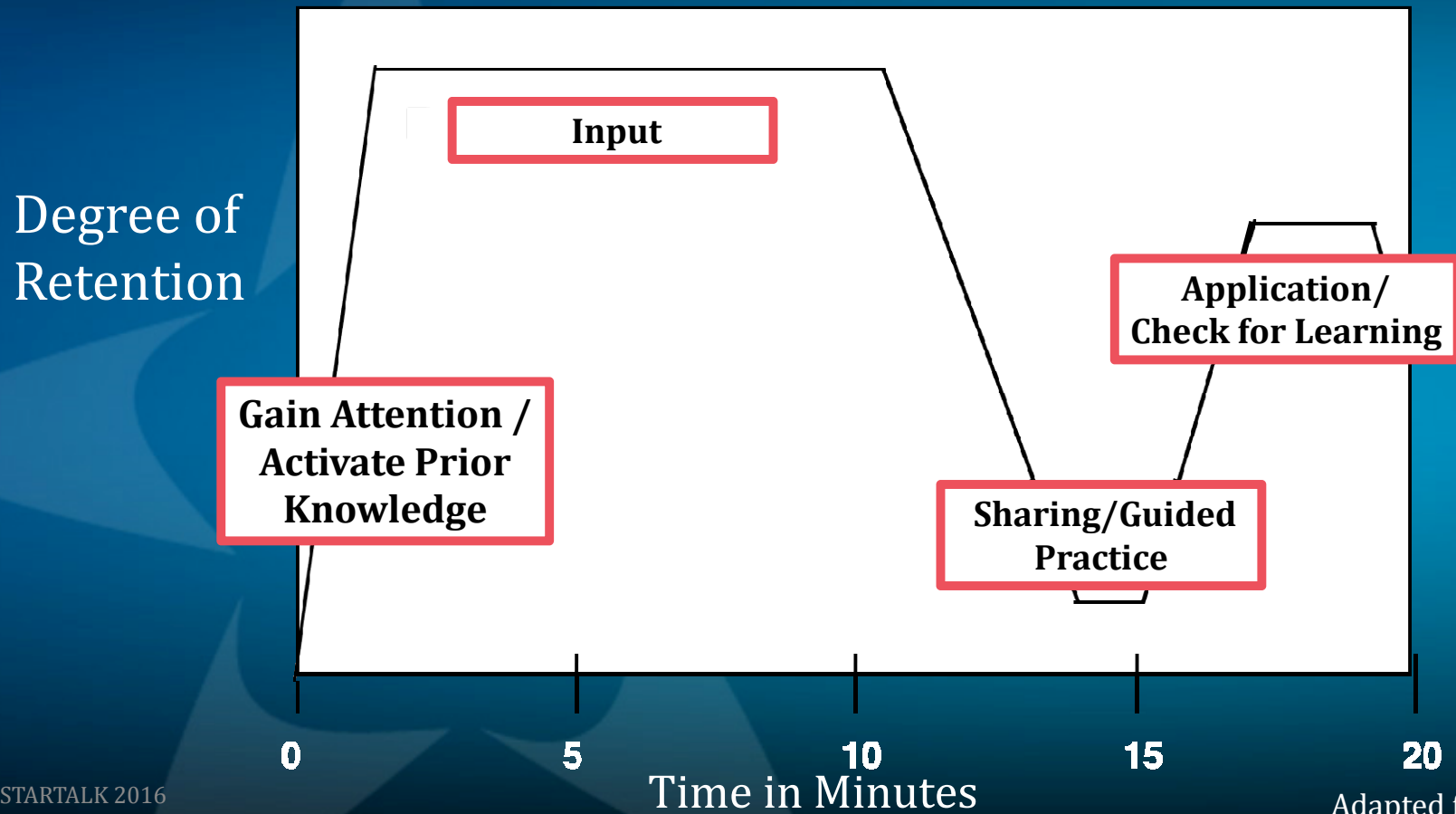
A learning episode is defined as a learning experience that addresses a specific learning target. A learning episode is approximately equivalent to the age of the learner, but no more than 30 minutes.

Time Frame	Activity
9:00 – 9:15	Opening Activity – Exercise, Movement, Song, etc.
9:15 – 10:15	Class – Key New Learning for Day
10:15 – 10:30	Break, snack –activity to mingle and practice new learning
10:30 – 11:30	Animal related session – emphasis on culture/content
11:30 – 12:30	Lunch / Activity Period
12:30 – 1:30	Class
1:30 – 2:30	Activity Period – Personal Learning Initiatives
2:30 – 3:00	Wrap Up – Formative Assessment

11

What is the minimum number of learning episodes that would be written for this program?

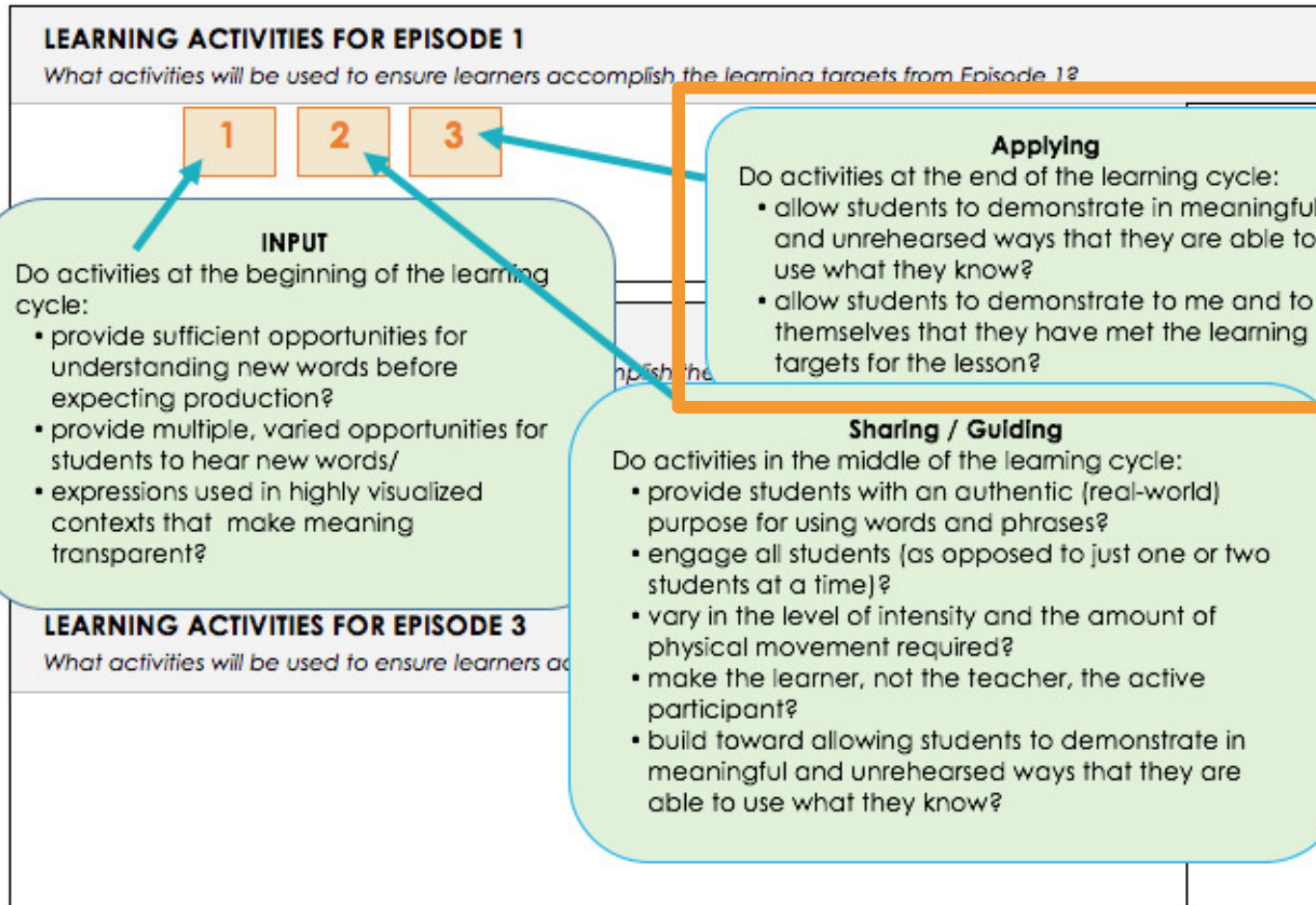
A LESSON is a series of LEARNING EPISODES.



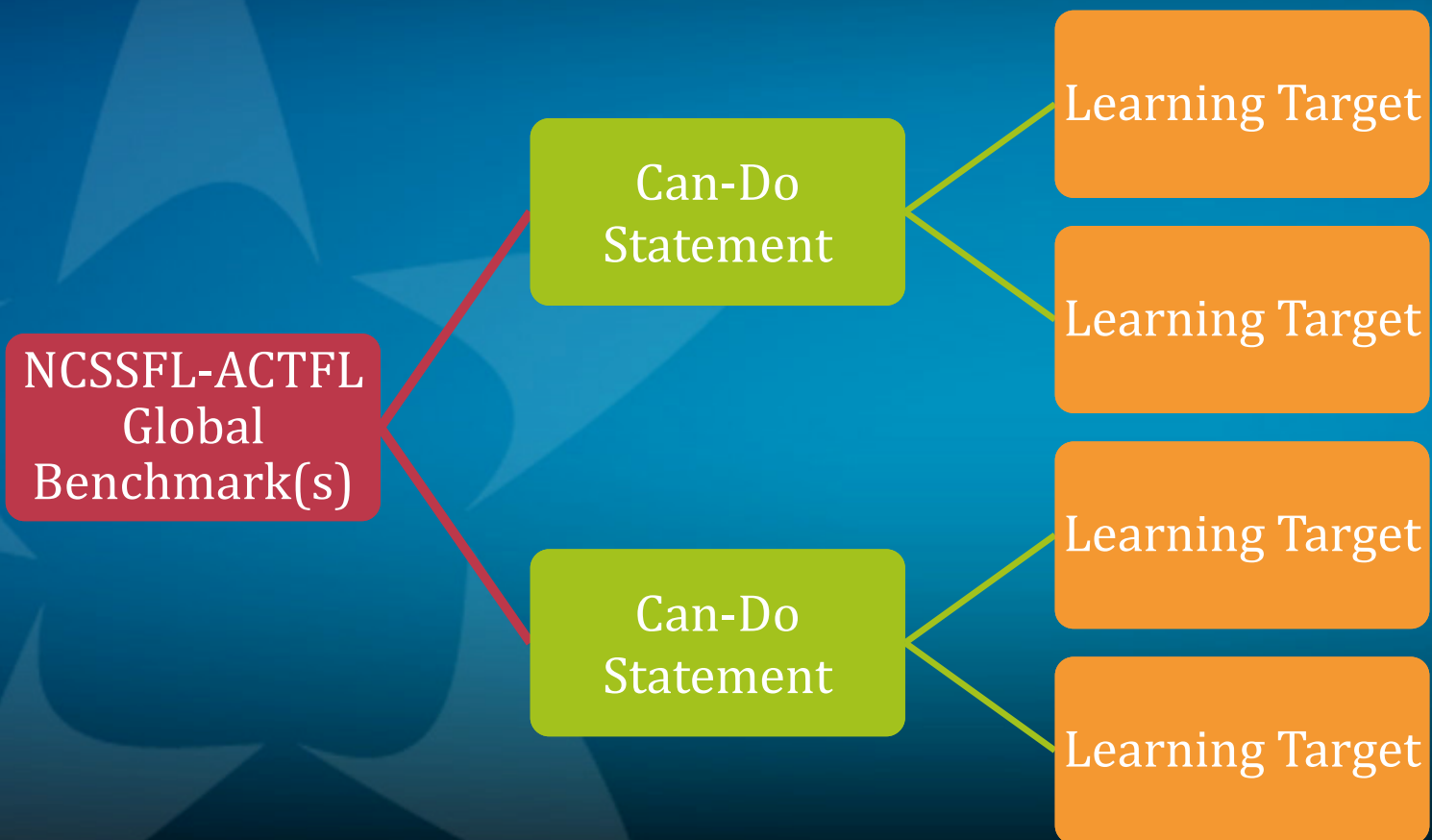
Annotated Version

Pages 38 and 39

Stage 2 of the learning plan addresses this part of a learning episode. This is the check for learning.



CAN-DO STATEMENTS from Curriculum Template are unpacked into LEARNING TARGETS.



From CURRICULUM TEMPLATE to LEARNING PLAN.

NCSSFL-ACTFL Global Can-Do Benchmarks	Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements specific to your theme
<i>Interpersonal</i>	
<p>Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>10. I can greet and leave others in culturally appropriate ways.</p> <p>11. I can communicate basic information about myself and my family.</p> <p>12. I can ask and answer simple questions about family, animals, likes, and dislikes.</p> <p>13. I can exchange some personal information like my name, age, birthday, and where I live.</p> <p>14. I can exchange information about my family with the help of visuals.</p>

From CURRICULUM TEMPLATE to LEARNING PLAN.

Can-Do statement comes from the curriculum template and is unpacked.

I can ask and answer simple questions about family, animals, likes and dislikes.

I can identify my family members.

I can find out who is in your family.

I can say what I do with my family.

Learning targets are essentially “mini” Can-Do statements.

CAN-DO STATEMENTS from Curriculum Template are unpacked into LEARNING TARGETS.

NCSSFL-ACTFL Global Benchmarks

Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Can-Do Statement

Interpersonal - I can ask and answer simple questions about family, animals, likes, and dislikes.

Learning Target

I can answer simple questions about Mulan's likes and dislikes.

I can ask and answer simple questions about likes and dislikes.

I can give information about myself including simple likes and dislikes.

From CURRICULUM TEMPLATE to LEARNING PLAN.

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the accompanying annotated learning plan and sample learning plan.

Date:	Grade Range of Learners:
Total Number of Minutes:	Targeted Performance Level: Nov. Mid/Nov. High

LEARNING GOALS

What

Interpersonal - I can ask and answer simple questions about family, animals, likes, and dislikes.

Interpretive Listening - I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as names and ages.

Opening Activity

How will you capture the students' energy and commitment for this lesson?

OPENING ACTIVITY

How will you capture the students' energy and commitment for this lesson?

Have learners stand and direct them as they act out a scene from Mulan that is already known. Then, show a video segment of the same scene.

A LEARNING TARGET provides the focus for the LEARNING EPISODE.

STAGE 1

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

Episode 1

Learning Targets

What specific can-do addresses this episode?

Culture, Content & Language

What do learners need to know to meet the can-do?

Checking for Learning

How will you know that learners have met the learning target for this episode?



LEARNING PLANS

CHECKING FOR LEARNING

CHECKING FOR LEARNING

EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.

What will participants be required to do, say, make, or write by the end of any learning episode that will both deepen and assess their learning?

Checking for Learning allows student programs to verify that content is not just being taught, but that it is being learned.

EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.



What are your “go to” strategies for checking for learning?

Checking for Learning allows student programs to verify that content is not just being taught, but that it is being learned.

CHECKING FOR LEARNING



- Quick Write, Quick Draw
- Exit Slips
- Four Corners
- Graphic Organizers
- Kinesthetic Checks
- One Minute Paper
- Student Checklists
- Misconception Check
- Three-Minute Pause
- One-sentence summary
- One-Word Summary
- My Opinions Journal
- S O S Summary
- My Top-10 List
- List-Group-Label
- Picture Note Making
- Photo Finishing
- Smart Cards

From: Checking for Learning, Greg Duncan Chapter 4 – pages 38 - 44

Annotated Version

EPISODE 1

Learning Targets

What specific can-do addresses this episode?

Identify what you want students to be able to do by the end of the learning episode. This may require you to create more specific learning targets that lead to the larger Can-Do statement.

Culture, Content & Language

What do learners need to know to meet the can-do?

List what students need to use to be able to meet the learning target. Be thoughtful about what students can actually learn in this learning episode.

Checking for Learning

How will you know that learners have met the learning target for this episode?

Specify how students will demonstrate that they have achieved the learning target for this episode of the lesson. Describe what students will understand, say or write at the end of this episode and indicate the mode of communication. Be certain that the task allows students to demonstrate that they are able to use what they know.

EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.

Episode 1

Learning Targets

What specific can-do addresses this episode?

I can identify key elements from the story of Mulan.

Culture, Content & Language

What do learners need to know to meet the can-do?

Mulan has... Mulan likes/doesn't like....mother, father, dogs, horses, dragons, crickets, the Emperor, the Huns

Checking for Learning

How will you know that learners have met the learning target for this episode?

- Learners draw or select images based on what the teachers says about Mulan. *Interpretive*
- Learners pair and share information about the images as the teacher circulates. *Interpersonal*



LEARNING PLANS

2016
REQUIREMENTS

2016 REQUIREMENTS



Complete the Learning Goals, Opening Activity, Stage 1 and Stage 2 for each day.



Complete learning plans for every day of the program and make the plans through the day after the site visit available to the visiting team.



Share electronic copies of learning plans for the day before, day of and day after the site visit.

Materials/Resources & Reflection (optional)

MATERIALS NEEDED

What supplies and materials will you need to successfully implement this learning plan?

- images showing words that relate to the Mulan story and/or words that learners have self-selected for likes and dislikes
- large paper to draw full-body image of Mulan by tracing the outline of a learner
- one copy of an image of Mulan on paper for each learner
- teacher self-portrait and images of teacher likes and dislikes (google images: silhouette self-portraits for samples)

REFLECTION/NOTES TO SELF

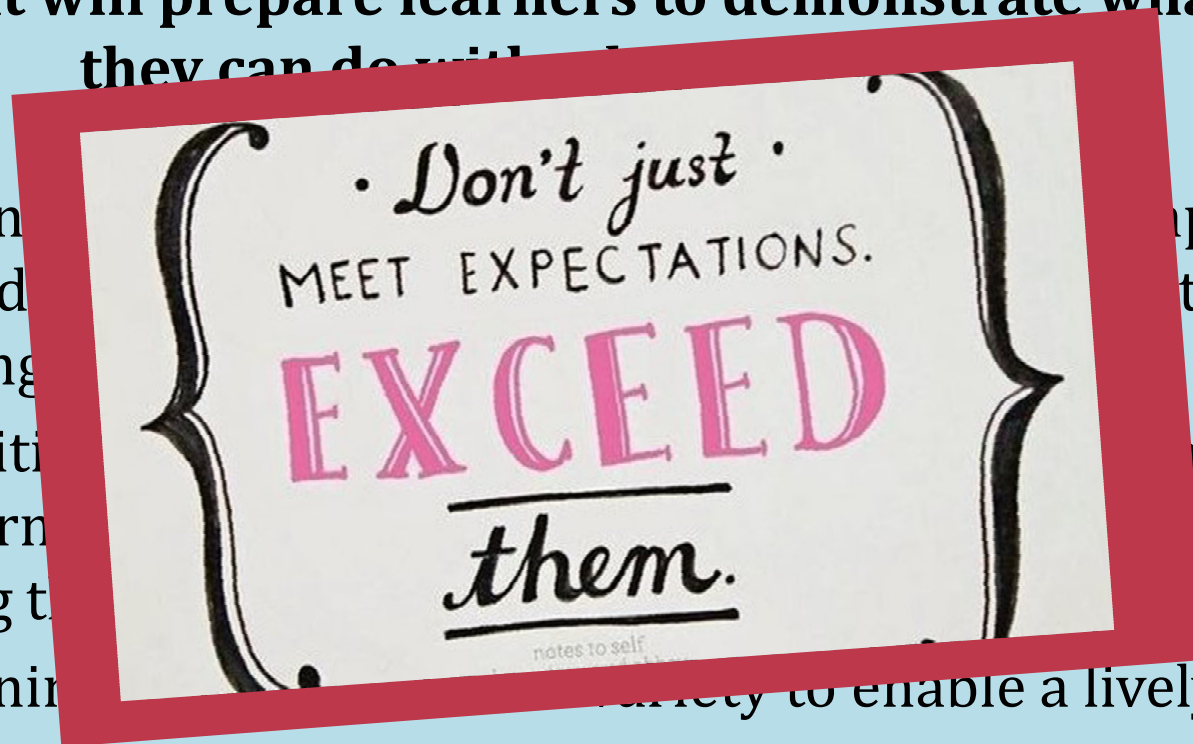
Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?

- Use self-portraits for next day opening activity. Learners might present in small groups. Those who listen might write or draw one fact about each presenter.
- Learners might be ready for interview grid activity in next class.

Stage 3 (optional)

What will prepare learners to demonstrate what they can do with...

- Do the learners have a clear understanding of the shared/guided learning objectives for this new learning experience?
- Do all activities and tasks align with the student learning objectives, considering the level of challenge and complexity?
- Do the learners have the necessary resources and materials for the lesson?



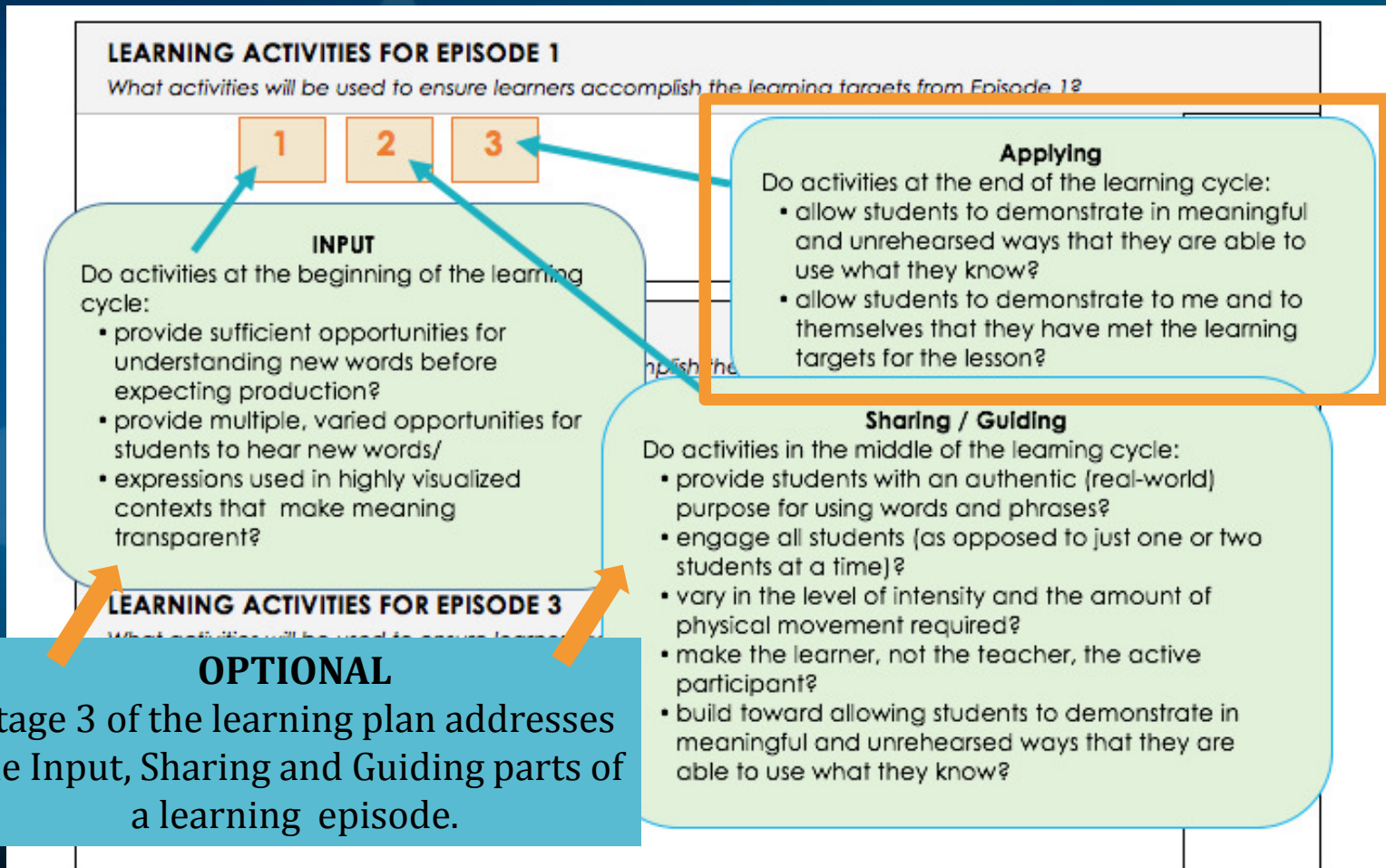
input to
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to enable a lively pace for

Annotated Version

Pages 38 and 39



REQUIRED
Stage 2 of the learning plan addresses this part of a learning episode. This is the check for learning.

Connection between stages...

EPISODE 1

Learning Targets

What specific Can-Do addresses this episode?

I can identify key elements from the story of Mulan.

Culture, Content & Language

What do learners need to know to meet the Can-Do?

Mulan has... Mulan likes/doesn't like...mother, father, dogs, horses, dragons, crickets, the Emperor, the Huns

Checking for Learning

How will you know that learners have met the learning target for this episode?

- Learners draw or select images based on what the teachers says about Mulan. *Interpretive*
- Learners pair and share information about the images as the teacher circulates. *Interpersonal*

Required

LEARNING ACTIVITIES FOR EPISODE 1

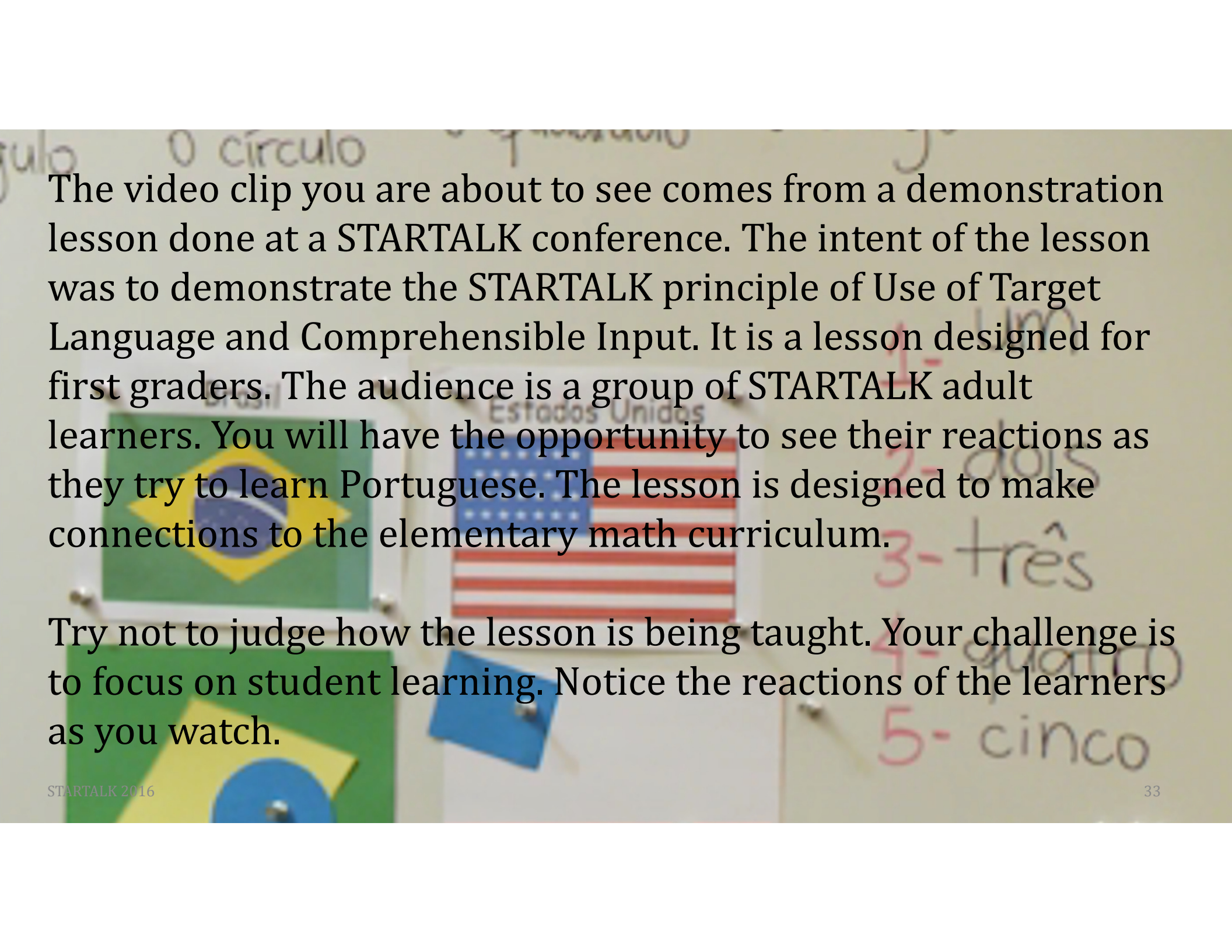
What activities will be used to ensure learners accomplish the learning targets from Episode 1?

- Teacher draws outline of Mulan.
- Teacher shares information, retells story while drawing.
- Learners have individual outline.
- Learners draw images or write words near part of body most associated with statements.
- Learners pair and read or explain words or drawings to partner.
- Younger learners have images around image of Mulan and draw lines to connect images to body.

TIME:
15 min

Optional



The background image shows a classroom wall. On the left, there are two Brazilian flags. In the center, there is an American flag with the text "Estados Unidos" written above it. On the right, there are handwritten notes in red and black ink, including "1- um", "2- dois", "3- três", "4- quatro", and "5- cinco". At the top, there are some faint handwritten words like "gulo" and "O círculo".

The video clip you are about to see comes from a demonstration lesson done at a STARTALK conference. The intent of the lesson was to demonstrate the STARTALK principle of Use of Target Language and Comprehensible Input. It is a lesson designed for first graders. The audience is a group of STARTALK adult learners. You will have the opportunity to see their reactions as they try to learn Portuguese. The lesson is designed to make connections to the elementary math curriculum.

Try not to judge how the lesson is being taught. Your challenge is to focus on student learning. Notice the reactions of the learners as you watch.

Date:	Grade Range of Learners:	
Total Number of Minutes:	Targeted Performance Level:	
LEARNING GOALS What Can-Do statement(s) from the curriculum template does this lesson address?		
OPENING ACTIVITY How will you capture the students' energy and commitment for this lesson?		
STAGE 1 What will learners be able to do with what they know by the end of this episode?	STAGE 2 How will learners demonstrate what they know by the end of this episode?	
EPISODE 1 Learning Targets What specific can-do addresses this episode?	Culture, Content & Language What do learners need to know to meet the can-do?	Checking for Learning How will you know that learners have met the learning target for this episode?

Learning Plan

- Watch the video which shows the last 2.5 minutes of the learning episode.
- Think about the Can-Do statement that might have been written for this lesson.
- Try to identify how the teacher checks for learning.

What is the likely Can-Do statement? What is the check for learning?



What is the likely Can-Do statement?

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the annotated learning plan and sample learning plan.

Portuguese Date:		Grade Range of Learners:	1 st
Total Number of Minutes:	20	Targeted Performance Level:	NM

LEARNING GOALS

What Can-Do statement(s) from the curriculum template does this lesson address?

I can recognize and describe the colors and shapes of the Brazilian and American flag.

OPENING ACTIVITY

How will you capture the students' energy and commitment for this lesson?

Learners will see the white board covered with images representing colors, shapes and flags as the lesson begins.

What is the check for learning?

EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.

LEARNING TARGET

I can describe items on the flags of Brasil and the United States.

CULTURE, CONTENT AND LANGUAGE

The flag has....
Numbers 0 -6
Colors – red, yellow, blue, white, green
Shapes – rectangle, circle, star, square

CHECKING FOR LEARNING

Learners will pair and read sentences describing parts of the flag with their partner. Then, they will read the sentences together.

CAN-DO STATEMENTS from Curriculum Template are unpacked into **LEARNING TARGETS**.

- Use the statement given below.
- Unpack the Can-Do statement into learning targets based on what you see in the video.

I can recognize and describe the colors and shapes of the Brazilian and American flag.

Create Learning Targets for Can-Do Statement

I can recognize and describe the colors and shapes of the Brazilian and American flag.



CAN-DO STATEMENTS from Curriculum Template
are unpacked into **LEARNING TARGETS**.

I can recognize and describe the colors and shapes of the Brazilian and American flag.

I can count points.

I can name colors.

I can name shapes.

Learning targets are essentially “mini” Can-Do statements.

EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.

STAGE 1

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

LEARNING TARGET

I can count.
I can name colors.
I can name shapes.

CULTURE, CONTENT AND LANGUAGE

- Numbers 1 -6
- Colors – red, yellow, blue, white, green
- Shapes – rectangle, circle, star, square

CHECKING FOR LEARNING

- Learners will signal comprehension using thumbs up/down as new words are introduced. (*interpretive*)
- Learners will think, share with their partner and then all say the response. (*presentational*)

Annotated Learning Plan & Sample Learning Plan (updated)

STUDENT PROGRAM LEARNING PLAN



Consider the following hints and questions as you complete the learning plan for the lesson you are developing.

Date:		Grade Range of Learners:	
Total Number of Minutes:		Targeted Performance Level:	

The targeted performance level will come from the curriculum template.

LEARNING GOALS

What Can-Do statement(s) from the curriculum template does this lesson address?

Select the appropriate Can-Do statement(s) from Stage 3 of the curriculum template.

OPENING ACTIVITY

How will you capture the students' energy and commitment for this lesson?

Does the opening activity give students a reason for needing/wanting to pay attention and be on task? allow students to engage and feel successful at the start of the lesson?

STAGE 1

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

LEARNING PLAN



In this document, please see the annotated learning plan.

Grade Range of Learners:	K-2, 3-5
Targeted Performance Level:	NM/NH

What Can-Do statement(s) from the curriculum template does this lesson address?

Students answer simple questions about animals, likes, and dislikes. Students understand simple questions or statements on familiar topics about animals and other likes or dislikes.

How will you capture the students' energy and commitment for this lesson?

Students act out a scene from Mulan that is already known. Then, show a

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

high expectations

relevant, real-world

evidence of learning

differentiated

learner-centered

clear

cognitive engagement

intentional

purposeful

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Learning Targets

I can **explain** the connection between a lesson and a learning experience.

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QUESTIONS



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What questions
do you have?

Share your questions
and comments at:

<http://tinyurl.com/STARTALKquestions>