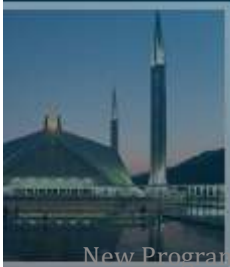




NATIONAL FOREIGN LANGUAGE CENTER



UNIVERSITY OF MARYLAND



New Program Orientation - Spring 2016





Welcome to STARTALK!



Workshop Learning Targets

I can **explain** the purpose and mindset of STARTALK to those who will be involved in my program.

I can **explain** the process for development of the curriculum templates and student learning plans.

I can **select** available resources and tools when planning the program.

STARTALK Goals

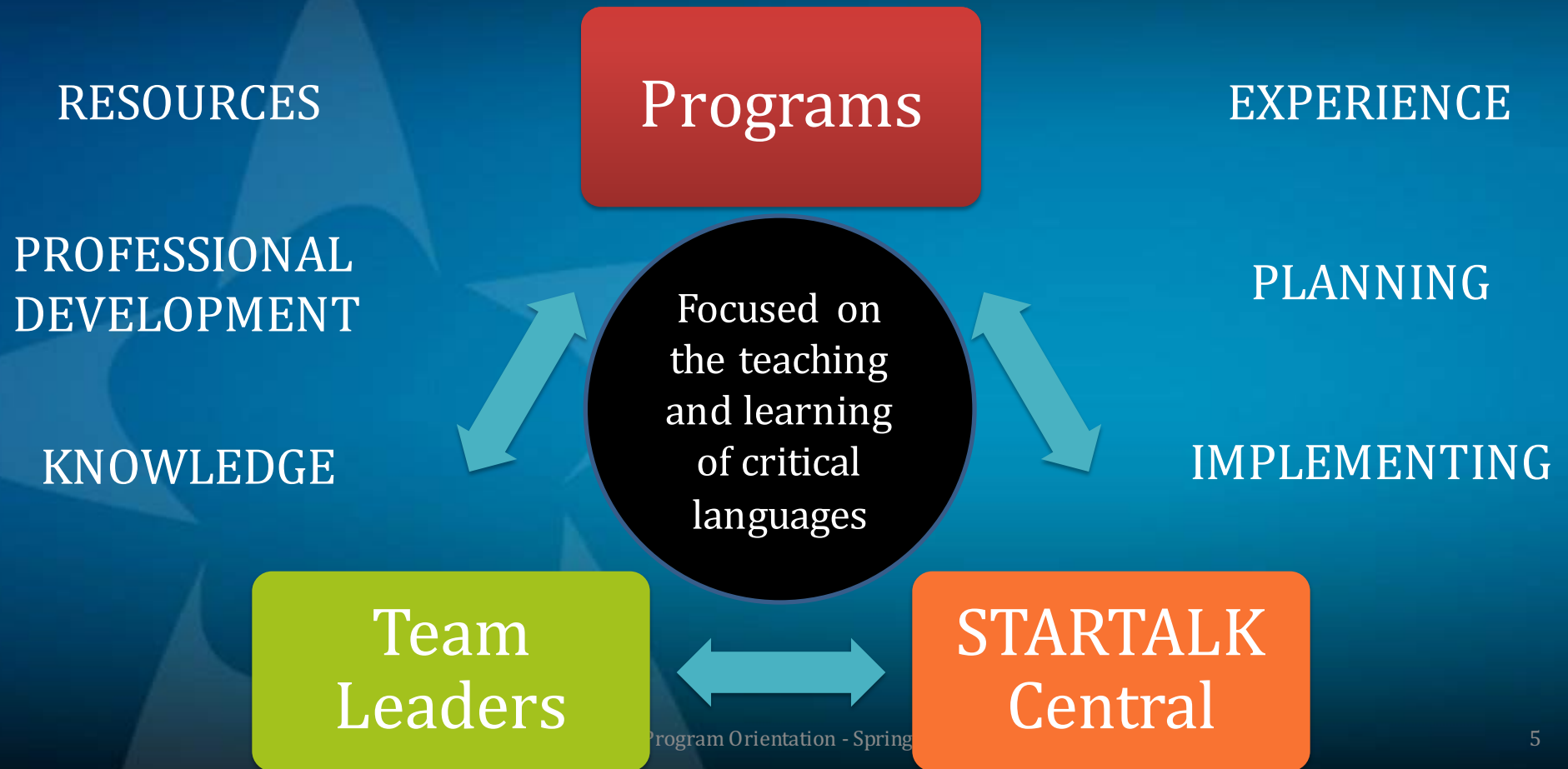


About STARTALK

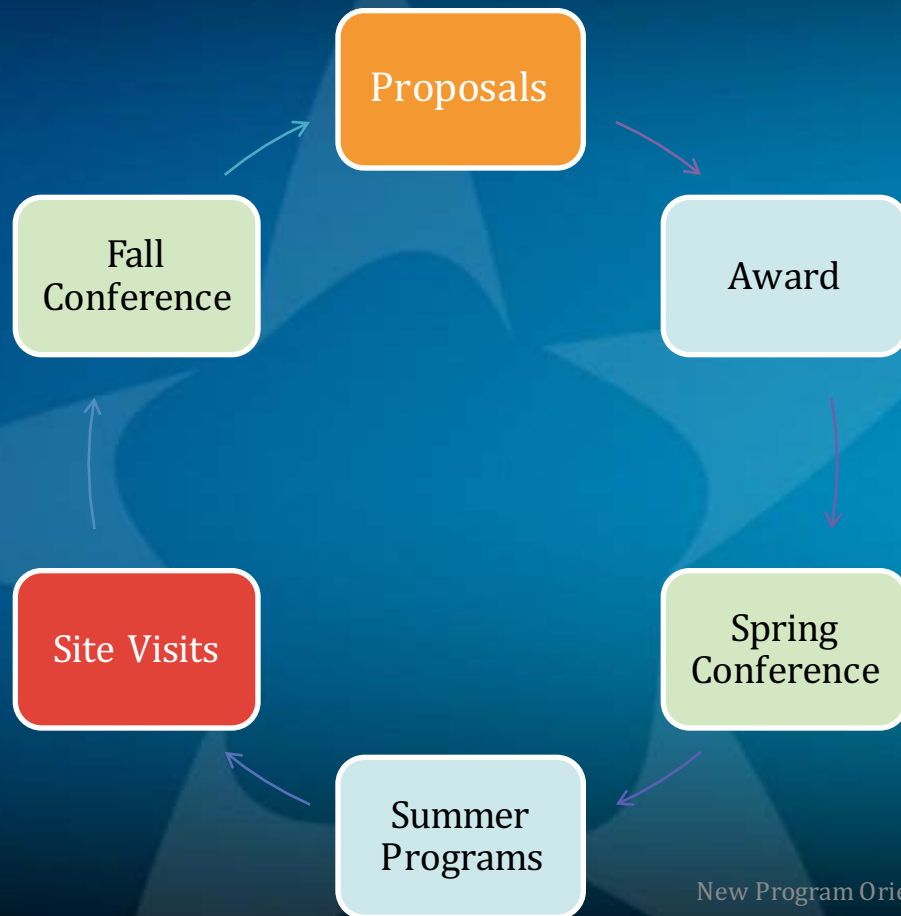
STARTALK is a project funded by the National Security Agency and administered by the National Foreign Language Center at the University of Maryland. STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical-need foreign languages, with programs for students (K-16) and teachers.

- Increase the quality and supply of teachers of critical languages throughout the nation
- Stimulate significant increases in the number of students enrolled in the study of critical languages
- Improve the quality and effectiveness of critical language curricula

Working Collaboratively



STARTALK: The Annual Cycle



Managing for Quality

- Integrating quality checks into all steps
- Reflecting on what worked and what did not work
- Incorporating feedback into the process and sharing with stakeholders

STARTALK: Managing for Quality

Proposal

- Outlines the program and key personnel
- Serves as the definitive plan for the program
- Undergoes review by three independent reviewers

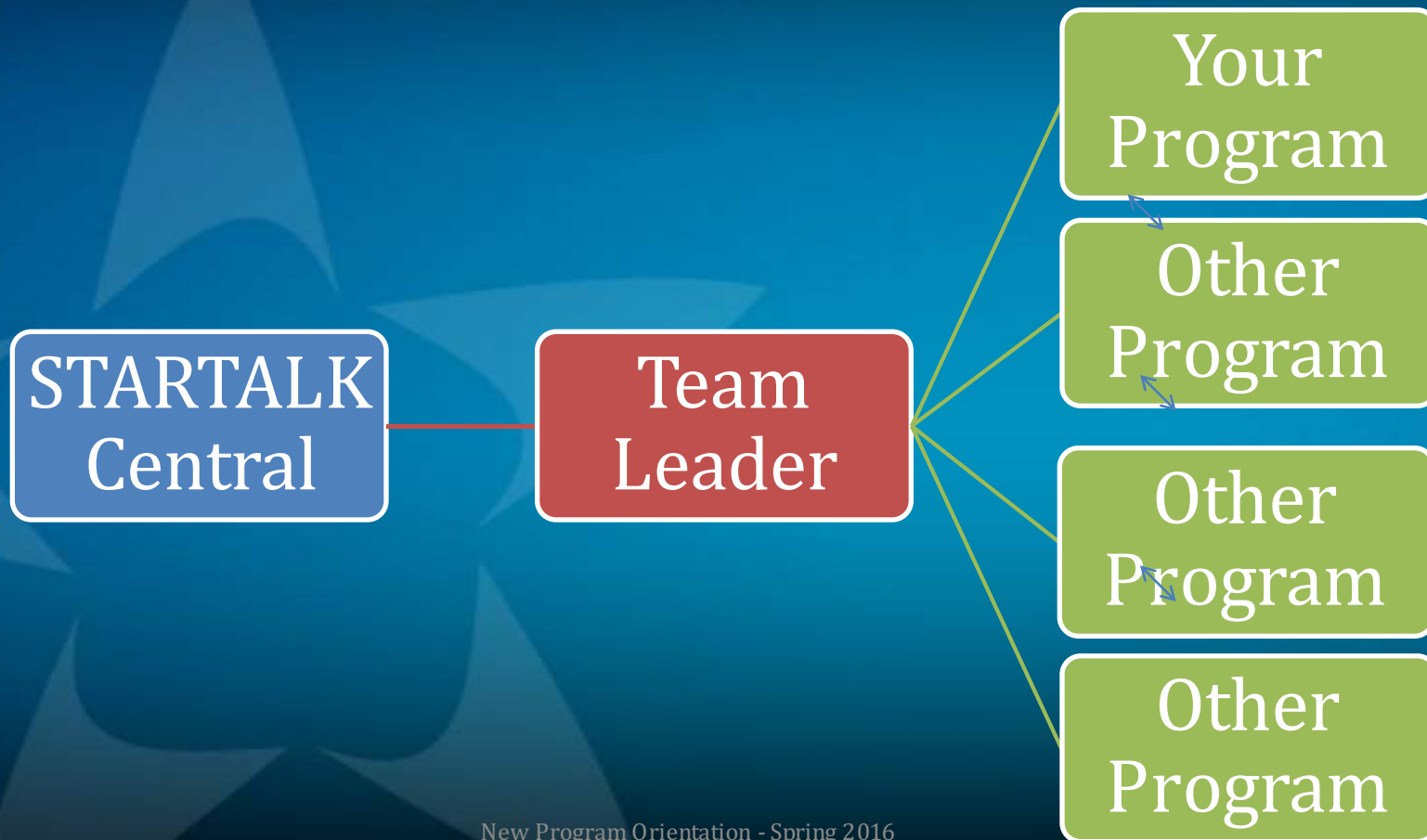
Curriculum Template

- Describes learning goals, assessments, and learning experiences
- Establishes context for daily lessons
- Is developed in consultation with the team leader
- Undergoes a review and approval process that encourages growth and innovation

Site Visit

- Promotes STARTALK mindset of continuous improvement
- Provides opportunities for a STARTALK team to observe the program and provide feedback

The Role of the Team Leader



TEAM LEADER RESPONSIBILITIES



AN EFFECTIVE TEAM LEADER

- facilitates the implementation of the program by serving as a link between STARTALK Central and the program
- brings a positive disposition, sets a supportive tone, and comes across as a person who is there to help and support programs
- builds trust with programs and uses conferences and meetings to establish a relationship with the program directors
- communicates effectively and collegially with STARTALK Central, responding to all STARTALK requests in a complete and timely manner
- uses positive language and remains professional at all times, and represents STARTALK with no personal agenda
- knows the STARTALK-endorsed Principles and follows the procedures of STARTALK
- has final responsibility to write, submit, inform the program of and be the final arbitrator of the site visit report

When change is needed to your grant....



When change is necessary...	Contact
With the proposal	STARTALK Central
With regard to Program Director or Lead Instructor	STARTALK Central
With the budget	NSA

Good to know:



Contractual Requirements

- Site visits
- Surveys
- Consent forms

Instructional Aspects

- LinguaFolio
- Field trips

Encouraged

- Parent and student orientation

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Focused & Aligned with a Growth Mindset

Carol Dweck – The Power of “Yet”



PROGRAM PROPOSAL
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Focused and Aligned with a Growth Mindset

	PROGRAM PROPOSAL	CURRICULUM TEMPLATE	LEARNING PLANS	SITE VISIT REPORT	FINAL REPORT
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Implementing the STARTALK-endorsed Principles for Effective Teaching & Learning

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Backward design is a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment.

Backward Design

Stage 1: Identify desired results

What will learners/participants be able to do with what they know by the end of the program?



Stage 2: Determine acceptable evidence

How will learners/participants demonstrate what they can do with what they know by the end of the program?



Stage 3: Plan learning experiences and instruction

What will prepare learners/participants to demonstrate what they can do with what they know?

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STARTALK-Endorsed Principles for Effective Teaching & Learning

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1. Implementing a standards-based and thematically organized curriculum
2. Facilitating a learner-centered classroom
3. Using the target language and providing comprehensible input for instruction
4. Integrating culture, content, and language in a world language classroom
5. Adapting and using age-appropriate authentic materials
6. Conducting performance-based assessment

World-Readiness Standards for Learning Languages

Interpretive
Presentational
Interpersonal

- School & Global Communities
- Lifelong Learning

- Language Comparisons
- Culture Comparisons

- Relating Cultural Practices to Perspectives
- Relating Cultural Products to Perspectives

- Making Connections
- Acquiring Information & Diverse Perspectives



"We think too much about effective methods of teaching and not enough about effective methods of learning."

— John Carolus, S. J.

FACILITATING A LEARNER-CENTERED CLASSROOM

KEY CHARACTERISTICS

In the learner-centered classroom, the teacher:

- acts as a partner with students in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learner's performance
- engages learners in cognitively challenging real-world tasks
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner's performance



IN A LEARNER-CENTERED CLASSROOM, THE TEACHER GRADUALLY RELEASES CONTROL OF THE LEARNING TO THE LEARNERS

90%+

I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. – LE4a (TELL Framework)

BEFORE USING ENGLISH, ASK YOURSELF

- **communicate**

Can I find a way to communicate the idea in the language?

- **substitute**

Can I substitute a different concept?

- **simplify**

Can I simplify what I am trying to communicate?

- **delay**

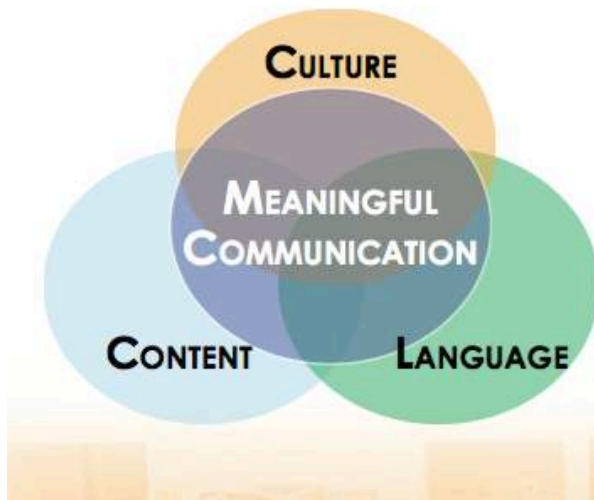
Can I delay a topic until we can deal with it in the target language?



"Content-related instruction supports what we know about how the brain makes connections and how learning takes place. Students are actively engaged in constructing meaning and making sense of the interesting world presented to them through the vehicle of the target language."

— *Curtain & Dahlberg*

INTEGRATING CULTURE, CONTENT, AND LANGUAGE



MEANINGFUL COMMUNICATION: KNOWING HOW, WHEN, AND WHY TO SAY WHAT TO WHOM

CULTURE	CONTENT	LANGUAGE
Learners use language to identify, discuss, explain, compare, investigate, and reflect on the relationship among the products, practices, and perspectives of the cultures studied.	Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.	Learners effectively use language in the three modes of communication to function in a variety of situations and for multiple purposes.

Welcome to my Home



Presentation

OPENING A

How will you co

Learners will

previous les

identify the h

Marrakech, Morocco and will recycle vocabulary, presenting on location, size, colors, etc. They will then son.

presentation - Spring 2016

When teachers regularly check for understanding, students become increasingly aware of how to monitor their own understanding.

Doug Fisher & Nancy Frey

Checking for Learning

- What do we mean “checking for learning”?
- How do I know what to check?
- When do I use formative and summative checks for learning?
- What counts as evidence of learning?
- How can students check for learning?
- How can I give effective feedback?



Drawing/Writing

Students draw pictures or write words to signal comprehension.

TIP: Use whiteboards for quick every day checks.



Sequencing Pictures

Students put a series of pictures in the correct order as they listen to a story or sequence of events.

TIP: Have students match written descriptions to pictures as a follow up.

Where do you see evidence of the STARTALK-endorsed Principles?



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CURRICULUM
TEMPLATE

The Curriculum Template

- Identifies the connections between learning goals, performance assessment tasks, and the daily learning targets and experiences
- Supports a backward design approach to instructional planning
- Communicates program goals with all stakeholders by providing a roadmap for meaningful teaching and learning
- Provides critical input for the members of the site visit team

LEARNING
PLANS

SITE VISIT
REPORT

STAGE 1: What will participants be able to do with what they know by the end of the program?

STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

STAGE 3: What will prepare participants to demonstrate what they can do with what they know?

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STUDENT

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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?

TEACHER

DAY #

LEARNING TARGETS

Each day should have multiple learning targets. Use a separate row for each learning target.

Unpack the TELL Criteria into specific Can-Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.

CHECKING FOR LEARNING

Describe how participants will demonstrate what they can do with what they know for each learning target.

INSTRUCTIONAL RESOURCES

Identify the major resources participants will use to work with the learning targets identified in column 2

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Site Visit LookFors

- Focus discussion among site visitors
- Inform the narrative portion of the report
- Provide STARTALK Central with data on overall implementation of STARTALK-endorsed Principles

Narrative Questions

- Summarize the key points that were made during the debrief meeting
- Provide content that must be addressed in future proposals

Program Response

- Allows program directors to respond to the content of a site visit report
- Provides opportunity to highlight components not observed by site visit team

- What is working well with regard to program management and logistics?
- What is working well with regard to instructional design? How does this program evidence the STARTALK-endorsed principles?
- *For returning programs:* How did the program use past recommendations to improve the program this year?
- What recommendations are being made for the current year?
- For future programs if funding is approved: What opportunities are there for continued improvement with regard to program management or logistics?
- For future programs if funding is approved: What opportunities are there to improve instructional planning and practice?

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FINAL REPORT

The final report

- Provides a summary of the program from the point of view of the program director
- Shares both organizational and instructional strengths of the program
- Reflects on how the program might be improved in future years
- Offers suggestions on how STARTALK might better support programs
- Is shared with the funders of the STARTALK program
- Is used by STARTALK to inform future decisions about the program.

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STARTALK Focused and Aligned with a Growth Mindset

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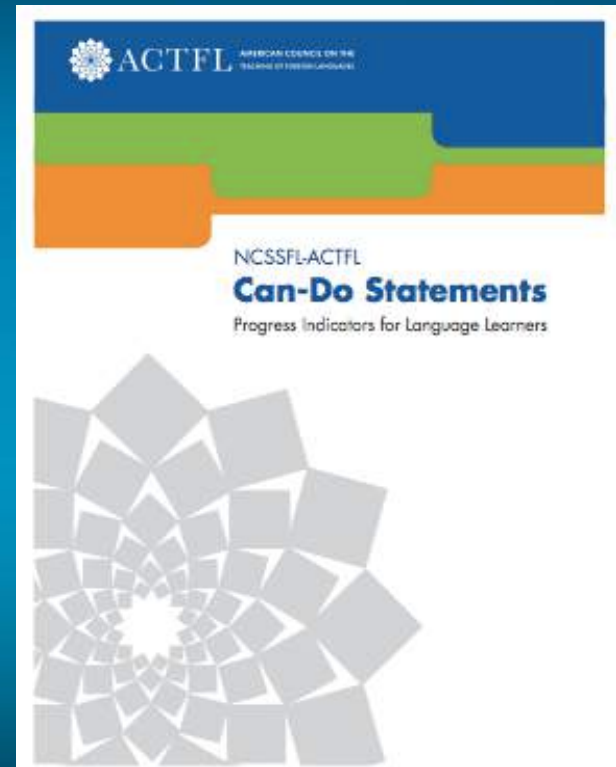
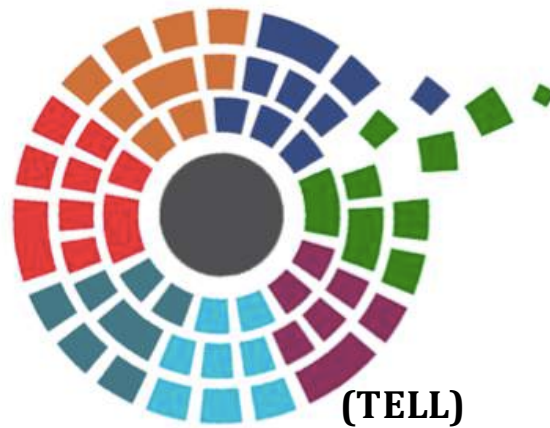
Implementing the STARTALK-endorsed Principles for Effective Teaching & Learning

Essential Resources



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

Teacher Effectiveness for Language Learning



Less is More!

“Covering lots of content by lecturing...does not mean anything other than that your students have been exposed to many ideas; they could not necessarily use these ideas themselves.”

-Robert G. Fuller (1994)

*Narrow your focus. Be realistic.
Consider:*

- How experienced/proficient are your learners/participants?
- How much time do you have?
- What will learners/participants be able to do as a result of the course?
- Is it really possible to teach an entire method's course?



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>		<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Model Curricula – English, Hindi, Urdu

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Title	Grade	Target Proficiency Level	Target Performance Level
My World and the World of (Mulan) (Character from target culture story)	K-5	Novice Mid	Novice Mid/ Novice High
Oh, The Places You'll Go!	K-8	Novice Mid	Novice Mid/ Novice High
Oh, the Places We Will Visit! Tourist and Traveler	6-12	Intermediate Low	Intermediate Low/Mid
Life as an Exchange Student	6-8	Novice Mid	Novice Mid/ Novice High
Our Identities, Our Heroes	6-12	Novice High	Novice High/ Intermediate Low

STAGE 1: Overview and Theme



Title	Oh, The Places You'll Go!
Grade	K-8
Proficiency Level	Novice Mid
Targeted Performance Level	Novice Mid/Novice High

Students will explore authentic practices and products that relate to traveling to a foreign country. They will make the trip with their family to get to know different regions and to investigate endangered animals in that part of the world. Before leaving on the trip, they will make preparations. They will learn about the region, its geographical features, climate, and the endangered animals found there. At home in the United States, they will practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will get their passport, and they will pack their suitcases. Once they arrive at their location, they will join an expedition to visit an area where endangered animals live. They will investigate the ecology, the animals' habitats, and the issues that are affecting their existence. When they return to the United States, they will use their language skills to tell others about the animals, describing the animal, commenting on where it lives, and giving a simple reason about why the animal is endangered.

STAGE 1

- Overview
- Learning Goals

STAGE 2

- Performance Assessments

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 1: Learning Goals

What will learners/participants be able to do with what they know by the end of the program?

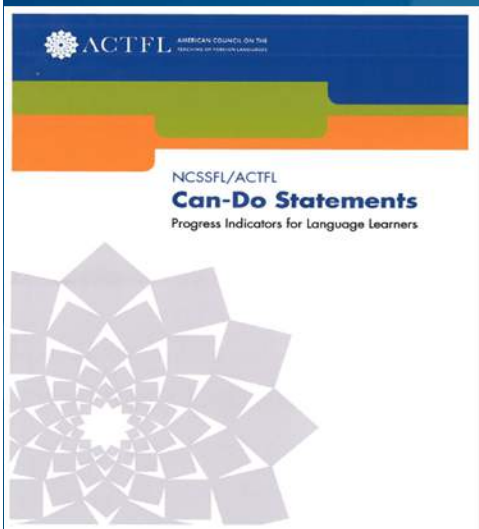
STUDENT

MODES OF COMMUNICATION

NCSSFL-ACTFL Global Can-Do Benchmarks

Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements specific to your theme

NCSSFL-ACTFL Global Benchmarks



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	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.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

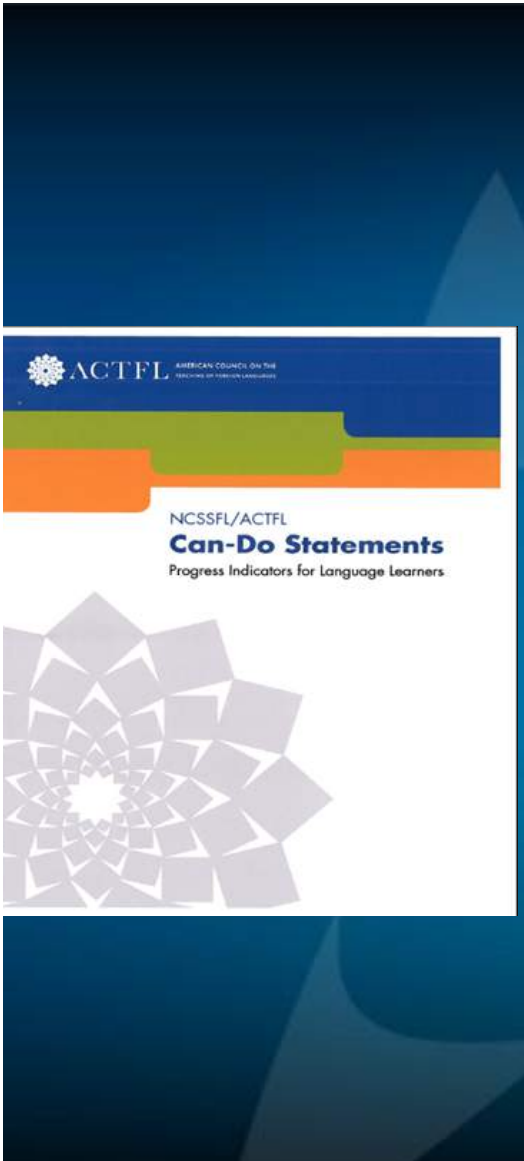
- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____



Student Program Learning Targets

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS SPECIFIC TO YOUR THEME
Interpersonal	
<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>	<ol style="list-style-type: none"> 1. I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others. 2. I can tell someone my name and ask someone his/her name. 3. I can exchange some personal information, such as my name, age, birthday, where I live, where I am going, when interacting with the customs office. 4. I can exchange information about my trip with the help of visuals. 5. I can exchange information about endangered animals and their habitats.

These statements are carried into Stage 3 and are used again in the learning plans.

STAGE 1

- Overview
- Learning Goals

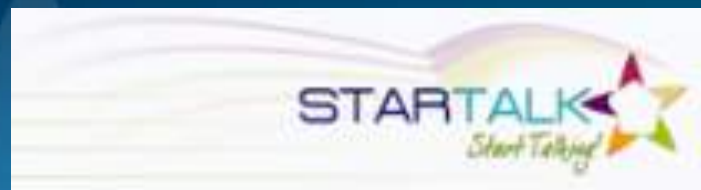
STAGE 2

- Performance Assessments

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

From Can-do Statements to LinguaFolio



NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS SPECIFIC TO YOUR THEME
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<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>	1. I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.
	2. I can tell someone my name and ask someone his/her name.
	3. I can exchange some personal information, such as my name, age, birthday, where I live, where I am going, when interacting with the customs office.
	4. I can exchange information about my trip with the help of visuals.
	5. I can exchange information about endangered animals and their habitats.

LinguaFolio is an online portfolio system that allows learners to collect and post evidence of their learning. The sections include:

- Biography
- Can-Do Statements
- Interculturality

Sample Evidence



STAGE 1

- Overview
- Program Goals

STAGE 2

- Performance Assessments

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 1: Learning Goals

What will learners/participants be able to do with what they know by the end of the program?

TEACHER

TELL DOMAINS

TELL CRITERIA STATEMENTS

The criteria statements you identify here will be transferred to Stages 2 & 3.

TELL Domains

ENVIRONMENT

LEARNING EXPERIENCE

COLLABORATION

PLANNING

PERFORMANCE & FEEDBACK

PROFESSIONALISM

LEARNING TOOLS



ENVIRONMENT

- E1 Building Relationships**
student background information – student interests – respect
- E2 Classroom Management**
routines & procedures – rewards & sanctions – consequences
- E3 Communicate Expectations**
classroom management plan – grading system
- E4 Culture-rich Environment**
support of target language and culture goals – classroom learning aids
- E5 Organization of Environment**
easy access to resources – special needs requirements – student work – seating configuration

PLANNING

- P1 Using Standards**
local curriculum – role of state and national standards
- P2 Student Backgrounds and Interests**
student interest – relevancy – ability levels – student choice
- P3 Unit Design**
backward design principles – performance objectives – meaningful contexts – modes of communication
- P4 Differentiation**
native speakers – exceptional learners – struggling learners
- P5 Student Goal Setting**
student reflection
- P6 Lesson Planning**
backward design principles – daily performance objectives – differentiated instruction

LEARNING EXPERIENCE

- LE1 Classroom Behaviors**
respect of students – student behavior – classroom rules – responsibilities – reinforcement of behaviors
- LE2 Performance Objectives**
communication of objectives – reflection
- LE3 Sequence of Learning**
communication of agenda – connection of activities and objectives
- LE4 Comprehensible Input**
use of target language – use of English – checking for understanding – language processing
- LE5 Meaningful Context**
modes of communication – authentic materials
- LE6 Cultural Observation & Analysis**
intervisibility – perspectives – contextualization – cultural interactions
- LE7 Effective Communicators**
linguistic aptitude – language structures – accuracy

PERFORMANCE & FEEDBACK

- PF1 Demonstrating Growth**
performance objectives – proficiency targets – across modes of communication – student choice – variety
- PF2 Feedback Strategies**
frequency of feedback – descriptive feedback – timeliness – comparison of performance – rubrics
- PF3 Self-Assessment & Peer Review**
monitoring of progress – descriptive feedback – peer feedback – next steps
- PF4 Using Assessment Data**
analysis of student data – modify learning strategies – share assessment data
- PF5 Grading System**
look/goods reflective of growth – performance focus

LEARNING TOOLS

- LT1 Accessing Language & Culture**
digital and print media – media – classroom learning aids – target language communities
- LT2 Producing Language & Culture**
technology tools – classroom learning aids – target

COLLABORATION

- C1 Stakeholders**
positive message about language learning
- C2 Communication of Program Goals**
expectations for student performance – use of data – student accomplishments
- C3 Partnership w/ School Professionals**
student background information – student language abilities – expansion of learning opportunities
- C4 Effective Communication**
student communication outside of class – parent communication – collaboration within department – communication with leadership
- C5 Local and Global Communities**
use of community resources – use of language within community – expansion of language learning

PROFESSIONALISM

- PR1 Professional Conduct**
positive communication – culturally appropriate interactions – knowledge of current research – advocacy
- PR2 Linguistic Competence**
English and target language proficiency – language skill maintenance
- PR3 Reflective Practitioner**
analysis of current practices – using student work – professional growth plan
- PR4 Professional Development**
regular participation – connecting with other colleagues – collaboration
- PR5 Professional Community**
participation in professional learning networks & organizations – sharing of expertise – pursuing leadership opportunities

The Teacher Effectiveness for Language Learning (TELL) Framework establishes those characteristics and behaviors that model teachers exhibit.

The framework is made up of seven domains that reflect the crucial characteristics of an effective world language teacher.

Teacher Effectiveness for Language Learning Framework

TELL Domain



PLANNING

How does my planning of learning experiences prepare for student learning?

P1 I plan learning experiences based on my local curriculum and state and national standards.

I plan learning experiences to address the unique needs and interests of my students.

Criteria

- P2**
- a. I plan learning experiences that are interesting to my students.
 - b. I plan learning experiences that students will perceive as relevant.
 - c. I plan learning experiences within the students' range of abilities.
 - d. I plan learning experiences that include student choice.

I use units based on proficiency targets and backward design principles.

P3

- a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
- b. Units incorporate opportunities to use previously acquired language and content in a variety of contexts.
- c. Units provide opportunities for students to gain competence in the three competitive modes.
- d. Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).

Sub-criteria

TELL Criteria Statements

The criteria statements identified here will be transferred to Stages 2 & 3.

No.	TELL Domains	TELL Criteria Statements
1	Planning	P1. I plan learning experiences based on my local curriculum and state and national standards.
2	Planning	P3. I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.
3	Planning	P3c. Units provide opportunities for students to gain competence in the three communicative modes.
4	Planning	P3a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
5	Professionalism	PR3. I am a reflective practitioner.

STAGE 1

- Overview
- Learning Goals

STAGE 2

- Performance Assessments

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 2: Summative Performance Assessment

How will learners/participants demonstrate what they can do with what they know by the end of the program?

STUDENT

INTERPRETIVE TASK

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

INTERPERSONAL TASK

Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.

PRESENTATIONAL TASK

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Stage 2: Summative Performance Assessments

INTERPRETIVE TASK <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	INTERPERSONAL TASK <i>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</i>	PRESENTATIONAL TASK <i>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i>
<p>Learners listen to information about different animals and, based on the description given of each animal, they select the most appropriate image.</p> <div data-bbox="149 1198 613 1300" style="background-color: orange; color: white; text-align: center; padding: 10px; margin-top: 20px;"> STUDENT </div>	<p>Learners interview at least two other classmates about what kinds of pets, real or imagined, that they have. They review their information about each other's pets and, as a class, vote on who has the most interesting pet. To create additional interest, learners may use images of pets that are not their own.</p>	<p>Learners take a virtual field trip to a zoo in a country where the target language is spoken. In pairs, they will prepare a simple description of an animal found in the zoo and will serve as docents by introducing that animal to zoo visitors. They will describe the animal by giving simple facts about where the animal lives in the world, what the animal is like, and why they like or do not like that particular animal.</p>

STAGE 1

- Overview
- Learning Goals

STAGE 2

- Performance Assessments

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 2: Performance Assessment

How will learners/participants demonstrate what they can do with what they know by the end of the program?

TEACHER

TELL CRITERIA STATEMENTS

The criteria statements here were identified in Stage 1.

EVIDENCE/PRODUCT & BRIEF DESCRIPTION

TEACHER

Stage 2

Performance Assessment

No.	TELL CRITERIA STATEMENTS	EVIDENCE/PRODUCT & BRIEF DESCRIPTION
1.	P1 I plan learning experiences based on my local curriculum and state and national standards.	<i>Standards-Based Thematic Unit</i> — In groups, participants will design a thematic unit. Each group member will design a sequential individual learning plan within the unit.
2.	P3 I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.	<i>Learning Plan/Practicum</i> — Participants will create a learning plan that incorporates a variety of strategies allowing students to make progress toward daily goals in different ways. Participant will teach a lesson to group of high school students.
3.	P3c Units provide opportunities for students to gain competence in the three communicative modes.	<i>Learning Activities</i> — Participants will develop a series of activities based on an authentic text that address the three communicative modes.
4.	P3a Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.	<i>Performance Assessment Tasks</i> — Participants will create performance tasks in each mode for a specific proficiency level. Each task will reflect the thematic focus of the unit that is being created.
5.	PR3 I am a reflective practitioner.	<i>Reflective Journal</i> — Participants will reflect daily on the learning goals for that day. They will create and add documents that reflect their growth to their learning portfolio. They will also give questions, opinions, and suggestions to the program instructors.

STAGE 1

- Overview
- Learning Goals

STAGE 2

- Performance Assessment

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 3: Learning Experiences

What will prepare learners/participants to demonstrate what they can do with what they know?

STUDENT

PROGRAM CAN-DO STATEMENTS	CULTURE, CONTENT AND LANGUAGE	MAJOR LEARNING EXPERIENCES & EVIDENCE
<i>These Can-Dos are the learning goals identified in Stage 1.</i>	<i>List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.</i>	<i>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</i>

STUDENT

Stage 3 Learning Experiences

PROGRAM CAN-DO STATEMENTS <i>These Can-Dos are the learning goals identified in Stage 1.</i>	CULTURE, CONTENT AND LANGUAGE <i>List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</i>
<i>Interpretive Reading</i>		
1. I can recognize a few words, phrases, and characters with the help of visuals.	<ul style="list-style-type: none"> • Names of animals • Colors • Size • Actions 	Learners will work in groups to match images and words from the class collage.
<i>Interpretive Listening</i>		
2. I can recognize and sometimes understand basic information in words and phrases that I have memorized.	<ul style="list-style-type: none"> • Right/left/forward/backward • North/south/east/west • Turn right/left • On the right/on the left/behind/in front of • Stop Walk/ride/fly 	Learners will use a floor map made out of a shower curtain or other visual representation of cities/counties. Initially, they will demonstrate that they can get from one location on the map to another by following their teachers' directions. Eventually, learners will be able to trace routes on individual sheets of paper between various images.

STAGE 1

- Overview
- Learning Goals

STAGE 2

- Performance Assessment

STAGE 3

- Learning Experiences
- Evidence
- Resources
- Schedule

STAGE 3: Learning Plan

What will prepare learners/participants to demonstrate what they can do with what they know?

TEACHER

DAY #	LEARNING TARGETS	CHECKING FOR LEARNING	INSTRUCTIONAL RESOURCES
<i>Each day should have multiple learning targets.</i>	<i>Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</i>	<i>Describe how participants will demonstrate what they can do with what they know for each learning target.</i>	<i>Identify the major resources participants will use to work with the topics identified in column 2.</i>

STELLA Modules for Teacher Development

STUDENT & TEACHER PROGRAMS



STELLA Modules for Teacher Development

PERFORMANCE & FEEDBACK

How do my students and I use performance and feedback to advance student learning?

My students demonstrate growth through performances that are reflective of their learning experiences.

TELL Criteria: PF1

Instructional Topic: Importance of Assessment

Tasks (select as appropriate to meet the needs of participants):

- Participants will read an article or listen to a presentation about the importance of assessment in US schools today.
- Participants will discuss how the importance of assessment in US schools could affect their practices.
- Participants will analyze newspaper and online reports of test scores such as SAT, ACT and AP. Based on their teaching experience, they then discuss the importance of assessment within a school community.
- Participants will analyze and critique their own performance-based assessment practices.
- Participants will share their concerns about the importance of assessment with new and emerging teachers. They will also discuss how new and emerging teachers can address these concerns by changing their teaching philosophies and practices.

Resources:

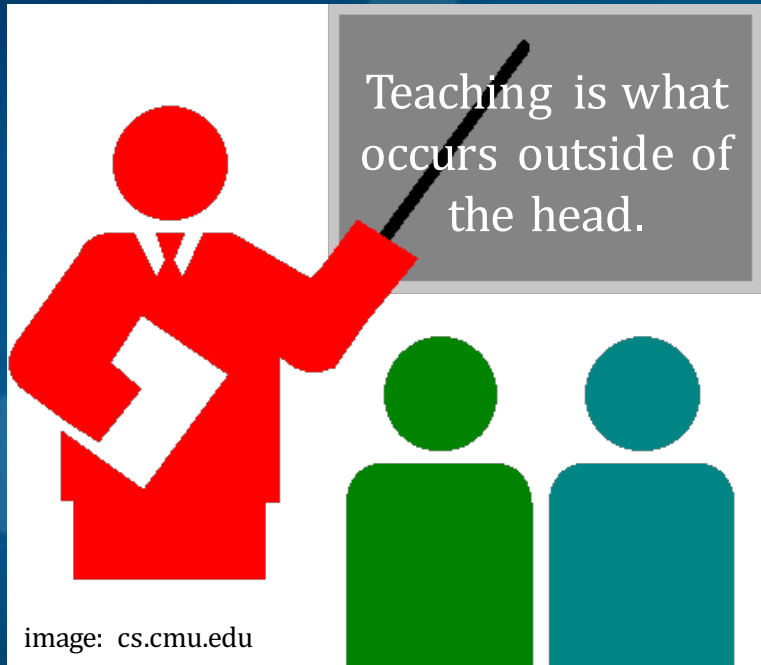
Annenberg Foundation. (2014). Teaching foreign languages K-12: Assessment strategies. [Video file]. Integrated Performance Assessment Segment 5:47–8:00; Interpretive task: Segment 8:00–14:45; Interpersonal and presentational tasks: Segment 18:15–22:00. Retrieved from <http://www.learner.org/libraries/tfl/assessment/analyze.html>

TEACHER

Stage 3 Learning Plan

DAY #	LEARNING TARGETS	CHECKING FOR LEARNING	INSTRUCTIONAL RESOURCES
<i>Each day should have multiple learning targets.</i>	<i>Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</i>	<i>Describe how participants will demonstrate what they can do with what they know for each learning target.</i>	<i>Identify the major resources participants will use to work with the topics identified in column 2.</i>
Day 1, June 13	I can identify similarities and differences in national and state standards. (P1)	Participants will complete a Venn diagram noting similarities and differences.	<ul style="list-style-type: none"> • ACTFL World Readiness Standards • State Standards
Day 1, June 13	I can identify the 5Cs of the World Readiness Standards and the state standards. (P1)	Participants will analyze learning plans for evidence of World Readiness and state standards. They will identify the modes of communication.	<ul style="list-style-type: none"> • Sample learning plans from heritage program classes.
Day 1, June 13	I can explain how today's learning connects to my teaching and can comment on how my learning was captured by the instructor. (PR3)	Participants will make a connection between what they learned today and their classroom explaining that connection to their peers.	<ul style="list-style-type: none"> • Reflective journal and moderated online discussion forum • Visual "checking for learning" list generated by participants
Day 2, June 14	I can identify key elements of novice proficiency. (P3a)	Participants will listen to novice samples in the interpersonal mode and identify the speech elements associated with novice.	<ul style="list-style-type: none"> • ACTFL Proficiency Guidelines • STARTALK ACTFL Proficiency Module • Heritage language samples and/or samples from ACTFL

Teaching vs. Learning



Learning is what occurs inside the head.

Ruby Payne

Checking for Learning

What do we mean by “*checking for learning*”?

How do I know what to check?

When do I use formative and summative checks for learning?

How can external assessment help in checking for learning?



What counts as evidence of learning?

How can I report progress of learning in meaningful ways?

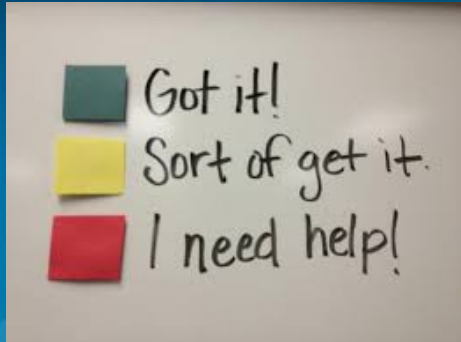
How can I give effective feedback?

How can students check for learning?

Checking for comprehension



Thumbs up /Thumbs down



Make sentence true



Hold ups



Act Out

Each **LEARNING TARGET** is assessed at the end of each **LEARNING EPISODE** with a **CHECK FOR LEARNING**.

STUDENT – Learning Plan

Learning Targets	Checking for Learning
What specific Can-Do addresses this episode?	How will you know that learners have met the learning target for this episode?

TEACHER – STAGE 3

Learning Targets	Checking for Learning
Unpack the TELL Criteria into specific Can-Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.	Describe how participants will demonstrate what they can do with what they know for each learning target.

Each **LEARNING TARGET** is assessed at the end of each **LEARNING EPISODE** with a **CHECK FOR LEARNING**.

STUDENT – Learning Plan

Learning Targets	Checking for Learning
I can ask and answer questions about where an animal is hiding in the house.	Learners will view images of the home shown in the video and will be able name the room in the images. They will alternate asking and answering questions to find out where a “hidden” animal is hiding.

TEACHER – STAGE 3

Learning Targets	Checking for Learning
I can identify an authentic text and create an activity based on the language and/or images in the the text.	Participants will identify a video from the target culture and will design a series of learning experiences that are based on that video.

What was the “can do” statement and how did the teacher check for learning?



Next steps.....



1. Attend required and suggested sessions.
2. Create a list of questions for the meeting with your team leader on Saturday.
3. Bring your questions to the new program session on Saturday 1:30 – 2:30 in Marquette 5
4. Send your template in stages to your team leader.

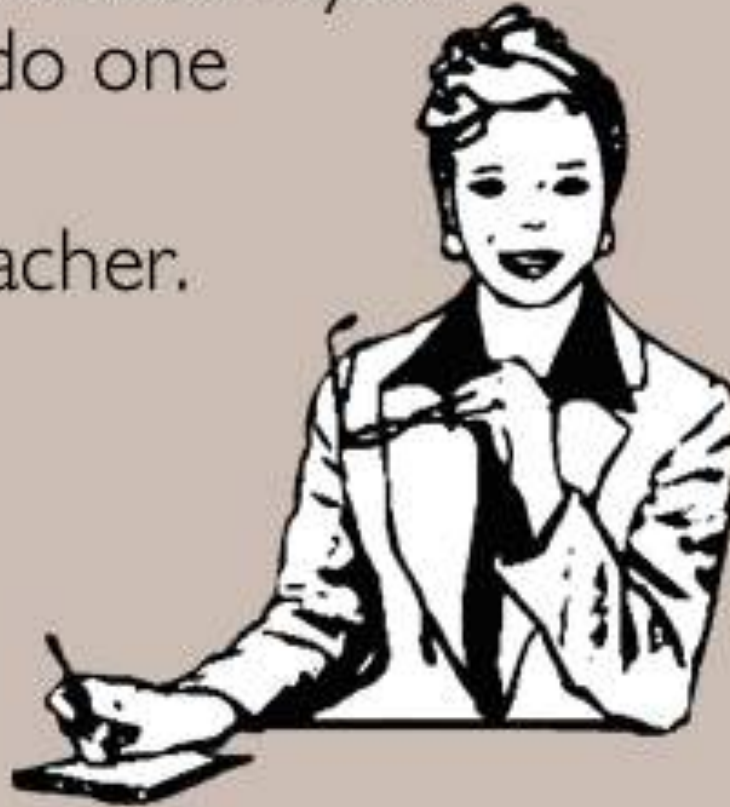
Workshop Learning Targets

I can **explain** the purpose and mindset of STARTALK to those who will be involved in my program.

I can **explain** the process for development of the curriculum templates and student learning plans.

I can **select** available resources and tools when planning the program.

Sometimes I like to treat myself
at work and just do one
thing at a time.
Oh, wait, I'm a teacher.



your  cards
someecards.com

image: <http://www.someecards.com>

Connecting with your Team Leaders



- Meet your team leader – put a name and face together
- Ask a burning question
- Schedule a time for a separate meeting