

STARTALK

Sample Curriculum: Practicum Program



Practicum Programs provide opportunities to plan and implement key concepts for effective language teaching in a direct teaching experience in a student program. Participants in practicum programs participate in an initial teacher training experience and then implement their new learning while teaching in a connected STARTALK student program.

Sample Curriculum Structure

The sample curriculum outlines one possible option for completing the curriculum template for teacher programs. This sample curriculum is not complete and only unpacks one representative TELL criterion. Individual programs will need to complete their own curriculum to address the needs of their participants and the intent of their proposal.

The curriculum template for teacher programs follows the backward design process for curriculum development. Stage 1 asks programs to identify desired results. In this section, programs will work with the domains and criteria in their proposal and will identify the most appropriate subcriteria from the Teacher Effectiveness for Language Learning (TELL) Framework that will serve as specific goals for the program. Stage 2 asks programs to identify the performance tasks that allow participants to provide evidence of their learning. Stage 3 asks programs to identify checks for learning that provide evidence of learning as participants acquire, process, and apply new knowledge and skills.

Program Summary

In a short paragraph, describe the overall focus of the program by responding to two questions: 1) What is the primary intent of this program, and 2) what type of participant would benefit the most? The program summary should clearly explain the intent of the program and describe who will be part of the program and what they will do.

This practicum program provides a differentiated two-week session for up to 15 Russian teachers to learn to deliver effective instruction and assess student learning in a standards-based instructional program at the K–12 level. Participants must have at least five years of experience teaching and be well-versed in the World-Readiness Standards for Learning Languages and the STARTALK principles. The program meets seven hours a day over a two-week period; each participant spends three hours per day in the teacher training portion of the program and four hours per day taking individual responsibility for teaching students in the linked student program. The outcomes of the program will be documented in Catalyst, and evidence will include videos of teaching, a reflective journal on participants' learning and classroom observations, a final reflection detailing the student progress they saw and their personal thoughts on their classroom work, and a plan for implementing newly acquired skills in their regular school program.



Stage 1

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

In this stage, the curriculum identifies the goals that will guide all of the learning experiences for the program.

Program Goals

In the proposal, programs selected domains and criteria from the TELL Framework based on the anticipated needs and experience levels of their participants. The curriculum identifies the supporting TELL subcriteria that will function as a cohesive set of guiding program goals. The selected TELL subcriteria align with the major topics, behaviors, and strategies identified in the program overview. The number of TELL subcriteria selected depends on the experience level of the teachers as well as the number of contact hours the program provides in both face-to-face and online learning. Limit the number of TELL subcriteria to ensure participants have sufficient time to acquire, process, and apply new learning.

TELL Criterion 1

Learning Experience LE2

The teacher uses daily learning targets and a sequence of activities to capture and maintain students' energy and commitment to learn.

Subcriteria

- LE2.a** The teacher shares learning targets in student-friendly language.
- LE2.e** The teacher intentionally references the learning targets during a lesson.
- LE2.f** The teacher returns students' attention to the learning targets at the end of a lesson.

TELL Criterion 2

Planning PL4

The teacher plans lessons that allow students to acquire the knowledge and skills needed to meet the performance objectives.

Subcriteria

- PL4.a** The teacher sets daily learning targets that unpack the performance objectives of the unit.
- PL4.b** The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets.
- PL4.c** The teacher plans activities that enable students to meet the daily learning targets.

TELL Criterion 3

Professionalism PR4

The teacher uses processes that facilitate analysis of and reflection on their current practices.

Subcriteria

- PR4.a** The teacher reflects regularly on their beliefs and practices and how they impact student learning.
- PR4.b** The teacher routinely reflects on evidence of student learning.



Stage 2

How will participants demonstrate what they can do with what they know?

In this stage, the curriculum describes the performance assessment tasks a program will use as evidence that a participant has met the program goals identified in stage 1.

Performance Tasks

These performance assessments require participants to demonstrate that they are prepared to transfer their learning in the STARTALK program into their own teaching environments. Each performance task is based on a set of goals made up of one TELL criterion and the supporting subcriteria from stage 1. These performance tasks allow participants to provide evidence of their growth and learning in the program.

TELL Criterion 1 Learning Experience LE2

The teacher uses daily learning targets and a sequence of activities to capture and maintain students' energy and commitment to learn.

Subcriteria LE2.a The teacher shares learning targets in student-friendly language.

Subcriteria LE2.e The teacher intentionally references the learning targets during a lesson.

Subcriteria LE2.f The teacher returns students' attention to the learning targets at the end of a lesson.

Performance Task

Implementing a Learning Plan—Participants teach a learning plan that is appropriate for the curriculum of the co-located student program. They video record the lesson and then analyze how they introduced, referenced, and assessed the learning targets of that lesson. They share a written reflection, inviting others to comment on what they noted.



Stage 3

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

In this stage, the curriculum outlines a learning plan based on the TELL subcriteria identified as goals in stage 1. Each selected TELL subcriterion functions as a learning target.

Checks for Learning

For each TELL subcriterion, the curriculum describes a series of checks for learning that move participants from acquiring and processing new learning to applying that learning in ways that prepare them to implement new skills in their own teaching environments. These checks for learning anchor the learning experiences of the participants.

TELL Criterion 1

Learning Experience LE2

The teacher uses daily learning targets and a sequence of activities to capture and maintain students' energy and commitment to learn.

Performance Task 1

Implementing a Learning Plan—Participants teach a learning plan that is appropriate for the curriculum of the co-located student program. They video record the lesson and then analyze how they introduced, referenced, and assessed the learning targets of that lesson. They share a written reflection, inviting others to comment on what they noted.

LE2.a The teacher shares learning targets in student-friendly language.

ACQUIRE: Participants read and discuss STARTALK materials related to learning targets. They analyze lesson can-do statements from the student program curriculum. They observe and watch video clips of various lessons to note how teachers share learning targets.

PROCESS: Participants generate options for sharing learning targets with students, keeping in mind the check for learning that students will do by the end of a learning episode.

APPLY: Participants create a learning plan and explain to peers how they intend to introduce the learning target and their plan to check for learning. Based on feedback, they will modify the lesson before teaching in the student program.

LE2.e The teacher intentionally references the learning targets during a lesson.

ACQUIRE: Participants review learning plans from past programs and STARTALK Create to determine where and how learning targets are referenced during lessons.

PROCESS: Participants determine a logical sequence for the lesson can-do statements and plan to recycle as appropriate.

APPLY: Participants pair to share lesson plans. They will collaborate to confirm the best sequence of learning experiences.



LE2.f The teacher returns students' attention to the learning targets at the end of a lesson.

ACQUIRE: Participants analyze video clips, comparing the lesson learning target to what they observe in the class. They note the specific evidence that individual students have met the target and categorize the evidence by mode of communication. They compare their observations in small groups

PROCESS: Participants observe the co-located student program and create a list of observed checks for learning. In small groups, they process what they have seen and share thoughts and feedback. They meet and share their thinking with another group.

APPLY: Participants teach and record a lesson in the co-located student program. They analyze the effectiveness of the final check for learning and document the individual progress of students based on the evidence they observe.

Reflection

Programs should plan for reflection throughout the learning cycle so that participants reflect as they acquire, process, and apply new learning. Consider how participants will engage in reflective practice that allows them to internalize, reframe, and transfer new learning for implementation in their own teaching practice.

Participants reflect on lessons that they observe and teach in the co-located program. In addition to reflecting on the learning plans, learning targets, and checks for learning, they note how each is introduced and referenced throughout the lesson. They select and monitor the performance of three students who appear to learn differently, documenting the performance of each on the checks for learning. Finally, they reflect on changes they will make in their instruction based on what they have learned.

Resources

Programs must identify the major resources they will use to support planned learning experiences based on the identified TELL criterion and subcriteria.

- [STARTALK Learning Plan Guide](#)
- [STARTALK Gradual Release of Responsibility Model Adapted for Language Learning](#)
- [STARTALK Learning Plan Training Video](#)



Program Outline & Schedule

What is the schedule of instructional topics for the program based on the learning plan developed in stage 3? Create a schedule that provides time for participants to build understanding of each instructional topic before expecting participants to apply new learning. Identify the person who is primarily responsible for facilitating the learning experiences for participants. Name any guest speakers if applicable. Do not schedule guest speakers on the day of a site visit.

Date	Instructional Topic	Primary Facilitator(s)
June 14	Student Curriculum Overview and Learning Plans, Reflection	Program Director
June 15	Observation, Lesson Plan Analysis and Development, Reflection	Program Director
June 16	Observation, Lesson Plan Analysis and Development, Reflection	Program Director
June 17	Instruction in Student Program, Processing, Lesson Development, Reflection	PD/Instructional Lead
June 18	Instruction in Student Program, Processing, Lesson Development, Reflection	PD/Instructional Lead
June 19	Instruction in Student Program, Processing, Lesson Development, Reflection	Instructional Lead
June 20	Direct Instruction/Observation in Student Program, Reflection	Instructional Lead
June 21	Direct Instruction/Observation in Student Program, Reflection	Instructional Lead
June 22	Direct Instruction/Observation in Student Program, Reflection	Instructional Lead
June 23	Direct Instruction/Observation in Student Program, Reflection	Program Director
June 24	Student Curriculum Overview and Learning Plans, Reflection	Program Director
June 25	Observation, Lesson Plan Analysis and Development, Reflection	Program Director

