STARTALK
Sample Curriculum: Focus Program

Focus Programs provide opportunities to plan for implementation of selected key concepts for effective language teaching. Participants in STARTALK teacher focus programs develop a deep understanding of key concepts and create materials and resources to plan for implementation in their teaching environments. Participants may attend multiple programs with different areas of focus.

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 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 seven-day program focuses on developing a sequence of learning experiences that will lead to independent production of key can-do statements that reflect functional output goals. The target audience are teacher participants with at least three years of experience in the classroom so that basic expertise in lesson planning is already established. Target enrollment is a maximum of 20 teachers of any of the STARTALK languages. To ensure consistency around experience in basic lesson planning, the program will require a pre-program online module that will address an effective lesson plan. As a result of this program, participants will be able to deconstruct a set of unit learning targets that identify performance tasks and use the unpacked can-do statements to develop a sequence of lesson plans and learning episodes that will result in a learning pathway ending in independent production with no to minimal cueing, prompting, or scaffolding.

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

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.c** | The teacher plans activities that enable students to meet the daily learning targets. |

TELL Criterion 2

Planning PL7
The teacher plans opportunities for students to produce language in the interpersonal and presentational modes.

Subcriteria

| **PL7.b** | The teacher plans activities for students to produce language within the range of their proficiency targets. |

TELL Criterion 3

Learning Tools LT2
The teacher uses a variety of resources to help students produce language in the interpersonal and presentational modes.

Subcriteria

| **LT2.b** | The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language. |

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   **Planning PL4**

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Subcriteria   **PL4.a**   The teacher sets daily learning targets that unpack the performance objectives of the unit.

Subcriteria   **PL4.c**   The teacher plans activities that enable students to meet the daily learning targets.

Performance Task

Learning Progression—Participants are given a set of unit goals that prepare students for a specific performance assessment task. Participants then unpack each unit goal into necessary lesson can-do statements for each mode of communication. Participants then plan a series of learning activities based on the GRR (gradual release of responsibility) model. Participants make sure that the activities prepare students for the assessment task and that they are appropriate for the proficiency level of the students.

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

Planning PL4

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

Performance Task 1

Learning Progression—Participants are given a set of unit goals that prepares students for a specific performance assessment task. Participants then unpack each unit goal into necessary lesson can-do statements for each mode of communication. Participants then plan a series of learning activities based on the GRR (gradual release of responsibility) model. Participants make sure that the activities prepare students for the assessment task and that they are appropriate for the proficiency level of the students.

PL4.a The teacher sets daily learning targets that unpack the performance objectives of the unit.

ACQUIRE: Participants read and discuss articles on the purpose and effectiveness of learning targets. They then discuss sample learning targets to determine purpose and effectiveness.	**PROCESS**: Participants work in pairs or small groups. They will use a set of existing learning targets to identify those that are appropriate for meeting a specific performance assessment task. They explain why some learning targets are not appropriate.	**APPLY**: Participants work in pairs or small groups. Each pair or group will deconstruct a set of unit goals into learning targets that will prepare students for success on the performance assessment task. They share and explain the rationale for their learning targets with other groups.

PL4.c The teacher plans activities that enable students to meet the daily learning targets.

ACQUIRE: Participants read a short article on GRR. They then work with the STARTALK GRR model and analyze a learning plan to identify the different GRR stages. Participants work in small groups to analyze learning plans for evidence of GRR.	**PROCESS**: Participants work in pairs or small groups. Each pair or group will use a set of non-sequenced learning activities to create a logical sequence for the learning activities that follows GRR. They share and explain the rationale for their sequence with other groups.	**APPLY**: Each participant has a sequence of three learning targets. Participants must create a sequence of learning activities that allow students to demonstrate success for that learning target. Each activity will be labeled with the correct GRR phase. Participants pair off to provide peer feedback for the learning progression.

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 will work with a learning plan from a lesson they have recently taught and will analyze that lesson according to the work that they have been doing. They will respond to 3 questions:

1. How clear were my learning targets?
2. How well did I sequence the learning activities for the learning targets?
3. What will I need to keep in mind for future learning plans?

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 Adapted for World Language
- STARTALK Learning Plan Training Video
- STARTALK Classroom Activities
- Total Participation Techniques Himmele & Himmele
- BVP While We're on the Topic pp 80-89
- The Low Down on Learning Progressions James Popham ASCD

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 28-July 2	*Pre-Program online module:* The foundational elements of effective lesson planning	Instructional Lead
July 6	Community building activities and connecting pre-program work on STARTALK Learning Plan	Instructional Lead
July 7	Introduction to learning progressions and key components — lesson can-do statements, communicative tasks, and checks for learning	Instructional Lead
July 8	Sample learning progressions and analysis of video samples	Instructional Lead
July 9	Unit goals, tasks and learning progressions based on proficiency and performance	Guest speaker
July 10	Develop learning progressions	Instructional Lead
July 11	Develop learning episodes	Instructional Lead
July 12	Develop learning episodes and share for peer feedback	Instructional Lead