

PROGRAM  
PROPOSAL

CURRICULUM  
TEMPLATE

LEARNING  
PLANS

SITE VISIT  
REPORT

FINAL  
REPORT

# Cultivating Growth: Planning for Learning

TEACHER PROGRAMS



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

# SESSION LEARNING TARGETS

I can **explain** the role of the learning plan in stage 3 of the curriculum template for teacher programs.

I can **unpack** TELL criteria statements into individual learning targets.

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

I can **develop or support the development** of a focused learning plan for my program.

# LEARNING PLANS

NEW FOR 2016

- part of the curriculum template for teacher programs
- creates a progression of learning
- unpack the TELL criteria statements
- focused on checking for learning
- replaces syllabus requirement
- supported through STELLA resources



What are the characteristics of an effective STARTALK program?

high expectations

cognitive engagement

flow

relevant, real-world

intentional

efficient

evidence of learning

purposeful

aligned

differentiated

integrated

accurate

learner-centered

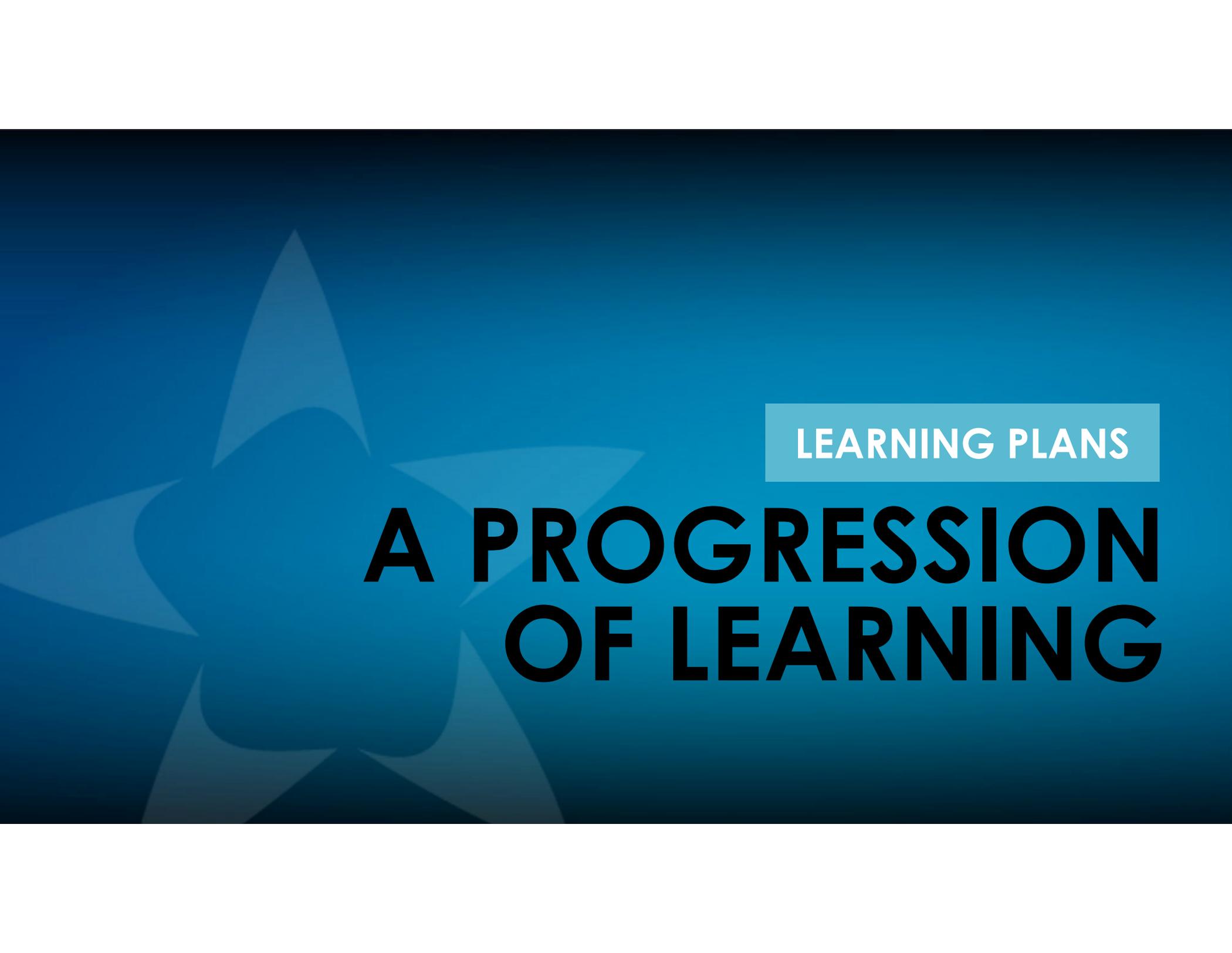
connected

sequenced

clear

focused

cohesive



LEARNING PLANS

# A PROGRESSION OF LEARNING

# ONLINE CURRICULUM TEMPLATE

## STAGE 1

Identify TELL Domain and TELL Criteria Statements that frame the program

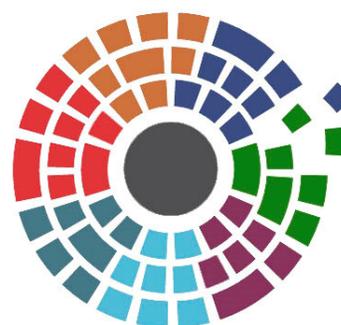
## STAGE 2

Identify evidence that captures end-of-program growth and learning

## LEARNING PLAN

Develop a progression of learning that will allow participants to meet the goals identified by the TELL Criteria

# UNPACKING THE TELL CRITERIA



**teacher effectiveness**  
FOR LANGUAGE LEARNING

[www.TELLproject.org/framework](http://www.TELLproject.org/framework)

# PLANNING

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

I can identify the 5Cs of the World Readiness Standards and the state standards.

I can identify similarities and differences in national and state standards.

I can explain the core principles that went into the development of my local curriculum.

# PERFORMANCE & FEEDBACK

PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

My students and I use rubrics as ways to define quality and to provide feedback. (PF2e)

I can accurately identify proficiency levels of student work using a rubric.

I can design feedback for my students that will allow them to improve their performance.

How many Learning Targets should we develop for our program?

Do we need to develop Learning Targets for any activities scheduled to take place before or after the face-to-face program?

# ONLINE CURRICULUM TEMPLATE

## FREQUENTLY ASKED QUESTIONS

For planning purposes additional support documents for both teacher and student curriculum templates can be found at <https://startalk.umd.edu/public/resources/curriculumtemplates>

### TECHNICAL AND LOG-IN QUESTION

**How do I login to the online curriculum template?**

Go to [STARTALK.umd.edu](https://startalk.umd.edu) and login to SOPHIE using your email and existing password. Look at the menu on to the left side of the screen. Under Dashboard, find My Programs and under My Programs click on Program Curriculum.

**How do I start working on the template?**

Log into SOPHIE. Look to the left hand column. Under My Programs, select Program Curriculum. Look to the far right column under Status. Click on basic program information or on any stage to begin that stage. Once you are in the online system, you can navigate by returning to Status. You can also navigate from within at the top of the page by clicking on the tabs or at the bottom by clicking on next or previous.

**How do I create a curriculum?**

The Program Director or Lead Instructor initiates the process by clicking "Add" and by then giving the curriculum a title. The title should be descriptive enough that other can easily distinguish between curriculum templates especially when programs have more than one template.

**How do I create additional curriculum templates?**

The Program Director or Lead Instructor is able to create additional curricula by again clicking "Add" and giving the new curriculum a different title.

**Is a sample template available for programs?**

The program can click directly on the "accompanying guide" from within the online curriculum template to see both a sample student and teacher template. These have been revised for 2016 to reflect the new design.

**How can I get help when filling out a question?**

There are embedded hints throughout the online template. These hints are marked by a question mark within the online document. Clicking on the question mark will display a prompt or provide a sample.

**What does "View Proposal Response" mean?**

Clicking this link will take you to the response that you gave in your proposal. In some cases, you may be able to use that response as is. In others, you may wish to modify the original response. These fields are intended to strengthen the connection between goals identified in the proposal and those identified in the curriculum template.

**Do I have to save my work?**

Yes. There is a save button at the bottom of each stage. If you try to exit that Stage without saving, you will be prompted to save your work. If you simply close the program, you will lose your work.

**Can I save the work without submitting the work for review by the team leader?**

Yes. You can work in the section for as long as you want, but you must submit for review when you are done from your team leader. You must then let your team leader know that a stage is ready for review.

**How do I add rows when I need them?**

You will see an "add row" or "add goal" button under the current row. You will be prompted to add a row or goal.

**How do I delete rows?**

You will see a minus sign usually to the right of the row. Clicking on the minus sign will delete the row.

**Is it possible to reorder rows?**

Yes. You can click on the "reorder" button to move the row up or down.

# FREQUENTLY ASKED QUESTIONS DOCUMENT



# UNPACKING THE TELL CRITERIA

Pick a TELL criteria below & identify 1-3 learning targets.

LT2: I use a variety of learning tools to help learner produce language, culture and content to meet performance objectives.

P2: I plan learning experiences that address the unique needs and interests of my students.

PF1: My students demonstrate growth through performances that are reflective of their learning experiences.



# UNPACKING THE TELL CRITERIA

LT2: I use a variety of learning tools to help learner produce language, culture and content to meet performance objectives.

I can use available technologies to develop real world language and cultural competencies.  
(LT2a)

I can analyze several web-based application for their effectiveness and appropriateness for producing novice level language.

I can develop a lesson plan that includes a learning episode implementing mobile apps.



# UNPACKING THE TELL CRITERIA

P2: I plan learning experiences that address the unique needs and interests of my students.

I can identify common characteristics of different age groups of learners.

I can identify and explain different learning styles addressed when given a list of learning tasks.  
(STELLA)

I can design a student interest survey gathering input to a theme of an upcoming unit.



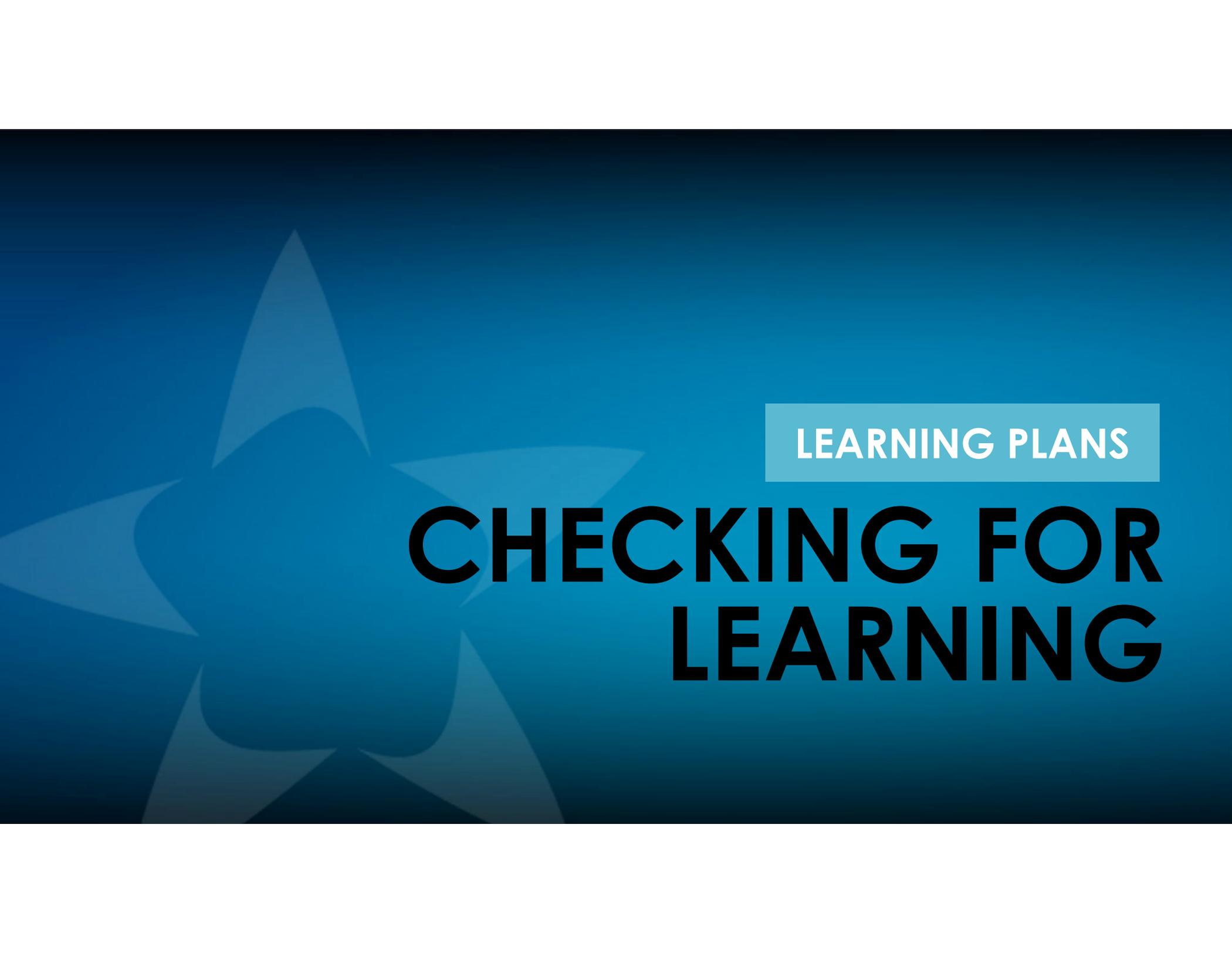
# UNPACKING THE TELL CRITERIA

PF1: My students demonstrate growth through performances that are reflective of their learning experiences.

I can compare and contrast performance tasks and non-performance-based activities. (STELLA)

I can develop a performance assessment in the interpersonal mode.

I can create an integrated performance assessment with a colleague for a topic appropriate for the level I teach. (STELLA)



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 teacher programs to MODEL the behaviors we want teachers to implement in the classroom

# CHECKING FOR LEARNING



What are your “go to” strategies for checking for learning in a teacher program?

Checking for Learning allows teacher programs to MODEL the behaviors we want teachers to implement in the classroom.

# 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



LEARNING PLANS

# BACK TO THE TEMPLATE

Pages 30-32

## LEARNING TARGET

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 topics identified in column 2.

**STARTALK is not requiring programs to submit a syllabus this year.**

## LEARNING TARGET

## CHECKING FOR LEARNING

## INSTRUCTIONAL RESOURCES

I can identify the 5Cs of the World Readiness Standards and the state standards.

Participants will analyze learning plans for evidence of World Readiness and state standards. They will identify the modes of communication.

Sample learning plans from heritage program classes.



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

## LEARNING TARGET

I can identify key elements of intermediate proficiency.

## CHECKING FOR LEARNING

Participants will listen to intermediate samples in the interpersonal mode and identify the speech elements associated with intermediate.

## INSTRUCTIONAL RESOURCES

Heritage language samples and/or samples from ACTFL.



P3a: Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.

# Sample Teacher Template

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"> <li>• ACTFL World Readiness Standards</li> <li>• State Standards</li> </ul>
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"> <li>• Sample learning plans from heritage program classes.</li> </ul>
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"> <li>• Reflective journal and moderated online discussion forum</li> <li>• Visual "checking for learning" list generated by participants</li> </ul>
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"> <li>• ACTFL Proficiency Guidelines</li> <li>• STARTALK ACTFL Proficiency Module</li> <li>• Heritage language samples and/or samples from ACTFL.</li> </ul>
Day 2, June 14	I can identify key elements of intermediate proficiency. (P3a)	Participants will listen to intermediate samples in the interpersonal mode and identify the speech elements associated with intermediate.	<ul style="list-style-type: none"> <li>• Heritage language samples and/or samples from ACTFL.</li> </ul>

A large, stylized blue starburst graphic is positioned on the left side of the page. It consists of several overlapping, rounded, petal-like shapes that radiate from a central point, creating a starburst effect. The colors range from a dark blue to a lighter, almost white blue.

LEARNING PLANS

# THE STELLA CONNECTION

# THE STELLA CONNECTION

**STARTALK** *Start Talk* **STELLA Modules for Teacher Development**  
**ENVIRONMENT**  
*How do I create a safe and supportive learning environment to prepare for student learning?*

**I build appropriate relationships with my students to promote a safe and positive learning environment.**  
 TELL Criteria: E1

**Instructional Topic:** Culturally Responsive Classrooms

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

- Participants will view video(s) on the history of US public education from 1950 to the present. Participants will read articles on culturally responsive classroom management.
- Participants will discuss culturally responsive pedagogy and equity in education and will consider the historical, sociocultural, and legal context for US education. They will reflect on how differences and similarities between their backgrounds and what they have learned about the US system may impact teaching and learning in their US classrooms.
- Participants will document how they are using a culturally responsive classroom plan to build appropriate relationships in their practice.
- Participants will take a cultural awareness assessment and reflect on how a teacher's cultural identity can influence his or her practice.
- Participants will relate the concept of culturally responsive pedagogy and equity in education to their current practice in the school community.
- Participants will conduct research focused on the diverse needs of their students and their community and the ways they can best meet students' needs.

**Resources:**

Committee for Children. (2012, August). Key factors in creating a positive classroom climate. *Committee for Children e-newsletter*. Retrieved from <http://www.cfchildren.org/education/about-us/e-newsletter/articletype/articles/id/7934.aspx>

Trumbull, E., & Rothstein-Fisch, C. (2008, September). Cultures in harmony. *The positive classroom*. *Educational Leadership*, 66(1), 63-66.

Weinstein, C. S., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory into Practice*, 42(4), 269-276. Retrieved from <http://www.jstor.org/stable/1477388?seq=1>

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38. Retrieved from <http://jte.sagepub.com/content/55/1/25.abstract>

**STARTALK** *Start Talk* **STELLA Modules for Teacher Development**  
**COLLABORATION**  
*How does my collaboration with stakeholders support student learning?*

**I discuss student performance goals and outcomes of the class/course/program with all stakeholders.**  
 TELL Criteria: C2

**Instructional Topic:** Identifying Program Goals

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

- Participants will look at existing curricula, units, and lesson plans from different language programs and will identify the goals that are articulated. They will identify curricula, units, and lesson plans that have clear goals and those that do not have clear goals. They will brainstorm how they might create clearer goals for curricula, units, or lesson plans that they have reviewed.
- Participants will be asked to bring one of their own units or lesson plans to share with other participants in small groups they will discuss the stated unit and/or lesson goals.
- Participants will draft goals for a program level and/or course that they would likely teach (e.g., beginner Chinese at a high school, heritage literacy for Russian speakers at middle school, language through content in a dual-language Arabic program at an elementary school). They will then share those goals in small groups in order to get feedback.

**Resources:**

American Council on the Teaching of Foreign Languages (ACTFL). (2014). *World-readiness standards for learning languages*. Retrieved from <http://www.actfl.org/sites/default/files/pdf/World-ReadinessStandardsforLearningLanguages.pdf>

American Council on the Teaching of Foreign Languages (ACTFL). (2012). *ACTFL proficiency guidelines*. Retrieved from [http://www.actfl.org/sites/default/files/pdf/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdf/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

American Council on the Teaching of Foreign Languages (ACTFL). (2012). *Performance descriptors for language learners*. Retrieved from <http://www.actfl.org/sites/default/files/pdf/PerformanceDescriptorsLanguageLearners.pdf>

American Council on the Teaching of Foreign Languages (ACTFL). (2013). *NCCFL-ACTFL can-do statements: Progress indicators for language learners*. Retrieved from [http://www.actfl.org/sites/default/files/pdf/Can-Do\\_Statements.pdf](http://www.actfl.org/sites/default/files/pdf/Can-Do_Statements.pdf)

**Instructional Topic:** Communicating Program Goals

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

- Participants will create a chart about how the program goals will be clearly conveyed to relevant stakeholders. They will brainstorm different ways of articulating program, unit, and lesson goals and will consider ways to engage relevant stakeholders in the planning of programs, units, and/or lessons. They will create a two-column chart of relevant stakeholders such as parents, administrators, the school board, etc., and come up with corresponding goal statements that will be clear and understandable to the different stakeholders.

**STARTALK** *Start Talk* **STELLA Modules for Teacher Development**  
**LEARNING TOOLS**  
*How do my students and I capitalize on a variety of learning tools to advance student learning?*

**I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.**  
 TELL Criteria: L1

**Instructional Topic:** Learning Tools Inventory

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

- Participants will explore different examples of print, media, and online learning tools, and discuss the tools' potential uses for achieving various types of learning objectives, taking into account the differentiated learning styles and levels of the classes.
- Participants will be given a wide variety of learning objectives that cover various curricular objectives. Participants will then select, demonstrate, and defend their opinions about which learning tools will best achieve their and students' objectives. These choices will take into account student learning styles and proficiency levels addressed within the participants' curriculum.
- Participants will create a lesson that demonstrates appropriate use of learning tools for achieving selected learning outcomes. They will highlight how these learning tools can be used with a class of students that has various learning styles and proficiency levels.

**Resources:**

NOVASTARTALK. (2014). *NOVASTARTALK technology-enhanced language instruction*. Retrieved from <http://novastartalk.nvcc.edu>

**Instructional Topic:** Classroom Learning Aids

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

- Participants will read chapter thirteen in *Language and Children: Making the Match: New Languages for Young Learners* (5th edition) and will use the study questions at the end of the chapter to discuss how classroom learning aids can facilitate learning.
- Participants will work together in pairs or small groups. Each pair or group will focus on one video of actual instruction from a foreign language classroom (such as those used in the Ammerberg series: <http://www.learner.org/teacherset/>). They will note what classroom-learning aids were present and how they were or were not used and whether they were utilized successfully in the lesson. They will offer suggestions of other possible aids that could have been used.
- After reading the selected chapter (or comparable articles) and viewing videos of actual classroom teaching, participants will discuss a lesson or unit they have previously taught, sharing with the group any classroom-learning aids that were used in that lesson or unit. As a group, they will talk about additional aids that could have been used to facilitate learning within each of the lessons/units discussed.

**STARTALK** *Start Talk* **STELLA Modules for Teacher Development**  
**THE LEARNING EXPERIENCE**  
*How do I provide meaningful learning experiences that advance student learning?*

**I use the daily performance objectives to capture my students' energy and commitment.**  
 TELL Criteria: L12

**Instructional Topic:** Start-Up Activities

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

- Participants will read an article about methods of engaging students at the start of class.
- Participants will explore examples of effective start-up activities to immediately engage learners. If possible, participants will simulate both a strong and engaging class opening and a weak class opening, and will then consider the potential impact of each on student behavior.
- Participants will develop brief start-up activities (no longer than five minutes) based on a provided list of performance objectives.
- Participants will develop an interactive presentation for novice teachers on student motivation, addressing the use of student background information and child/adolescent psychology. They will include sample start-up activities (based on performance objectives) that are particularly effective in their classroom.

**Resources:**

Cheesman, K. (2005, November 12). Methods of engaging students at the start of class: Encouraging students to be involved in their own learning. *Society of College Science Teachers*. Retrieved from <http://www.indiana.edu/~resweb/ht/engage2.pdf>

**Instructional Topic:** Importance of Performance Objectives

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

- Participants will read about performance objectives in chapter three of *Teacher's Handbook: Contextualized Language Instruction*.
- Participants will compare lessons guided by performance objectives (what students can do) versus transmission-based lessons (what students know).
- Participants will analyze lesson plans for which no performance objectives are provided and will generate appropriate performance objectives for each lesson.
- Participants will conduct an idea-sharing session for novice teachers on devising and writing strong, clear performance objectives to capture students' energy and commitment to language learning.

**Resources:**

- Shrum, J. L., & Glean, E. W. (1994). *Teacher's handbook: Contextualized language instruction*. Boston: Heinle & Heinle.

<https://startalk.umd.edu/public/resources/stella>

# THE STELLA CONNECTION

- STELLA modules offer guidance through practical activities that illustrate both the STARTALK principles and practices identified by the TELL Framework
- Activities in the modules are intended as suggestions for programs working with the instructional topics provided
- Most modules suggest resources that may prove helpful when working with particular concepts



LEARNING PLANS

# **SOME WORDS OF ADVICE**

# TIPS FOR COMPLETING THE TEMPLATE



Develop your learning plan OFFLINE (this year only) before moving it to the online template.



Make sure stage 1 and stage 2 have been approved by your team leader before starting on stage 3.



Number of learning targets will vary moving from many to few as a program progresses and allows for more opportunities or participant application.

# CURRICULUM REVIEW QUESTIONS

- Do the learning targets clearly align with the Criteria statements?
- Has the program clearly indicated the progression of learning that will take place?
- Is it clear how participants will demonstrate what they can do with what they know for each learning target?
- Has the program indicated specific resources that they will use for each learning target?
- Does this section capture the learning targets for before, during, and after the program?
- Is it clear how the learning experiences before the start of the program connect to the goals of the onsite program?

high expectations

cognitive engagement

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# QUESTIONS



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# Cultivating Growth: Planning for Learning