

PROGRAM  
PROPOSAL

CURRICULUM  
TEMPLATE

LEARNING  
PLANS

SITE VISIT  
REPORT

FINAL  
REPORT

# Aligned with a Growth Mindset

TEACHER PROGRAMS

# WORKSHOP LEARNING TARGETS

I can **explain** what is meant by focused and alignment with a growth mindset.

I can **develop** or **support** the development of a curriculum template in the new online format.

I can **locate** available resources and tools that may be of help when planning the program.



What questions  
do you have?

Share your questions  
and comments at:

<http://tinyurl.com/STARTALKquestions16>



If you had to tell a new program director what was essential to know about STARTALK, what materials were critical, what would you say?



Implementing a standards-based and thematically organized curriculum



Facilitating a learner-centered classroom



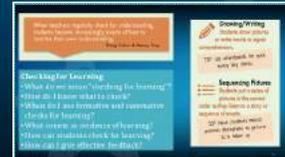
Using the target language and providing comprehensible input for instruction



Integrating culture, content, and language in a world language classroom



Adapting and using age-appropriate authentic materials



Conducting performance-based assessment

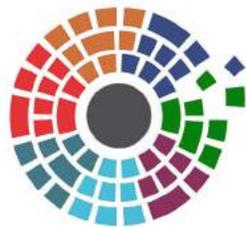
# ESSENTIAL RESOURCES



**WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES**



NCSSFL-ACTFL  
**Can-Do Statements**  
Progress Indicators for Language Learners



**teacher effectiveness**  
FOR LANGUAGE LEARNING

# 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?

A woman with a frustrated expression, pulling at her hair, is the central figure. She is surrounded by various educational terms and speech bubbles. The terms include 'CLIP', 'LE', 'PROGRAM PROPOSAL', 'FINAL REPORT', and 'CONFERENCES'. The speech bubbles contain the following text: 'I thought I already gave them that information? Why am I writing an overview three times?', 'This takes too much time!', 'Lesson plans or learning plans – they really don't help!', 'Why do I have to keep revising this template?', and 'Why are we doing this? We are not going to use it in our program.'

I thought I already gave them that information? Why am I writing an overview three times?

This takes too much time!

Lesson plans or learning plans – they really don't help!

Why do I have to keep revising this template?

Why are we doing this? We are not going to use it in our program.

# a · lign · ment

/ə'liŋmənt/

a position of agreement or alliance

the route or course of a road or railroad

arrangement in a straight line

# a · lign · ment

/əˈlɪnmənt/

a position of agreement or alliance

the route or course of a road or railroad

arrangement in a straight line

a position of agreement or alliance

**Focused & Aligned  
with a Growth Mindset**

**Focused** on evidence of learning for teachers and students

**Aligned** to create a seamless process that allows for a constant focus on learning

**Growth** in recognition that we are all trying to get better at something that matters

# GROWTH MINDSET



In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.



## Focused and Aligned with a Growth Mindset

	PROGRAM PROPOSAL	CURRICULUM TEMPLATE	LEARNING PLANS	SITE VISIT REPORT	FINAL REPORT
<b>STAGE 1:</b> What will learners be able to do with what they know by the end of the program?	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>List the TELL Framework domains, STARTALK-endorsed Principles, and instructional topics that will be the focus of your program.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe how the curriculum of your student program will address the goals outlined by the World-Readiness Standards.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Identify the TELL domains and supporting criteria statements that capture your major concepts or topics.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Identify the theme that will guide standards-based instruction and learning. Select the Can-Do Statements that reflect the specific content of the program.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>List the components of the instructional topics that will be addressed so that participants are prepared to produce the major products/evidence described in Stage 2.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Identify what students will be able to do with what they know by the end of each learning episode.</li> </ul>	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Address how the program evidences the STARTALK-endorsed Principles.</li> <li>Comment on what is working well in terms of instructional design.</li> </ul>	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Comment on the organizational strengths of your program.</li> <li>Comment on your program's strengths in addressing the STARTALK-endorsed Principles.</li> </ul>
<b>STAGE 2:</b> How will learners demonstrate what they can do with what they know by the end of the program?	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the evidence you will collect to show that each participant has met the major goals of the program.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Indicate the evidence that participants will produce to demonstrate their understanding of the TELL criteria.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the major performance assessments students will do for each mode of communication.</li> </ul>	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Indicate how learners will demonstrate what they can do with what they know by the end of specific learning episodes.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Observe how participants in teacher programs have the opportunity to apply new knowledge in a learning episode.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Observe how instructors in student programs check for learning at the end of each learning episode.</li> </ul>	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe how you know the program successfully met the learning goals of individual participants.</li> </ul>
<b>STAGE 3:</b> What will learners prepare to demonstrate what they can do with what they know?	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the learning experiences you will design that will allow teacher participants to acquire new knowledge and teaching skills and students to use the modes of communication.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the key learning experiences that allow students to meet the stated Can-Do Statements.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe how you will know that the majority of participants have met the learning target(s).</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe the activities that will be used to ensure learners accomplish the learning targets for each learning episode.</li> </ul>	<b>TEACHER PROGRAMS</b> <ul style="list-style-type: none"> <li>Observe how learning experiences include a balance of acquisition, reflection, observation, application &amp; coaching.</li> </ul> <b>STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Observe how learning experiences are structured in ways that allow students to move toward independent practice.</li> </ul>	<b>TEACHER AND STUDENT PROGRAMS</b> <ul style="list-style-type: none"> <li>Describe how you will use the information gathered from the participant/student surveys to inform your planning for the following year.</li> </ul>

### Implementing the STARTALK-endorsed Principles for Effective Teaching & Learning

# STAGE 2: Teacher Programs

PROGRAM  
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Describe the evidence you will collect to show that each participant has met the major goals of the program.

CURRICULUM  
TEMPLATE

Indicate the evidence that participants will produce to demonstrate their understanding of the TELL criteria.

LEARNING  
PLANS

Indicate how learners will demonstrate what they can do with what they know by the end of specific learning episodes.

SITE VISIT  
REPORT

Observe how participants in teacher programs have the opportunity to apply new knowledge in a learning episode.

FINAL  
REPORT

Describe how you know the program successfully met the learning goals of individual participants.

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REPORT

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REPORT

**ALIGNED WITH A GROWTH MINDSET**

**ENVISIONING  
SUCCESS**

PROGRAM  
PROPOSAL

PROGRAM  
PROPOSAL

CURRICULUM  
TEMPLATE

LEARNING  
PLANS

SITE VISIT  
REPORT

FINAL  
REPORT

## WHAT ARE THE PROGRAM GOALS AND HOW WILL THEY BE IMPLEMENTED?

### STAGE 1

Identify the learning targets for your program, commenting on what participants will be able to do with what they know by the end of the program. List the TEL STARTALK-endorsed P topics that will be the instructional topic in terms of what participants will be able to do.

### STAGE 2

Describe the evidence you will collect to show that the program has met the major goals of the program. Provide examples for each goal addressed by your program. Be sure that the examples you share are specific to the goals of your program.

[View Proposal Response](#)

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**ALIGNED WITH A GROWTH MINDSET**

**PLANNING FOR  
IMPLEMENTATION**

CURRICULUM  
TEMPLATE

PROGRAM  
PROPOSAL

CURRICULUM  
TEMPLATE

LEARNING  
PLANS

SITE VISIT  
REPORT

FINAL  
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## OVERVIEW

- 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.

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# CURRICULUM RESOURCE LANDING PAGE

Overview Document  
Companion Guide  
Frequently Asked Questions



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

## STARTALK Curriculum Templates

The 2016 Curriculum Templates will be completed online. The student template is essentially the same as in 2015. The teacher template is essentially the same for Stages 1 and 2, with revisions in Stage 3. For planning purposes an overview for both teacher and student templates can be found here:

### Student Programs

[Student Programs - Program Director Curriculum Template Overview](#)

[Student Program Curriculum Companion Guide](#)

### Teacher Programs

[Teacher Programs - Program Director Curriculum Template Overview](#)

[Teacher Program Curriculum Companion Guide](#)

### Frequently Asked Questions

[Online Curriculum Template FAQ](#)

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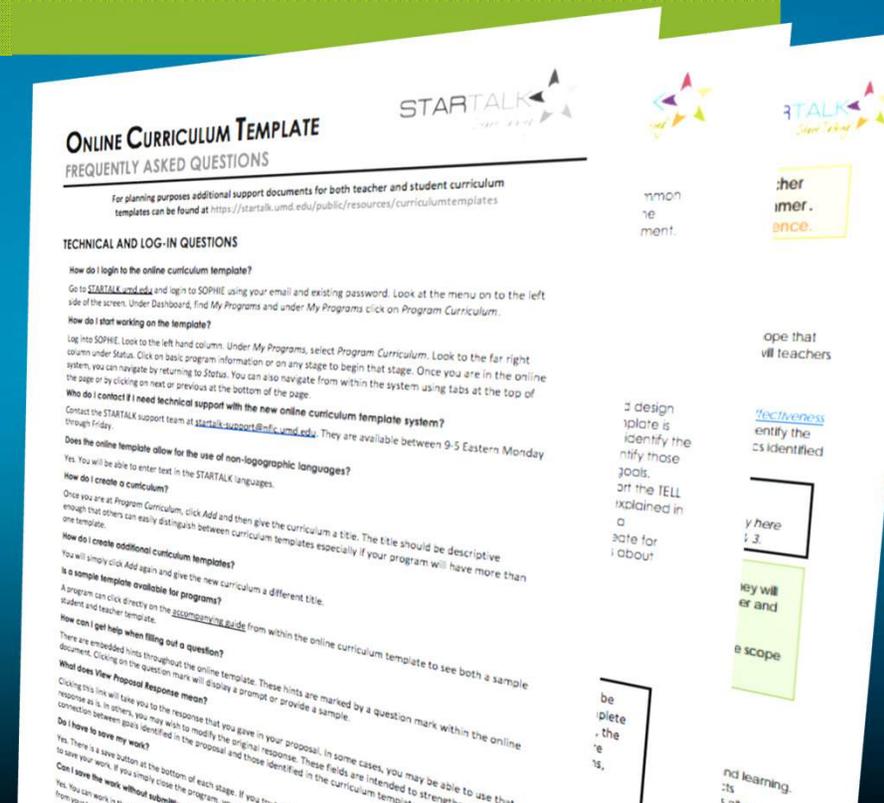
FINAL  
REPORT

# CURRICULUM RESOURCE LANDING PAGE

Overview Document

Companion Guide

Frequently Asked Questions



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## LET'S GET STARTED!

!

Curriculum Template must be completed online; some fields auto-populate from proposal

!

Approval process is done online; checklist is embedded in online process

!

Easier to approve and provide feedback on template by sections and stages

!

Both Program Director and Lead Instructor can access online template



**If you can shop at Amazon, you CAN DO this!**

## INTRODUCING SOPHIE

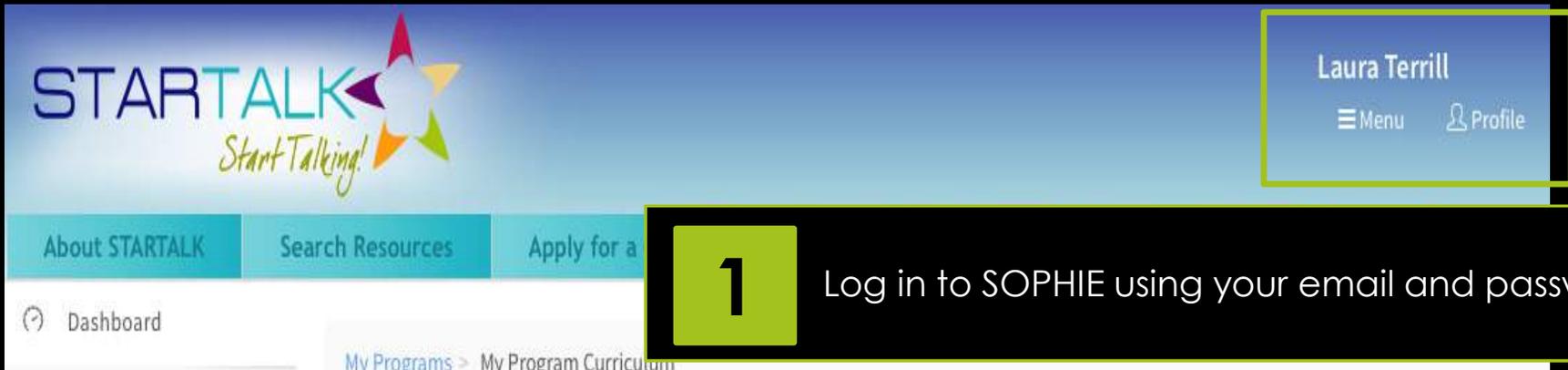
**S**TARTALK **O**nline **P**rograms,  
**H**elp, **I**nformation, and **E**vents

SOPHIE makes curriculum  
template process easier.

**NEW WAY**

**OLD WAY**

Content requirements  
are similar.



**1** Log in to SOPHIE using your email and password.

**2** Go to Dashboard. Locate **My Programs**  
Click on **Program Curriculum**

**3** Click **Add** to start a new curriculum.  
Be sure to give it a logical title.

Click **Print** for copy of template with or without comments at any time during the development of the template.

The screenshot shows a table with columns: Serial No., Program Title, Organization, and Title. The first row is highlighted with a green box. The 'Add' and 'Proposal' buttons in the first row are also highlighted with a green box. The 'Print' and 'Publish' buttons in the second row are highlighted with a green box. The 'My Programs' sidebar menu is also highlighted with a green box.

Serial No.	Program Title	Organization	Title
M-2016.445.1	Seattle Startalk Teacher Certification -teacher	Seattle Public Schools	Teacher Development
			Basic Prog. Info. Draft

PROGRAM  
PROPOSAL

CURRICULUM  
TEMPLATE

LEARNING  
PLANS

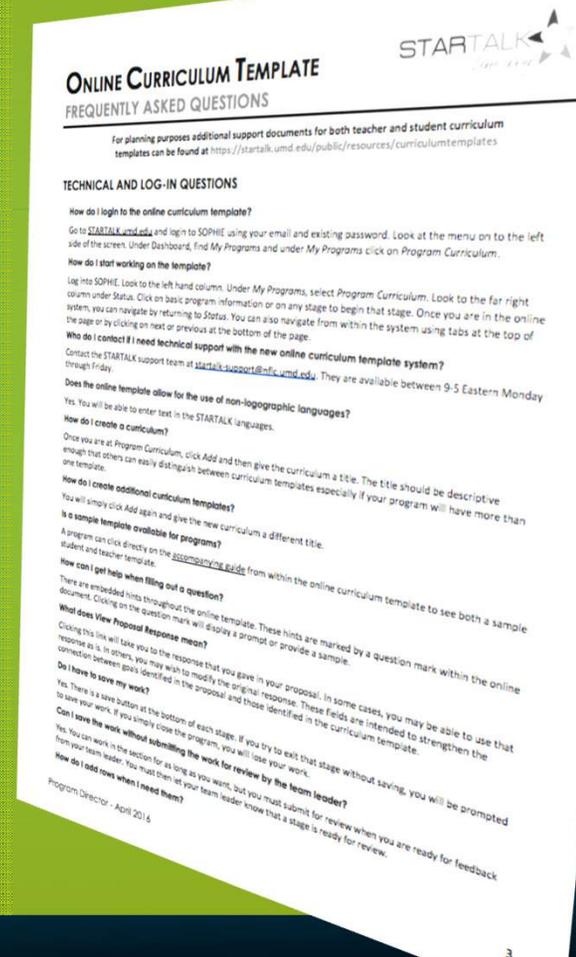
SITE VISIT  
REPORT

FINAL  
REPORT

# FREQUENTLY ASKED QUESTIONS

## How many curricula do I need to develop?

Programs will create separate curriculum templates when age and proficiency levels in their programs are truly different. Programs are encouraged to differentiate within one curriculum template where possible. Generally, a student program should not plan to create more than 4 curricula. **A teacher program should not have more than 2.** Programs should work with their team leader for help in determining the number of curricula that are needed.



For step-by-step help in completing the curriculum, please see the [accompanying guide](#).

Basic Program Information

Stage 1

Stage 2

Stage 3

Learning Goals Curriculum Navigation appears at top of each Stage giving a way to move from one section to another.

Shows that there is a hint or explanation for help in completing this section.

program goals. Identify the TELL domains and supporting TELL criteria statements that in your program overview.

Learning (TELL)

No.	TELL Domains	TELL Criteria Statements <span>?</span>	
1	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/> The criteria statements identified here will be transferred to Stages 2 & 3.	<input type="button" value="-"/>

# NAVIGATION

## Learning Goals ?

Status: Draft

What do you hope participants will be able to do?  
[Framework](#) to guide the development of your proposal.  
capture the major concepts or

This bar shows the status of Learning Goals. The word draft will change and so will the color of the bar. Red will indicate needs

[View proposal response.](#)

Clicking on "View Proposal Response" will allow you to see the answer that you gave when writing your proposal.

No.

TELL Domains

The criteria statements identified here will be transferred

1

[Click here to](#)

The minus sign gives you the option of deleting a domain row. When a field is linked to another section of the proposal, the information will also be deleted there.



[Add goal](#)

The "add" button allows you to easily add rows when individual rows are required in the template.

# ENTERING CONTENT

## Teacher Program Curriculum

For step-by-step help in completing the curriculum, please see the [accompanying guide](#).

Basic Program Information

Stage 1

Stage 2

Stage 3

Host Institution

Center for Applied Linguistics

Program Title

STARTALK Performance Assessment Training Program

Curriculum Title

CAL STARTALK 2016

Language(s)

Arabic  Chinese  Dari  Hindi  Korean  Portuguese  Persian  
 Russian  Turkish  Swahili  Urdu

University Credit

# BASIC PROGRAM INFORMATION

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## STAGE 1

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

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# TELL Framework

Video file



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## Learning Goals ?

Status: Draft

What do you hope  
Framework to guide  
capture the major

[View proposal response](#)

ing (TELL)  
ments that

2

Identify the **TELL Criteria Statements** that capture the major concepts or topics identified in your program overview.

No.	TELL Domains	TELL Criteria Statements <span>?</span>	
1	<input type="text" value="Click here to enter text."/>	<p>The criteria statements identified here will be transferred to Stages 2 &amp; 3.</p> <input type="text" value="Click here to enter text."/>	<input type="button" value="-"/>



Use one row for each goal/criteria statement!  
Click **Add goal** to add additional rows.

Learning Goals ?

Status: Draft

# You've finished Stage 1. NOW WHAT?

capture the major concepts or topics identified in your program overview.

[View proposal response.](#)

No.	TELL Domains	TELL Criteria Statements ? The criteria statements identified here will be transferred to Stages 2 & 3.	
1	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">-</a>

**Save** allows you to save this when

**Submit Stage** indicates that you are ready for review. You will not be able to continue until you have submitted for review.

**Previous** and **next** allow you to navigate within the online template without returning to the main page or to the top of a section.

Save

Submit Stage 1 for Review

Previous

Next

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# STAGE 1

No.	TELL Domains	TELL Criteria Statements <i>The criteria statements identified here will be transferred to Stages 2 &amp; 3.</i>
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.

# WARNING

Once you submit a section or stage, that section or stage is **LOCKED** until your team leader reviews and responds.

Let your team leader know via email that you have submitted a section or stage.

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## TIME FOR FEEDBACK



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## TEAM LEADER REVIEW

 View/Add Comment

Program Overview and T

Click the **View/Add Comment** button to access the curriculum review comments. You will see the review questions that the team leader uses to review your curriculum.

Does the program overview describe who will be part of the program and what they will do? Is the theme explicitly labeled or implied through the description? Is the theme appropriate for the age and developmental level of the target learner population? Do you see evidence of the 5Cs in the program overview? Is the scope of the program appropriate given the amount of time and developmental level of the participants?

How will the students benefit by being connected to the teacher program

TL

Laura Te  
• Appro



Comments must be saved. If not, the information is lost. You can print these comments by selecting print with comments on the main screen.

I love how the students and teacher participants will be penpals during the program.

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## STAGE 1: CURRICULUM REVIEW QUESTIONS

- Does the program overview describe who will be a part of the program and what they will do?
- Combination Programs: Does it make clear the connection between the teacher and student program?
- Are the TELL Domains stated and appropriate based on the program overview?
- Does the template include an appropriate number of TELL Criteria Statements for the scope and length of the program?

PROGRAM PROPOSAL

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 View/Add Comment

### Program Overview and Theme

Does the program overview describe who will be part or implied through the description? Is the theme appropriate for the target population? Do you see evidence of the 5Cs in the program? How much time and developmental level of the participants? How will the students benefit by being connected to the program?

TL

Laura Terrill

Approved  Needs modification

I love how the students and teacher participants will be

Save

PD

Thomas Sauer

Type your comment here.

Save

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# FREQUENTLY ASKED QUESTIONS

## How many TELL domains should I choose?

Normally, you will address the domains identified in your proposal, but this can be modified if necessary. The number should depend on the goals of the program, but it is important to consider the background of your program's participants and the overall length of the program.

### ONLINE CURRICULUM TEMPLATE FREQUENTLY ASKED QUESTIONS

STARTALK  
UMD

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 QUESTIONS

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

Go to [STARTALK.umd.edu](https://startalk.umd.edu) and login to SOPHE using your email and existing password. Look at the menu on 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 SOPHE. 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 the system using tabs at the top of the page or by clicking on next or previous at the bottom of the page.

##### Who do I contact if I need technical support with the new online curriculum template system?

Contact the STARTALK support team at [startalk-support@oflc.umd.edu](mailto:startalk-support@oflc.umd.edu). They are available between 9-5 Eastern Monday through Friday.

##### Does the online template allow for the use of non-logographic languages?

Yes. You will be able to enter text in the STARTALK languages.

##### How do I create a curriculum?

Once you are at Program Curriculum, click Add and then give the curriculum a title. The title should be descriptive enough that others can easily distinguish between curriculum templates especially if your program will have more than one template.

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

You will simply click Add again and give the new curriculum a different title.

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

A program can click directly on the [accompanying guide](#) from within the online curriculum template to see both a sample student and teacher template.

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

There are embedded links 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 system for as long as you want, but you must submit for review when you are ready for feedback 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?

Program Director - April 2016

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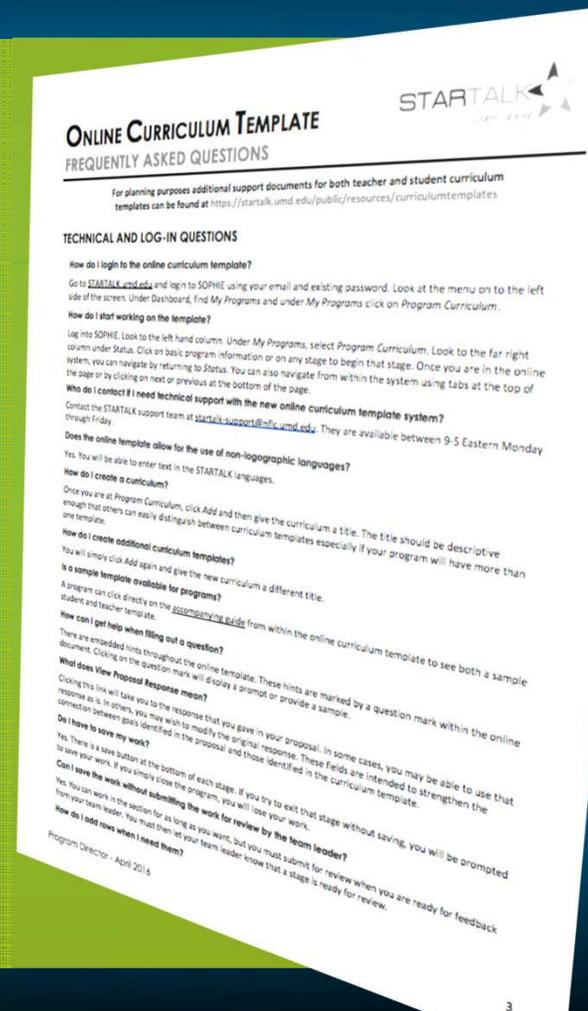
SITE VISIT  
REPORT

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# FREQUENTLY ASKED QUESTIONS

## My state uses a different framework.. What should I do?

The TELL Framework has been correlated with well-known teacher effectiveness frameworks currently in use in the field (e.g., ACTFL/CAEP, INTASC, NBTS, The Framework for Teaching, and The Casual Teacher Evaluation Model). Correlations for these frameworks are available for download on the TELL Project website and may guide you in identifying the corresponding TELL Criteria.





What questions  
do you have?

Share your questions  
and comments at:

<http://tinyurl.com/STARTALKquestions16>

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## STAGE 2

How will participants demonstrate what they can 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?

### Performance Assessment ?

Status: Draft

Use this section to capture end-of-program questions as you design your assessment tasks.

g questions  
ed? Do the

TELL Criteria Statements that are automatically transferred from your program proposal response.

Reminder: you've thought about this question before during the Program Proposal stage. Review can review your answer and use it to develop stage 2 during the curriculum development.

program products and learning.

No.	TELL Criteria Statements The criteria statements here are identified in Stage 1.	Evidence/Product And Brief Description <span>?</span>
1	P1. I plan learning experiences based on my local curriculum and state and national standards.	Click here to enter text.
2	P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives. a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts. c. I plan activities that enable students to meet the daily performance objectives.	Click here to enter text.

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## STAGE 2: CURRICULUM REVIEW QUESTION

- Does the evidence or product allow the participant to demonstrate new knowledge in a way that transfers to the classroom?

# WARNING

Information from stage 1 and 2 is used to in stage 3 (and automatically transferred in the template). It is important that you get feedback & approval of those stages before starting work on stage 3.

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## STAGE 3

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

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## STAGE 3: 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?

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## FREQUENTLY ASKED QUESTIONS

### **What is the difference between “Approved and Published” and “Not approved but Published”?**

One week prior to the start of your program, your team leader will select either *Approved and Published* or *Not Approved and Published*. “Approved and Published” means that the process of curriculum review has been completed and that the curriculum has been accepted by the team leader. “Not Approved and Published” means that the team leader has continuing concerns about the curriculum and is not able to approve it as is. However, the team leader must publish the curriculum so that those who are involved in the site visit are able to access the materials in order to prepare for the site visit.



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**ALIGNED WITH A GROWTH MINDSET**

**A PROGRESSION  
OF LEARNING**

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The Learning Plan divides daily instruction into multiple learning episodes that indicate specific learning targets and the anticipated evidence that will be collected to determine if learning targets have been met.

DAY #	LEARNING TARGETS	CHECKING FOR LEARNING	INSTRUCTIONAL RESOURCES
Each day should have multiple learning targets.	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.	Identify the major resources participants will use to work with the topics identified in column 2.
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>

# Unpacking a TELL Criteria Statement





TELL Domain



TELL Criteria Statement



TELL Criteria Statement



Learning Target



Learning Target



Learning Target



Learning Target

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# Cultivating Growth: Planning for Learning

TEACHER PROGRAMS

Learn more  
**3:45 PM**  
required session

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**ALIGNED WITH A GROWTH MINDSET**

**PROVIDING  
FEEDBACK**

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# OVERVIEW

## 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

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## NARRATIVE QUESTIONS

- 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?

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## NARRATIVE QUESTIONS

- 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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**ALIGNED WITH A GROWTH MINDSET**

**REFLECTING  
ON GROWTH**

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## 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

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## FINAL REPORT

- 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.

## HINTS & TIPS

- ! Send your template in stages to your team leader.
- ! Create a list of questions for the meeting with your team leader on Saturday.
- ! Attend afternoon session on the Learning Plan.

# WORKSHOP LEARNING TARGETS

I can **explain** what is meant by focused and alignment with a growth mindset.

I can **develop** or **support** the development of a curriculum template in the new online format.

I can **locate** available resources and tools that may be of help when planning the program.



What questions  
do you have?

Share your questions  
and comments at:

<http://tinyurl.com/STARTALKquestions16>

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# Aligned with a Growth Mindset

TEACHER PROGRAMS