

PROGRAM
PROPOSAL

CURRICULUM
TEMPLATE

LEARNING
PLANS

SITE VISIT
REPORT

FINAL
REPORT

Aligned with a Growth Mindset

STUDENT PROGRAMS

WORKSHOP LEARNING TARGETS

I can **explain** what is meant by focused and aligned 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:

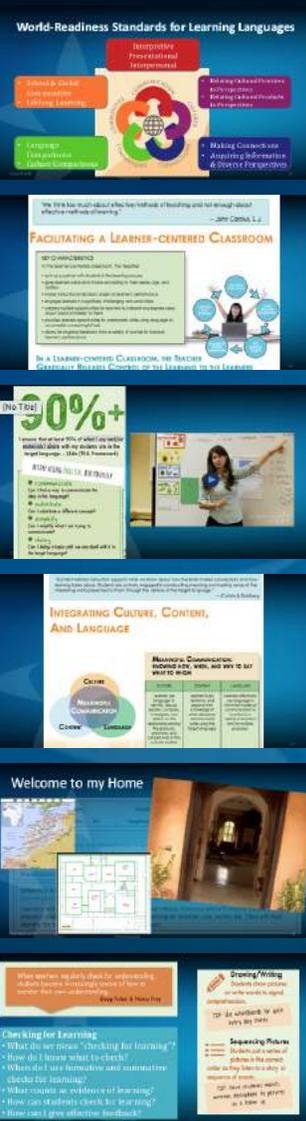
<http://tinyurl.com/STARTALKquestions>



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

STARTALK-endorsed Principles for Effective Teaching & Learning

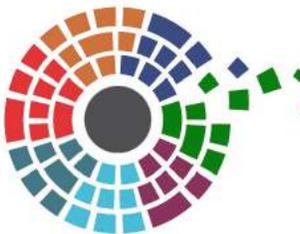
1. Implementing a standards-based and thematically organized curriculum
2. Facilitating a learner-centered classroom
3. Using the target language and providing comprehensible input for instruction
4. Integrating culture, content, and language in a world language classroom
5. Adapting and using age-appropriate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



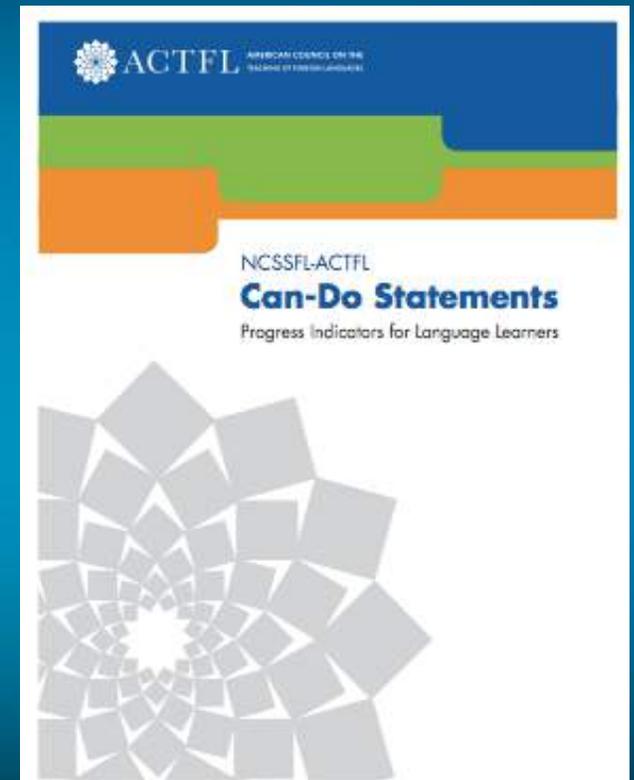
Essential Resources



**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**



teacher effectiveness
FOR LANGUAGE LEARNING



Backward Design

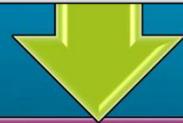
Stage 1: Identify desired results

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



Stage 2: Determine acceptable evidence

How will learners 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 to demonstrate what they can do with what they know?



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

/əˈlɪnmənt/

a position of agreement or alliance

the route or course of a road or railroad

arrangement in a straight line

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 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



Focused and Aligned with a Growth Mindset

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

Implementing the STARTALK-endorsed Principles for Effective Teaching & Learning

STAGE 2: Student Programs

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

CURRICULUM
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Describe the major performance assessments students will do for each mode of communication.

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

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Observe how instructors in student programs check for learning at the end of each learning episode.

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

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ALIGNED WITH A GROWTH MINDSET

**ENVISIONING
SUCCESS**

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

STAGE 1

Provide a brief overview of your program. What theme will guide instruction and learning throughout the program? Describe how the curriculum of your program will be outlined by the *World Learning Languages*.

View Proposal Response

STAGE 2

Given your theme and the anticipated proficiency level of each student group, what will your students be able to do by the end of the program? It is helpful to consult the [World Learning Can-Do Statements](#). Identify the anticipated proficiency level for each group of students and Can-Do Statements appropriate for your program content. Include Can-Do Statements for each mode addressed by your program.

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ALIGNED WITH A GROWTH MINDSET

**PLANNING FOR
IMPLEMENTATION**

CURRICULUM
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What is the purpose of 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

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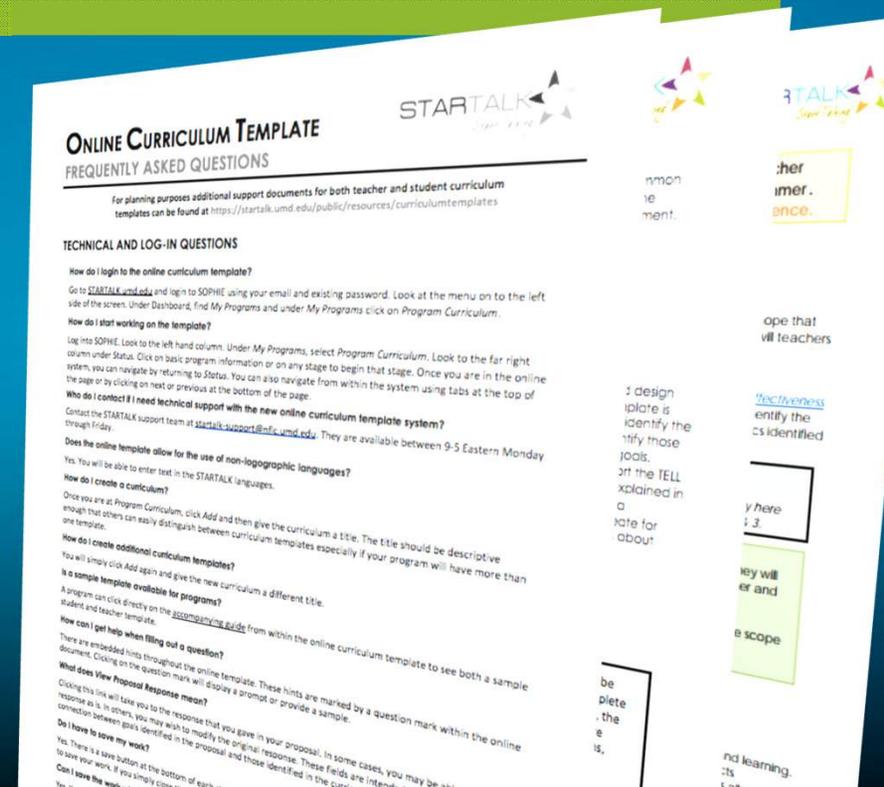
CURRICULUM RESOURCE LANDING PAGE

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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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; no more keeping track of multiple versions of templates

!

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

STARTALK **O**nline **P**rograms,
Help, **I**nformation, and **E**vents

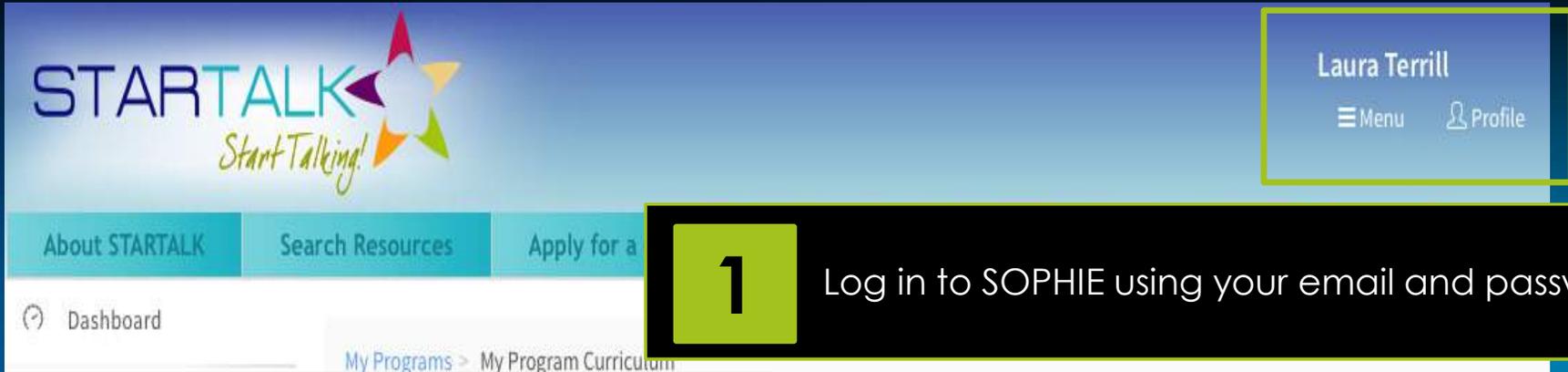
Content requirements are similar.



NEW WAY

OLD WAY

SOME makes curriculum template process easier.

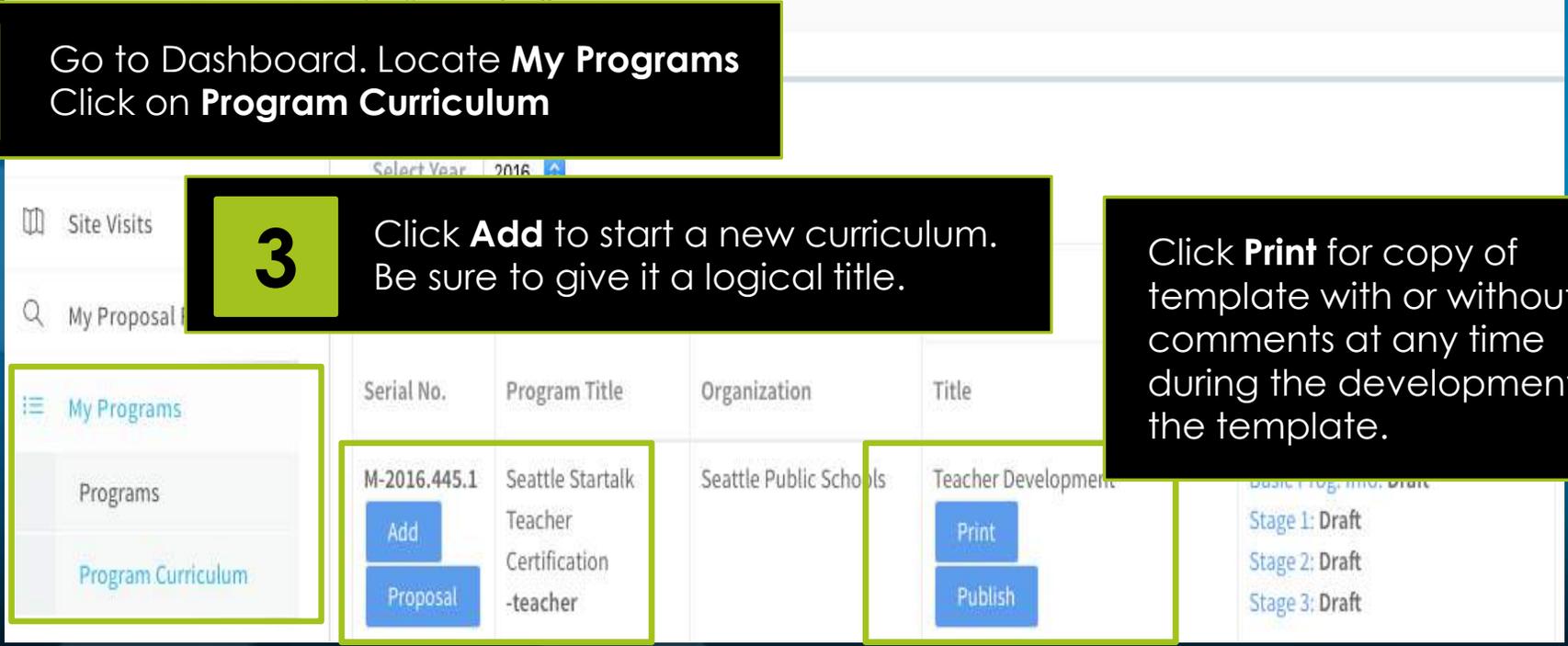


1 Log in to SOPHIE using your email and password.

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.



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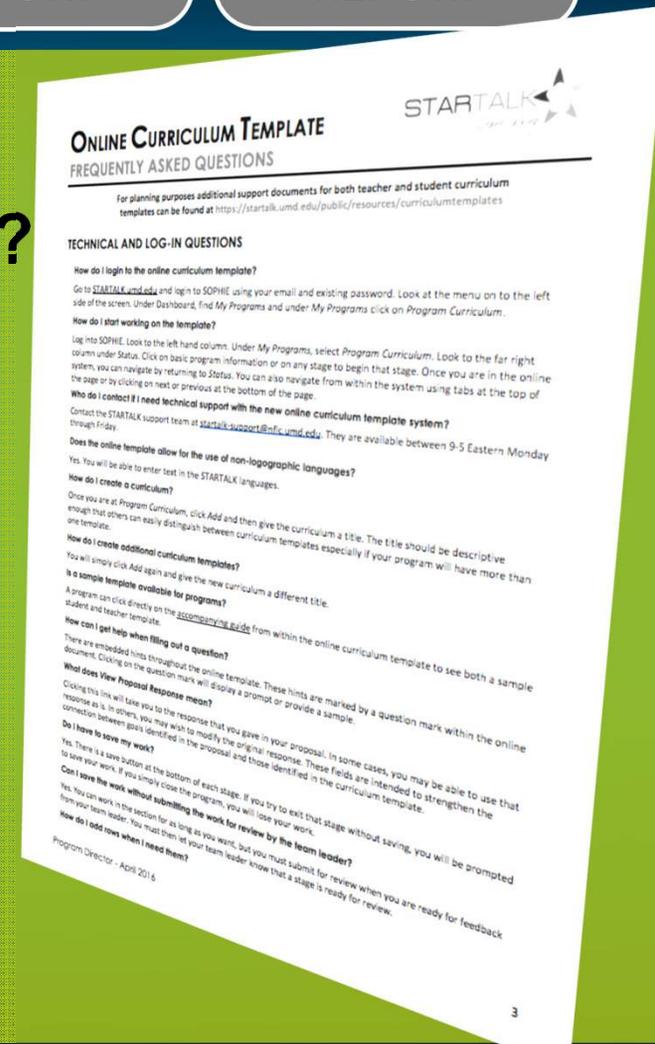
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FREQUENTLY ASKED QUESTIONS

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. For example, a group of middle 5 school students may range in proficiency from NH to IL. The program intends to use the same theme. Instructors should be able to differentiate for those learners within one template. **Generally, a student program should not plan to create more than 4.** 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.



Navigation

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



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

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

Target Proficiency/Target Performance



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

Status: Submitted

Can see status here or on Program Curriculum page.

View/Add Comment

Click **View/Add Comment** to add comments or questions for your team leader. This is also where you will be able to see comments made by your team leader and will be able to see if a section has been marked approved or needs modification.

Target Proficiency Level
(by end of program)

Target Performance Level
(during and by end of program)

Novice:	<input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Mid	<input type="checkbox"/> High
Intermediate:	<input type="checkbox"/> Low	<input type="checkbox"/> Mid	<input type="checkbox"/> High
Advanced:	<input type="checkbox"/> Low	<input type="checkbox"/> Mid	<input type="checkbox"/> High

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate curriculum for each group.

Entering Content

Learning Goals ?

What do you hope participants will learn from your program? Use the [Learning Goals Framework](#) to guide the development of your goals. Capture the major concepts or topics identified in your program overview.

[View proposal response.](#)

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

Status: Draft

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

[Effectiveness for Language Learning \(TELL\)](#) and supporting TELL criteria statements that

Statements ?

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

No.

TELL Domains

1

Click here to enter text.

Add goal

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

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.



ONLINE CURRICULUM TEMPLATE



DASHBOARD

1 Log in to SOPHIE using your email and password.

2

- Go to **Dashboard**
- Click on **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.

Serial No.	Program Title	Organization	Title	Status
M-2016-445.1	Seattle Startalk Teacher Certification -teacher	Seattle Public Schools	Teacher Development	Basic Prog. Info: Draft Stage 1: Draft Stage 2: Draft Stage 3: Draft

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BASIC PROGRAM INFORMATION

My Programs > My Program Curriculum > Basic Program Information

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 Russian Turkish Swahili

University Credit:
 Yes No

Program Setting:
 Residential

Status

Basic Prog. Info: Draft

Stage 1: Draft

Stage 2: Draft

Stage 3: Draft

FREQUENTLY ASKED QUESTIONS

What do I do if information in this section is incorrect or no longer reflects the realities of my program?

Contact STARTALK Central by emailing startalk@nflc.umd.edu.

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STAGE 1

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

Target Proficiency/Target Performance ?

Status: Approved

[View/Add Comment](#)

Target Proficiency Level

(by end of program)

- Novice Range
 Intermediate Range
 Advanced Range

Target Performance Level

(during and by end of program)

- | | | | |
|---------------|---|------------------------------|-------------------------------|
| Novice: | <input type="checkbox"/> Low | <input type="checkbox"/> Mid | <input type="checkbox"/> High |
| Intermediate: | <input checked="" type="checkbox"/> Low | <input type="checkbox"/> Mid | <input type="checkbox"/> High |
| Advanced: | <input type="checkbox"/> Low | <input type="checkbox"/> Mid | <input type="checkbox"/> High |

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate curriculum for each group.

Program Overview and Theme ?

Status: Submitted

Status

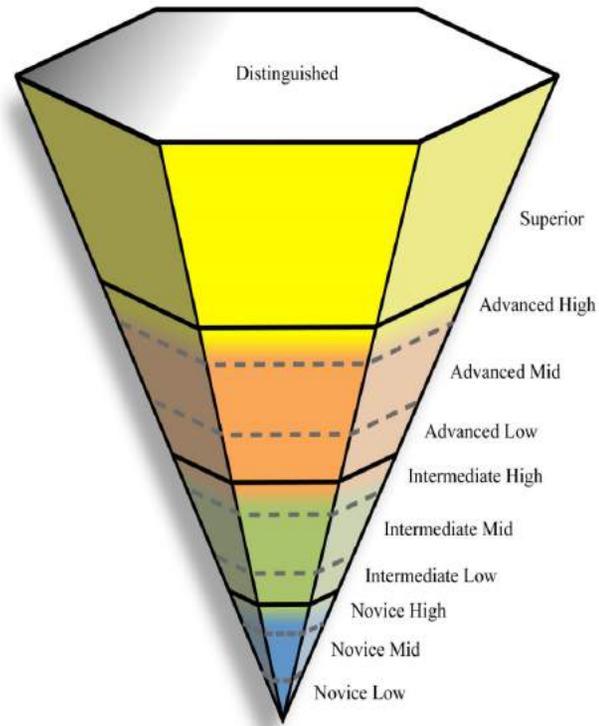
Basic Prog. Info: Draft

Stage 1: Draft

Stage 2: Draft

Stage 3: Draft

STAGE 1: Proficiency & Performance



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.

Model Curricula – English, Hindi, Urdu

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: Learning Goals

Presentational Writing -

NCSSFL-ACTFL Global Can-Do Benchmarks

Select the performance level(s) for the mode of communication.

Select up to two benchmarks below for Presentational Writing.

Novice Mid

- I can write lists and memorized phrases on familiar topics.

Novice High

Intermediate Low

Intermediate Mid

Intermediate High

Advanced Low

Advanced Mid

Select up to 2 benchmarks, descriptor of benchmark does not need to be copied or typed.

Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements

Specific to Your Theme

43. I can copy characters that I am learning. *

44. I can list my likes and dislikes sports, or free-time activities.

45. I can list my family members, their names, and what they like to do.

Select the mode that you are entering.

Add Can-Do statement. Use 1 row for each Can-Do statement.

Add Can-Do Statement

Select a NCSSFL-ACTFL Global Can-Do Benchmark Mode +

Select the next mode that you will enter.

NCSSFL-ACTFL Global Benchmarks

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.

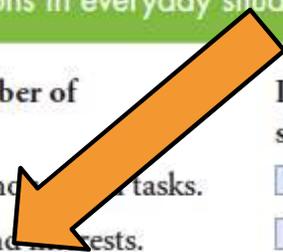
- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

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 _____



NCSSFL-ACTFL Can Do Statements

NOVICE LOW	●	●	●	●	●
NOVICE MID	●	●	●	●	●
NOVICE HIGH	●	●	●	●	●
INTERMEDIATE LOW	●	●	●	●	●
INTERMEDIATE MID	●	●	●	●	●
INTERMEDIATE HIGH	●	●	●	●	●
ADVANCED LOW	●	●	●	●	●
ADVANCED MID	●	●	●	●	●
ADVANCED HIGH	●	●	●	●	●



www.actfl.org/global-statements

From Can-do Statements to LinguaFolio

Presentational Writing -

NCSSFL-ACTFL Global Can-Do Benchmarks
Select the performance level(s) for the mode of communication.

Select up to two benchmarks below for Presentational Writing.

- Novice Mid
- I can write lists and memorized phrases on familiar topics.
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements Specific to Your Theme

43. I can copy characters that I am learning. *

44. I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.

45. I can list my family members, their ages, their relationships to me, and what they like to do.

[Add Can-Do Statement](#)

Select a NCSSFL-ACTFL Global Can-Do Benchmark Mode +

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



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You've finished Stage 1. What now?

These options appear at the end of each stage.

Save allows you to save and return to your work. Use this when you are not ready to submit for review.

Submit Stage indicates that you are ready for your team leader to review. You will not be able to continue to work on this stage once 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

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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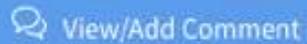
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TIME FOR FEEDBACK



Team Leader Review

 View/Add Comment

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.

Program Overview and Theme

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 con

 Laura Terrill
 Approved Needs modification

The circle with TL indicates that the comment is being made by the team leader. Once the team leader has saved a comment, the circle will appear with PD allowing the PD to comment. This is also where the team leader marks approved or needs modification.

I love how the students and teacher particip

 Save

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

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STAGE 1: CURRICULUM REVIEW QUESTIONS

- Has the program indicated the target proficiency level and performance levels?
- Do the targeted levels seem appropriate given the target learner population, length of program, and information provided in the proposal?
- 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?
- Does the template include an appropriate number of program specific Can-Do statements given the scope and length of the program?
- Do the customized program Can-Do statements reflect the program overview and theme?

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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?

 Laura Terrill
 Approved Needs modification

I love how the students and teacher participants will be

Save

 Thomas Sauer

Type your comment here.

Save

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FREQUENTLY ASKED QUESTIONS

What is the difference between a proficiency target and a performance target?

A target proficiency level indicates where learners are likely to perform in the real-world when interacting with other speakers of the language on topics that may or may not have been studied. A performance target sets an expectation of how well learners are likely to perform given that they are working within a specific content/context during the program. The distinction between proficiency and performance recognizes that teachers need to teach slightly beyond the current level of the learner in order to advance their proficiency level.

ONLINE CURRICULUM TEMPLATE FREQUENTLY ASKED QUESTIONS

STARTALK
2016-2017

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

Is a sample template available for programs?

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.

How can I get help when filling out a question?

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.

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 action 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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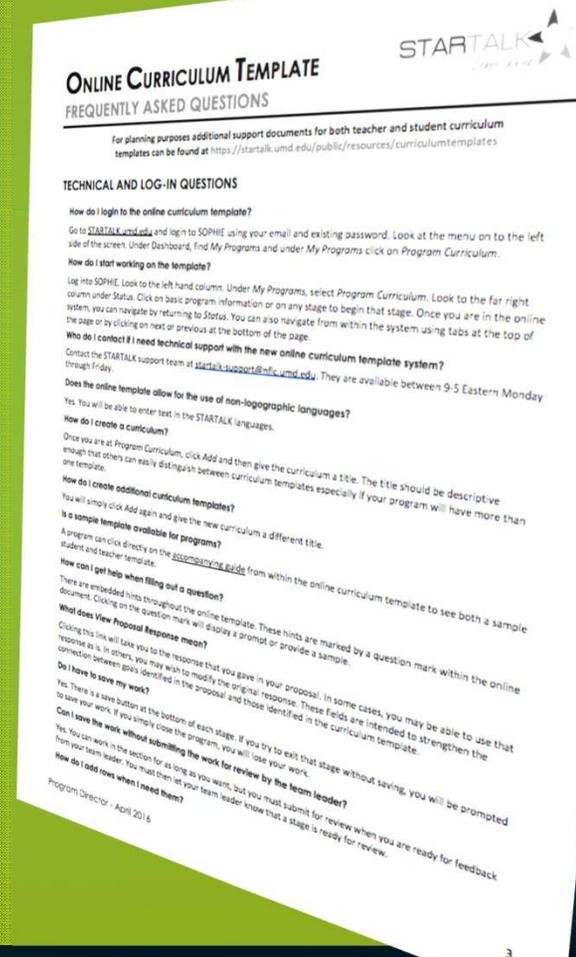
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FREQUENTLY ASKED QUESTIONS

Do I have to have learning targets in each mode of communication?

While your program is likely to include learning targets in each mode of communication, your program may have chosen to emphasize certain modes over others. This will depend upon the age and developmental level of the learners, the nature of the target language, and the goals you identified in your proposal.





What questions
do you have?

Share your questions
and comments at:

<http://tinyurl.com/STARTALKquestions>

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STAGE 2

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

Summative Performance Assessment ?

Status: Draft

Describe the *major summative* performance assessments you will use for each mode of communication. These assessments will provide evidence that learners have achieved the program learning objectives.

[View proposal response.](#)

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, signed, 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.

PERFORMANCE ASSESSMENTS

Status

Basic Prog. Info: Draft

Stage 1: Draft

Stage 2: Draft

Stage 3: Draft

Save

Submit Stage 2 for Review

Previous

Next

Stage 2: Summative Performance Assessments

INTERPRETIVE TASK

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

Learners listen to information about different animals and, based on the description given of each animal, they select the most appropriate image.

INTERPERSONAL TASK

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

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.

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.

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.

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STAGE 2: CURRICULUM REVIEW QUESTION

- Are the tasks performance-based? Do they relate to the theme?
- Are they summative in nature?
- Is there a clear understanding of the modes?

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
learners to
demonstrate
what they can
do with what
they know?

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

Have you submitted stage 1 and stage 2 for review? Be sure to get feedback from your team leader before proceeding to stage 3.

Learning Experiences [?]

Status: Draft

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Align your learning goals to the language, culture and content learners need to know to complete the task identified as a major learning experience. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

No.	Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements These Can-Dos are the learning goals identified in Stage 1.	Culture, Content and Language 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.	Major Learning Experiences & Evidence Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Communication			
1	I can say hello and goodbye.*		<p>Status</p> <p>Basic Prog. Info: Draft</p> <p>Stage 1: Draft</p> <p>Stage 2: Draft</p> <p>Stage 3: Draft</p>

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STAGE 3: CURRICULUM REVIEW QUESTIONS

- Do the language, culture, and content expectations truly align with the Can-Do?
- Do the learning experiences match the developmental level of the participants?
- Do the learning experiences allow for integration of language, culture and content?
- Are the materials and resources appropriate to the learning goals?
- Has an effort been made to incorporate authentic texts and materials where possible?
- Has the program named specific resources (e.g., title of story, song, or movie)?
- If technology is being used, does it support the learning goals?
- Does the program blend the types of learning activities throughout the day?
- Does the program avoid the tendency to focus on “language” in the morning and “culture” in the afternoon?

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 3: Materials, Resources, Daily Schedule

Materials & Other Resources [?]

Status: Draft

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Daily Schedule [?]

Status: Draft

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

[View proposal response.](#)

Schedule	Activity
<i>Indicate the daily schedule giving start and end times for each segment of the day.</i>	<i>Indicate what will be happening at the specified time.</i>
Add a new row	

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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.

DI
p-by
Learning plan.

Date:	Grade Range of Learners:	
Total Number of Minutes:	Targeted Performance Level:	
LEARNING GOALS What Can-Do statement(s) from the curriculum template does this lesson address?		
OPENING ACTIVITY How will you capture the students' energy and commitment for this lesson?		
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?
EPISODE 2 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?

Revised 2016



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

Unpacking a Can-Do Statement





NCSSFL-ACTFL Global
Benchmark



Can-Do
Statement



Can-Do
Statement



Learning
Target



Learning
Target



Learning
Target



Learning
Target

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Cultivating Growth: Planning for Learning

Student Programs

Learn more
3:45 PM
required session

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**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?
- 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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- 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.

Hints and 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 aligned 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?

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and comments at:

<http://tinyurl.com/STARTALKquestions>