

STARTALK

Sample Curriculum: Overview Program



Overview Programs provide opportunities to demonstrate understanding of key concepts for effective language teaching. Participants in STARTALK teacher overview programs develop background knowledge of practices that lead to effective language learning through an introduction to key concepts foundational to STARTALK programs. Participants reflect on their current practices and how those practices might change.

Sample Curriculum Structure

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

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

Program Summary

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

This two-week online/on-site summer institute provides an overview of the STARTALK principles and emphasizes classroom teaching strategies that apply to a variety of settings. Participants will be able to identify the role the World-Readiness Standards for Learning Languages play in lesson and unit planning, analyze student-centered units and lessons, and select authentic materials to anchor units and lessons. Participants will create an outline of a revised thematic unit and lesson plan based on their own teaching. Our program focuses mostly on beginning language teachers. Applicants who are currently teaching but with limited formal training will receive preference, as well as those who work as instructors in a STARTALK student program. Our curriculum is designed to create an interactive and hands-on institute that allows participants to experience the methods and approaches they will need to implement in their own teaching after the program.



Stage 1

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

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

Program Goals

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

TELL Criterion 1

Planning PL1

The teacher plans to implement standards-based units of learning.

Subcriteria

- PL1.a** The teacher uses units that are appropriate for the age and proficiency level of the students.
- PL1.b** The teacher uses units that have clearly identified performance objectives in the three communicative modes.
- PL1.d** The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.
- PL1.e** The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines.

TELL Criterion 2

Planning PL4

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

Subcriteria

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

TELL Criterion 3

Planning PL6

The teacher plans opportunities for students to process language in the interpretive mode.

Subcriteria

- PL6.a** The teacher selects strategies to ensure language input is comprehensible.
- PL6.b** The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.



Stage 2

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

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

Performance Tasks

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

TELL Criterion 1 Planning PL1

The teacher plans to implement standards-based units of learning.

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|-------------|--------------|--|
| Subcriteria | PL1.a | The teacher uses units that are appropriate for the age and proficiency level of the students. |
| Subcriteria | PL1.b | The teacher uses units that have clearly identified performance objectives in the three communicative modes. |
| Subcriteria | PL1.d | The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others. |
| Subcriteria | PL1.e | The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines. |

Performance Task

Analysis of Unit for Backward Design—Participants analyze one of the STARTALK model curricula for the elements of backward design. The unit will be in parts, and participants recreate the unit in a logical manner. They identify the program can-do statements, the associated performance assessment tasks, and the lesson can-do statements that go with each task. Participants look for evidence of the STARTALK principles in the unit. They then consider the design of a unit they teach or have taught recently and determine how to strengthen the unit using backward design and STARTALK principles.



Stage 3

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

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

Checks for Learning

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

TELL Criterion 1

Planning PL1

The teacher plans to implement standards-based units of learning.

Performance Task 1

Analysis of Unit for Backward Design—Participants analyze one of the STARTALK model curricula for the elements of backward design. The unit will be in parts, and participants recreate the unit in a logical manner. They identify the program can-do statements, the associated performance assessment tasks, and the lesson can-do statements that go with each task. Participants look for evidence of the STARTALK principles in the unit. They then consider the design of a unit they teach or have taught recently and determine how to strengthen the unit using backward design and STARTALK principles.

PL1.a The teacher uses units that are appropriate for the age and proficiency level of the students.

ACQUIRE: Participants analyze several units for different ages and proficiency levels and will identify unit expectations for information on age-appropriate instruction and expectations for stated proficiency levels.

PROCESS: Participants consider unit goals and assessments from different units and will determine the likely age and proficiency range for those units.

APPLY: Participants modify an existing unit to ensure that the unit is age appropriate and that performance expectations are appropriate for the proficiency of the students. They share their modified unit with others and incorporate instructor and peer feedback.

PL1.b The teacher uses units that have clearly identified performance objectives in the three communicative modes.

ACQUIRE: Participants work in three groups, with each group responsible for one mode of communication. They read an article on the modes of communication and note characteristics and examples of their mode of communication.

PROCESS: Each group share information on their mode of communication with other participants. Participants then view clips of instructional videos and identify the mode of communication for different tasks.

APPLY: Participants brainstorm end-of-unit performance tasks for each mode of communication and compare their ideas to those of an actual unit. Participants modify an existing unit to create clear performance objectives for each mode of communication.



PL1.d The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.

ACQUIRE: Participants will look at images and consider what they convey in terms of culture. They will read an article explaining the Cultures goal of the *World-Readiness Standards* and then revisit the images, explaining each image through the lens of cultural products, practices, and perspectives.

PROCESS: Each participant will select an artifact unique to their culture. Working with others, they will explain the artifact in terms of *products, practices, and perspectives*. They will then brainstorm how the artifact might be part of a unit of instruction.

APPLY: Given a unit or working with one of their own units, participants will identify the intercultural focus for the unit, selecting artifacts and resources that will support that focus. They will identify how resources will be used for each mode of communication.

PL1.e The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines.

ACQUIRE: Participants create a list of content topics that student often learn at a particular grade or level. They read an article explaining the Connections goal of the *World-Readiness Standards*. Using information from the article, they revisit their original lists to determine if or how the topics meet the Connections standards.

PROCESS: Participants compare a textbook unit and a thematic unit on a traditional topic like school. They analyze both for communication, cultures, and connections, identifying whether students are learning language or using language to learn content.

APPLY: Participants analyze a unit or work with one of their own units to determine how knowledge of other disciplines is integrated into the unit. They identify a resource that supports the content focus of the unit and determine how students will work with that resource in each mode of communication.



Reflection

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

Participants will address two key questions:

1. What are the characteristics of a well-designed unit?
2. How do I ensure that I have created a quality unit?

At each stage of the process, participants will prioritize the characteristics of a quality unit and compare units to determine strengths and challenges. When sharing and reflecting on a unit they currently teach or one that they are planning to teach, they will have the opportunity to receive feedback from others. Participants will determine how to incorporate that feedback or justify why such feedback is not applicable to their teaching situation.

Resources

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

- [World-Readiness Standards Overview](#)
- *The Language Educator*, “More Than a Decade of Standards”—Communication, February 2012; Cultures, April 2012; Connections, August 2012
- [STARTALK Curriculum Development Guide](#)
- [STARTALK Model Curriculum](#)
- *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*—Chapters 1–2



Program Outline & Schedule

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

Date	Instructional Topic	Primary Facilitator(s)
June 8	<i>(online)</i> World-Readiness Standards Overview—video and summary, reflection, Communication standard	Instructional Lead
June 9	<i>(online)</i> World-Readiness Standards—Cultures and Comparisons standards	Instructional Lead
June 10	<i>(online)</i> World-Readiness Standards—Connections and Communities standards	Instructional Lead
June 11	<i>(online)</i> Backward Design of a Thematic Unit—Stages 1 and 2	Instructional Lead
June 12	<i>(online)</i> Backward Design of a Thematic Unit—Stage 3, resources	Instructional Lead
June 13	<i>(on-site)</i> Unit Analysis—Group Activities	Instructional Lead
June 14	<i>(on-site)</i> Lesson Design	Instructional Lead
June 15	<i>(on-site)</i> Lesson Design	Instructional Lead
June 16	<i>(on-site)</i> Authentic Resources in the Interpretive Mode	Instructional Lead
June 17	<i>(on-site)</i> Wrap-Up, Group Sharing, Final Reflections	Instructional Lead

