

STARTALK

Sample Curriculum: **Demonstration Program**



Demonstration Programs provide opportunities to plan and implement key concepts for effective language teaching. Through highly structured micro- or peer-teaching experiences, participants in demonstration programs receive feedback on how they apply and implement new learning in learning plans, activities, strategies and resources.

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.

The STARTALK Chinese Teacher Retreat is a three-week, 120-hour demonstration program, with an emphasis on integrating culture and implementing technology in language teaching toward proficiency for sixteen Chinese teachers who will be teaching novice or intermediate levels. The first week will be online and asynchronous; the second and third weeks will be face-to-face. Participants will interact with instructors and each other, receive proficiency training, delve into cultural identity, explore technology tools, and practice peer teaching. The third week, participants will teach a cultural activity, develop learning plans for their microteaching experience, practice their new techniques in microteaching experiences, and receive feedback. Participants will collect their evidence in Catalyst.



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 PL2

The teacher plans assessments that align with the proficiency targets of the course and performance objectives of the unit.

Subcriteria

PL2.a The teacher designs assessment tasks in the modes of communication.

PL2.b The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.

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

TELL Criterion 3

Learning Experience LE3

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

Subcriteria

LE3.a The teacher ensures that at least 90% of what is shared with students is in the target language.

LE3.e The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.

LE3.f The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.

TELL Criterion 4

Learning Experience LE5

The teacher provides opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.

Subcriteria

LE5.c The teacher facilitates activities that allow students to interact with cultural products, practices, and perspectives to contextualize language tasks.



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 PL2

The teacher plans assessments that align with the proficiency targets of the course and performance objectives of the unit.

Subcriteria PL2.a The teacher designs assessment tasks in the modes of communication.

Subcriteria PL2.b The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.

Performance Task

Program Can-Do Statements—Participants select an authentic text and design a task appropriate for students at different performance levels. Participants create sample student responses for interpersonal and presentational can-do statements that indicate what students would do at different performance levels. Participants share their sample responses in small groups to ensure inter-rater reliability.



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 PL2

The teacher plans assessments that align with the proficiency targets of the course and performance objectives of the unit.

Performance Task 1

Program Can-Do Statements—Participants select an authentic text and design a task appropriate for students at different performance levels. Participants create sample student responses for interpersonal and presentational can-do statements that indicate what students would do at different performance levels. Participants share their sample responses in small groups to ensure inter-rater reliability.

PL2.a The teacher designs assessment tasks in the modes of communication.

ACQUIRE: Participants read information on performance assessment. They view the STARTALK training for stage 2 and identify the components of an effective performance assessment task.

PROCESS: Given a variety of performance tasks for each mode of communication, participants work in small groups to identify missing components and improve the tasks, making sure they are appropriate for the targeted performance range.

APPLY: Working in small groups, participants select a topic, a performance range, and draft prompts for performance assessment tasks in each mode of communication.

PL2.b The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.

ACQUIRE: Participants categorize and sequence Proficiency Benchmarks and Performance Indicators from the NCSSFL-ACTFL Can-Do Statements.

PROCESS: Participants analyze proposed assessment tasks from the STARTALK model curriculum to determine the performance range for the tasks.

APPLY: Participants draft sample student responses for the STARTALK model curriculum assessment tasks and share in small groups to confirm that the student samples are appropriate for the performance range.



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 describe the role that proficiency currently plays in their instructional settings. They identify areas of strength and areas for improvement. They then identify next steps, making sure to identify how they use proficiency in instruction and how they make students and other stakeholders aware of proficiency.

Resources

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

- [STARTALK Model Curriculum](#)
- [STARTALK Curriculum Training Modules—Stage 2](#)
- *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design—Chapter 4*
- ACTFL Proficiency Guidelines, Performance Descriptors, and NCSSFL-ACTFL Can-Do Statements



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	Proficiency and Performance	Instructional Lead
June 9	Proficiency Level Training	Guest Speaker
June 10	Proficiency Level Training	Guest Speaker
June 11	Overview of Backward Curriculum Design	Instructional Lead
June 12	Analysis of Student Assessments	Instructional Lead
June 13	Student Assessment Exemplars	Instructional Lead
June 14	Learning Plans	Instructional Lead
June 15	Microteaching and Feedback	Instructional Lead
June 16	Microteaching and Feedback	Instructional Lead

