

Teacher Program Curriculum

Basic Program Information

Host Institution:	Hilmar Unified School District
Program Title:	HUSD STARTALK Teacher Program
Curriculum Title:	Designing Engaging Lessons That Develop Learner Proficiency
Language(s):	Portuguese;
University Credit:	Continuing Education Unit;
Program Setting:	Residential
Program Type:	Face-to-face
Duration:	5 Days
Contact Hours:	40 Hours

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

Overview

The participants in this year's program are already credentialed teachers representing grades K-12. Most are elementary level teachers from the Hilmar Unified School District, and all of the teachers are speakers of Portuguese. There is a long-standing commitment in the District to enrich students' educational experience across the grades through language and culture instruction in Portuguese (many students, but not all, are heritage speakers of Portuguese). Most of the participants have attended our programs for the past 5 years. In the first year they explored the California Content Standards for World Languages and the Effective Instructional Sequence (emphasizing Backward Design), during which they observed demonstration target language lessons across the Instructional Sequence, including Comprehensible Input, Guided and Independent Practice, and Application, Extension and Assessment. In the second year, the curriculum focused on embedding language and culture into their content (since most are multiple-subject teachers) and the participants selected specific academic disciplines to focus their Portuguese lessons. In the third year, participants explored the nexus among the Common Core State Standards, the 21st Century Skills Map for World Languages, and the ACTFL National Standards for World Language Learning

(5 C's). In all programs, the participants designed a series of lessons to teach age and stage-appropriate concepts to their students in Portuguese. During the fourth year program, using TELL/STELLA objectives as a guide, the primary focus was on Backward Design and Principles for effective lesson planning, including the use of NCSSFL-ACTFL Can-Do Statements in planning lesson objectives and engaging students in self-assessment. Last year, we continued to base the program on the TELL/STELLA Modules for Teacher Development, focusing particularly on the "Learning Tools" Module. Throughout the professional learning experience, the participating teachers collaborated in teams to design, plan and develop lessons for that year's Student Program. The final phase of participation by the Teacher Program facilitators focused on classroom observations during the Student Program, followed by reflection/feedback discussions with the participants. This component of the program was recommended by prior program STARTALK visiting teams and also requested by the program participants. This year, we will again use a split format, with 4 days of instruction, study and lesson design for the Student Program, followed by a day of classroom observations of the Student Program and reflection/feedback discussions with the participants. This year's focus will be on the "Performance & Feedback" Module of the TELL/STELLA Modules for Teacher Development.

Learning Goals

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What do you hope participants will be able to do after the program ends? Use the Teacher Effectiveness for Language Learning (TELL) Framework to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

No.	TELL Domains	TELL Criteria Statements The criteria statements identified here will be transferred to Stages 2 & 3.
1	Performance andamp; Feedback	PF1: My students demonstrate growth through performances that are reflective of their learning experiences.
2	Performance andamp; Feedback	PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Performance Assessment		
No.	TELL Criteria Statements The criteria statements here are identified in Stage 1.	Evidence/Product And Brief Description
1	PF1: My students demonstrate growth through performances that are reflective of their learning experiences.	Standards-Based Lesson Design: In teams, participants will identify performance objectives for their team's learning experiences and appropriate assessments to measure whether students have met the objectives. Product will be a comprehensive sequence of lessons for the Student Program which reflect the selected performance objectives.

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2	PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.	Participants will engage in discussion of varied approaches to feedback and in teams will select appropriate feedback practices to use in the Student program. During classroom observations, facilitators will observe for evidence of employment of selected feedback strategies.
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Plan			
No.	TELL Criteria Statements		
	The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows		
1	PF1: My students demonstrate growth through performances that are reflective of their learning experiences.		
2	PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.		
Day #	Learning Targets	Checking for Learning	Instructional Resources
Each day should have multiple learning targets.	Unpack the TELL Criteria into specific Can Do statements.	Describe how participants will demonstrate what they	Identify the major resources participants will use to

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<p>Use a separate row for each learning target.</p>	<p>The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</p>	<p>can do with what they know for each learning target.</p>	<p>work with the topics identified in column 2.</p>
<p>June 5, 2016, Day 1</p>	<p>I can distinguish between achievement, performance and proficiency assessments.</p>	<p>Participants will read an article distinguishing between achievement, performance, and proficiency and design a symbol or image for each that distinguishes each category from the other two.</p>	<p>http://carla.umn.edu/assessment/vac/WhyAssess/p_1.html</p>
<p>June 5, 2016, Day 1</p>	<p>I can identify successful assessment strategies from a video highlighting research-</p>	<p>Participants will watch segments from the Annenberg series on Assessment</p>	<p>http://www.learner.org/libraries/tfl/assessment/analyze.html</p>

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	based practices in world language assessment	strategies and complete a Graphic Organizer on the components of an IPA and discuss using Annenberg prompts.	
June 5, 2016, Day 1	I can explain the distinction between performance and proficiency	Using a guided reading strategy, participants will read an excerpt on performance descriptors from the ACTFL Performance Descriptors and engage in discussion.	https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf
June 5, 2016, Day 1	I can create a portrait of a novice or intermediate speaker of the language	After reading the ACTFL Performance Descriptors for either novice or intermediate	https://www.actfl.org/sites/default/files/pdfs/

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		level, participants create a graphic representation of the characteristics of a novice or intermediate speaker and share their “portrait” with the group.	ACTFLPerformance-Descriptors.pdf
June 6, 2016, Day 2	I can associate Student program Can-Do statements to modes of communication	In teaching teams, participants, present selected Can-Do statements for student program and explain: What mode or modes of communication are represented? Why are they chosen for this group of learners at this time? (how do we know this is an appropriate can-do for this group based on	List of the can-do statements for each teaching team from the Student Program learning plan

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		their age, language experience, etc.?)	
June 6, 2016, Day 2	I can explain the importance of backward design as it relates to identifying assessments and the steps to selecting appropriate performance tasks	Participants will read selected excerpts related to designing performance assessment tasks and will engage in a guided reading strategy and discussion.	Text from p. 11, 13, 14, 17, 19, 21 of The Keys to Assessing Language Performance (Sandrock, 2010)
June 6, 2016, Day 2	I can match performance objectives to assessment types	Given a list of performance objectives and a separate list of assessment types, participants will discuss and determine the variety of assessment types that address the objectives.	P. 17 of The Keys to Assessing Language Performance (Sandrock, 2010) Selected Student Objectives from New Jersey (K-5): http://www.state.nj.us/education/

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			modelcurriculum/wl/nmk5u1a.shtml
June 6, 2016, Day 2	I can explain the role of feedback in facilitating the growth and motivation of language learners	Participants will first reflect on their own successes and challenges in giving feedback. Then they will discuss in small groups and reflect on what makes feedback most successful in motivating learner performance.	“Unpacking” Graphic organizer and discussion prompts (Groups At Work)
June 6, 2016, Day 2	I can design lessons which incorporate appropriate performance objectives and performance tasks	In grade-level teams, participants will design lessons which include specific performance objectives	STARTALK lesson planning template

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		aligned with program Can-Do statements and performance tasks that allow learners to demonstrate their capacity to understand and produce language.	
June 7, 2016, Day 3	I can distinguish between performance tasks and non-performance tasks	Participants will receive cards with assessment tasks and sort cards into “performance” and “non-performance” categories and explain their choices.	Assessment tasks from p. 17 of Keys to Assessing Language Performance on separate index cards for each group.
June 7, 2016, Day 3	I can explain how Can-Do statements determine what	Given some Can-Do statements, pairs of participants will determine appropriate	Can-Do statements from the Student strand on strips of paper

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	performance tasks students might do	performance tasks. Participants will engage in a gallery walk with post-it note feedback.	
June 7, 2016, Day 3	I can explain the importance of assessment	Participants will read an excerpt from an interview with Grant Wiggins, and using a guided reading strategy, will take notes and discuss the pros/cons and items of interest related to designing authentic assessment opportunities for learners.	Edutopia “Why is assessment important” http://www.edutopia.org/assessment-guide-importance http://www.edutopia.org/grant-wiggins-assessment

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<p>June 7, 2016, Day 3</p>	<p>I can associate Can-Do statements to performance tasks</p>	<p>Participants will watch the selected video from the Annenberg series and will Identify performance tasks evident in the work the students are doing. After watching, for each task, participants will identify at least one appropriate can-do statements for the performance objectives the students demonstrated.</p>	<p>Chinese: Communicating about sports https://www.learner.org/libraries/tfl/chinese/gao/analyze.html ACTFL Can-do statements: http://www.actfl.org/global_statements</p>
<p>June 7, 2016, Day 3</p>	<p>I can design lessons which incorporate appropriate performance objectives and performance tasks</p>	<p>In grade-level teams, participants will design lessons which include specific performance objectives</p>	<p>STARTALK lesson template</p>

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		aligned with program Can-Do statements and performance tasks that allow learners to demonstrate their capacity to understand and produce language.	
June 8, 2016, Day 4	I can explain the components of effective feedback for learners	<p>Participants will use a series of guided into, through and beyond strategies to read, discuss and process the Grant Wiggins article, “Seven Keys to Effective Feedback.”</p> <p>Participants will first work in pairs to complete a Reciprocal Reading strategy for the first part of the article. Following</p>	<p>Link to the article http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</p>

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		<p>the Reciprocal Reading, each participant pair will be assigned a different component of effective feedback from the rest of article: reading, discussing, and becoming experts on their section. Next, participants will form two large large mixed groups with one person per component of effective feedback to share the key ideas and principles. Finally, participants will note personal “a-ha’s” regarding the design and delivery of feedback.</p>	
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<p>June 8, 2016, Day 4</p>	<p>I can identify varied ways to provide feedback to learners</p>	<p>Participants will view the selected Annenberg video and note the ways the teacher provides feedback to students during the lesson activities. Following the viewing, participants will discuss why these feedback strategies were effective (or not) and identify additional potential feedback strategies to implement.</p>	<p>Spanish: Fruits of the Americas http://www.learner.org/libraries/tfl/spanish/rodriguez/index.html</p>
<p>Date TBD (during Student Program), Day 5</p>	<p>I can deliver communicative lessons aligned to established Can-Do statements that include</p>	<p>Facilitators observe Student program classrooms using a observation protocol based on TELL PF 1 & 2 and provide</p>	<p>Observation protocol sheets</p>

	performance objectives and tasks	feedback during a post-observation meeting.	
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Micro-teaching/Practicum

The participants will not engage in micro-teaching during the first 4 days of the program, but Day 5 is comprised of classroom observations of the participants as they are teaching the Student Program by the program facilitators, followed by reflection/feedback discussions with the participants.