STARTALK provides teacher programs with a curriculum template, knowing that a common curriculum development process will facilitate the sharing of units, instructional strategies, and resources. STARTALK designed the template to capture best practices in curriculum, instruction, and assessment. The template is meant to guide the discussions that will take place as instructors plan quality programs.

This curriculum guide will help you to:

- plan the curriculum using **backward design**,  
- establish achievable **goals and outcomes**,  
- decide how participants will **demonstrate their learning**,  
- align **best practices in teacher development** throughout your program, and  
- identify the **materials and resources** that will work best for meeting your program goals.

### Backward Planning and Curriculum Structure

STARTALK created the curriculum template for teacher programs according to the backward design process for curriculum development. As you work through the guide, you will notice that the template has three stages. Stage 1 asks you to identify desired results. In this section, you will work with the domains and criteria that you identified in the proposal. You will identify the most appropriate subcriteria from the Teacher Effectiveness for Language Learning (TELL) Framework. These subcriteria will serve as specific goals for your program. Stage 2 asks you to identify the performance tasks that allow participants to provide evidence of their learning. Stage 3 asks you to identify checks for learning that provide evidence of learning as participants acquire, process, and apply new knowledge and skills. You will also identify the resources that support the TELL subcriteria you identified in stage 1. Finally, you will identify the program’s anticipated schedule of instructional topics. This guide explains each component of the curriculum template in greater detail.

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<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tr>
<td><strong>What will participants be able to do with what they know by the end of the program?</strong>&lt;br&gt;<strong>TELL Subcriteria</strong>&lt;br&gt;Select TELL subcriteria that capture the major concepts or topics appropriate for participants' needs.&lt;br&gt;<strong>Performance Tasks</strong>&lt;br&gt;Identify the key performance tasks that will allow participants to provide evidence of their growth and learning.&lt;br&gt;<strong>Checks for Learning</strong>&lt;br&gt;Develop activities that allow participants to provide evidence of their progress toward meeting each TELL subcriterion.</td>
<td><strong>How will participants demonstrate what they can do with what they know?</strong>&lt;br&gt;<strong>Performance Tasks</strong>&lt;br&gt;Identify the key performance tasks that will allow participants to provide evidence of their growth and learning.&lt;br&gt;<strong>Checks for Learning</strong>&lt;br&gt;Develop activities that allow participants to provide evidence of their progress toward meeting each TELL subcriterion.</td>
<td><strong>What will prepare participants to demonstrate what they can do with what they know?</strong>&lt;br&gt;<strong>Performance Tasks</strong>&lt;br&gt;Identify the key performance tasks that will allow participants to provide evidence of their growth and learning.&lt;br&gt;<strong>Checks for Learning</strong>&lt;br&gt;Develop activities that allow participants to provide evidence of their progress toward meeting each TELL subcriterion.</td>
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Stage 1
What will participants be able to do with what they know by the end of the program?

In this stage, you will provide a program summary and will use the TELL Framework to further define the goals that will guide the curriculum for your program.

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. Demonstration programs should also make clear the plan for micro- or peer-teaching experiences. Practicum programs should indicate how participants will be responsible for significant individual teaching within a student program.

Program Goals

In the proposal, you selected domains and criteria from the TELL Framework based on the anticipated needs and experience levels of your participants. Now you need to identify the supporting TELL subcriteria that will function as a cohesive set of guiding program goals. The TELL subcriteria you select should align with the major topics, behaviors, and strategies you identified in the program overview. The number of TELL subcriteria you select will depend on the experience level of the teachers as well as the number of contact hours your program provides in both face-to-face and online learning. You will unpack these TELL subcriteria in stage 3 of the curriculum development process.

You limited the number of TELL criteria in your proposal to ensure that participants would have sufficient time to acquire, process, and apply new learning. For the same reason, you must also limit the number of subcriteria. These subcriteria will determine the types of learning experiences that will allow your participants to transfer new learning to their own teaching environments. Select no more than eight total subcriteria for your program but identify at least one subcriterion for each TELL criterion you identified in your proposal.
Stage 2
How will participants demonstrate what they can do with what they know?

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

Performance Tasks

The performance tasks are summative in nature. They require participants to demonstrate that they are prepared to transfer their learning in a STARTALK program into their own teaching environments.

Overview
Performance tasks require participants to demonstrate their understanding of key concepts for effective teaching.

Focus
Performance tasks require participants to plan for implementation of key concepts for effective teaching around a specific STARTALK principle.

Demonstration
Performance tasks provide evidence that participants have opportunities to plan and implement key concepts for effective teaching in micro- or peer-teaching experiences.

Practicum
Performance tasks provide evidence that participants have opportunities to plan, design, and implement key concepts in a direct teaching experience in a student program.

Effective performance tasks in teacher programs:

- respond to the different backgrounds and professional experiences of participants,
- provide evidence that participants have met the TELL subcriteria you identified in stage 1,
- cause participants to reflect on their learning, and
- lead to actionable feedback that motivates participants to continue their learning.

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.

Performance Task
What evidence will participants develop that demonstrates they have met the TELL criteria and corresponding subcriteria?
Stage 3
What will prepare participants to demonstrate what they can do with what they know?

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

Checks for Learning

For each learning target, you will identify 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. As participants acquire, process, and apply new learning, they must also reflect on their learning.

<table>
<thead>
<tr>
<th>Check for Learning: ACQUIRE</th>
<th>Check for Learning: PROCESS</th>
<th>Check for Learning: APPLY</th>
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<td>How will your program share new knowledge and skills that participants need to understand in order to exhibit the behaviors identified in the TELL subcriterion?</td>
<td>How will your program provide multiple opportunities for participants to develop ownership of the new knowledge and build personal understanding in order to internalize the new knowledge?</td>
<td>How will your program ask participants to apply their theoretical understanding to demonstrate competence according to the identified TELL subcriterion?</td>
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Participants will engage in a series of activities that ask them to **identify, list, name, locate, find, recognize, state, or summarize** key concepts they need to understand in order to exhibit the identified TELL subcriterion.

Participants will engage in a series of activities that ask them to **describe, explain, define, compare, distinguish, outline, categorize, or classify** their understanding of key concepts in order to internalize new knowledge and compare existing beliefs and understandings with the new information you identified in the TELL subcriterion.

Participants will engage in a series of activities that ask them to **demonstrate, design, present, perform, implement, or use** their understanding of key concepts providing them with a setting in which they can safely practice implementing new knowledge and skills.
Reflection
You 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.

Resources
You must identify the major resources that you will use to support the learning experiences you planned based on the TELL criterion and subcriteria that you identified.

Program Outline & Schedule
What is the schedule of instructional topics you anticipate for your program based on the learning plan you 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.
**Glossary**

Frequently Used Terms in the Curriculum Development Process for Teacher Programs

**Backward Design**

*Backward design* provides a planning sequence for curriculum. Backward design consists of three stages. In stage 1, programs identify desired results. In stage 2, they determine acceptable evidence of learning. In stage 3, programs determine the learning experiences and resources. The teacher addresses the specifics of instructional planning after identifying the desired results and assessments.

**Check for Learning**

A *check for learning* allows participants to demonstrate that they have met each learning target. At the same time, the check for learning models the behaviors participants are expected to implement in their language classrooms. Checks for learning provide evidence of learning from acquiring to processing and applying new knowledge and skills.

- **Acquire:** Similar to the input phase of language learning, these checks for learning ask participants to provide evidence that they have a theoretical understanding of the new knowledge and skills they need to exhibit the identified TELL subcriteria.
- **Process:** In order to provide multiple opportunities for participants to develop ownership of the new knowledge and skills, these checks for learning allow participants to demonstrate that they are building personal understanding in order to internalize the new knowledge.
- **Apply:** Providing participants with a laboratory setting, these checks for learning provide opportunities for participants to apply their theoretical understanding in order to demonstrate competence according to the identified TELL subcriteria.

**Learning Plan**

The *learning plan* for teacher programs begins by unpacking the TELL criteria identified in stage 1 into the specific TELL subcriteria (learning targets) that will drive the daily learning experiences of the participants. Programs assess participants’ progress toward the learning target through a check for learning at each stage of the learning progression: acquire, process, and apply. Programs identify those checks for learning in stage 3.

**Performance Assessment Task**

A *performance assessment task* collects evidence of participants’ learning and showcases their growth in the program. These assessments can happen at any point in the program. The performance assessment task should allow participants to demonstrate that they are prepared to transfer their learning into their own teaching environments. Each TELL criterion and the corresponding subcriteria must have one common assessment task.

**Stage 1**

In *stage 1* of the curriculum, a program provides a program summary and uses the TELL Framework to identify the supporting TELL subcriteria that will function as a cohesive set of program goals and guide the curriculum.

**Stage 2**

In *stage 2* of the curriculum, a program describes the performance assessment tasks it will use as evidence that a participant has met the program goals identified in stage 1. These tasks show that participants truly understand the key concepts investigated during the program and are prepared to transfer their learning into their own teaching environments.
Stage 3

In stage 3 of the curriculum, a program creates a learning plan based on the TELL subcriteria identified as goals in stage 1. Each TELL subcriterion functions as a learning target. For each learning target, programs identify checks for learning that move participants from acquiring and processing new learning to applying that learning in ways that prepare participants to implement new skills in their own teaching environments. These checks for learning anchor the learning experiences of the participants. As participants acquire, process, and apply new learning, they must also reflect on their learning.

Teacher Effectiveness for Language Learning (TELL) Framework

The Teacher Effectiveness for Language Learning (TELL) Framework identifies characteristics of effective teachers in the context of a language learning environment. 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).

TELL Criteria

TELL criteria are statements that describe the characteristics of an effective teacher within a domain of the TELL Framework. A criterion provides one answer to the essential question of the domain. Identified at the time of proposal, TELL criteria are the overarching goals that drive the development of the curriculum of teacher programs.

TELL Domains

The TELL Framework is structured around seven TELL domains (Environment, Planning, Learning Experience, Performance & Feedback, Learning Tools, Collaboration, Professionalism). Each domain is made up of a group of criteria that describe the characteristics and behaviors of an effective teacher within one aspect of teacher effectiveness. Each domain is driven by an essential question a teacher must ask themselves as they grow their effectiveness.

TELL Subcriteria

TELL subcriteria are statements that outline the observable behaviors or necessary steps an effective teacher will take to demonstrate they have met a specific criterion. The TELL subcriteria that programs identify in stage 1 function as learning targets for teacher programs.