Each STARTALK program is charged with designing a curriculum that meets the needs of their participants. Programs are encouraged to use the following review questions to guide their curriculum development work. Team leaders will provide feedback and assist in the development process using these questions inside the online curriculum template housed within SOPHIE.

Stage 1

Program Summary
- Does the program summary clearly explain the intent of the program?
- Does the program summary describe who will be part of the program and what they will do?
  - Demonstration programs only: Does the program summary make clear the plan for the micro- or peer-teaching experiences?
  - Practicum programs only: Does the program summary make clear how the teacher participants will achieve significant lesson implementation experiences within a student program?

Program Goals
- Looking at the sub-criteria, do they align well with the overall intent of the program?
- Are the sub-criteria aligned with each other, creating a cohesive set of goals?
- Is the number of sub-criteria appropriate for the length of the program?

Stage 2

Assessment Tasks
- Do the key assessment tasks align with the TELL criteria statements?
- Do the key assessment tasks allow participants to provide evidence they have met the identified TELL criteria?
  - Overview programs only: Key assessments require participants to demonstrate their understanding of key concepts for effective teaching.
  - Focus programs only: Key assessments require participants to plan for implementation of key concepts for effective teaching around a specific STARTALK Principle.
  - Demonstration programs only: Key assessments provide evidence that participants have opportunities to plan and implement key concepts for effective teaching in micro- or peer-teaching experiences.
  - Practicum programs only: Key assessments provide evidence that participants have opportunities to plan, design, and implement key concepts in a direct teaching experience in a student program.
Stage 3

Checks for Learning

- Do the checks for learning indicate how participants will acquire new knowledge (i.e., identify, list, name, recognize, state, summarize)?
- Do the checks for learning indicate how participants will process new knowledge (i.e., describe, explain, distinguish, compare, categorize, classify)?
- Do the checks for learning indicate how participants will apply new knowledge (i.e., demonstrate, design, implement, use, perform)?
- Is it clear that the reflection activities are appropriate for the program type, and is it clear how they will provide evidence of the progress participants are making toward understanding, applying, and/or transferring new learning?
- Does the curriculum indicate specific resources that support planned learning experiences based the identified TELL criterion and sub-criteria?

Program Outline & Schedule

- Is the scheduled sequence of instructional topics appropriate and realistic for the program type and length of the program?
- Is the sequence structured to provide time for participants to build understanding in each instructional topic before expecting participants to apply new learning?