Cultivating Growth: Planning for Learning

TEACHER PROGRAMS
KEEP CALM AND PRETEND IT'S ON THE LEARNING PLAN
### SESSION LEARNING TARGETS

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>I can <strong>explain</strong> the role of the learning plan in stage 3 of the curriculum template for teacher programs.</td>
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LEARNING PLANS

NEW FOR 2016

• part of the curriculum template for teacher programs
• creates a progression of learning
• unpack the TELL criteria statements
• focused on checking for learning
• replaces syllabus requirement
• supported through STELLA resources
What are the characteristics of an effective STARTALK program?
<table>
<thead>
<tr>
<th>high expectations</th>
<th>cognitive engagement</th>
<th>flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>relevant, real-world</td>
<td>intentional</td>
<td>efficient</td>
</tr>
<tr>
<td>evidence of learning</td>
<td>purposeful</td>
<td>aligned</td>
</tr>
<tr>
<td>differentiated</td>
<td>integrated</td>
<td>accurate</td>
</tr>
<tr>
<td>learner-centered</td>
<td>connected</td>
<td>sequenced</td>
</tr>
<tr>
<td>clear</td>
<td>focused</td>
<td>cohesive</td>
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</table>
ONLINE CURRICULUM TEMPLATE

**STAGE 1**
- Identify TELL Domain and TELL Criteria Statements that frame the program

**STAGE 2**
- Identify evidence that captures end-of-program growth and learning

**LEARNING PLAN**
- Develop a progression of learning that will allow participants to meet the goals identified by the TELL Criteria
UNPACKING THE TELL CRITERIA

www.TELLproject.org/framework
P1: I plan learning experiences based on my local curriculum and state and national standards.

- I can identify the 5Cs of the World Readiness Standards and the state standards.
- I can identify similarities and differences in national and state standards.
- I can explain the core principles that went into the development of my local curriculum.
PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

- My students and I use rubrics as ways to define quality and to provide feedback. (PF2e)
- I can accurately identify proficiency levels of student work using a rubric.
- I can design feedback for my students that will allow them to improve their performance.
How many Learning Targets should we develop for our program?

Do we need to develop Learning Targets for any activities scheduled to take place before or after the face-to-face program?
UNPACKING THE TELL CRITERIA
Pick a TELL criteria below & identify 1-3 learning targets.

LT2: I use a variety of learning tools to help learner produce language, culture and content to meet performance objectives.

P2: I plan learning experiences that address the unique needs and interests of my students.

PF1: My students demonstrate growth through performances that are reflective of their learning experiences.
LT2: I use a variety of learning tools to help learner produce language, culture and content to meet performance objectives.

I can use available technologies to develop real world language and cultural competencies. (LT2a)

I can analyze several web-based application for their effectiveness and appropriateness for producing novice level language.

I can develop a lesson plan that includes a learning episode implementing mobile apps.
UNPACKING THE TELL CRITERIA

P2: I plan learning experiences that address the unique needs and interests of my students.

I can identify common characteristics of different age groups of learners.

I can identify and explain different learning styles addressed when given a list of learning tasks. (STELLA)

I can design a student interest survey gathering input to a theme of an upcoming unit.
UNPACKING THE TELL CRITERIA

PF1: My students demonstrate growth through performances that are reflective of their learning experiences.

I can compare and contrast performance tasks and non-performance-based activities. (STELLA)

I can develop a performance assessment in the interpersonal mode.

I can create an integrated performance assessment with a colleague for a topic appropriate for the level I teach. (STELLA)
CHECKING FOR LEARNING

LEARNING PLANS
EVERY LEARNING TARGET is aligned with a CHECK FOR LEARNING.

What will participants be required to do, say, make, or write by the end of any learning episode that will both deepen and assess their learning?

Checking for Learning allows teacher programs to MODEL the behaviors we want teachers to implement in the classroom.
What are your “go to” strategies for checking for learning in a teacher program?

Checking for Learning allows teacher programs to MODEL the behaviors we want teachers to implement in the classroom.
CHECKING FOR LEARNING

- Quick Write, Quick Draw
- Exit Slips
- Four Corners
- Graphic Organizers
- Kinesthetic Checks
- One Minute Paper
- Student Checklists
- Misconception Check
- Three-Minute Pause
- One-sentence summary
- One-Word Summary
- My Opinions Journal
- S O S Summary
- My Top-10 List
- List-Group-Label
- Picture Note Making
- Photo Finishing
- Smart Cards

From: Checking for Learning, Greg Duncan Chapter 4 – pages 38 - 44
LEARNING PLANS

BACK TO THE TEMPLATE

Pages 30-32
LEARNING TARGET

The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.

CHECKING FOR LEARNING

Describe how participants will demonstrate what they can do with what they know for each learning target.

INSTRUCTIONAL RESOURCES

Identify the major resources participants will use to work with the topics identified in column 2.

STARTALK is not requiring programs to submit a syllabus this year.
I can identify the 5Cs of the World Readiness Standards and the state standards.

Participants will analyze learning plans for evidence of World Readiness and state standards. They will identify the modes of communication.

Sample learning plans from heritage program classes.

P1: I plan learning experiences based on my local curriculum and state and national standards.
LEARNING TARGET
I can identify key elements of intermediate proficiency.

CHECKING FOR LEARNING
Participants will listen to intermediate samples in the interpersonal mode and identify the speech elements associated with intermediate.

INSTRUCTIONAL RESOURCES
Heritage language samples and/or samples from ACTFL.

P3a: Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
<table>
<thead>
<tr>
<th>DAY #</th>
<th>LEARNING TARGETS</th>
<th>CHECKING FOR LEARNING</th>
<th>INSTRUCTIONAL RESOURCES</th>
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<td>Each day should have multiple learning targets.</td>
<td>Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</td>
<td>Describe how participants will demonstrate what they can do with what they know for each learning target.</td>
<td>Identify the major resources participants will use to work with the topics identified in column 2.</td>
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| Day 1, June 13 | I can identify similarities and differences in national and state standards. (P1) | Participants will complete a Venn diagram noting similarities and differences. | • ACTFL World Readiness Standards  
• State Standards                                |
| Day 1, June 13 | I can identify the 5Cs of the World Readiness Standards and the state standards. (P1) | Participants will analyze learning plans for evidence of World Readiness and state standards. They will identify the modes of communication. | • Sample learning plans from heritage program classes. |
| Day 1, June 13 | I can explain how today’s learning connects to my teaching and can comment on how my learning was captured by the instructor. (P3) | Participants will make a connection between what they learned today and their classroom explaining that connection to their peers. | • Reflective journal and moderated online discussion forum  
• Visual “checking for learning” list generated by participants |
| Day 2, June 14 | I can identify key elements of novice proficiency. (P3a) | Participants will listen to novice samples in the interpersonal mode and identify the speech elements associated with novice. | • ACTFL Proficiency Guidelines  
• STARTALK ACTFL Proficiency Module  
• Heritage language samples and/or samples from ACTFL |
| Day 2, June 14 | I can identify key elements of intermediate proficiency. (P3a) | Participants will listen to intermediate samples in the interpersonal mode and identify the speech elements associated with intermediate. | • Heritage language samples and/or samples from ACTFL |
THE STELLA CONNECTION

- STELLA modules offer guidance through practical activities that illustrate both the STARTALK principles and practices identified by the TELL Framework
- Activities in the modules are intended as suggestions for programs working with the instructional topics provided
- Most modules suggest resources that may prove helpful when working with particular concepts
LEARNING PLANS

SOME WORDS OF ADVICE
TIPS FOR COMPLETING THE TEMPLATE

- Develop your learning plan OFFLINE (this year only) before moving it to the online template.
- Make sure stage 1 and stage 2 have been approved by your team leader before starting on stage 3.
- Number of learning targets will vary moving from many to few as a program progresses and allows for more opportunities or participant application.
CURRICULUM REVIEW QUESTIONS

- Do the learning targets clearly align with the Criteria statements?
- Has the program clearly indicated the progression of learning that will take place?
- Is it clear how participants will demonstrate what they can do with what they know for each learning target?
- Has the program indicated specific resources that they will use for each learning target?
- Does this section capture the learning targets for before, during, and after the program?
- Is it clear how the learning experiences before the start of the program connect to the goals of the onsite program?
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QUESTIONS
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