STARTALK Program: Standards-Based and ACTFL Proficiency-Oriented Teaching (70 hours)

A – Asynchronous/ S – Synchronous   PA – processing and application

Date	Time	Event	# of hours	Mode
Part 1: June 1-11 - Familiarization and Foundations (19 hours)				
6/1	10-12AM	Workshop: Overview to Standards-Based and Proficiency-Focused Language Learning	2	S
Opens: 6/1 Due: 6/7		Participants Take AAPPL Proficiency Test	2	A
Opens: 6/1 Due: 6/2, 10AM		Module (A): World-Readiness Standards for Learning Languages	1	A
6/2	10-11AM	Facilitated Discussion: World-Readiness Standards for Learning Languages	1	S
6/4	10-12PM	Overview to ACTFL Proficiency Levels (Focus on Novice, Intermediate, Advanced)	2	S
Opens: 6/7 Due: 6/8, 10AM		Module (A): Performance and Proficiency	1	A
6/8	10-12AM	Follow-Up Session: Applying Performance and Proficiency - World Language Teachers Create a Proficiency-Oriented Curriculum Framework	2	S
Opens: 6/8 Due: 6/9, 10AM		Module (A): Can-Do Statements	1	A
6/9	10-11AM	Facilitated Discussion: Can-Do Statements	1	S
6/10	9AM-12PM	Workshop: Planning Effective Units of Instruction – Backward Design, Setting Goals Based on Proficiency Targets, Focusing with Can-Do Statements, Identifying Summative Assessments	3 + 3-hour PA	S
Part 2: June 14-18 – Digging Deeper: Curriculum and Unit Development for Standards-Based and Proficiency-Oriented Teaching (26 hours)				
6/14		Module (B): Keys to Planning - Anchoring Unit with Authentic Text, Assessments, and Unit Design	3.5 + 2.5-hour PA	A
6/15	9AM-12PM and 1-2PM	Workshop: Integrating Skills and Modes for Curriculum Design	4 + 1-hour PA	S
6/16	9AM-12PM and 1-2PM	Workshop: Developing Interpretive Reading and Listening Proficiency	4 + 1-hour PA	S
6/17	9AM-12PM and 1-2PM	Workshop: Developing Functional Academic Language Proficiency - Connecting Functions with The Language Elements Needed; Grammar in Context	4 + 1-hour PA	S
6/18	9AM-12PM	Designing Summative Assessments - Integrated Performance Assessments for End of Unit; Refining Unit Design	3 + 2-hour PA	S
Part 3: Fall 2021 - Follow-Up: Lesson Plan and Assessment Development for Standards-Based and Proficiency-Oriented Teaching (15 hours + around 10 hours of individual work on own materials)				
8/14	9AM-12PM	Instructional Strategies to Develop All Three Modes of Communication - From Authentic Text to Processing to Output	3	S
Opens: 8/14 Due: 9/17		Module (B): Keys to Planning - Instructional Repertoire for Interpretive, Presentational, Interpersonal Modes	1	A
9/18	9AM-12PM	Designing Effective Lessons	3	S
Opens: 9/18 Due: 10/1		Module (B): Keys to Planning - Lesson Design	1	A
10/2	9AM-12PM	Connecting Lessons to Create Learning Progressions	3	S
Opens: 10/2 Due: 10/9 Resubmission Due: 10/30		Submit a Final Curriculum for a Course/Level, Unit Plan, and One Lesson Plan for Facilitator's Feedback and Resubmission	10	A
11/13	9AM-12PM	Charting Leaners' Progress to Course-Level Proficiency Targets	3	S
11/13	12PM-1PM	Final Ceremony	1	S

Materials to submit:
During weeks two and three, and continuing through the fall follow-up sessions, participants will develop and receive individual coaching and feedback provided by ACTFL presenters/facilitators on the following:

- a curriculum for a course/level,
- one unit with summative performance assessment tasks that is part of this curriculum,
- one representative lesson plan for that unit that will include activities and formative tasks for all three modes of communication (interpersonal conversations and discussions; interpretive reading and listening; and presentational writing).

Learning Outcomes:
1. I can describe the language features that form the basis of the ACTFL Proficiency Levels (Novice, Intermediate, Advanced, Superior) and the key differences between these major levels.
2. I can focus instruction on guiding learners to the next higher level of language performance as described in the NCSSFL-ACTFL Can-Do Statements.
3. I can use backward design to plan curriculum for one level and an effective unit of instruction that is proficiency-focused and standards-based (identifying the goals, determining acceptable assessment evidence, and planning the learning experiences).
4. I can design formative and summative performance tasks for identifying what learners can do in the three modes of communication (Interpersonal conversations and discussions; Interpretive reading and listening; and Presentational Writing).
5. I can plan effective lessons to develop all three modes of communication (moving from input to processing to output).

Program Summary:

The STARTALK Program: Standards-based and ACTFL Proficiency-Oriented Teaching at the University of Texas at Arlington will train 25 secondary and post-secondary teachers of critical languages (Russian, Korean, Chinese, and Arabic) and Spanish during a summer three-week online workshops, and fall online modules for a total of 70 instructional professional development hours. The goal is for participants to develop an understanding of and gain hands-on experience in creating a standards-based curriculum that fosters purposeful communication to increase learners' proficiency in the target language. Participants will learn the fundamentals of employing backward-design principles aligning learning outcomes, performance assessments, and meaningful learning experiences. At the end of the summer workshop, they will have instructional materials and resources to plan for implementation in the next fall semester during which our follow-up modules will be offered to them for assistance and feedback. This focus program, designed to support the STARTALK principle of implementing a Standards-Based and Thematically-Organized Curriculum, is aligned with TELL criteria in the Planning domain, and promotes foreign language educators' understanding of ACTFL proficiency guidelines, which in turn improves curricula design and implementation for student success.

Program goals:
STARTALK Principles: Implementing a standards-based and thematically organized curriculum

TELL Domain	TELL Criteria
Planning	PL1 - The teacher plans to implement standards- based units of learning. PL2 - The teacher plans assessments that align with the proficiency targets of the course and performance objectives of the unit.
Planning	PL4 - The teacher plans lessons that allow students to acquire the knowledge and skills needed to meet the performance objectives. PL6 - The teacher plans opportunities for students to process language in the interpretive mode.