



## Teacher Program Curriculum

### Basic Program Information

<b>Host Institution:</b>	University of Washington
<b>Program Title:</b>	STARTALK: Preparing Teachers for the 21st Century
<b>Curriculum Title:</b>	UW Preparing Teachers For The 21st Century
<b>Language(s):</b>	None
<b>University Credit:</b>	Undergraduate; Continuing Education Unit;
<b>Program Setting:</b>	None
<b>Program Type:</b>	Blended
<b>Duration:</b>	72 Days
<b>Contact Hours:</b>	400 Hours

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

### Overview

The STARTALK Teacher Program, “Preparing Language Teachers for the 21st Century,” will prepare from 12 to 16 native (or near native) speakers of Arabic, Chinese, Korean, Persian, or Russian to teach in a standards and content-based program, focused on developing communicative proficiency and accuracy in students learning these languages and on integrating STEM (Science, Technology, Engineering, and Math) into language instruction. The program is designed to teach participants the STARTALK principles and standards-based language teaching and curriculum development, as well as the content knowledge needed to pass the Washington Educator Skills Test – Endorsement (WEST-E) for World Languages. Teachers will be able to work toward obtaining a P-12 World Language Endorsement for teaching these languages in Washington K-12 public schools or earn continuing education units in support of the Residency Certificate.

### Learning Goals

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.

<b>No.</b>	<b>TELL Domains</b>	<b>TELL Criteria Statements</b> The criteria statements identified here will be transferred to Stages 2 & 3.
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## **STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

<b>Performance Assessment</b>		
<b>No.</b>	<b>TELL Criteria Statements</b> The criteria statements here are identified in Stage 1.	<b>Evidence/Product And Brief Description</b>

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

### Learning Plan

<b>No.</b>	<p><b>TELL Criteria Statements</b></p> <p>The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows</p>
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<b>Day #</b>	<b>Learning Targets</b>	<b>Checking for Learning</b>	<b>Instructional Resources</b>
Each day should have multiple learning targets. Use a separate row for each learning target.	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.	Describe how participants will demonstrate what they can do with what they know for each learning target.	Identify the major resources participants will use to work with the topics identified in column 2.

### Micro-teaching/Practicum

Teachers will be given the opportunity to develop and teach one or more lessons during the program and microteaching. Russian teachers will microteach during the UW STARTALK student program. Portuguese teachers will microteach in the UW summer intensive language program. Chinese teachers will microteach in OneWorld Now community language programs. Korean teachers will microteach

in a community language course. All teachers will apply teaching techniques and share learning plans with their peers in the program, giving each other feedback using TeacherFolio resources.