

Chinese Teacher Program  
 Seattle Public Schools

<b>Course Title</b>	Chinese Language Teacher Certification
<b>Course Length</b>	<ul style="list-style-type: none"> <li>▪ 5 weeks</li> <li>▪ 70 contact hours</li> </ul>
<b>Credit Received</b>	7 credits (for 4 courses) from the City University of Seattle
<b>Program Type</b>	Non-residential

**Curriculum, Materials & Assessments**

<b>Foundation Work: Topics</b>	<p>The four courses are state requirements:</p> <ul style="list-style-type: none"> <li>▪ Human Growth and Development           <ol style="list-style-type: none"> <li>1. Maturation theory</li> <li>2. Psychoanalytical theory</li> <li>3. Behavioral theory</li> <li>4. Cognitive-interactive theory</li> <li>5. Systems theory</li> </ol> </li> <li>▪ Curriculum and Instruction Methods           <ol style="list-style-type: none"> <li>1. The Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs)</li> <li>2. Development of an instructional plan</li> <li>3. Diverse needs of learners</li> <li>4. Integration of technology</li> <li>5. Generic models of instruction</li> <li>6. Assessment techniques</li> <li>7. Family and community involvement</li> </ol> </li> <li>▪ Introduction to School and Society           <ol style="list-style-type: none"> <li>1. The social, historical, and philosophical foundations of the American system of compulsory education</li> <li>2. Application of the moral, social, and political dimensions of society to the classroom, teaching, and the school</li> <li>3. Development of a personal working philosophy of education</li> </ol> </li> <li>▪ Issues of Abuse           <ol style="list-style-type: none"> <li>1. Legal definition of child abuse</li> <li>2. Physical and behavioral indicators</li> <li>3. Family dynamics</li> </ol> </li> </ul> <p>In addition, the following topics were covered at the pre-program workshops:</p> <ul style="list-style-type: none"> <li>▪ Requirements for state certification</li> <li>▪ The Praxis and WEST-B (Washington Educator Skills Test-Basic) exams</li> <li>▪ Classroom management</li> </ul>
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<p><b>Observation and Practice</b></p>	<ul style="list-style-type: none"> <li>▪ Observations of high school Chinese classes</li> <li>▪ Presentations of the Instructional Plans developed by the teacher trainees to non-Chinese speaking students</li> </ul>
<p><b>Assessment and Evaluation</b></p>	<ul style="list-style-type: none"> <li>▪ Course reflections (in the form of dialogue journals)</li> <li>▪ Course papers</li> <li>▪ An instructional plan</li> <li>▪ Final project</li> <li>▪ Final exam</li> <li>▪ Course evaluations</li> </ul>
<p><b>Textbooks and Materials</b></p>	<ul style="list-style-type: none"> <li>▪ Gangstad, C. (2003). <i>Putting the pieces together: Understanding childhood abuse and neglect</i>. Bellevue, WA: Learning Consortium.  <a href="http://www.learningconsortium.org/">http://www.learningconsortium.org/</a></li> <li>▪ Spring, J. (2007). <i>American education</i> (13th ed.). New York: McGraw-Hill.  <a href="http://www.mhprofessional.com/product.php?cat=108&amp;isbn=0073525944">http://www.mhprofessional.com/product.php?cat=108&amp;isbn=0073525944</a></li> <li>▪ City University of Seattle (2004). <i>Albright School of Education (ASOE) APA style guide</i>. Bellevue, WA: City University of Seattle.</li> <li>▪ The Merrow Report: In Schools We Trust [VHS]  <a href="http://www.shoppbs.org/product/index.jsp?productId=1405204&amp;cp=1412628">http://www.shoppbs.org/product/index.jsp?productId=1405204&amp;cp=1412628</a></li> </ul>