

Chinese Teacher Program  
Stanford University

<b>Course Title</b>	STARTALK Professional Development Program for Teachers of Mandarin Chinese Language and Culture
<b>Course Length</b>	<ul style="list-style-type: none"> <li>▪ 1 week</li> <li>▪ 40 contact hours</li> </ul>
<b>Credit Received</b>	3 quarter (equals 2 semester) units of Stanford Continuing Education credit
<b>Program Type</b>	Non-residential

**Curriculum, Materials & Assessments**

<b>Foundation Work: Topics</b>	<ul style="list-style-type: none"> <li>▪ Theoretical principles of second language acquisition</li> <li>▪ National Standards and standards-based instruction</li> <li>▪ Integrated Performance Assessment (IPA) and proficiency-oriented student assessment</li> <li>▪ Effective foreign language instructional sequences</li> <li>▪ Lesson planning and design</li> <li>▪ Technology/Podcasting</li> <li>▪ Differentiated instruction</li> <li>▪ Essential components of an effective Chinese language program</li> <li>▪ Establishing a collaborative teacher learning community</li> <li>▪ Plans for continued support and follow-up professional development</li> </ul>
<b>Observation and Practice</b>	<ul style="list-style-type: none"> <li>▪ Observations of the Stanford STARTALK student program</li> <li>▪ Observations of the peer teachers</li> <li>▪ Teaching sessions in the student program</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>▪ Pre-program-needs survey</li> <li>▪ Pre-program self-report of awareness or knowledge of foreign language education</li> <li>▪ Program evaluation</li> <li>▪ Daily reflections</li> <li>▪ Lesson plans</li> </ul>
<b>Textbooks and Materials</b>	A binder consisting of instructional and assessment materials as well as professional resources (e.g., suggested readings and websites) that have been created or compiled by the program