



**ACTFL/CLASS Glastonbury
STARTALK Teacher Program Curriculum**

Program Title: Standards-Based Instruction in Chinese Language: From Theory to Practice

Number of Hours: 55 hours

Designed by: ACTFL/CLASS

Brief Description of Program (including curricular context and goals)

This course is designed to provide the theory associated with effective classroom instruction to develop students' communicative competency in Chinese. There will be an emphasis on the role of the teacher as an instructional planner in a student-centered classroom that effectively matches curriculum, instruction, and assessment to identified learner outcomes. Course participants will learn the current theories and research to support an integrated skills approach to foreign language instruction. Participants will apply this knowledge to their Chinese language instruction by creating and adapting materials that focus on language acquisition through content and real-life communication. Participants will use these materials in real-life teaching situations. In addition, participants will develop an e-portfolio that provides evidence of their ability to deliver a standards-based program.

- a. Participants will understand the current focus in language acquisition through an integrated approach combining receptive and productive skills.
- b. Participants will learn how to develop assessment instruments for the communicative approach that will measure students' competence in the target language.
- c. Participants will develop and present communicative lessons and assessment activities to use in the classroom.
- d. Participants will develop skills as an instructional planner by reflecting on instruction and understanding how to facilitate the learning process for students.
- e. Participants will create an e-portfolio containing evidence of their learning during the course.

Enduring Understanding (EU):

(What Enduring Understandings are desired: *Refers to the big ideas that we want participants to retain after they've forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.*)

Participants will understand that...

Participants will understand that planning is a very important part of teaching. With good planning, student learning improves.

Participants will understand that the Standards (5 C's) provide a platform for good planning.

Participants will understand that student centered classrooms, where most instruction is in the target language, are the most successful.

Essential Questions (EQs):

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

What we want teachers to think about in student friendly language

To what extent or in what ways.....

- To what extent can I plan lessons in the target language?
- How will teaching content, rather than just language, assist my students in learning the target language?
- To what extent can I incorporate technology into my teaching?
- How can I develop a student-centered classroom?

Program Content:

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	
Approaches & Methods	Student Content Standards	<ol style="list-style-type: none"> 1. Knowledge of the Standards 2. Being able to align state standards with National Standards
Curriculum & Design	Lesson Planning with goals and objectives	<ol style="list-style-type: none"> 1. Designing a lesson based on the Standards 2. Developing goals and objectives 3. Developing activities related to the goals and objectives 4. Writing a cohesive, logical lesson plan
Instructional Planning & Strategies	Student-Centered Teaching; Content-Based Teaching	<ol style="list-style-type: none"> 1. Developing a student-centered classroom 2. Using content-based teaching to enhance student learning
Materials Development and Adaptation	Modes of communication, authentic material	<ol style="list-style-type: none"> 1. Understanding the three modes of communication 2. Learning to evaluate material for its student-centered approach 3. Using authentic materials
Assessment	OPI; ACTFL Guidelines; Rubrics	<ol style="list-style-type: none"> 1. Learning questioning strategies 2. Using the ACTFL Guidelines to assess student learning and develop new plans for teaching 3. Learning to create and use rubrics

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Technology Integration: Participants will use the computer to complete their e-portfolios and to research material available on the Web.

Assessments:

What evidence will show that teacher participants understand and can perform?

Performance tasks (including micro teaching, student program practicum, etc.)

Micro teaching, classroom presentations, portfolio presentation

Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products (e.g., lesson plans, curriculum guide, assessment item, a term paper). Lesson plans, critique of a mini lesson, critique of a lesson viewed in house and also from the Annenberg tapes, daily reflections, e-portfolio.

Unprompted Evidence (observations, dialogues, or classroom participation): Daily reading assignments, homework exercises, class participation.

Program specific LinguaFolio-type Can-Do Statements (similar to our observational checklist or survey questions. We need to be consistent.)

Teachers can/will be

- develop standard based instructional goals
- develop standard based lessons plans
- select and adapt text books and material appropriate for instructional objectives
- use existing resources to become familiar with performance based target language tests
- do micro teaching lessons using the lesson plan designed
- familiar with available language teaching and learning resources
- can name and describe the concepts embedded in each of the five standards' goals
- can name and describe each of the three modes of communication
- can recognize effective teaching strategies and connect them to SLA principles
- can name the essential components of an effective language teaching sequence
- can recognize the key elements of each of the components of an effective teaching sequence
- can develop a lesson plan that includes a balance of skill getting and skills using activities
- can develop a lesson plan that maximizes learner center instruction

I can deliver my instruction in the target language and making it comprehensible for all students.

- Using the target language in her instruction
- Using various strategies that help students understand the input such as using gestures, pictures, visuals, technology, TPRS, etc
- Planning pre-during and post activities that guide students through comprehension
- Checking for comprehension using various ways

Teachers can

- use their good eyes to search, to explore
- use their good hand to modify
- use their good skills to transform materials
- use their good sense to fit materials to be use in three modes of communication
- use their good mind to align the materials
- use their good designs to turn concepts into activities for in-class performance tasks
- use their good ideas to adopt, to make age- appropriate and proficiency-appropriate materials for interpretive, interpersonal and presentational communicative activities
- find culturally authentic, age appropriate materials
- adapt relevant materials
- choose and use a variety of materials appropriately to meet the learners' need

I can

- conduct mini OPI-like assessment
- explain proficiency-based assessment vs. traditional grammar-based assessment
- use ACTFL Proficiency Guidelines and K-12 Performance Guidelines
- explain and give examples of the differences between formative and summative assessment
- explain the value of portfolio assessment
- create rubrics (for evaluating writing, portfolios, oral presentations, etc)
- provide constructive feedback for students

Required Resources (including textbooks):

1. *Standards for Foreign Language Learning in the 21st Century, 3rd Edition*, ACTFL publication
2. *ACTFL Performance Guidelines for K-12 Learners*, ACTFL publication
3. Articles from *Summer Reading Material* for Discover Chinese Program, collection of pertinent articles on language learning from a variety of sources
4. Materials and articles read on computer websites

Differentiation of Instruction:

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

Classes will be conducted in English with support being provided by a Chinese master teacher. In this way, non-native speakers will have the opportunity to practice their English so that when they become part of the American school system, they will have practice talking to colleagues and parents. Also, there will be discussions between veteran and novice teachers so that each may learn from the other.

Instructional Strategies:

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

We will ask teachers to write daily reflections and work on lesson plans so that they can develop student-centered classrooms. We will also use the computer lab daily so that they can incorporate technology into their lessons.

What do they already know that will help them learn new information?

(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)

Many of the teachers have done some teaching, even if it is in heritage schools only once a week. Therefore, they are familiar with the idea of teaching but may not be aware of the demands that public and private schools present in terms of curriculum, meetings with parents, etc. They are also usually eager to learn new ideas.

Links to relevant web sites:<http://www.startalk.umd.edu>;
<http://www.ed.gov/teachers/how/tools/initiative/index.html>; www.ACTFL.org; others to be determined

Daily instructional plan

Experts on foreign language education will present guest lectures on various topics (e.g., Marty Abbott, Director of Education, ACTFL; Christine Brown, Assistant Superintendent of Curriculum, Glastonbury Public Schools; Rita Oleksak, Director of Foreign Languages/ELL, Glastonbury Public Schools)

Day 1: Introduction to National Student Standards; Chinese Student Standards; Lesson Planning

Day 2: ACTFL Performance Standards; Techniques for Developing Standards-Based Lessons;

Day 3: TPR; Lessons on the Computer; Micro Teaching Lesson Planning; Lesson Observation

Day 4: Content-Based Teaching; Annenberg Films; Micro Teaching Planning

Day 5: MOPI (Modified Oral Proficiency Interview) Training; 9 AM to 4:30 PM

Day 6: MOPI (Modified Oral Proficiency Interview) Training; 9 AM to 4:30 PM

Day 7: Rubrics; Micro Teaching; Critiquing Lessons

Day 8: Professional Standards for Chinese Teachers; Building Curriculum; Micro Teaching

Day 9: Theories of Second Language Acquisition; Micro Teaching

Day 10: Micro Teaching and Discussion;

Day 11: E-Portfolio Presentations and Discussion; Presentation of Certificates