

Center for Applied Linguistics

STARTALK TEACHER PROGRAM: Program Topics and Duration

| | Menu of Suggested Topics | Curricular Objectives | | |
|---------------------------------------|--------------------------|--|--|--|
| Category/Foundation Work | | Part 1: Online course | Part 2: Face to face | Part 3: Online technical assistance |
| Approaches and Methods | | Reflect on the alignment of approaches/methods to assessment in the second and fourth modules. | Determine a match between teaching approaches and testing methods | Identify a match between teaching approaches and testing methods |
| Curriculum and Lesson Design | | | Incorporate ongoing formative and summative assessment into curriculum and lesson planning Check for formative assessment (quizzes, tests) and summative (chapter tests, portfolios, teacher observations) | Incorporate ongoing formative and summative assessment into curriculum and lesson planning Observe and advise on programs/teaching plans formative assessment (quizzes, tests) and summative (chapter tests, portfolios, teacher observations) |
| Instructional Planning and Strategies | | Align instruction and assessment (e.g, using tests | Align instruction and assessment | Align instruction and assessment |

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| | | that positively impact teaching and learning) | Check assessments against standards, assessment and Linguafolio/ outcomes | Reflect programmatically on alignment/suggest ideas for next year |
| Assessment | Basics of assessment principles and how to incorporate into the classroom | May-June- Three week online course Introduction to Assessment: Key concepts (overview) Purposes of assessment in your classroom Washback to teaching: How will assessment inform and improve my teaching? | June 8-10: Face to face workshop Integrating assessment into student and teacher programs Assessing different skills | June 10-August 30 Ongoing technical assistance |
| Structure of the target language/ pedagogical grammar | | How to assess specific skills | How to assess specific parts of the curriculum (e.g, assessing specific skills and content) Quizzes, tests: how often, information reported | How to assess specific parts of the curriculum (Improving and fitting in specific skills and content) Quizzes, tests: review for revision and improvement |
| Second Language Acquisition | | Integration of SLA as part of validity | Discuss relationship between SLA and | Integration of SLA as part of validity |

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| | | | test methods | |
| US Educational Systems and Classroom Mgmt | | Stakeholders and expectations: To whom are results reported and how they expect results to be reported | Planning for assessment and reports: how will the results inform students, instructors, and the program | Online support, including practical assistance with test administration and reporting results |
| Technology | | Learning to use online technology | | |
| Reflective Practice and Leadership | | Weekly reflections! | How can assessment inform my teaching/learning? | How can assessment help my students learn? |
| Pathway to Certification | | What tests are required for K-12 certification in the specific state? | What tests are required for K-12 certification in the specific state? | What tests are required for K-12 certification in the specific state? |