

## The College Board

### STARTALK TEACHER PROGRAM: Program Topics and Duration

**Theme: Becoming a “Star” Chinese Teacher in the U.S.**

**Enduring Understandings**

*Guest Teachers will understand that teaching Chinese in the U.S. is a practice of “engaging learners” and of “people diplomacy”.*

**Objectives:**

*Guest teachers will understand foreign language teaching practices in the U.S.*

- *Standards*
- *Curriculum design*
- *Lesson planning*
- *Classroom practices*
- *Assessment & technology*
- *Public relations & cross-cultural communication*

*Guest Teachers will understand that language teaching needs to be*

- *communicative*
- *student-centered*
- *incorporate culture*
- *reflect real-life functions*
- *instruction in the target language.*

	Curricular Objectives (1 week program)	Activities	Assessment
Category/Foundation Work			Performance & evidence
Day 1: US K-12 Educational System	<ul style="list-style-type: none"> <li>- how is foreign language teaching &amp; learning perceived in your school’s curriculum</li> <li>- Perspectives and needs for Chinese teaching in K-12 system</li> <li>- Who are the GTs and what are GTs’ roles in the big picture?</li> </ul>	<p>Morning: presentations and lectures</p> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>-break-out groups going on campus tour</li> <li>- group discussions with U.S. teachers, Q &amp; A,</li> </ul>	worksheet and reflections

	<ul style="list-style-type: none"> <li>- US school structures: administrators, colleagues, parents, students</li> </ul>	<ul style="list-style-type: none"> <li>-participants complete worksheet questions.</li> <li>- debrief as a whole group</li> </ul>	
Day 2: Standards, Approaches and Methods, Second Language Acquisition	<ul style="list-style-type: none"> <li>- what are the five Cs</li> <li>- modes of communications</li> <li>- overview of some effective teaching approaches &amp; methods for K-12 learners</li> <li>- Demo Lesson of Comprehensible Input/Guide Practice in Japanese or French</li> </ul>	<p>Morning: presentaions</p> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>-demo lessons in an unfamiliar language</li> <li>-guided group work on theme-based unit planning with focus on modes of communication</li> </ul>	Theme-based unit outlines
Day 3: Curriculum Design & Instructional Planning and Strategies	<ul style="list-style-type: none"> <li>- backward design (UBD)</li> <li>- who are the students and what are their needs &amp; interests? goals &amp; outcomes: knowledge, skills, evidence- help students set up goals based on their needs or interests</li> <li>- the students will be able to...</li> <li>- select &amp; develop age-appropriate materials</li> <li>- design and revise curriculum according to program models( language focus, exploratory, enrichment, language &amp; culture combination, inter-deciplinary lessons)</li> <li>- plan lessons with a variety of class activities</li> <li>- how is the class organized and sequenced?</li> <li>- how is the content taught or learned?</li> <li>- examples of inter-deciplinary units and practices</li> <li>- use multi-modality rescourses</li> <li>- integrating language, culture and other</li> </ul>	<p>Morning: presentations</p> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>-guided group work: coninue on the theme-based units with more focus on age appropriateness, linguistic focus, skills &amp; performance goals</li> </ul>	<p>Develop Student Needs analysis questionnaire;</p> <p>Theme-based units:</p> <p>Leson plans – patterns of interaction;</p> <p>Match materials with goals;</p> <p>Multimedia – match with learning styles</p>

	content		
<p>Day 4: Assessment &amp; reflective practices</p> <p>Classroom Management</p>	<ul style="list-style-type: none"> <li>- what have the students learned?</li> <li>- how well have they learned?</li> <li>- what are the students able to do?</li> <li>- what can be done differently?</li> <li>- benchmarks: speaking &amp; writing</li> <li>- classroom evaluation: diagnosis tests</li> <li>- achievement tests</li> <li>- Formative and summative assessment;</li> <li>- performance-based evaluation: LinguaFolio</li> <li>- teacher self-assessment</li> <li>- standardized testing: AP Chinese exam</li>   <li>- novice teacher 101</li> <li>- understanding students and their development stages</li> <li>- challenges, issues, and crisis</li>   <li>- first day, first week, first month</li> <li>- visuals in the classroom</li> <li>- discipline procedures &amp; consequences</li> <li>- positive reinforcement</li> </ul>	<p>Morning: presentations</p> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>-Case studies, classroom video analysis and solutions;</li> <li>-guided group discussion with worksheet for analysis and solutions .</li> <li>-group work: continue on the theme-based unites, with focus on assessment tools</li> </ul>	<p>Match assessment with curricular goals and lesson objectives;</p> <p>Micro-teaching &amp; Reflections;</p> <p>Sample assessment tools;</p> <p>Analyze case studies and propose solutions in groups</p>
Day 5	Team-building, cultural exposure, and break from classroom learning.	Field trip to San Francisco	
Day 6: Reflections and Group work day	<ul style="list-style-type: none"> <li>-what are some of the successful experience?</li> <li>-What are the lessons learned in the</li> </ul>	Video analysis and reflections, veteran teachers' panels	

	past? -integrated reflections on previous topics	(successful experience and lessons learned) continue guided group work	
Day 7: Structure of the target language/ pedagogical grammar  Materials Development and Adaptation	Integrating focus on form and meaning Taught in communicative context – functions and situations - common themes for beginners - multiple resources, not one textbook	Morning: speaker presentations Material samples and analysis  Afternoon: Group presentations of unit plans and feedback	Theme-based unit and age-appropriate lesson plans with class activities, assessment tools, recourses,
Day 8: Public Relations & Communications  Summary, long-term PD plans & Reflective Practice	- guidelines: dos and don'ts - case studies and analysis - suggested reactions and solutions - what if...  Communications: - with students - with student parents - with colleagues - with supervisors & administrators - with local community, i.e. host family & else	Morning: presentations and case analysis about PR and communications; panel of constituents  Afternoon: -Summary and highlights -guided work on drafting long-term PD goals	Public speech demos; Case studies and reflections; Individual long-term PD plans