



## STARTALK Teacher Program Curriculum Template

**Program Title:** Mentoring & Leadership for K-12 Chinese Teachers      **Number of Hours:** 80

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### **Brief Description of Program** *(including curricular context and goals)*

In this 10-day, residential summer institute, K-12 Chinese teachers will explore key concepts and principles related to mentoring, leadership, and change. They will collaboratively develop standards-based, thematically focused, and culturally rich Chinese teaching materials and experiment with compelling classroom applications of emerging technologies such as blogs, podcasts, digital storytelling, and wikis. They will learn to use these technologies to disseminate materials and expand their mentoring and leadership to the profession at district and state levels.

### **Enduring Understanding (EU):**

**What Enduring Understandings are Desired:** *(Refers to the big ideas that we want students 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 collegial mentoring and leadership can create and strengthen standards-based Chinese programs for K-12 students.

**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...*

- **Chinese** - How might teachers purposefully design compelling learning environments, experiences, and materials that foster proficiency in Chinese?
- **Pedagogy** - How might teachers apply successful world language pedagogy to their work of leadership?
- **Mentoring** - What is mentoring and how does it differ from other forms of teaching and learning?
- **Change** - How might mentoring be used as a tool for initiating, implementing, and sustaining change?
- **Culture of Collaboration** - How might effective mentors build shared cultures of learning?
- **Technology** - How might emerging technologies be used to facilitate mentoring, leadership, and change and the development of proficiency in Chinese?

**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)

<b>Knowledge (What participants need to know)</b>		
<b>Category of Training</b>	<b>Topics To be Addressed e.g., Student Content Standards</b>	<b>Objectives</b>
<b>Approaches &amp; Methods</b>	<p>The National Standards provide guidance to ensure that students receive a "balanced diet of instruction" that will lead to healthy language use.</p> <p>Just as a steady diet of only one food leads to malnutrition, reliance on a single approach or method is likely to result in a menu of language education that does not provide sufficient "nourishment" for students.</p> <p>Effective teachers draw on a wide repertoire of pedagogical approaches and instructional strategies to support student learning, including:</p> <ul style="list-style-type: none"> <li>• Communicative approach</li> <li>• Cooperative learning</li> <li>• Problem/project-based learning</li> <li>• Story-based instruction</li> <li>• Technology-based activities</li> <li>• Thematic planning</li> <li>• TPR/TPRS</li> </ul> <p>Effective teachers adjust their instruction based on the needs, interests, and proficiency levels of their students</p>	<ul style="list-style-type: none"> <li>• Participants will be able to identify approaches used by instructors in model lessons</li> <li>• Participants will be able to develop instructional materials congruent with the National Standards</li> <li>• Participants will be able to identify a variety of instructional approaches to meet diverse learner needs</li> </ul>

Category of Training	Topics To be Addressed e.g., Student Content Standards	Objectives
<b>Curriculum &amp; Lesson Design</b>	<ul style="list-style-type: none"> <li>• Creating a standards-based, articulated lesson</li> <li>• Effectively communicating about the Chinese program with stakeholders (administrators, colleagues, parents, students, community members)</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to develop instructional materials congruent with the National Standards</li> <li>• Participants will be able to align instructional approaches with the needs of diverse learners</li> <li>• Participants will be able to assess student proficiency using a variety of assessment tools and techniques</li> </ul>
<b>Instructional Planning and Strategies</b>	<ul style="list-style-type: none"> <li>• Instructional strategies – Classroom techniques</li> <li>• Mentoring strategies – Interactions with colleagues</li> <li>• Learning styles – How learning styles can inform instruction</li> <li>• Diverse Learners – Meeting the needs of diverse learners in culturally and developmentally appropriate ways</li> <li>• Lesson Planning – Developing planning templates and processes</li> <li>• Classroom Management – Strategies to create an interactive classroom, including grouping and pairing students, create learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to engage in professional conversation with colleagues about instructional strategies</li> <li>• Participants will be able to identify a variety of instructional approaches to meet diverse learner needs and be able to justify selected approaches they select based on learner/program needs</li> </ul>

Category of Training	Topics To be Addressed e.g., Student Content Standards	Objectives
<b>Materials Development and Adaptation</b>	<ul style="list-style-type: none"> <li>• Creating standards-based classroom activities and lessons</li> <li>• Creating classroom activities using culturally authentic materials</li> <li>• Incorporating technology into personal and professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to develop instructional materials congruent with the National Standards</li> <li>• Participants will be able to identify a variety of instructional approaches to meet diverse learner needs</li> <li>• Participants will be able to incorporate authentic materials in instructional activities</li> <li>• Participants will be able to use technology to locate and adapt instructional materials</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Purpose of and perspectives about assessment</li> <li>• Assessing students, assessing ourselves as teachers</li> <li>• Assessing the process and the product</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to assess students through the three modes of communication.</li> <li>• Participants will be able to identify and select a variety of assessment strategies.</li> </ul>
<b>Structure of the target language/ pedagogical grammar</b>	<ul style="list-style-type: none"> <li>• Age appropriate grammar instruction</li> <li>• Contextualized grammar and structural elements</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to create instructional materials that contextualize grammatical concepts</li> <li>• Participants will be able to connect structure and proficiency, using effective strategies for teaching grammar (pedagogical grammar)</li> </ul>

Category of Training	Topics To be Addressed e.g., Student Content Standards	Objectives
<b>Second Language Acquisition</b>	<ul style="list-style-type: none"> <li>• Identifying realistic language acquisition time frames</li> <li>• Importance of comprehensible input for second language acquisition</li> <li>• Developing appropriate instructional activities by editing the task, not the text of authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will become familiar with the ACTFL language proficiency guidelines</li> <li>• Participants will acquire pedagogical strategies for developing students' proficiency in Chinese</li> </ul>
<b>US Educational Systems and Classroom Management</b>	<ul style="list-style-type: none"> <li>• Culture of U.S. schools</li> <li>• Classroom management strategies (routines, resistance, behavior modification, prevention, rewards and incentives, etc.)</li> <li>• Advocacy for positioning the world language program</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will develop strategies to promote their Chinese program both within and beyond the school setting</li> <li>• Participants will be able to identify strategies to assist with classroom management and daily routines</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Technology used for personal and professional productivity</li> <li>• Technology used for program advocacy</li> <li>• Technology used for collegial networking</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will use a variety of technology applications while creating and implementing instructional materials</li> <li>• Participants will use a variety of technology applications to advocate for their programs</li> <li>• Participants will use technology applications in order to network with colleagues</li> </ul>

Category of Training	Topics To be Addressed e.g., Student Content Standards	Objectives
<b>Reflective Practice and Leadership</b>	<ul style="list-style-type: none"> <li>Self reflection and standards-based checklists to prompt thinking about teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Participants will complete self evaluations and checklists about instructional practice</li> <li>Participants will use technology to reflect and share with others</li> </ul>
<b>Pathway to Certification</b>	<ul style="list-style-type: none"> <li>Certification requirements per state and federal requirements</li> </ul>	<ul style="list-style-type: none"> <li>Participants will locate certification information specific to their particular state's requirements</li> </ul>

Please see the attached schedule for an overview of how these various strands will be integrated with one another throughout the institute.

### Technology Integration:

- Blogging - as a tool for reflection, communication, advocacy, and community building
- Chat - as a tool for developing proficiency in the interpersonal and interpretive mode
- RSS - as a tool for aggregating information across a variety of sources
- Skype - as a tool for developing oral proficiency in both the interpersonal and interpretive modes
- Social Bookmarking (del.icio.us, Diigo) - as a tool for scaffolding, professional productivity, resource sharing, and community building
- Web2.0 applications - as tools for developing activities across the three modes of communication
- Wikis - as a tool for collaborative learning

**Assessments:** *What evidence will show that teacher participants understand and can perform?*  
**Performance tasks (including micro teaching, student program practicum, etc.)**

- Microteaching
- Mentoring Role Plays

**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).**

- Daily blog entries and comments on one another's blogs
- Oral and written responses to readings and lectures
- Required products - Activity plans, action plans, design of various products using different technologies

**Unprompted Evidence (observations, dialogues, or classroom participation)**

- Observations
- Classroom participation
- Conversations

**Program-specific LinguaFolio-type Can-Do Statements**

- I can design instructional activities that address interpersonal, interpretive and presentational modes of communication.
- I can incorporate authentic materials into standards-based instructional lessons for students.
- I can vary my classroom activities to meet diverse learning styles.
- I can assess my students' learning in a variety of ways.
- I can use technology for personal and professional productivity.
- I can use mentoring strategies to discuss professional practice with my colleagues.
- I can be an advocate for my Chinese program.

**Required Resources (including textbooks):**

A binder of materials will be provided to each participant that will include sample classroom activities, leadership and mentoring strategies, and templates that will serve as guides for reflection of institute experiences. Web-based materials will be published at <http://startalk.wikispaces.com>.

**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?)*

The use of a variety of different groupings and technologies throughout the institute will provide opportunity for differentiating based on participants' identified needs. Translation when necessary will be available through one of the institute leaders.

## **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?)*

The institute will include lecture, whole group, small group, pair, and individual activities. There will be a 5-day high school class taught by one of the institute leaders that will serve to model and demonstrate instructional practices. The leaders will also demonstrate strategies and activities. Participants will receive guidance and feedback from leaders and peers. Participants will microteach in small groups, discuss teaching and learning from the demo class and microteaching to connect concepts to their own experiences and questions, thereby enabling the participants to integrate the strategies in to their own contexts.

The following components are representative of key instructional strategies that will be employed during the institute. Please see the attached schedule for an overview of how these strategies will be integrated throughout the course of the institute.

- **Frame** - Discussion of carefully chosen reading assignments designed to encourage teachers to see language teaching and learning from new perspectives
- **Model Lesson in Spanish** - Interactive model lesson taught by institute leaders that demonstrate the principles being targeted that day, followed by a debriefing session
- **Chinese Demo Class** - A 5-day class taught in Chinese that will serve to model and demonstrate instructional practices
- **Insights & Issues** - Discussion of key concepts, principles, and techniques of mentoring, leadership, and change
- **Hands-on Application Time** - Interactive activities designed to give participants hands-on opportunities to experiment with key principles of mentoring, leadership, and change
- **Planning Time** - Hands-on planning time to prepare for microteaching demonstrations, executed in small groups with coaching and feedback from colleagues and institute leaders
- **Microteaching** - Microteaching with feedback provided during debriefing sessions by colleagues and institute leaders using templates
- **Connect to Tech** - Carefully scaffolded, hands-on, task-based activities designed to build and reinforce technology skills throughout the institute
- **Blog This** - Daily closure activity designed to give participants opportunities to summarize what they've learned, reflect on it, connect it to their own personal experiences, consider how it might be useful to them in their classrooms, and raise questions for consideration during the following day of the institute
- **Individual Consultation Time** – Individual time to consult with institute leaders regarding the development of action plans for implementing institute content in participants' individual contexts

**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.)*

- Participants will complete a pre-institute survey prior to arriving to the Institute
- Participants will create a concept map showing their current perceptions

**Links to relevant web sites:**

<http://startalk.wikispaces.com> is the location that will serve as the online starting point for institute activities

**Daily instructional plan** *(This could turn into a program syllabus.)*

Please see the attached schedule for a day-to-day overview of the institute.