



**Seattle Public Schools  
STARTALK Teacher Program Curriculum**

**Program Title:** Seattle Startalk 2

**Number of Hours:** 120

**Designed by:** Betty Lau, Margaret Chow

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

This summer program continues the 2007 teacher certification program which enables teacher trainees to take additional coursework toward a Washington state residency certificate. The course will examine best practices in instruction, assessment, and content area reading. Training will also include the Washington State Performanced-based Pedagogy Assessment.

**Enduring Understanding (EU):**

*Participants will understand that instructional design, delivery, and assessment support student growth and classroom management.*

*Participants will understand that academic literacy strategies and technology integration will support teaching and learning.*

*Participants will understand aspects of professional growth and development.*

**Essential Questions (EQs):**

*In what ways, can teacher trainees establish classrooms as communities?*

*How can teacher trainees use assessments to impact formal and student learning?*

*What we want teacher trainees to think about instructional planning for powerful learning.*

*To what extent do values affect a professional growth and development plan?*

**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	1. Classrooms as	

	<p>communities</p> <p>2. Formal learning and assessment</p> <p>3. Planning for powerful learning</p> <p>4. Professional growth and development</p>	
<p>Major Category Targeted: (based on STARTALK Teacher Matrix; Provide a complete list of our major categories)</p> <p>___ Approaches</p> <p>___ Curriculum</p> <p>...</p> <p>___ Other (please specify)</p>	<p>1a. variables that influence classroom communities</p> <p>1b. classroom management models</p> <p>1c. family engagement of historically marginalized students</p> <p>1d. positive classroom learning environment</p> <p>2a. educational standards, learning targets, and assessment as they relate to instructional design.</p> <p>2b. assessment and evaluation procedures to develop appropriate formal learning targets</p> <p>2c. student data to determine the appropriateness and effectiveness of accommodations in areas of classroom organization, grouping, instruction, evaluation and curriculum.</p> <p>2d. document and articulate the goodness of fit between the student and the school environment.</p>	<p>Assessment strategies</p> <p>Content area reading strategies</p> <p>Review of internship handbook</p> <p>Develop family involvement plan</p> <p>Reflective journal</p> <p>Classroom management plan</p> <p>Performanced-based pedagogy assessment</p> <p>Lesson plans</p> <p>Instructional unit plan, sequenced lessons</p> <p>Professional growth plan</p> <p>Integrating technology into instruction and webquests and using smartboards</p> <p>Handling discipline in American classroom vs in home country</p> <p>Definition of diversity, ethnicity, culture, personal culture sharing</p> <p>Assessment principles applied to foreign language class</p>

	<p>2e. assessment to inform instructional decisions.</p> <p>3a. plan effective lessons that support student learning.</p> <p>3b. accommodations to support students' engagement and achievement</p> <p>3c increase engagement and learning for historically marginalized students</p> <p>4a. aspects of professional growth including reflection, inquiry, collaboration, goal setting, and subject area specialization.</p>	
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**Technology Integration:**

Lessons on integrating technology into instruction, using webquests and smartboards.  
Use of e-journals

**Assessments:**

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

**Micro-teaching**

**Classroom management plan**

**Family involvement plan**

**Professional development and growth plan**

**Quizzes, reflective or learning journals, responses to readings or lectures, work samples, and required products**

**Reflective journal**

**Lesson plan**

## **Instructional plan**

### **Unprompted Evidence**

**Instructor observations**

**Dialogues**

**Classroom participation**

**Group work**

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

**Can describe the performance-based pedagogy assessment instrument**

**Can understand instructions on how to develop a lesson (instructional) plan**

**Can identify state standards such as EALRS and GLEs and comprehend their alignment to teaching and learning.**

**Can create a classroom management plan for own use**

**Can present professional growth and development plan about self**

**Can describe ways to actively engage historically marginalized students and families**

**Can understand how to use student data to determine accommodations**

**Can identify growth goals for one's own professional development**

**Can create appropriate uses of instructional technology**

**Can present content area reading strategies**

### **Required Resources (including textbooks):**

Tomlinson, C.A. (2003). *Fulfilling the Promise of the Differentiated Classroom*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tomlinson, C.A. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

### **Recommended Texts**

Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Daniels, H. and Zemelman, S. (2004). *Subjects Matter: Every Teachers Guide to Content Area Reading*. Portsmouth, N.E.: Heinemann.

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing Inc.

### **Reference Text:**

Friend, M., and Bursuck, W. (2006, 4<sup>th</sup> Ed.). *Including Students with Special Needs. A practical guide for Classroom Teachers*. Boston: Allyn and Bacon. (e-reserve)

**Differentiation of Instruction:**

All of the teacher trainees are non-native speakers of English.

- Peer tutoring
- Study groups
- Tutoring
- Individual learning contracts

**Instructional Strategies:**

All of the teacher trainees are non-native speakers of English.

- Provide guiding questions for the readings
- Allow more time for readings
- Simplify detailed instructions
- Use graphic organizers
- Review assignments weekly
- Pair and share discussions
- With each new concept or topic, discover what the trainees already know
- Compare and contrast topic-specific USA strategy with home country
- Use visuals such as picture, drawings, diagrams
- Generate vocabulary list for each topic
- Use Startalk program strategies, developed during 2007 program, Seattle Public Schools

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

*These trainees have already been introduced to Washington state regulations relating to teacher certification. They have taken a few courses that will help them in their development as student teachers.*

*Weekly debriefing will be conducted to identify participants needs, issues, concerns as well as progress.*

**Links to relevant web sites:**

- <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/adolescence.html>
- <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100.htm>
- <http://www.nsd.org/standards/family.cfm>
- <http://www.pdkintl.org/kappan/kbla9810.htm>
- <http://school.discovery.com/schrockguide/assess.html>
- <http://en.wikipedia.org/wiki/Assessment>

**Daily instructional plan**

(This could turn into a program syllabus.)

- Typical instructional plan
- Provide daily agenda

Identify specific topic  
Review assignments, previous class  
Group work – or other participatory activity  
Hands-on activity such as smartboards  
Cooperative learning—such as pair/share; jigsaw  
Provide and solicit feedback