



**STARTALK Teacher Program Curriculum
Stanford University/Palo Alto Unified School District
Summer 2008, Level II Program**

Program Title: Professional Development for Teachers of Mandarin Chinese Language and Culture, Level II

Number of Hours: 55 hours

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Brief Description of Program (including curricular context and goals)

Teachers will be able to:

- review principles of second-language acquisition in context of proficiency-oriented assessment
- conduct oral proficiency interviews and learn how to rate students' authentic language samples
- develop standards-based thematic units for their students with appropriate assessment strategies
- apply peer-coaching skills, mentor novice teachers, and provide them with constructive feed-back
- differentiate instruction for diverse learners

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:

- *student learning is directly related to effective teacher practice.*
- *Improved practice is a result of life-long professional development and growth.*
- *Reflection on practice leads to continuous improvement and learning.*

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.)

To what extent or in what ways will I

- *incorporate the concept of Understanding by Design in my curriculum and unit planning process?*
- *apply the concepts of proficiency oriented assessment to inform my planning and instruction?*
- *Incorporate what I learn in this program into my teaching and learning practices?*
- *become a reflective practitioner and employ inquiry to strengthen my practice?*
- *share what I learn in this program with colleagues?*

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)

Technology Integration:

- Technology will be employed in nearly all components of program delivery
- The role of technology in Chinese language instruction will be explored as a formal topic in the program
- Technology as a tool for teaching, assessment and management of instruction (grade book will be presented.
- The incorporation of relevant website resources in both program delivery and lesson development will be modeled.

Assessments:

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

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

- Apply the concepts taught in unit planning and designing
- Rate appropriately authentic language samples in proficiency terms
- Articulate the relationship between student performance (assessment) and classroom practices both in their unit
- Plans, teaching demonstrations, and ratings of language samples.

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).

- Thematic unit plans
- Oral proficiency interviews with students
- Daily reflections

Unprompted Evidence (observations, dialogues, or classroom participation)

- Classroom discussions/reflections on presentations
- Informal dialogues among colleagues
- Observations and feedback

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

(Please see the “Assessment” column on the table below).

Required Resources (including textbooks):

	Menu of Suggested Topics	Process	Assessment
Category/Foundation Work	Content	“How to…”	“Can do” statement
Review Second Language Acquisition Principles	Principles of language teaching Prevailing language-learning hypotheses What we know about effective teaching approaches in L2	Assessment of prior knowledge activity, presentation, small group discussions, debriefing of group discussions, application of concepts activity.	In the application of second acquisition language theory and research findings, I can <ul style="list-style-type: none"> • provide meaningful language learning opportunities • make target language input comprehensible • create tasks that have students use the language in meaningful ways • provide appropriate feedback on students language use • identify students’ proficiency levels • provide activities that facilitate the language development of students at all levels • assess students meaningful language use • develop student’s communicative competence

Review main concept of standards-based instruction	National Standards for Language Learning in the 21 st Century	PowerPoint presentation, activity highlighting the Five goals and standards, modes of communication, and the interconnectedness nature of the standards.	I can <ul style="list-style-type: none"> • develop standards-based instructional goals • develop standards-based units/ lessons plans • develop standards-based assessment
Review Standards-based instruction in the CA context	CA FL Framework/Language Learning Continuum (LLC)	Overview of the CA Framework for Foreign Language Learning and the LLC stages. Activity that bridges the standards and the LLC. Observation Protocol for identifying concepts featured in the standards and the LLC in practice in the classroom.	I can <ul style="list-style-type: none"> • describe the five stages of the Language Learning Continuum (LLC) • describe the content and functions of appropriate for each stage on the LLC • develop appropriate unit / lesson plans that are congruent with appropriate stages of the LLC
Understanding by Design	Features of Understanding by Design	Presentation and activity to illustrate basic concepts and features of Understanding by Design and their implications for designing instruction.	I can <ul style="list-style-type: none"> • relate the implications of the Understanding by Design processes to curriculum planning • apply the UbD process in curriculum planning and unit / lesson design
Proficiency-Oriented Assessment: CA's Oral Proficiency Interview Model for Assessing Student Performance	ACTFL Proficiency Guidelines and Performance-based Assessment/Overview of Rating System based on the ACTFL/CA scale focusing on	Presentation and interactive activities featuring exemplars of the CA Oral Proficiency Interview format	I can <ul style="list-style-type: none"> • conduct mini OPI-like assessment • use ACTFL Proficiency Guidelines and K-12

LinguaFolio	the lower levels of the scale. LinguaFolio passport, biography and dossier	Performance tasks in all three modes, for oral and presentation for both oral and writing. Sharing of LinguaFolio exemplars for student self-assessment	Performance Guidelines <ul style="list-style-type: none"> • explain and give examples of the differences between formative and summative assessment • use results of assessment to impact curricular decisions (as well as day to day lesson plans, etc) • provide constructive feedback for students • incorporate LinguaFolio student self-assessments in overall assessment of student performance
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Thematic Unit Planning and Instructional Strategies	Standards-based Thematic Unit Design incorporating the Three Modes of Communication Assessing prior knowledge Moving students from CI to Guided and Independent Practice, and Extended Application Pacing and sequencing with assessment strategies being integrated in every component.	A combination of presentation, modeling and interactive activities demonstrating the various elements of an effective instructional sequence. Participants will apply newly learned concepts, practices and strategies in small group settings and develop their own lessons to teach in the student component of the program.	I can <ul style="list-style-type: none"> • employ themes as the organizing principle for my curriculum design. • target my unit development to a specific and appropriate proficiency level? • plan curriculum beginning with student performance outcomes in mind. • design units that are embedded in an authentic cultural content that is appropriate to the content of the unit. • deliver my instruction in the target language and making it comprehensible for all students.
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			<ul style="list-style-type: none"> • provide comfortable and friendly learning environments • deliver instruction that suite various learning styles and abilities
Reflective Practice/ Leadership	<p>Reflection on translating plans into action</p> <p>Peer/colleague feedback</p> <p>Modifications for continuous improvement</p>	<p>Presentation and facilitated teacher learning community groups to reflect on how the class organized and sequenced, how the content is taught and learned, and examine examples of inter-deciplinary units and practices.</p>	<p>I can</p> <ul style="list-style-type: none"> • apply the principles of being a reflective educator. • define my goals in terms of student outcomes • reflect on my practices before, during, and after teaching a lesson • receive constructive feedback and incorporate it into my future teaching • provide constructive feedback to my colleagues based on observations and also learn from this process
Differentiated Instruction	<p>Multiple Intelligences</p> <p>Individualized student-centered instruction</p> <p>Modifying content, process and product for diverse learning styles, prior knowledge and readiness to engage in the topic.</p>	<p>Presentation and facilitated application of differentiated intruactional strategies into participant-developed lesson plans.</p>	<p>I can</p> <ul style="list-style-type: none"> • adapt the content and delivery of the lesson according to students' needs and readiness • adapt appropriate content, process and products that are suitable for students' age and stage • design different objectives that are suitable for diverse learners including age, stage, and

			<p>interest.</p> <ul style="list-style-type: none"> design activities that appeal to diverse interests and academic abilities of students
Technology	<p>Role of technology in Chinese-language instruction Modes of technology Efficacy of technology Technology as a teacher tool Technology in practice for teaching and assessment Computer activities Useful websites and on-line resources</p>	<p>Hands-on interactive demonstration and modeling in the computer lab. Participants learn how to integrate technology in their lesson design and teaching.</p>	<p>I can</p> <ul style="list-style-type: none"> search for appropriate materials to supplement existing material using internet resources (podcasts and You-tube) adapt/edit material to fit with my lesson plans/curricular goals identify multimedia software technology appropriate for language instruction use appropriate software technology to create instructional material and manage instruction use PowerPoint presentations to support classroom instruction
Classroom Management Phase II	<p>Management by student engagement Develop a classroom culture Establish classroom routines Create a community of culturally-sensitive learners Teacher Dispositions</p>	<p>Modeled effective practices for effective classroom management. Different strategies for different situations and classroom/school environments. Situational strategies for addressing homework, active participation and motivating students to engage in the learning process. Harry Wong's Classroom</p>	<p>I can</p> <ul style="list-style-type: none"> use positive discipline to manage students. establish norms for classroom interactions that are focused on mutual respect and reflect the culture and practices of the target language establish routines and

		Management DVD and Video Clip from Dough Fisher.	<p>procedures that facilitate learning, engage students, and maximize student performance</p> <ul style="list-style-type: none"> • use positive reinforcement for student motivation • use cooperative learning, pair, and group activities to encourage equitable participation
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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 program is designed to meet the participants in their various stages of professional growth and development. Some of the participants will not hold teaching certificates while others will have newly acquired teaching certificates and are in the induction phase of their teaching experience. Also, the group includes elementary, middle, and high school teachers as well as those who teach in private and community / heritage schools. Additionally, there will be some teachers who teach in dual immersion programs.

The professional development program has been planned with all of the above variables in mind, and thus will provide options for teachers to focus on areas that specifically meet their diverse needs. This will be accomplished by tiered and mixed level grouping of teachers and appropriate content areas and instructional strategies relevant to the participants’ teaching contexts.

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?)

Please see table above, column “how to.”

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.)

The application used to recruit participants posed a series of questions designed to illustrate participants' prior knowledge. Additionally, follow up interview calls were made to determine specific needs and clarify questions. Furthermore, when the participants arrive their needs and expectations will again be confirmed. Finally, at the end of each day program feedback will be collected via participant reflections to further confirm that the program is meeting the participants' needs.

Links to relevant web sites:**Daily instructional plan**

(This could turn into a program syllabus.)

Day 1 – Monday, July 7

- Strengthening Our Community Activity
- Introduction of Understanding by Design
- Review Second Language Acquisition Principles in the Context of the oral proficiency assessment
- Review of National Standards, California Framework, and the Language Learning Continuum
- Overview of California Oral Competency Interview (COCI), Theoretical Underpinnings

Day 2 – Tuesday, July 8

- ACTFL Performance Guidelines and Rating Scale
- Overview of California Oral Competency Interview (COCI), Theory and Practice
- Model of Interviewing and Rating Techniques

Day 3 – Wednesday, July 9

- Student Interviews and Rating

- California Writing Competency Assessment Overview
- Applying the OPI concepts to writing with the focus on the formulation of proficiency oriented writing prompts

Day 4 – Thursday, July 10

- Integration and community building activity
- Implications of OPI concepts for teaching and learning using Understanding by Design processes
- Participant demonstration of student OPI-like interview followed by peer debriefing of the interview and rating process (Level I participants are the larger audience, Level II participants are in the “fishbowl.”)
- Powerpoint presentation led by Level II participants and STARTALK instructors outlining major concepts of assessment and its relationship to the planning of effective instruction OR Formal presentation on assessment (Carl’s ppt)

Day 5 – Friday, July 11

- Components of thematic unit design
- Classroom management
- Differentiated Instruction

Day 6 – Saturday, July 12

- Role of technology in Chinese-language instruction
- Technology in practice for teaching and computer generated assessment tools
- Useful websites and on-line resources
- Facilitated unit/lesson design in teams by theme

Day 7 – Monday, July 14

- Level I participants teach micro-lessons to students
- Level II participants observe Level I participants’ lesson delivery using peer coaching model for debriefing and providing constructive feedback

Day 8 – Tuesday, July 15

- Teacher credentialing pathways
- What constitutes an effective Chinese language program
- Criteria and processes for selecting appropriate textbooks and other instructional resources
- Networking for professional development and growth, professional organizations

Day 9 – Wednesday, July 16

- Building positive community relations and gaining support for Chinese language programs
- Showcasing students' performances
- Community resources
- Recognition / acknowledgements of student and teacher success