



**University of Hawaii
STARTALK Teacher Program Curriculum**

Program Title: *University of Hawaii Chinese Immersion Sports Camp*

Number of Hours: *100 hours* **Designed by:** *Cynthia Ning*

Brief Description of Program (including curricular context and goals)

The teacher training institute will begin with a three-day intensive session in which basic principles for standards-based instruction in Chinese will be reviewed and the curricular plan for the three-week Chinese immersion sports camp will be discussed, refined, and finalized. The camp for 30 students begins four days later. Teacher trainees will have the opportunity to observe and critique examples of performance-based instruction, and themselves plan and implement micro-teaching modules for feedback from their peers.

Enduring Understanding (EU):

Participants will recognize the LOOK and FEEL of learner-centered instruction, be able to distinguish learner- from teacher-centered instruction, and have a sense of how they can begin to design and implement a curriculum that empowers students to accomplish tasks with the Chinese language .

Essential Questions (EQs):

- What differentiates learner-centered from teacher-centered instruction?*
- How do I use National Standards to develop curriculum and specific lesson plans?*
- How do student “can-do” statements guide my curriculum development and lesson planning?*
- How do I use performance-based assessment tools to guide my classroom activities?*

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	Topics To be Addressed	The teacher teaches from a lesson plan. The lesson plan is based on daily objectives that are specific measurable, observable, realistic, and clear. Lesson and unit objectives focus on what students will be able to do as a result of instruction. There are periodic checks for understanding that shape how the lesson proceeds.
Major Category Targeted: (based on STARTALK Teacher	ACTFL proficiency guidelines Student Content Standards	

<p>Matrix; Provide a complete list of our major categories)</p> <p>√Approaches √Curriculum √Other</p>	<p>Teacher Performance Standards</p> <p>Principles of learner-centered, performance-oriented, task-based instruction</p>	<p>Activities are balanced between skill-getting and skill-using, and are largely task-based. Activities address different language skills aligned with daily objectives. The teacher keeps all students on task. Teacher circulates among students during the instructional time.</p> <p>The teacher begins class or activities with an explanation of their purpose and concludes by asking students to summarize or demonstrate their learning.</p> <p>The teacher activates students' background knowledge. The teacher uses diverse activities to satisfy/accommodate diverse learning types. Materials are adapted to meet a range of student needs.</p> <p>Activities/exercises are meaningful and purposeful. Students carry out real-world tasks. Activities are cognitively engaging and demanding. The teacher monitors for evidence of comprehension.</p> <p>The teacher makes him/herself understood to students when speaking in the target language. The teacher conducts the class in the target language at least 80% of the class period without needing to resort to English. There is little or no translation from the target language to English, or from English to the target language</p>
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Technology Integration:

Practice with extraction of information from web-based sources

Practice with creation of an on-line community using Moodle

Assessments:

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

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).

Unprompted Evidence (observations, dialogues, or classroom participation)

Program specific LinguaFolio-type Can-Do Statements

****Curriculum Development****

Beginning:

I can summarize the goal of task-based instruction.

I can list some principles of task-based instruction.

I can name and state specifications for the spoken proficiency levels.

I can name and describe each of the three modes of communication.

I can name and describe the concepts embedded in each of the Five Cs.

I can recognize effective teaching strategies and connect them to SLA principles.

Intermediate:

I can select materials that support a functionally-oriented, task-based, standards-driven curriculum.

I can target my unit planning to a specific and appropriate proficiency level.

I can plan curriculum using a standards-based unit design process—beginning with the student's performance outcome in mind.

I can utilize a theme as an organizing principle for my curriculum design.

I can frame essential questions for the design of each curriculum unit.

I can determine content specifications for a particular proficiency level, teaching context and duration of instruction.

Advanced:

I can develop curriculum that reflects a balance among interpersonal, interpretive, and presentational tasks.

I can sequence curriculum units that move smoothly through i+1 to higher levels of proficiency.

I can design units that are embedded in authentic cultural contexts.

I can develop assessment tasks that include the interpersonal, interpretive, and presentational modes.

*****Lesson Planning*****

Beginning:

I can name the essential components of an effective language teaching sequence.

I can recognize what constitutes the key elements of each of the components of an effective teaching sequence.

Intermediate:

I can develop a lesson plan that includes a balance of skill-getting and skill-using activities.

I can develop a lesson plan that maximizes learner-centered instruction.

I can develop a lesson that includes the essential components of an effective teaching sequence: Assessing prior knowledge, providing comprehensible input, facilitating guided practice, providing structured opportunities for independent application, and providing both formative and summative assessment tasks.

Advanced:

I can develop a lesson plan that provides equal attention to the three modes of communication.

I can develop a lesson that engages students in higher order thinking skills.

I can develop a lesson plan that differentiates content, instructional strategies and assessment tasks to meet the needs of diverse learners.

I can recognize learner-centered instruction when I see it.

I can teach a module so that other teachers would recognize it as learner-

centered and task-based.

I can conduct a class in which most of the students are actively engaged in a task most of the time.

I can speak the target language in a fashion to allow the students to understand what I am saying, and to facilitate their completion of tasks.

Required Resources (including textbooks):

Handouts

ACTFL Proficiency Guidelines

Student Performance Standards

Teacher Performance Standards

Handouts from STARTALK meetings

Chinese Pedagogical Handbook forthcoming from Cheng & Tsui

Differentiation of Instruction:

The first three days of the institute will focus on the key principles of learner-centered instruction. For veteran teachers (and veteran participants in teacher-training institutes), this may be schema activation.

Teachers (ten) will be divided into two groups: one more roughly advanced and the other roughly beginning. They will have opportunities to brainstorm and provide feedback together, as part of this group. Each member of each group will also be paired with a member of the other group (a more advanced trainee with a less advanced trainee), and will work in pairs to plan and implement micro-teaching modules.

The first week after student instruction begins, teacher participants will be invited to observe, critique, and begin planning their own micro-teaching units with assistance from institute leaders. As they feel ready, they will be invited to begin teaching these units to the students.

During the second week, participants who have taught the first week will be invited to teach again; participants who have not taught yet will be encouraged to do so for the first time, either alone or as part of a pair or group.

By the third week, all participants will be teaching again for at least the second time. They will demonstrate adjustments in their teaching approaches based on peer and mentor feedback.

Written reflection (captured in blogs and presented orally in summation on a weekly basis) will capture the extent to which teacher participants can change their behavior, and the degree to which they can maintain their “reformed” behavior when they return (or go for the first time) to their teaching assignments.

There will also be a video record of one hour of teaching per day, to use in feedback sessions.

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?)

Work together to develop and finalize the objectives of the institute.

Work together to finalize the student curriculum.

Focused discussion of basic information (standards) and how these link to instruction.

Focused discussion of lesson planning techniques.

Brainstorm instructional skill-getting and skill-using activities.

Focused discussion of specific lesson plans.

*Focused discussion of process of implementing lesson plans.
Develop a rubric to assess teacher performance in the classroom.
Review instructional session via video, and provide feedback.
Work in pairs and groups to incorporate feedback into the next activity.
Reflect on the effects of discussion on teaching philosophy.
Describe the specifics of what each teacher considers the ideal class.
Reflect on own teaching behavior vis-à-vis one's own ideals, and the stated ideals of the institute.*

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 STARTALK Teacher Pre-Survey will identify specifics. As an introduction to every new topic, a "pre-discussion activity" (micro-survey plus reporting out) will activate existing knowledge and add such knowledge to the resource pool.

Links to relevant web sites:

www.learner.org

We will also develop an instructor blog on Moodle. A specialist in teacher-training support on Moodle is coming from California (on outside funding) to help the institute with this goal.

Daily instructional plan

Teacher institute days 1-3 (before students arrive)

- Day 1: Introduce, review, and discuss basic principles, including
 - Proficiency guidelines
 - National standards for students and teachers
 - Principles of performance-/ task-based instruction. Peer coaching and modeling of sample instructional activities included.
 - Discuss and finalize student curriculum.
 - Brainstorm activity types for units of student curriculum.
 - Brainstorm assessment activities for units of student curriculum.
- Days 2 & 3: Develop a rubric to assess teacher performance.
 - Go over lesson planning matrix for all three weeks.
 - Discuss pre-developed lesson plans for the first week.
 - Develop detailed lesson plans for weeks 2 & 3.
 - Flesh out 3-5 activities each teacher trainee is prepared to teach.
 - Lesson plans include daily assessment activities.