

STARTALK TEACHER PROGRAM: Program Topics and Duration

Virginia Startalk Chinese Teacher Academy (VSCTA)

In conjunction with

Virginia Startalk Chinese Academy (VSCA)

June 16th - July 13th, 2008

Note:

- 1) The following objectives are described from the perspective of “what teacher participants can and will accomplish.”
- 2) Participants arrive on site on June 16th; academic activities begin on June 17th.

	Curricular Objectives	Curricular Objectives	Curricular Objectives	Curricular Objectives
Category/Foundation Work	1 st week (June 17-22)	2 nd week (June 23-29)	3rd week (June 30-July 6)	4th week (July 7-13)
1. Approaches, Methods, and Standards	Be familiar with SLA Theoretical and pedagogical introduction Be familiar with The Communicative Approach Be familiar with standards-based curriculum & performance-based instruction	Same as left	Same as left	Be competent in applying approaches, methods, and standards in curriculum design, thematic units, and lesson planning
2. Curriculum and Lesson Design	Be familiar with AP/Pre-AP Chinese curricular requirements and guidelines	Create and revise standards-based curriculum and syllabus Learn and implement best	Same as left	Same as left

	Analyze and create standards-based curriculum and syllabus	practices that contribute to successful thematic units and lesson plans		
3. Instructional Planning and Strategies	<p>Gain the concept of backward design</p> <p>Identify and understand teacher-fronted vs. student-centered instruction</p> <p>Learn instructional strategies to meet diverse needs of learners</p> <p>Learn strategies for corrective feedback</p>	<p>Revisit backward design</p> <p>Create a thematic unit with a template</p> <p>Learn and implement strategies for creating a total immersion environment</p> <p>Learn and implement strategies for managing multi-level proficiency</p> <p>Master elicitation techniques to create comprehensible input that leads to comprehensible output</p> <p>Participants' competence of these newly learned strategies will be assessed through live teaching demonstration and peer-observation</p>	Same as left	Same as left
4. Materials Development and Adaptation	Understand required components in E-portfolio	<p>Create needed components in E-portfolio</p> <p>Create lesson plans and materials for practicum</p>	Same as left	<p>Develop assessment criteria for selecting instructional materials</p> <p>Develop and finalize individual E-Portfolio that include all required</p>

				components
5. Assessment	<p>Be familiar with ACTFL's Proficiency Guidelines, Performance Guidelines, Integrated Performance Assessment, AP Exam, & OPI/WPT</p> <p>Understand the rationales between formative vs. summative assessments and evaluate examples of each type</p>	Learn to create performance-based, authentic, formative and summative assessments/rubrics, and evaluate examples of each type	<p>Learn to create performance-based, authentic, formative and summative assessments/rubrics, and evaluate examples of each type</p> <p>Be familiar with Linguo-Folio and STAMP</p>	Be able to create performance-based, authentic, formative and summative assessments/rubrics, and evaluate examples of each type
6. Structure of the target language/ pedagogical grammar	Develop radical awareness and principles in vocabulary acquisition	Learn to teach characters, Pinyin/pronunciation, vocabulary, and grammar in a communicative and authentic context	Same as left	Effectively teach in a meaningful communicative and authentic context
7. Second Language Acquisition	<p>Understand current SLA theories that are influential in CFL instruction</p> <p>Modules include 1) behaviourist, innatist, cognitive, sociocultural, interactionist, and developmental perspectives, 2) Individual differences, 3) interlanguage, 4) natural and instructional settings, 5) observation schemes: teacher-fronted vs. student-centered interactions, 6) corrective feedback, and others</p>	Apply SLA theories to practices and lesson planning	Apply and reconsolidate SLA theories to practices and lesson planning	Apply, reconsolidate, reactivate, and summarize SLA theories to practice and lesson planning

8. US Educational Systems and Classroom Mgmt	N/A	Identify and implement effective class management and understand classroom culture	Same as left	Same as left Learn what to do to be an effective program builder and successfully interact with administrators, school board members, AP Coordinator, Chair of Foreign Language Department, and Dept. of Ed.
9. Technology	Gain the concept and structure of E-portfolio and be familiar with the language lab	Gain hands-on practice of developing multi-media teaching materials Explore multimedia technology to enhance CFL teaching	Produce multimedia materials for actual teaching tasks Critique multimedia materials and ways of using technology in teaching	Create E-portfolio Learn how to enhance E-portfolio for post-program and long-term teaching and career development
10 Reflective Practice and Leadership	N/A (Pre-academy not involving practice teaching)	Pre - practicum preparation & practicum A comprehensive cycle of practice teaching involves three phases: “pre-teaching preparation, teaching & post-teaching reflections” through a multi-faceted reflective approach that includes the following techniques: Pre-/post- self-reflection and evaluation, micro-generic analysis, pair/group critique/analysis/reflections, case study, observation (self, peer, group, and class), in-class	Practicum continues Same as left	Practicum concludes and post-practicum reflections/analysis

		<p>observations, video-watching/analysis, individual consultation, group meetings, etc.</p> <p>Components of the three phases include:</p> <p>Pre-teaching—</p> <p>teaching demonstration in VSCTA and class observation in VSCA, applying research-based practices for macro- & micro lesson-planning teaching demonstration in VSCTA and class observation in VSCA</p> <p>Teaching—rehearsal prior to teaching and teaching in a real class, each followed by various types of reflections.</p> <p>Post-teaching—multi-faceted reflections & material revision/update in E-portfolio</p>		
11. Pathway to Certification	N/A	N/A	N/A	<p>Obtain 3 graduate school credits on Teaching Chinese as a Foreign Language</p> <p>Be familiar with state requirements toward Chinese teacher certification</p> <p>Know different opportunities for professional development toward</p>

				certification Make feasible plans for further career pursuit and enhancement.
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