



**OCCIDENTAL COLLEGE STARTALK 2009  
TEACHER LEADERSHIP PROGRAM CURRICULUM**

**Host Institution:** Occidental College

**Program Title:** Building Leadership in the Arabic Language Teaching Community

**Number of Hours:** 56 hours

**Designed by:** Iman Hashem

**Brief Description of Program** (150 words)

Provide an overview of your program. What will participants experience during the program and what do you hope that your participants will remember and be able to do after the program ends?

This is a seven-day leadership development program designed to enhance the competencies of past participants so that they can create standards-based instructional materials and describe research-based practices to teachers less familiar with a standards-based approach.

Teachers will create an instructional unit:

- 1) using backward design with real-world objectives that are age and stage appropriate;
- 2) focusing on cultural and/or content from the core curriculum;
- 3) including the three modes of communication;
- 4) providing opportunities for cultural and linguistic comparisons and real-world language use beyond the classroom.

When they return to their classrooms, participants will teach unit segments employing pedagogy that reflects research and best practices. During the program, when referring to their units and describing their practice and the programs in which they teach, participants will characterize the proficiency of students commonly served in the schools and explain how each of the activities they employ reflects the standards and framework.

**Major Focus of the Program**

What three to five key words, concepts and/or topics best identify your program?

- Standards-based instruction
- Backward design
- Instructional planning and strategies
- Instructional materials development and adaptation
- Reflective practice and leadership

**Pre-requisites**

Are there pre-requisites to this course? If so, what are they?

- Eligible participants must have satisfied one of the following pre-requisites:
- successfully completed Occidental College's STARTALK leadership program in 2007 and/or in 2008
  - successfully completed Occidental College's Arabic Language Teaching Certificate or equivalent coursework
  - successfully completed NCLRC's STARTALK curriculum workshop
  - successfully completed a methods course for foreign language teachers

**Information on Career Options and Pathways To Certification**

How will you provide information to your participants on career options and pathways to certification?

Part of a session will be devoted to explaining the process for becoming certified in California and exploring job opportunities available in private and public schools.

**Content and Evidence of Learning**

Refer to the *STARTALK Teacher Program Sample* in the References section for examples. Use “Can Do” Statements to illustrate what evidence of learning is desired.

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to demonstrate)
<i>Content</i>	<i>Examples</i>	<i>“Can Do” Statements for Participants</i> Participants can...
Standards-based instruction	<ul style="list-style-type: none"> <li>• <i>Standards for Learning Arabic</i></li> <li>• <i>World Language Content Standards</i></li> </ul>	<ul style="list-style-type: none"> <li>• discuss the concepts embedded in the standards and framework documents</li> <li>• develop standards-based and framework-aligned (research-based) instructional units</li> </ul>

Occidental College Building Leadership Curriculum

	<p><i>for California Public Schools</i></p> <ul style="list-style-type: none"> <li>• <i>Foreign Language Framework for California Public Schools</i></li> </ul>	<p>and practices for delivering them</p> <ul style="list-style-type: none"> <li>• use concepts contained in the documents to analyze and critique materials and practices</li> </ul>
Instructional planning and strategies	<ul style="list-style-type: none"> <li>• Assessing prior knowledge</li> <li>• Considering age and stage appropriateness of content and instructional strategies</li> <li>• Pacing and sequencing</li> <li>• Creating student-centered activities that lead to real-world language use</li> </ul>	<ul style="list-style-type: none"> <li>• design objectives that are stage- and age-appropriate <ul style="list-style-type: none"> <li>- for knowledge, focusing on content from the core curriculum and/or cultural products, practices and perspectives</li> <li>- for interpretive, interpersonal and presentational communication and</li> <li>- for control of form linked to receptive and productive use of language;</li> </ul> </li> <li>• use technology to locate authentic materials and resources;</li> <li>• use technology and other techniques to make authentic texts comprehensible;</li> <li>• design meaningful and personalized guided practice that builds learner capacity for real world language use;</li> <li>• plan step by step activities that guide students to participate in culturally-appropriate language use;</li> <li>• specify how the units they have developed serve as building blocks for the creation of curricular maps for Arabic language instruction.</li> </ul>
Materials development and adaptation	<ul style="list-style-type: none"> <li>• Creating thematic units using authentic materials and available textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• select, adapt, create and effectively utilize, instructional materials to meet the specific needs of students;</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>• identify activities that can be used to inform instruction such as exploratory activities, comprehension checks, guided and independent practice, short quizzes (form checks/content, cultural and proficiency measures);</li> <li>• design performance tasks that are real world, culturally, age- and stage-appropriate;</li> <li>• create rubrics to measure student achievement of the performance task.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Reflecting on</li> </ul>	<ul style="list-style-type: none"> <li>• use the standards and framework as criteria</li> </ul>

	practice <ul style="list-style-type: none"> <li>• Providing and accepting constructive feedback</li> </ul>	to assess the level of alignment of their practice and that of their colleagues; <ul style="list-style-type: none"> <li>• identify areas of strength and provide feedback that is constructive and useful for enhancing the practice of colleagues.</li> </ul>
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**Assessment of Participant Progress and Performance**

What evidence and products are required of participants to demonstrate learning and reflection?  
See Reference section for suggestions.

Evidence/Products	Brief description
Entry-level assessment	<ul style="list-style-type: none"> <li>• The instructional lead will assess the knowledge and skills of participants through an analysis of the products they have enhanced since STARTALK 2008 and the pedagogy they use to deliver instruction in their classrooms.</li> </ul>
Standards-based unit/lesson design	<ul style="list-style-type: none"> <li>• Participants will use rubrics, checklists and templates (learning tools) to assess the alignment of the standards-based thematic units they design.</li> </ul>
Daily written reflections	<ul style="list-style-type: none"> <li>• Participants will use rubrics, checklists and templates as a guide when responding in their reflective journals to topics central to standards-based instruction. Reflections will focus on specific elements of standards-based instruction visible in the materials their colleagues create, the practices they use to deliver instruction and the procedures they employ in professional development.</li> </ul>
Daily forum on unit development	<ul style="list-style-type: none"> <li>• During and after the creation of instructional units, participants will use rubrics, checklists and templates in order to document the alignment of the products they produce and the pedagogies they implement with the standards and framework.</li> </ul>
Unprompted evidence <ul style="list-style-type: none"> <li>▪ Classroom discussions</li> <li>▪ Practica</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the process of planning, development, delivery (in practica) and reflection on standards-based units, participants will discuss in pairs, small groups and in a whole group format</li> <li>• When participants teach segments of their units, colleagues will participate in discussions on materials, strategies employed to deliver them</li> </ul>

Occidental College Building Leadership Curriculum

	and ways they facilitate the growth in colleagues new to standards-based instruction.
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**Program Outline**

Timeline	Content
Day 1	<ul style="list-style-type: none"> <li>• Reviewing the <i>Standards for Learning Arabic and the World Language Content Standards for California Public Schools</i></li> <li>• Using an observation protocol on research-based instructional practices:</li> <li>• Completing the reflective journal on effective professional development, standards-based instruction and research-based practices</li> <li>• Designing Courses               <ul style="list-style-type: none"> <li>○ Identifying the standards that are addressed</li> <li>○ Identifying course outcomes (performance tasks that are culturally-, age- and stage- appropriate)</li> <li>○ Identifying the topics to be taught in order to achieve the course outcomes</li> </ul> </li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Designing thematic units:               <ul style="list-style-type: none"> <li>○ Analyzing previous thematic units</li> <li>○ Examining components of thematic unit and lesson design</li> <li>○ Completing the reflective journal on effective professional development, focus on process</li> </ul> </li> <li>• Discussing the thematic unit design template</li> <li>• Using Backward Design               <ul style="list-style-type: none"> <li>○ identifying the desired outcomes; determining acceptable evidence (performance tasks that are culturally-, age- and stage-appropriate)</li> <li>○ writing objectives for knowledge, for form, and for communication</li> <li>○ designing real world performance tasks</li> <li>○ identifying acceptable evidence of student achievement</li> <li>○ allocating instructional resources</li> </ul> </li> </ul>

Occidental College Building Leadership Curriculum

	<ul style="list-style-type: none"> <li>○ sharing plans for instructional units</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>● Designing exploratory activities</li> <li>● Choosing authentic texts                             <ul style="list-style-type: none"> <li>○ Analyzing texts</li> <li>○ Identifying content/cultural knowledge that will be taught through the texts</li> <li>○ Completing the reflective journal on the use of authentic, semi-authentic and non-authentic texts</li> <li>○ Sharing texts and text-based learning outcomes</li> </ul> </li> <li>● Providing for input:                             <ul style="list-style-type: none"> <li>○ Examining input strategies</li> </ul> </li> </ul>
Day 4	<ul style="list-style-type: none"> <li>● Providing for input:                             <ul style="list-style-type: none"> <li>○ Designing input activities</li> <li>○ Designing activities that facilitate student comprehension of content/culture</li> </ul> </li> <li>● Practicum: presenting and discussing input activities</li> <li>● Revising activities based on input from colleagues                             <ul style="list-style-type: none"> <li>○ Completing the reflective journal on strategies to make authentic input comprehensible</li> </ul> </li> </ul>
Day 5	<ul style="list-style-type: none"> <li>● Providing for output:                             <ul style="list-style-type: none"> <li>○ Examining interpersonal (meaningful and personalized guided practice) activities;</li> <li>○ Completing the reflective journal on strategies to facilitate real world interpersonal tasks</li> <li>○ Designing interpersonal (meaningful and personalized guided practice) activities</li> </ul> </li> </ul>
Day 6	<ul style="list-style-type: none"> <li>● Practicum: presenting and discussing interpersonal activities</li> <li>● Revising activities based on input from colleagues</li> <li>● Providing for output:                             <ul style="list-style-type: none"> <li>○ Brainstorming and analyzing presentational activities</li> <li>○ Completing the reflective journal on culturally appropriate presentational tasks</li> <li>○ designing presentational activities</li> </ul> </li> </ul>

Occidental College Building Leadership Curriculum

Day 7	<ul style="list-style-type: none"> <li>• Practicum: presenting and discussing presentational activities</li> <li>• Revising activities based on input from colleagues</li> <li>• Completing the reflective journal on facilitating growth in colleagues new to standards-based instruction</li> <li>• Credentialing pathways for teachers</li> <li>• Planning next steps</li> <li>• Completing program evaluation</li> </ul>
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**Instructional Strategies**

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Differentiating instruction based on participant needs	Options will be provided to allow participants to focus on areas that specifically meet their diverse needs. This will be accomplished by tiered and mixed level grouping of teachers and exploration of appropriate content areas and instructional strategies relevant to the participants' teaching contexts.
Modeling	When introducing concepts from the standards and framework, leaders will model research-based practices and will support participants in engaging in the same process when they demonstrate for the colleagues.
Scaffolding	Leaders will design instructional activities tied to outcomes established through backward design and lead participants through the steps necessary to achieve them: (1) provide clear directions and expectations for all components of the thematic unit by means of examples and rubrics (2) simplify the task to make it more manageable and achievable (3) provide step by step directions and specifications

Occidental College Building Leadership Curriculum

	<p>in order to help the participants focus on completing tasks</p> <p>(4) point out discrepancies between what participants produce and the "ideal" product</p> <p>(5) pair advanced learners with developing ones</p> <p>(6) engage participants in cooperative learning</p>
Analysis, critique, discussion	Leaders will support participant use of rubrics, templates or checklists to guide the analysis, critique and discussion of the alignment of products and practices with the standards and framework.
Practica	Leaders will guide participants in using rubrics, templates or checklists to react constructively to other participants as they present instructional materials/activities they create, the practices they use to deliver them and the means they employ to support the professional development of their colleagues.
Provide mentoring and coaching, peer review and assistance	<p>Leaders will provide mentoring and coaching to guide reflection and enhance participant products and practices.</p> <p>Participants will reflect on their experiences using standards-based rubrics, templates and checklists and provide effective feedback to their colleagues to guide their reflection.</p>

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program.

Materials/Resources	List
Realia /Authentic materials	Leaders provide examples and teachers collect materials
Multimedia	CDs, DVDs, PowerPoints, internet links to online materials, LCD projector, laptops
Flash Drives	Participants will receive a flash drive that contains readings, templates, rubrics, checklists, sample materials, lessons, units, materials created in previous STARTALK programs
Links to relevant web sites and annotations about the site	<ul style="list-style-type: none"> <li>• American Association for teachers of Arabic <a href="http://www.aataweb.org/">http://www.aataweb.org/</a></li> <li>• Arabic Without Walls</li> </ul>

	<p><a href="http://pcwholesaler.com/aww/info.html">http://pcwholesaler.com/aww/info.html</a></p> <ul style="list-style-type: none"> <li>• Arabic Pod <a href="http://www.arabicpod.net/">http://www.arabicpod.net/</a></li> </ul> <p>ArabicPod is a website dedicated to providing the most innovative and effective methods for learning Arabic. We use the latest technologies in web 2.0 to provide a rich learning experience delivering podcasts, videos, games and much more.</p> <ul style="list-style-type: none"> <li>• LangSource <a href="http://www.langsource.umd.edu/arabic.php">http://www.langsource.umd.edu/arabic.php</a></li> </ul> <p>A database of language &amp; culture resources</p> <ul style="list-style-type: none"> <li>• Copyright and Fair Use websites <a href="http://www.edutopia.org/copyright-rules-teachers">http://www.edutopia.org/copyright-rules-teachers</a> <a href="http://www.universityofcalifornia.edu/copyright/">http://www.universityofcalifornia.edu/copyright/</a></li> </ul>
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**Technology Integration**

If technology is part of your budget, how will that technology support teacher training?

Technological tools needed	Explanation
<ul style="list-style-type: none"> <li>▪ Computers</li> <li>▪ PowerPoint</li> <li>▪ Internet resources (e.g., YouTube, podcasts)</li> <li>▪ Flashdrives</li> </ul>	<p>The program will:</p> <ul style="list-style-type: none"> <li>• employ technology in nearly all phases of program delivery</li> <li>• technology as a tool for instruction</li> <li>• incorporate and model the use of relevant website resources in both program delivery and lesson development</li> </ul> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• search online for authentic materials and will use PowerPoint to deliver classroom instruction</li> </ul>