



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA Saturday, June 13, 2009

- 8:30-9:00 Breakfast
- 9:00-9:30 Welcome, housekeeping, setting goals
- 9:30-10:15 Review activity (Gallery walk)
Debrief
- 10:15-10:45 Introduction to the *World Language Content Standards for California Public Schools*
- Using a graph to compare state and national standards
 - Participants state their preference
- 10:45-11:00 Break
- 11:00-12:30 Research-Based Instructional Practices: Observation Protocol
- Principles for constructive conversation that improve practice
 - Modeling: a conversation about professional practice
 - Think-Pair-Share: examine your instruction and debrief
- 12:30-1:30 Lunch and prayer
- 1:30-2:00 Completing the reflective journal on effective professional development, focus on content: the importance of standards and research based practices
- 2:00-3:00 Course design models:
- Examining courses for beginners and heritage learners
 - Identifying the standards that are addressed
 - Identifying course outcomes (performance tasks)
 - Modeling development of course outcomes (performance tasks that are culturally, age- and stage- appropriate);
- 3:00-3:15 Break
- 3:15-4:45 Application: Standards-based course design
- Selecting the standards that are addressed
 - Designing course outcomes (performance tasks that are culturally, age- and stage- appropriate)
 - Identifying the topics to be taught in order to achieve the course outcomes
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community
DAILY AGENDA
Sunday, June 14, 2009

- 8:30-9:00 Breakfast
- 9:00- 10:45 Sharing experiences about the application thematic units created by 2008 participants
- Name at least three things positive students outcomes
 - Tell about areas you needed to adjust to achieve your unit goals
 - What are you going to do differently
- 10:45-11:00 Break
- 11:00-11:30 Completing the reflective journal on effective professional development, focus on process: What can your colleagues do to help you to improve your products and practices.
- 11:30-12:30 Examining components of thematic unit and lesson design “STARTALK PPT”
- 12:30-1:30 Lunch and prayer
- 1:30-2:15 Describing units for heritage and non native speakers
- 2:15-3:00 Backward design: using backward design to build thematic units
- Identifying the desired outcomes (Objectives)
 - Determining acceptable evidence (performance tasks that are culturally, age- and stage-appropriate)
 - Allocating instructional resources
- 3:00-3:15 Break
- 3:15-4:00 sharing plans for instructional units: Jigsaw activity
- 4:00-4:45 Revising thematic unit plan
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA

Monday, June 15, 2009

- 8:30-9:00 Breakfast
- 9:00-9:30 Designing exploratory activities: “Brainstorming and Categorizing”
- Spark interest (setting the stage)
 - Identifying previous knowledge (exploratory activities)
 - Preparing students for understanding the text (pre-reading/viewing/listening)
- 9:30-9:45 Creating interest in the unit: (designing sparking interest activity)
- 9:45-10:45 Sharing and analyzing sample texts
- Types of texts (authentic, semi-authentic, pedagogical)
 - Identifying content/cultural knowledge that will be taught through these texts
 - Linking multiple texts
- 10:45-11:00 Break
- 11:00-12:30 Selecting appropriate texts
- 12:30-1:30 Lunch and prayer
- 1:30-2:00 Identifying content/cultural knowledge that will be taught through the texts
- 2:00-2:30 Sharing texts
- 2:30-3:00 Completing the reflective journal on the use of authentic, semi-authentic and non-authentic texts
- 3:00-3:15 Break
- 3:15-4:45 Providing input: Examining input strategies
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA Tuesday, June 16, 2009

- 8:30-9:00 Breakfast
- 9:00-11:30 Providing for input:
- Designing input activities
 - Designing activities that facilitate student comprehension of content/culture

Break on your own

- 11:30-12:30 **Practicum 1**: presenting and discussing input activities for two groups
- 12:30-1:30 Lunch and prayer
- 1:30-3:00 **Practicum 2**: presenting and discussing input activities for two groups
- 3:00-3:15 Break
- 3:15-3:45 Completing the reflective journal on strategies to make authentic input comprehensible
- 3:45-4:5 Revising input activities based on feedback from colleagues
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA Wednesday, June 17, 2009

- 8:30-9:00 Breakfast
- 9:00-9:45 Analysis and discovery of grammar
- Example of finding form in input
 - Find the form you wanted to focus on in your text
 - Sharing
- 9:45-10:45 Designing guided practice and activities
- List all types of activities you would use
 - Distinguishing between guided practice and activities
- 10:45-11:00 Break
- 11:00-12:30 Providing for output:
Examining interpersonal (meaningful and personalized guided practice) activities
- 12:30-1:30 Lunch and prayer
- 1:30-2:00 Completing the reflective journal on strategies to facilitate real world
interpersonal tasks
- 2:00-3:00 Designing interpersonal (meaningful and personalized guided practice) activities
- 3:00-3:15 Break
- 3:15-4:45 Creating interpersonal activities
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA Thursday, June 18, 2009

- 8:30-9:00 Breakfast
- 9:00-10:45 Practicum: presenting and discussing interpersonal activities
- 10:45-11:00 Break
- 11:00-12:30 Revising activities based on input from colleagues
- 12:30-1:30 Lunch and prayer
- 1:30-2:30 Providing for output: exploring and analyzing presentational activities
- Examining age and stage culturally-appropriate presentational tasks
 - Exploring rubric's role in guiding students to be successful in creating their presentational tasks
- 2:30-3:00 Completing the reflective journal on culturally appropriate presentational tasks
- 3:00-3:15 Break
- 3:15-4:45 Designing presentational activities
- Instruction and requirements
 - Rubric
 - Steps that guide students to successful presentational activities
 - Brainstorming
 - Drafting
 - Editing
 - Revising and publishing
- 4:45-5:00 Q/A – Parking lot



Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA Friday, June 19, 2009

- 8:00-8:30 Breakfast
- 8:30-10:30 Practicum: presenting and discussing presentational activities
- Instruction and requirements
 - Rubric
 - Steps that guide students to successful presentational activities
- 10:30-11:00 Break for checking out of the hotel
- 11:00-11:20 Completing the reflective journal on facilitating growth in colleagues new to standards-based instruction. How might I help my colleagues who are new to standards-based instruction?
- 11:20-12:30 Creating rubrics to evaluate interpretative and interpersonal tasks
- 12:30-1:10 Lunch and prayer
- 1:15-1:30 Completing program evaluation and STARTALK post program evaluation
- 1:30-2:00 Credentialing pathways for teachers
- 2:00-2:30 Planning next steps