



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: Center for Applied Linguistics

Program Title: STARTALK Proficiency Assessment Training Program

Number of Hours: 90

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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?

STARTALK Proficiency Assessment Training Program Workshop

This STARTALK workshop will combine online and face-to-face workshop formats to provide you with training in language assessment.

Purpose: The purpose of the workshop is to help STARTALK Program Directors, Instructors and/or Teacher Trainers learn about and plan for assessment in your STARTALK summer programs.

Methods: This blended learning workshop combines distance learning and face-to-face interaction. This means that it starts with a four-module, online course on the basics of assessment. Then, we come together for two, two-day, face-to-face workshops at the Center for Applied Linguistics in Washington, DC, **during July and August, 2009**, of which participants choose to come to one. We will follow up with online modules to continue providing assessment assistance, advice and support during your STARTALK program. Optional oral proficiency workshops, conducted online, will be available in Fall, 2009.

Audience: This workshop is designed for staff from STARTALK-funded programs. We hope that at least one person from every program participates. We also accepted applications from LCTL teachers who were not currently affiliated with STARTALK.

Major Focus of the Program

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

Assessment
Backward design
National Standards

Pre-requisites

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

We prefer to include STARTALK staff, directors and instructors.

Information on Career Options and Pathways To Certification

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

There will be a module focused on certification issues based on questions and feedback from participants during early workshop modules.

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...
Module 1: Introduction to the course and technology	Participants will download documents and ensure that all technology is working and comprehensible.	<ul style="list-style-type: none"> - Listen to online audio - Submit online documents - Download Word, PDF and other documents - Use the chat function - Use the discussion page
Module 2: Introduction to assessment STARTALK classroom assessment:	Topics include formative and summative assessment Standards-based assessment	<ul style="list-style-type: none"> - Define their own assessment needs - Understand formative and summative assessment - Identify features of Standards-based assessment
Module 3: Introduction to assessment Key concepts:	Topics include practicality, reliability, validity, and impact	<ul style="list-style-type: none"> - Define basic assessment terms: practicality, reliability, validity, and impact and their relation to the classroom -
Module 4: Assessing different skills:	Topics include listening, speaking, reading, and writing	<ul style="list-style-type: none"> - Define the ways the skills can be assessed in the classroom - Relate the assessment of these skills to their program
Face to face workshop: Review of online modules: key concepts, language skills, National Standards, task development	Topics include discussion of program needs, completion of needs assessment for the program, review of key concepts and in-depth approach to National Standards and assessment	<ul style="list-style-type: none"> - Describe the assessment needs for their STARTALK programs - Identify key concepts relative to their needs - Develop assessment tasks for their program
Module 5: Review Best Practices in Task Development	Topics include: Content Theme Domain	<ul style="list-style-type: none"> - Develop classroom tasks - Review tasks for alignment to curriculum - Align tasks with proficiency level and goals

Module 6: Developing Interpretive Listening Tasks	Topic: Developing interpretive listening tasks	<ul style="list-style-type: none"> - Identify characteristics of good interpretive listening tasks - Develop interpretive listening tasks
Module 7: Developing cultural competence	Topic: Assessing culture	<ul style="list-style-type: none"> - Understand the challenges of developing assessments of culture - Review tasks for cultural bias and appropriateness
Module 8: the Assessment Process	Topic: Putting it all together	<ul style="list-style-type: none"> - Understand how assessment fits into the whole
Follow up modules on either Assessment Training Online OR SOPA	Topic: Oral proficiency	<ul style="list-style-type: none"> - Assess and rate oral proficiency in their own classes

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
Weekly quizzes, assignments, discussion boards, and live text chats.	Each module includes a quiz with correct answers to show to what extent the participants have understood the materials. Assignments allow participants to put their new-found knowledge to use in solving testing problems. Chats and discussion boards allow participants to ask questions and interact with each other.

Program Outline

Timeline	Content	
Module 1	June 5 – June 11	Introduction to the course and technology
2	June 12 – June 18	Introduction to assessment STARTALK classroom assessment: formative and summative assessment Standards-based assessment
3	June 19 – June 25	Introduction to assessment Key concepts: practicality, reliability, validity, and impact

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4	June 26 – July 2	Assessing different skills: listening, speaking, reading, and writing
Face to face Day 1	July 9	Needs assessment Review of online modules: key concepts, language skills, National Standards
Face to face Day 2	July 10	Planning and sequencing assessment Developing assessment tasks
Module 5:	July 24 – August 6	Review Best Practices in Task Development*
Module 6:	August 7 – August 27	Developing Interpretive Listening Tasks*
Face to face Day 1	August 21	Needs assessment Review of online modules: key concepts, language skills, National Standards
Face to face Day 2	August 22	Planning and sequencing assessment Developing assessment tasks
Module 7:	August 28 – September 10	Developing cultural competence*
Module 8:	September 11 – September 24	The Assessment Process*
Follow up modules on either Assessment Training Online OR SOPA	October – November, 2009	Assess and rate oral proficiency in their own classes

* Topics based on 2008; may change based on feedback from participants

Instructional Strategies

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

Strategies	Examples
Differentiate instruction based on participant need	As in previous trainings, CAL is aware that the participants in the <i>Proficiency Assessment Training Program</i> have diverse needs based on the age of their students, the language of instruction, and their backgrounds in language assessment and instruction. To address the participants' varied experiences

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	and backgrounds, the online course will explore fundamental concepts in assessment for participants who are least familiar with the issues and will serve as a review course for more experienced participants. To address the differences in age of students and language, the live workshop will provide time to address making assessments appropriate for different developmental levels and languages. This theme will continue with the subsequent online modules and the follow-up online component, at which point participants can choose to focus on K-8 or 9-16 assessment.
Provide mentoring and coaching	During each step of the training, teachers will be in contact with program directors, through discussion boards and chats in online courses and in person at the live workshop.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Integrated and special emphasis in Module 7
Provide opportunities for peer sharing and learning	During each step of the training, teachers will be in contact with each other, through discussion boards and chats in online courses and in person at the live workshop.
Model meaningful interaction in the target language	
Model integration of language, culture and content	Integrated and special emphasis in Module 7
Model use of authentic materials	

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s)	Online readings on each topic listed above
Realia /Authentic materials	
Multimedia	Distance learning
Links to relevant web sites and annotations about the site	
Other (please specify)	

Technology Integration

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

Technological tools needed	Explanation
Distance learning platform	Using e-college, just as in 2008. We also provide an introductory module just on the technology

References

Content and Evidence of Learning

STARTALK Teacher Program Sample

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to be able to demonstrate)
Content	Examples	“Can Do” Statements for Participants <i>Participants can...</i>
Approaches and Methods	<p>National Standards</p> <p>TPR, Natural approach, performance-based approach</p> <p>Classroom interactions; content-based instruction</p> <p>Comprehensible input</p>	<p>explain how a Standards-based and thematically organized curriculum and instruction for that curriculum differs from translation (or x) approach</p> <p>use some methods in teaching a second/world language and explain why I decided to use them for my purposes</p> <p>plan developmentally appropriate practice and provide frequent opportunities for interactive learning via content based instruction.</p> <p>use a variety of strategies to make myself comprehensible in the target language.</p>
Curriculum and Lesson Design	Thematic Unit and Lesson Design	<p>plan a standards-based, thematic unit that informs lesson objectives and appropriately sequenced activities.</p> <p>develop culturally-rich, age- and level-appropriate teaching materials, tasks and activities that reflect real life performance goals.</p>
Instructional Planning and Strategies	Instructional strategies consistent with national standards	<p>plan instruction with the goals of the National Standards in mind.</p> <p>use strategies such as circumlocution, paraphrasing, body language, and visuals.</p> <p>maintain exclusive use of the target language</p>

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		and encourage students to do so.
Materials Development and Adaptation	Use of materials made by and for the people of the culture for use in performance tasks.	use culturally authentic materials for designing performance tasks. I can adapt existing materials appropriately to performance goals.
Assessment	Theories and applications on second language assessment. Performance task based approach.	design program-specific performance based and achievement tests. design performance tasks in the three modes of the Communication Standard.
Structure of the target language/ pedagogical grammar skills	Knowledge on linguistic system and the pedagogy for its application.	explain linguistic features of the language, such as orthography, syntax, and discourse. develop appropriate teaching methods for presenting linguistic features.
Second Language Acquisition	Knowledge of learner characteristics. SLA theories and processes, such as input, output, and interaction. Research-supported feedback and error correction strategies and methods.	describe SLA theories and apply them in assessment and instruction. apply learner-centered pedagogy. demonstrate when and how to teach grammar. direct student practice draw upon a repertoire of appropriate feedback strategies such as direct correction, indirect correction, and modeling.
US Educational Systems and Classroom Management	Goals or premises which form the foundation of public schooling in the United States. Learner-centered curriculum and interactive behaviors.	create an environment conducive to Universal Literacy and a learner centered classroom. facilitate many opportunities for Productive versus Receptive Learning apply age appropriate strategies to develop students' critical thinking and problem solving skills.
Technology	Theories and applications of technology in language teaching and	use multimedia, computers, and web resources to enhance language learning.

	learning.	
Reflective Practice and Leadership	Learning as an enterprise of exploration, experimentation, analysis, and synthesis.	use student assessment as professional feedback to inform and change my instruction.
Pathway to Certification	Licensure procedure	explain the teacher certification pathways and procedures for licensure.

Suggested Menus of Assessment

- Standards- and performance-based curriculum/unit and lesson design
- performance-based assessment task design (and implementation)
- classroom/video observation and analysis
- micro- or student-program teaching
- material selection, critique, and development
- response to reading or lecture/seminar
- reflective journals; term paper
- LinguaFolio-like self assessment and collection of evidence
- Presentation
- Portfolio in hard copy or e-portfolio
- A selected technological tool and a product using that tool
- research projects
- Unprompted Evidence: e.g., observations, dialogues, or classroom participation