



## 2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

**Host Institution:** ACTFL/CLASS and Glastonbury Public Schools (Connecticut)

**Program Title:** Standards-Based Instruction in Chinese Language: From Theory to Practice

**Number of Hours:** 62 hours

**Designed by:** ACTFL and CLASS staff

### **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 course is designed to provide the theory associated with effective classroom instruction to develop students' communicative competency in Chinese. There will be an emphasis on the role of the teacher as an instructional planner in a student-centered classroom that effectively matches curriculum, instruction, and assessment to identified learner outcomes. Course participants will learn the current theories and research to support an integrated skills approach to foreign language instruction. Participants will apply this knowledge to their Chinese language instruction by creating and adapting materials that focus on language acquisition through content and real-life communication. Participants will use these materials in real-life teaching situations. In addition, participants will develop an e-portfolio that provides evidence of their ability to deliver a standards-based program.

### **Major Focus of the Program**

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

- Standards-based Instruction
- Instructional planning and design
- Materials development and adaptation
- Development and presentation of Standards-based lessons
- Foreign language assessment

**Pre-requisites**

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

There are no pre-requisites

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

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

We will talk about the certification process in various states and discuss with participants how this course can help them achieve their state’s certification in foreign language. This course serves as a three credit course from Elms College, MA, for teacher certification. It has been approved by some states to serve as a required methods course.

**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>
Approaches and Methods	<ul style="list-style-type: none"> <li>• National Standards</li>   <li>• TPR, performance-based approach</li> </ul>	<p><i>Participants can...</i></p> <ol style="list-style-type: none"> <li>1. Name and describe the five concepts in the five national standards, the four skills, and the three modes</li> <li>2. Explain how a Standards-based and thematically organized curriculum and instruction for that curriculum differs from translation approach</li> <li>3. Develop and deliver a standards-based lesson</li>   <li>1. Use some methods in teaching Chinese explain why they decided to use them and for what purposes</li> <li>2. Describe a performance-based task and discuss how it leads to student</li> </ol>

	<ul style="list-style-type: none"> <li>• Content-based instruction</li> </ul>	<p>success in foreign language learning</p> <ol style="list-style-type: none"> <li>1. Plan appropriate language practice and use various content to teach Chinese</li> </ol>
Instructional planning and design	<ul style="list-style-type: none"> <li>• Lesson Design</li> <li>• Instructional strategies consistent with national standards</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop culturally-rich, age- and level-appropriate teaching materials, tasks and activities that reflect real life performance goals.</li> <li>2. Plan instruction with the goals of the National Standards in mind.</li> </ol> <ol style="list-style-type: none"> <li>1. Deliver instruction in the target language and make it comprehensible for all students</li> <li>2. Maintain exclusive use of the target language and encourage students to do so</li> </ol>
Materials development and adaptation	<ul style="list-style-type: none"> <li>• Use of materials made by and for the people of the culture for use in performance tasks.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use culturally authentic materials for designing performance tasks</li> <li>2. Adapt existing materials appropriately to performance goals</li> </ol>
Development, presentation, and reflection of Standards-based lessons	<ul style="list-style-type: none"> <li>• Development of Standards-based lesson</li> <li>• Presentation of a Standards-based lesson</li> <li>• Reflection of their lesson</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a standards-based lesson</li> </ol> <ol style="list-style-type: none"> <li>1. Present a standards-based lesson to the appropriate level class</li> </ol> <ol style="list-style-type: none"> <li>1. Provide constructive feedback to colleagues based on observations and learn from this process</li> <li>2. Accept constructive feedback</li> <li>3. Reflect on my own teaching</li> </ol>
Foreign language assessment	<ul style="list-style-type: none"> <li>• MOPI Workshop</li> <li>• IPA Workshop</li> </ul>	<ol style="list-style-type: none"> <li>1. Rate students' use of Chinese according to the ACTFL Performance Guidelines.</li> <li>2. Use different kinds of questions when assessing student learning in the foreign language classroom.</li> </ol> <ol style="list-style-type: none"> <li>1. Create integrated performance</li> </ol>

		assessment tasks in Chinese
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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
Standards-based lesson design	Participants will design standards-based lessons.
Student-program teaching	Participants will use the STARTALK student program co-located with the teacher program as a venue to practice micro-teaching.
Daily written reflections	Participants will keep a daily journal (with a copy in their e-portfolio) and reflect on lectures, readings, observations, and activities in the program.
Unprompted evidence	Participants will engage in group discussions concerning classroom observation and teaching.
E-Portfolio	Participants will create an E-Portfolio that documents their learning and products created in the program. Components of the E-Portfolio include daily journal entries, lesson plans, material critiques, MOPI rating, and newly created material.
MOPI Interview	Students will rate at least one of the students in the current program to determine his/her level on the ACTFL Proficiency Scale.

### Program Outline

Timeline	Content
Day 1	Introduction to National Student Standards; Chinese Student Standards; Lesson Planning
Day 2	ACTFL Performance Guidelines; Techniques for Developing

	Standards-Based Lessons; Lessons on the Computer
Day 3	Classroom observations; Strategies for using only the target language in the classroom
Day 4	Classroom observations; Content-Based Language Teaching
Day 5	Classroom observations; Portfolio Preparation; Building Curriculum; <i>The Keys to the Classroom</i>
Day 6	MOPI (Modified Oral Proficiency Interview) Training; 9 AM to 4:30 PM or IPA (Integrated Performance Assessment Training)
Day 7	MOPI (Modified Oral Proficiency Interview) Training; 9 AM to 4:30 PM or IPA (Integrated Performance Assessment Training)
Day 8	Professional Standards for Chinese Teachers; Demo Lesson Preparation and practice
Day 9	Mini demo lesson presentations; MOPI Practice; Demo Lesson Preparation and practice
Day 10	Mini demo lesson presentations; Theories of Second Language Acquisition; Demo Lesson Preparation and practice
Day 11	Mini demo lesson presentations; E-Portfolio Presentations and Discussion
Day 12	Review of material; Presentation of Certificates

**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	Classes will be conducted in English with support being provided by a Chinese master teacher. In this way, native speakers of Chinese will have the opportunity to practice their English so that when they become part of the American school system, they will have practice talking to colleagues and parents. At other times, non-native speakers of Chinese will have the

	opportunity to practice their skills with native speakers. There will be also discussions between veteran and novice teachers so that each may learn from the other.
Provide mentoring and coaching	There will be various forms of coaching: course instructor to participants, peer coaching, and lead teacher to participants. Coaching will be both written and oral.
Provide opportunities to discuss and examine cultural ways of learning and teaching	There will be many opportunities for teachers to discuss the differences between the Chinese system of learning and the American system. We will discuss how each is evolving and changing as a result of the interaction between the two.
Provide opportunities for peer sharing and learning	Teachers are given an opportunity to share their best practices in both large and small group sessions.
Model meaningful interaction in the target language	Demonstrations in the classroom will show participants how to present new material. They will receive specific examples of materials and methods that they will be able to use in their classroom.
Model integration of language, culture and content	The classroom demonstrations will focus on the use of culturally appropriate materials when teaching content-based classes.
Model use of authentic materials	Teacher participants will have access to authentic materials. They will also see examples of how powerful it can be to use artifacts when teaching a language. They will see how the use of artifacts brings out the relationship between language and culture.

**Materials & Other Resources**

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

Materials/Resources	List
Required reading, including	1. <i>Standards for Foreign Language Learning in the</i>

STARTALK 2009

textbook(s)	<p><i>21st Century, 3rd Edition</i>, ACTFL publication</p> <p>2. <i>ACTFL Performance Guidelines for K-12 Learners</i>, ACTFL publication</p> <p>3. Articles from <i>Summer Reading Material</i> for Discover Chinese Program, collection of pertinent articles on language learning from a variety of sources</p> <p>4. Materials and articles read on computer websites</p> <p>5. MOPI handbook and materials</p>
Realia /Authentic materials	Lecture and demonstration on the use of realia in the classroom (guest lecturer)
Multimedia	Annenberg tapes, use of Windows Movie Maker
Links to relevant web sites and annotations about the site	<p>1. <a href="http://www.startalk.umd.edu">http://www.startalk.umd.edu</a> Wealth of information on teaching</p> <p>2. <a href="http://www.ed.gov/teachers/how/tools/initiative/index.html">http://www.ed.gov/teachers/how/tools/initiative/index.html</a> Provides information on teaching strategies and how to improve learning a foreign language</p> <p>3. <a href="http://www.ACTFL.org">www.ACTFL.org</a> Provides ideas and link to numerous teaching resources and techniques</p> <p>4. <a href="http://www.CLASSk12.org">www.CLASSk12.org</a> Provides sample lessons on thematic units and authentic materials to members</p> <p>5. <a href="http://www.langusource.udm.edu/chinese.php">www.langusource.udm.edu/chinese.php</a> Provides information on language and culture in Chinese</p>
Other (please specify)	<u>Languages and Children: Making the Match</u> by Helena Curtain and Carol Ann Pesola Dahlberg (reference copies)

### Technology Integration

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

Technological tools needed	Explanation
Flash drives for Portfolio	The program will provide all teachers with a flash drive so that they will be able to take home a copy of all the material produced, including teacher made material that they wish to share. There will also be one group flash drive to house a copy of everyone's

	<p>EPortfolio. Teachers will be able to search on line for teaching and learning materials and learn how to use other multimedia products (e.g., Windows Moviemaker) to enhance their teaching.</p>
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