

**STARTALK Leadership Professional Development Program for  
Teachers of Mandarin Language and Culture  
Stanford University/Palo Alto Unified School District  
2009**



**Participant Feedback Survey**

**Instructions:** This is the first year for the STARTALK Project and your feedback on the effectiveness of the program is invaluable towards improving professional development programs sponsored by STARTALK in the future. Please respond to the questions below in relationship to the program's goals and to what extent this experience strengthens your practices to teach Mandarin Chinese language and culture.

**Program Overall Goals:**

**The program's teacher participants will:**

**Goal I: Acquire basic principles of second language acquisition to inform instructional planning and teaching.**

1. To which degree of success did the overall program address this goal?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

Comments:

**Goal II: Develop and teach standards-based lessons for students**

2. To which degree of success did the overall program address this goal?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

Comments:

**Goal III: Integrate assessment strategies in lesson planning and delivery**

3. To which degree of success did the overall program address this goal?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

Comments:

**Goal IV: Develop peer-coaching skills and learn how to provide and receive constructive feedback for continuous improvement of teaching and learning.**

4. To which degree of success did the overall program address this goal?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

Comments:

**Goal V: Learn how to differentiate instruction to address the needs of diverse learners.**

5. To which degree of success did the overall program address this goal?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

## **Part II—Relevance of Program’s Content**

1. Please **rank** (from 1-10) in terms of relevance to you, the program’s content areas. (“1” indicates the most important reason.)

- \_\_\_ Principles of Second Language Acquisition
- \_\_\_ The Standards and Standards-based Teaching
- \_\_\_ Integrate assessment Strategies into instruction
- \_\_\_ Lesson Design, Planning and Teaching
- \_\_\_ Classroom Observations
- \_\_\_ Teaching a Lesson and Receiving Feedback
- \_\_\_ Using technology to enhance instruction
- \_\_\_ Differentiated Instruction
- \_\_\_ Networking Opportunities

## **Part III—Effectiveness of Specific Content Sessions**

1. To what extent did the session on “**Second Language Acquisition Principles**” increased your general knowledge regarding Second Language Acquisition principles and research-based teaching practices?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)    (Well)            (Very well)

Comments:

2. To what extent did the session on “**National Standards**” increased your understanding of the Standards and standards-based language instruction?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)                      (Well)                      (Very well)

Comments:

3. To what extent did the session on “**Integration of Assessment/Evaluation Strategies into the 5 Step Lesson Plan**” increased your understanding of the proficiency-oriented language assessment of student performance?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)                      (Well)                      (Very well)

Comments:

4. To what extent did the sessions on “**Lesson Design, Planning and Teaching**” increased your ability to plan instruction for your students?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)                      (Well)                      (Very well)

Comments:

5. To what extent did the session on “**Classroom Observations**” helped you to internalize some of the concepts that were addressed earlier in the program, e.g. in the “Theoretical Principles” and “Standards” sessions?

(Not at all)                      (Minimally)    (Adequately)                      (Well)                      (Very well)

Comments:

6. To what extent did the session on “**Planning and Teaching a Lesson and Debriefing it Afterwards**” help you to apply what you learned in the program and plan for continuous improvement?

1                      2                      3                      4                      5  
(Not at all)    (Minimally)    (Adequately)                      (Well)                      (Very well)

Comments:

Comments:

7. To what extent did the session on **“Differentiated Instruction”** assisted you to plan instruction for students with varying learning styles and abilities?

(Not at all) (Minimally) (Adequately) (Well) (Very well)

Comments:

8. To what extent did the program highlighted **“Opportunities”** for strengthening your involvement in the profession and in having access to professional development and teacher training programs in the future?

1 2 3 4 5  
(Not at all) (Minimally) (Adequately) (Helpful) (Very helpful)

Comments:

9. To what extent did the **“Materials”** you received as a part of the program



Thank you for sharing your ratings and comments.