



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: Stanford University/Palo Alto Unified School District

Program Title: *Leadership Professional Development Program for Teachers of Mandarin Language and Culture*

Number of Hours: 55

Designed by: Hélène Chan, Norman Masuda Margaret Peterson, Sally Mearns, Diana Avezova, Duarte Silva

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 55 hour *Leadership Professional Development Program for Teachers of Mandarin Language and Culture* is designed for language educators who have participated in the 2007 or 2008 Stanford University STARTALK programs. It will continue to strengthen the participants' linguistic and cultural knowledge as well as their teaching practices, but will concentrate its efforts on building a Professional Learning Community and create a cadre of teacher leaders who can begin to play leadership roles in program planning, curriculum development and assessment practices in their respective schools and districts. The participants will continue to interact during the 2009-10 academic year in both face-to-face and virtual learning environments sponsored by the California Foreign Language Project and via the *My eCoach* on-line virtual learning community. During these five follow-up sessions (an additional 40 hours), participants will share the results of implementing the courses of study developed during the summer program, receive constructive feedback from their peers and program facilitators for continuous improvement of their curriculum plans. Additionally, these sessions will continue to engage the participants in leadership building activities that will support them to grow professionally and assume leadership roles in the profession.

Major Focus of the Program

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

Leadership development
 Professional learning community/Virtual working environments
 Curriculum design, development, piloting and refinement
 Reflection on the concepts of: “Teachers as Learners, Teachers as Teachers and Teachers as Leaders”

Pre-requisites

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

Participation in the CFLP/Stanford University STARTALK programs in 2007 and or 2008 or equivalent knowledge and professional experience.

Information on Career Options and Pathways To Certification

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

This program provides general information and one-on-one consultation regarding professional development, career options and certification pathways for the participants. Most of these participants have attended CFLP/STARTALK programs during the summer of 2007 and 2008 and have received this kind of information and counseling on a continuing basis. The leadership aspect of the program will prepare these individuals to provide both information and counseling on this topic to their peers in the future.

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...
National Standards and CA World Language Content Standards	Curriculum goals/benchmarks that are aligned with the standards. Scope and sequence of	Apply the core concepts of the standards into curriculum planning and development, which is the focus of the institute.

	<p>program goals that provide for a well-articulated world language program</p>	
<p>Roles and responsibilities in World Language Leadership</p>	<p>Multiple definitions of leadership Leadership styles Group Dynamics Organizational Leadership Advocacy</p>	<p>Describe the key components of leadership in educational settings</p> <p>Identify their personal leadership styles and purposes</p> <p>Employ their leadership skills to successfully advocate for world language programs.</p>
<p>Understanding by Design</p>	<p>Curriculum planning with an end in mind:</p> <ul style="list-style-type: none"> • Identify desired results • Determine acceptable evidence • Plan instruction 	<p>Plan curriculum beginning with students' performance outcomes</p> <p>Set appropriate curriculum goals and benchmarks</p> <p>Identify how students will demonstrate their knowledge</p>
<p>Differentiated Instruction</p>	<p>Curriculum design models that are inclusive and accessible to all students</p> <p>Multiple assessment tools and processes to measure student performance.</p>	<p>Design curriculum that provide students access and equity in the language classroom.</p> <p>Embed instructional strategies that offer student choice and variety within the curriculum.</p> <p>Provide students with a variety of ways to demonstrate what they know and are able to do in target language.</p>
<p>Instructional Resources</p>	<p>Appropriate role of instructional resource in the overall language curriculum.</p> <p>Selection and adaptation of</p>	<p>Identify and review appropriate instructional resources</p> <p>Demonstrate the ability to adapt existing instructional resources to support specific program goals.</p>

<p>Instructional Resources</p>	<p>Appropriate role of instructional resource in the overall language curriculum.</p> <p>Selection and adaptation of instructional resources to targeted curriculum goals.</p> <p>Use of technology-based resources to develop and deliver the curriculum</p>	<p>Identify and review appropriate instructional resources</p> <p>Demonstrate the ability to adapt existing instructional resources to support specific program goals.</p> <p>Recognize effective technology tools and resources that support and facilitate the delivery of curriculum.</p>
<p>Virtual working environments</p>	<p>Demonstration of MyeCoach virtual working space</p> <p>Creation of an on-line professional learning community for the participants</p> <p>Development of technology skills that will enable every participant to become a</p>	<p>Engage in an on-line virtual working space.</p> <p>Participate successfully in an on-line professional learning community</p> <p>Acquire new skills that will enable every member of the community to participate in the on-line environment regardless of prior knowledge in this area.</p>

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 courses of study for different grade spans	Participants will design and develop standards-based course of study for their targeted grade span.
Courses of Study that were planned with an end in mind.	Participants will employ the concept of Understanding by Design in the development of the courses of study

Participant engagement in leadership roles	Participants will learn about the multiple dimensions of leadership and be coached to assume these roles in the various program activities.
Differentiated courses of study	Participants will develop courses of study that are differentiated and focus on providing access and equity in learning Mandarin language and culture.
Global competencies courses of study	Courses of study are not focused on any particular textbook, but rather allow for the incorporation of a variety of instructional resources.
Participation on an on-line learning environment	Participants will successfully collaborate on the My eCoach learning platform to create and post the courses of study. Participants will utilize My eCoach to sustain their professional learning community.

Program Outline

Timeline	Content
Day I	<ul style="list-style-type: none"> • Building our Professional Learning Community • Setting goals and outcomes for the program • Forecasting curriculum development • Reviewing standards and other key principles of Second language acquisition and their relationship to curriculum development. • Reflecting on day I and forecasting day II
Day II	<ul style="list-style-type: none"> • Exploring the multiple dimensions of leadership • Identifying one's leadership style and the roles and responsibilities inherent in leadership. • Relating the concept of leadership to that of advocacy • Introducing standards-based curriculum development models and templates • Initiating an on-line Professional Learning Community (My eCoach).

	<ul style="list-style-type: none"> • Reflecting on day II and forecasting day III
Day III	<ul style="list-style-type: none"> • Employing the Understanding by Design (UBD) planning process to conceptualize and design curriculum/courses of study. • Relating UBD to the concept of integrated performance assessment • Continuing with leadership building with a focus on group dynamics • Reflecting on day III and forecasting day IV
Day IV	<ul style="list-style-type: none"> • Establishing well-articulated language and culture learning sequences • Relating the standards' learning stages framework to the curriculum design process • Formulating grade/cluster appropriate goals and benchmarks • Broadening our vision of language education from the classroom to program planning, implementation and assessment (Organizational Leadership/System Analysis). • Reflecting on day IV and forecasting day V
Day V	<ul style="list-style-type: none"> • Differentiating instruction and developing course outlines that meet the learning styles and abilities of all learners. • Reviewing course outline drafts and assuring that the goals, benchmarks and proposed instructional assessment activities are inclusive of all learners. • Relating differentiated instruction to differentiated leadership • Reflecting on day V and forecasting day VI
Day VI	<ul style="list-style-type: none"> • Determining the appropriate role of textbooks and other instructional resources in the overall Mandarin language education program • Integrating technology in language education • Continuing to develop courses of study that incorporate all essential components of curriculum planning • Reflecting on day VI and forecasting day VII

Day VII	<ul style="list-style-type: none"> • Developing a personal leadership agenda • Drafting courses of study • Leadership: Coping and alleviating stress • Finalizing drafts of courses of study • Reflecting on day VII and forecasting day VIII
Day VIII	<ul style="list-style-type: none"> • Sharing progress on courses of study and developing a plan for piloting and revising them • Developing a personal plan for sharing the outcomes of the program with colleagues in their schools and districts • Considering some options for follow-up meetings in the 2009-10 academic year and pathways for certification process • Outlining processes for continuing participation in the on-line (My eCoach) professional learning community • Reflecting on the overall program and formally evaluating its goals. • Recognizing and celebrating collective achievements

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	Grouping participants heterogeneously so that each participant can contribute and mutually benefit from the collective experience in the group.
Provide mentoring and coaching	The program facilitators will serve both as mentors and coaches for the entire program. Furthermore, the participants are familiar with the concept of peer coaching which they have practiced during their prior participation in STARTALK programs in 2007 and

	2008.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Students' diverse cultural learning style is an organizing principle in the program's guidelines for curriculum development. Formal presentations, discussions and practicum will provide opportunities for the participants to internalize this principle.
Provide opportunities for peer sharing and learning	Through group work and inter-group interaction, participants will have multiple opportunities to share their work, receive constructive feedback from their peers and as a result learn from such experiences.
Model meaningful interaction in the target language	Some of the program's presentations will be modeled in Mandarin and meaningful interaction during group work in the target language will be encouraged throughout the program.
Model integration of language, culture and content	The thematic curriculum guidelines that will be presented and participants are expected to develop courses of study emphasizing the integration of relevant content with communicative and cultural practices.
Model use of authentic materials	Authentic materials and technology resources from the target culture will be modeled and be available for participants to consult and use in their group curriculum development process.

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s) The materials referenced in the right column, are not necessary required reading, but will be employed as resources in supporting the different themes addressed in the program.	Standards for Foreign Language Learning in the 21 st Century (2006) California World Language Content Standards (2009) Foreign Language Framework for California Public Schools (2001) ACTFL Performance Guidelines for K-12 Learners (1999)

	<p>Creating a Chinese Language Program in Your School-An Introductory Guide (2006) Finding your Leadership Style (2002) Leadership for Differentiating School and Classrooms (2000) Teacher Leadership that Strengthens Professional Practice (2006) Future-Focused Leadership (2006) Leadership is an Art (1989) Facilitation Skills for Chaotic Times (2004)</p>
Realia /Authentic materials	Realia/Authentic materials that support stages I, II and III of the CA World Language Standards
Multimedia	DVDs, music CDs, videos, film clips, recordings, pod casts, etc.
Links to relevant web sites and annotations about the site	<p>www.TheMandarinCenter.org www.curriki.org/ http://my-ecoach.com/ www.classk12.org http://www.askasia.org/chinese/teachchinese.htm www.princeton.edu/~sscl http://apcentral.collegeboard.com/ http://www.cais.org/ http://ieas.berkeley.edu/ccs/ncclp.html www.hanaban.edu.cn</p>
Other (please specify)	

Technology Integration

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

Technological tools needed	Explanation
Computers, LCD projectors, Video and digital cameras	Although technology is not a part of the program’s budget, nevertheless the program will provide computers, LCD projectors, video cameras and other pertinent tools for the participants to use during their curriculum development process.

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>

STARTALK 2009

		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