



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: National K-12 Foreign Language Resource Center, Iowa State University

Program Title: STARTALK Mentoring, Leadership, and Change in K-12 Chinese Teaching

Number of Hours: 40 hours face to face for participants, and 20 hours post-institute.

Designed by: Cherice Montgomery, Cindy Kendall, Marcia Rosenbusch, Susan Gong, and Jessica Haxhi

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?

The project develops leadership at two levels by working with: a) three teachers who emerged as leaders at last summer's STARTALK institute and who are serving as apprentice leaders for this STARTALK project; and b) twelve K-12 Chinese teachers who are new participants. Participants will explore key concepts of language pedagogy, mentoring, and advocacy. Participants will observe a master teacher teach a daily one-hour Japanese demonstration class and also participate in daily Chinese demonstration lessons taught by apprentice leaders. Participants will use a layered approach to develop and teach their own standards-based, culturally rich lessons in Chinese, publishing them on a wiki. They will explore social technologies to support students' learning and provide mentoring and leadership to others. Participants will develop professional impact plans and will use social technologies to reflect on changes in student learning; adapt, enhance, and expand their lessons and conference proposals; and share with their colleagues.

Major Focus of the Program

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

Mentoring
 Leadership
 Standards-based culturally-rich world language education
 Social technologies for learning within and beyond the classroom

Pre-requisites

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

Practicing K-12 Chinese teachers with strong leadership potential. Enrollment is limited and participants must apply and be selected in order to attend.

Information on Career Options and Pathways To Certification

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

Graduate level coursework will be offered as an option by Iowa State University and information regarding certification in various states will be posted to the institute wiki.

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...
Technology	Using technology in the classroom and for professional productivity	Edit and publish on a wiki Use social technologies to share information and resources with others

		Create with Voicethread and integrate digital storytelling into classroom activities
Methodology	National Standards	Align classroom activities to National Standards
	Communicative Activities	Actively engage students in the target language using a variety of strategies that reflect the three modes of communication to actively engage students in the target language
	Cultural realia	Integrate culturally authentic resources into instruction (modifying the task, not the realia)
Mentoring	Definition of mentoring	Use mentoring strategies to discuss professional practice with colleagues
	Mentoring Stances	Identify the mentoring stance that is most appropriate for individual mentees
	Provide effective feedback	Use a variety of strategies as tools for providing effective feedback to mentees
Classroom Management	Strategies for effective classroom management	Compare the culture of school in the US and China
		Select strategies, routines, and procedures that foster engagement in the classroom

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
Customization of participant page, posting lessons, and participation in web-based discussions	Participants engage in establishing a professional presence and interacting through web-based social media.

Post-Institute Professional Plan	Participants create a post-institute action plan, provide short and long term goals and timelines and outline a plan to enhance their professional growth and leadership impact.
Activities and Lessons	Participants develop and field-test activities and lessons for their Chinese classroom
Role Plays	Participants practice mentoring and advocacy strategies through role plays
Concept Maps and other debriefing tools	Participants use concept maps and other debriefing tools to process and reflect individually as well as with colleagues during the institute
Micro teaching	Participants will microteach activities developed during the institute.

Program Outline

Timeline	Content
	<p>The content will progressively build each day across four major strands: Standards-based Instruction, Pedagogy, Mentoring, and Technology. Key content for each strand is listed below, followed by the schedule we will use for each day of the institute.</p> <p>Standards-based Instruction: Standards Overview, Interpretive, Interpersonal, Presentational Modes, Microteaching</p> <p>Pedagogy: Consists of a demo activity presented by apprentice leaders in Chinese, followed by a short debriefing and hands-on, collaborative development time. These activities will be aligned with both the standards-based instruction and the Japanese Demo Class segments of the day.</p> <p>Mentoring: Introduction to Mentoring, Giving Feedback, Holding Critical Conversations, Professional Advocacy</p>

Technology: Introduction to Wikis, Adding Documents, Embedding Multimedia Materials (i.e., Google Forms/Voicethread), Establishing an Online Professional Presence (Learning Stations, Microblogging, Ning, del.icio.us, etc.).	
Timeline	Content
8:30 – 9:30	Principles & Practices in Standards-based Instruction
9:30 – 10:00	Mentoring
10:00 – 10:30	Break & Walk to Japanese Class
10:30 – 12:00	Japanese Demonstration Class & Debrief
12:00 – 1:30	Lunch & Professional Conversations
1:30 – 3:00	Lesson Development Time (begins with a model Chinese Demo Lesson & Debrief)
3:00 – 3:15	Break
3:15 – 4:45	Connect to Tech
4:45 – 5:00	Reflective Closure Task on the Wiki

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	Small group development time will enable personalization, customization and choice based on the needs of the individual participant.

	<p>Institute activities will include a number of different mediums and strategies to accommodate a variety of learning styles.</p> <p>Institute leaders are accustomed to flexing and accommodating institute participants' needs as the institute takes place.</p>
Provide mentoring and coaching	Institute leaders and apprentice leaders will formally and informally engage in individualized mentoring and coaching with participants during materials development, personal action planning, and other institute activities.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Daily discussion in large group and small group in both face to face and web-based environments, during and post-institute
Provide opportunities for peer sharing and learning	Daily discussion in large group and small group in both face to face and web-based environments, during and post-institute
Model meaningful interaction in the target language	Daily modeling by master teacher and institute leaders in demonstration lessons and other institute activities
Model integration of language, culture and content	Daily modeling by master teacher and institute leaders in demonstration lessons in demonstration lessons and other institute activities
Model use of authentic materials	Daily modeling by master teacher and institute leaders in demonstration lessons in demonstration lessons and other institute activities

Materials & Other Resources

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

Materials/Resources	List
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Required reading, including textbook(s)	National Standards for Foreign Language Learning
Realia /Authentic materials	A variety of children’s picture books and authentic realia and links to culturally authentic materials and realia online will be shared with participants by institute leaders and apprentice leaders
Multimedia	Leader-created presentations around institute topics and themes Participant created digital stories and web-based presence Culturally authentic media (music, stories, YouTube videos, etc.) online
Links to relevant web sites and annotations about the site	http://startalk.wikispaces.com is the wiki where participants will publish their work, share resources, and provide feedback. http://www.voicethread.com is a digital storytelling medium Annotated links to additional resources and materials will be posted to the institute wiki
Other (please specify)	Technological devices such as mp3 players and pocket videocameras will be used to enrich participant interaction and activity development

Technology Integration

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

Technological tools needed	Explanation
Computers for participants (not budgeted, provided by participants and Iowa State for use during the Institute)	Participants will be using computers to word process, locate and explore online resources, and publish content.
VoiceThread educator	The \$10 account provides educators the ability to

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account (budgeted)	create an unlimited number of VoiceThreads
iPods & pocket video cameras (not budgeted, provided by Iowa State and institute leaders for use during the institute)	Participants will have opportunities to experiment with these technologies as tools for supporting the development of interpersonal, interpretive, and presentational skills.

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>

		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