



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: University of Minnesota

Program Title: STARTALK Mandarin Elementary Immersion Summer Teacher Education Program (MEISTEP)

NOTE: STARTALK MEISTEP involves a total of 4 weeks (2 weeks of professional development coursework for teachers and two weeks of informal teaching at a STARTALK student program, Yinghua Academy's summer math camp in the mornings with reflective and collaborative activities during the afternoons. The information provided herein reflects this 4-week program. However, of the approximately 16 participants, only 10 will be completing the entire 4 weeks.

Number of Hours: 115 hours of contact time:

Week 1: 30 hours

Week 2: 25 hours

Week 3: 30 hours (3 a.m. hours with students, 3 p.m. hours working individually and collaboratively)

Week 4: 30 hours (3 a.m. hours with students, 3 p.m. hours working individually and collaboratively)

Designed by: MEISTEP is a collaboration of the University of Minnesota's Confucius Institute, the Center for Advanced Research on Language Acquisition (CARLA), and the Department of Curriculum and Instruction in partnership with Yinghua Academy, a K-5 Mandarin immersion charter school, where the final two weeks of the program will take place during Yinghua's STARTALK student program.

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 MEISTEP is a four-week program. Week one consists of fundamentals of immersion education. Participants learn principles and practices that support

effective elementary immersion teaching and are introduced to thematic, interdisciplinary-curriculum unit and lesson plan frameworks that draw on "Backward Design" and key principles of content-based instruction and that incorporate national and state language and content standards for students. Week two focuses on methods of teaching elementary mathematics in a language immersion setting. Participants will deepen their understanding of effective strategies for teaching language and content simultaneously and addressing culturally specific approaches to mathematics. Weeks three and four focus on application of this learning. Mornings will be spent observing and teaching mathematics in a STARTALK student program, the Mandarin immersion summer math camp at Yinghua Academy. Afternoons will be spent reflecting on practicum experiences, and planning mathematics lesson plans and assessments for use during the practicum experiences and upcoming school year.

Major Focus of the Program

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

- Mandarin immersion education
- Standards-based instruction that integrates language, content and culture
- Content-driven, language attentive curriculum and instruction
- Elementary mathematics lesson planning and instructional methods
- Reflective practice within a Mandarin immersion professional community

Pre-requisites

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

The only prerequisite is that participants be English-proficient post-baccalaureates with native to near-native proficiency in Mandarin Chinese who are teaching in, or are seeking to teach in, a Mandarin Chinese elementary immersion program in the U.S.

Information on Career Options and Pathways To Certification

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

We anticipate that most participants will already be certified or enrolled in a certification program and teaching in an immersion context. For those who are not yet certified or teaching in immersion, we will offer participants an opportunity to meet with the lead instructor (Tedick) during week 1 for

information on teacher certification, immersion teaching opportunities and a Q&A.

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...
Mandarin immersion education	<ul style="list-style-type: none"> • Immersion program models • Research synthesis on immersion • Classroom management techniques and community building strategies for immersion classrooms 	<ul style="list-style-type: none"> • Identify different immersion program models and the characteristics that distinguish them • Summarize key aspects of research on immersion students’ academic achievement, linguistic and cognitive development, and cite examples of the goals of immersion as well as its benefits and challenges • Identify and discuss issues related to immersion pedagogy, language and literacy development and program administration with character-based languages • Experience and examine effective instructional and community building strategies and classroom management techniques for the Chinese immersion classroom
Standards-based instruction that integrates language, content and culture	<ul style="list-style-type: none"> • National foreign language learning standards (Mandarin focus) • (University of Oregon Flagship(Mandarin language curriculum framework • NCTM (National Council of Teachers of Mathematics) standards 	<ul style="list-style-type: none"> • Make use of curriculum development guides such as the national Standards for Foreign Language Learning, the Mandarin language curriculum framework, and the main content strands of the NCTM Standards • Develop lesson plans that align with state and national standards and language frameworks (for content culture and language) • Design lessons that integrate content, language and culture

Teacher Curriculum Template

	<ul style="list-style-type: none"> • State content standards 	<ul style="list-style-type: none"> • Develop learning objectives for content, language, culture, learning strategies • Identify and target language development needs for immersion students learning mathematics
Content-driven, language attentive curriculum and instruction	<ul style="list-style-type: none"> • Content-based instruction • Balancing content, language and culture in curriculum and instruction • Scaffolded instruction • Meaning-Form/Use-Meaning Cycle 	<ul style="list-style-type: none"> • Identify students’ prior knowledge in developing unit overviews • Plan curriculum beginning with student performance outcomes in mind (“backwards design”) • Plan for and deliver content instruction (focus on mathematics) that is language attentive and comprehensible for all students • Construct language objectives that directly support content learning (content-obligatory) and push language development in the context of the learning activity (content-compatible) • Plan instruction that elicits student language use and demonstration of content understanding • Plan for instruction that attends to differentiation (different learning styles, abilities)
Elementary mathematics lesson planning and instructional methods	<ul style="list-style-type: none"> • Student thinking and multiple solution strategies • Lesh translation model • Manipulatives for teaching math concepts • Language, culture and content integration 	<ul style="list-style-type: none"> • Plan mathematics instruction with student thinking and language needs in mind • Plan lessons using Lesh’s translation model • Find, focus in on and follow through with language components of mathematics lesson preparation • Create math lessons using manipulatives • Develop a personal approach to what it means to teach children mathematics
Reflective practice within a Mandarin immersion professional community	<ul style="list-style-type: none"> • Reflection on putting plans into action • Peer and instructor feedback • Wiki interaction 	<ul style="list-style-type: none"> • Reflect orally and in writing on observations and delivery of math lessons during weeks 3 & 4 • Offer written responses to readings in week 1 • Engage in peer review activities to provide supportive feedback to one another in a process of growth

		<ul style="list-style-type: none"> • Work one-on-one with MEISTEP instructor (Amy E.) during weeks 3 & 4 to receive feedback on teaching and lesson planning • Collaborate and network with other Mandarin immersion teachers in and beyond the Twin Cities metro area
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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, content-driven, language attentive unit overview and lesson design	Participants will design standards-based thematic unit overviews and lesson plans (incorporating a balance of content, language and culture in particular as related to mathematics instruction) (weeks 1-4); Unit overviews and lesson designs will be available for viewing on the STARTALK MEISTEP wiki in fall 2009
Reader responses	Participants will write responses to key readings of their choice on immersion education (week 1)
Math manipulative list	Teachers will: <ul style="list-style-type: none"> • Develop a list of 5 different manipulatives they would want to have in their classrooms. • Give a rationale for their selections. • Give an example of a learning activity they would use for each of the manipulatives they have selected. (weeks 3 & 4)
Collaborative student interview project for mathematics instruction	Teacher participants will develop interview items that they could use with students in the practicum setting to see if their strategies for solving problems are similar to student strategies they examined in class. Key issues to discuss are: <ul style="list-style-type: none"> • problems they would ask students to solve;

	<ul style="list-style-type: none"> • questions they would ask students to investigate their thinking • what they expect to learn about student thinking from these problems; • use of student interviews as a way of assessing student knowledge. (weeks 3 & 4)
Take-home exam to assess knowledge and application of mathematics methodology	Participants taking the math ed course for credit will complete a take-home exam on their own time during weeks 3 & 4 of the program
Practice teaching with Mandarin immersion students	During weeks 3 & 4 of the program, teacher participants will observe and engage in practice teaching during Yinghua Academy's summer math camp program (a STARTALK student program)
Oral response to case studies	To demonstrate good classroom management techniques and parent communication skills participants will be presented with case studies in weeks 3 & 4 (afternoon sessions) and orally share responses.
Reflections on teaching	Participants will write 2-3 page reflections on their planning and teaching after delivering lessons in the STARTALK student program at Yinghua Academy during weeks 3 & 4.
Electronic teacher portfolios (optional for those enrolled in teacher certification programs)	Participants who are working toward teacher certification will be encouraged to begin the creation of individual electronic teacher portfolios (eFolios) aligned with teacher preparation standards http://www.efoliomn.com/

Program Outline

Timeline	Content
<p>WEEK ONE Day 1 – June 22</p>	<ul style="list-style-type: none"> • Types of Immersion Programs (one-way FL; two-way bilingual; indigenous; early/late; partial/total, 90:10/50:50, etc.) • Theoretical principles underlying immersion and research synthesis • Goals, purposes, expectations, and stakeholder roles for immersion programs • Viewing and discussion of a Japanese immersion program video • Immersion research synthesis (focus on benefits and challenges)

<p>Day 2 – June 23</p>	<ul style="list-style-type: none"> • Immersion family panel: informal interactive exchange between teachers and immersion parents and students will address the experiences and expectations of former and current immersion participants • Guest presenter: Mary Patterson, principal of a Mandarin immersion program in Portland, OR, will present on principal competencies and the Chinese/Japanese Immersion Context and Portland, Oregon Flagship’s Mandarin Immersion Curriculum Framework • Understanding and using the Immersion Teaching Strategies Observation Checklist • Demonstration Immersion Lesson: Ping Peng, 1st Grade Mandarin immersion teacher, XinXing Academy
<p>Day 3 – June 24</p>	<ul style="list-style-type: none"> • Understanding by Design as a Unit Planning Frame: “Beginning With the End in Mind” <ul style="list-style-type: none"> <i>Desired Results</i> (content standards, unit-level goals, learning outcomes) <ul style="list-style-type: none"> ○ National Foreign Language Standards/state content standards ○ Themes, Enduring Understandings/Essential Questions ○ Key Content/Language Knowledge (Students will know...) ○ Core Content/Language Skills (Students will be able to...) <i>Assessment Evidence</i> <ul style="list-style-type: none"> ○ Performance Tasks & other evidence ○ Student Self-Assessment and Reflection <p style="margin-left: 40px;">Brainstorming Learning Activities at the Unit-Level Book and Materials Selection Guides</p> • Examining the immersion lesson plan framework: how is immersion lesson planning unique? • Framework for Constructing Lesson-Level Language Objectives (content-obligatory-CO and content-compatible-CC language objectives) • Scaffolds for language objective writing • Constructing CO/CC Language Objectives for a Performance Task
<p>Day 4 – June 25</p>	<ul style="list-style-type: none"> • Character-Based Literacy Teaching and Learning (guest presenter: Helen Shen, Univ. of Iowa) • Reading and writing ideas that work! (presentation by local Mandarin immersion teachers) • Introducing Scaffolds for Analyzing Written Text <ul style="list-style-type: none"> ○ Hierarchy of Knowledge (Enduring understandings) ○ Cultural Practices, Products and Perspectives

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	<ul style="list-style-type: none"> ○ Prototypical Written Text Types of K-12 Schooling ○ Learning Strategies ○ Communicative and Academic Functions ○ Grammar Index ● Modeling the Written Text Analysis: Focus on Language and Genre
Day 5 – June 26	<ul style="list-style-type: none"> ● Setting up for success: Creating classroom community (guest presenter, Amy Egenberger) ● Effective classroom management for U.S. schools (guest presenter, Dr. Luyi Lien, Yinghua Academy) ● Grade-cluster groups meet with Twin Cities mentor teachers to share questions and expertise ● Online Resources for Ch/Jap Immersion Practitioners <ul style="list-style-type: none"> ○ The CoBaLTT Instructional Modules ○ The ACIE Newsletter Online Archive and Other Resources ○ Intro to STARTALK Wiki (Guest Presenter: Marlene Johnshoy) ● Meeting the Challenges <ul style="list-style-type: none"> ○ What have we learned? Where do we go from here? ○ Connecting with self and revisiting our professional goals: Action Plan ○ Connecting with colleagues and strengthening our network
WEEK TWO Day 6 – June 29	<ul style="list-style-type: none"> ● Introduction to the National Council on the Teaching of Mathematics (NCTM) standards ● Modeling a standards-based lesson ● Learning theory: Lesh translation model ● Cognitive guided instruction (story problems with basic skills, addition, subtraction, multiplication, division)
Day 7 – June 30	<ul style="list-style-type: none"> ● Place value and whole number algorithms ● Estimation ● Geometry (primary and intermediate grades)
Day 8 – July 1	<ul style="list-style-type: none"> ● Measurement: concepts and skills ● Measurement: area, perimeter, volume <i>Afternoon session meets in Peik 325 for computer lab access</i> ● Data analysis: using technology ● Patterns and functions
Day 9 – July 2	<ul style="list-style-type: none"> ● Fractions (multiplication & division) ● Decimal models ● Fractions- concepts, order, equivalence ● Fractions: Addition/Subtraction

<p>WEEK THREE Days 7-11; July 6-10</p>	<ul style="list-style-type: none"> • Practicum experiences during a.m. hours (9:00-12:00) each day at a STARTALK student program, Yinghua Academy’s math summer camp
<p>AND WEEK FOUR Days 12-16; July 13-17</p>	<ul style="list-style-type: none"> • Afternoon sessions daily (1:00-4:00) that will focus on lesson planning, reflection on teaching, collaborative activities and opportunities for one-on-one interaction with MEISTEP instructor, Amy Egenberger.

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	Through a variety of presentations, model lessons, small group activities, discussions, and individual assignments, the program allows participants to build on their own knowledge and experiences as they work toward understanding new concepts. During Weeks 3 & 4 they will have an opportunity to engage one-on-one with MEISTEP instructor Amy Egenberger to receive feedback and make their unique needs known. Participants will be asked to differentiate instruction in the context of the lesson plans they develop for the program. The University of Minnesota provides accommodations for individuals needing them, and information on where to seek assistance is provided on course syllabi.
Provide mentoring and coaching	Teacher participants will be engaged in activities throughout the 4-week program that prompt them to give one another and receive feedback on their planning and teaching.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Participants will be engaged in discussions about cultural similarities and differences throughout the 4-week program. In particular, Dr. Luyi Lien will address some of these issues in the context of her presentation on classroom management techniques on Friday during week 1.

Provide opportunities for peer sharing and learning	Throughout all 4 weeks of the program participants will be engaged in small group and pair activities to foster collaboration and joint-learning.
Model meaningful interaction in the target language	Throughout weeks 1 & 2 of the program teacher participants will be exposed to a range of “template” learning activities that serve as models for the kinds of activities they should plan for the immersion classroom to elicit communication. Examples of such activities include jigsaw cooperative group techniques, role playing, collaborative completion of graphic organizers, collaborative math problem solving, group work using manipulatives to solve math problems, etc.
Model integration of language, culture and content	Integration of language, content and culture is the cornerstone of the MEISTEP program. Participants will see multiple models of this integration during weeks 1 and 2 and will have an opportunity to plan and carry out lessons that integrate the three during weeks 3 & 4.
Model use of authentic materials	Participants will view a demonstration lesson taught by a Mandarin immersion teacher that uses an authentic text. They'll also jointly complete a written text analysis during week 1 of a popular folktale in Mandarin.

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s)	Van De Walle, J. Elementary and Middle School Mathematics: Teaching Developmentally (6 th ed.) Pearson Education, Inc. See attached syllabi for CI 5674 Immersion 101 (readings are identified)

<p>Realia /Authentic materials</p>	<p>“Tadpoles look for Mom” storybook in Mandarin Fang, Huizhen, & Sheng, Lude. (1952). 小蝌蚪找妈妈 [Tadpoles Search for Mom]. Retrieved online on April 12, 2008 at: http://www.bjkb.gov.cn/KP0828/thgs/xkdzmm.htm</p> <p>Manipulatives for mathematics teaching</p>
<p>Multimedia</p>	<p>DVD of Japanese immersion program</p> <p><u>Software program for math instruction:</u> <i>TinkerPlots Dynamic Data Exploration</i>: students analyze data by creating colorful visual representations that will help them make sense out of real data and recognize patterns as they unfold. http://www.keypress.com/</p> <p><i>Green Globes and Graphing Equations</i>: Students explore the relationship between equations and their graphs in this hands-on learning environment in which they investigate, manipulate, and understand linear and quadratic graphs. http://store.sunburst.com/</p>
<p>Links to relevant web sites and annotations about the site</p>	<p>Language Immersion education and Research (CARLA) http://www.carla.umn.edu/immersion/ Provides a wealth of resources and information for immersion educators, including links to the American Council on Immersion Education (ACIE) and the ACIE Newsletter archives; extensive, organized and annotated bibliographic citations; and links to resources for program design and development</p> <p>CoBaLTT (CARLA) http://www.carla.umn.edu/cobaltt/ Extensive website developed for the Content-Based Language Teaching with Technology (CoBaLTT) program; includes background and rationale for content-based instruction (CBI); guidelines for curriculum development, instruction and assessment for CBI, model teacher-developed lesson plans and units; annotated CBI bibliography; information on technology applications to support CBI</p>

	<p>Minnesota Dept. of Ed. Academic Standards http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html Provides lists of the state’s content standards for all subject areas</p> <p>International Children’s Digital Library http://en.childrenslibrary.org/ Provides children’s books in many languages (included Mandarin—both simplified and traditional characters) that can be used online or downloaded.</p> <p>Center for Applied Linguistics www.cal.org Provides a wealth of resources for immersion, especially two-way programs and for early language learning.</p> <p>Oregon Flagship Mandarin Language Curriculum Framework http://casl.uoregon.edu/ppflagship/en/curriculum.php</p>
Other (please specify)	STARTALK wiki developed for program participants to encourage ongoing interaction and networking through fall 2009

Technology Integration

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

Note: technology is not part of our budget but it will be used extensively in the program. See description below.

Technological tools needed	Explanation
<ul style="list-style-type: none"> • Laptop computers • LCD projector & screen • PowerPoint • Internet resources • Computer lab (scheduled for afternoon of June July 1 for math ed course) • Wiki site developed for program • Computers and library resources (Confucius Institute) 	<p>The program will:</p> <ul style="list-style-type: none"> • Employ technology in most components of program delivery, including DVD player, PowerPoint presentations, Internet resources • Introduce technology as a tool for instruction (July 1 computer lab session for math ed course to introduce participants to software programs) • Incorporate and model the use of relevant website resources in program delivery, lesson and curriculum planning, and assessment <p>Participants will:</p>

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	<ul style="list-style-type: none">• Use computers and resources provided at the Confucius Institute library during Weeks 3 & 4 of program to create lesson plans and work on assignments for the two courses• Learn mathematics software programs to support instruction• Learn how to use Wiki to maintain communication with program participants and instructor Amy Egenberger during summer and fall 2009 to give and receive feedback on lessons
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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