



2009 STARTALK TEACHER PROGRAM CURRICULUM SAMPLE

Host Institution: UCLA

Program Title: STARTALK/NHLRC Heritage Teacher Workshop

Number of Hours: Apprx. 35 hours

Designed by: Olga Kagan, Program Director, and Liz Galvin, Curriculum Coordinator

Brief Description of Program (150 words)

Abbreviations: HL – heritage language; HLL – heritage language learner

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 is a five day teacher program for teachers of Less Commonly Taught Heritage Languages. The primary languages are the ones offered by STARTALK this summer. Instructors of other languages are funded by NHLRC. The Workshop aims at strengthening participants' understanding of the differences between teaching L2 and a heritage language. The Five C's from the Standards for Foreign Language Learning in the 21st Century is the underlying principle of the curriculum and various approaches and methods in implementing these Standards in the heritage language classroom. Participants will learn how to use differentiated teaching. Attention will be paid to teaching mixed classes: heritage and non-heritage speakers or heritage speakers of various levels of proficiency in the same class. Language-specific sessions will be conducted by experts in Arabic, Chinese, Hindi, and Persian.

By the end of the program, participants will design their own units for heritage learners or mixed classes. They will learn to incorporate the 5 C's and use backward design, differentiated instruction with a focus on heritage learners. Use of authentic materials and assessment will be discussed. Integration of culture, content, and technology into teaching practices will be stressed. Additionally, strategies for heritage language learners will be discussed.

Major Focus of the Program

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

- Teaching heritage language learners
- Instructional planning and strategies for heritage learners
- Differentiated instruction for mixed level and mixed HLLs/non-HLLs
- Standards based instruction
- Technology use in heritage language class

Pre-requisites

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

Teaching or expecting to teach HLLs

Information on Career Options and Pathways To Certification

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

N/A

Content and Evidence of Learning

Refer to the <i>STARTALK Teacher Program Sample</i> in the References section for examples. Use “Can Do” Statements to illustrate what evidence of learning is desired.		Skills Targeted and to be Assessed (What participants need to demonstrate)
Knowledge (What participants need to know)		
<i>Content</i>	<i>Examples</i>	“Can Do” Statements for Participants Participants can...
Standards-based Instruction	<ul style="list-style-type: none"> • National foreign language learning standards 	<ul style="list-style-type: none"> • name and describe the concepts embedded in each of the five national standards’ goals • develop appropriate lesson plans in alignment with the national and state standards targeting HLLs

<p>Instructional Planning & Strategies</p>	<ul style="list-style-type: none"> • Assessing prior knowledge of HLLs • Pacing & sequencing 	<ul style="list-style-type: none"> • plan curriculum that is suitable for HLLs or mixed classes. Ways to assess HLL proficiencies will be addressed in presentations to the whole group (Kagan and Carreira) and they will be specifically addressed in the language specific sessions. The task of each group is to discuss language specific areas of HL prior knowledge and create a teaching unit based on this knowledge. • deliver instruction to students of different linguistic backgrounds • develop and apply HLL-specific learning strategies
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> • Individulized student-centered instruction • Modifying content, process and product for diverse learning styles, prior knowledge and readiness to engage in the topic 	<ul style="list-style-type: none"> • adapt the content and delivery of the lesson according to student need • adapt content, process and products in ways that are suitable to meet HLLs needs or HLLs and non-HLLs needs in the same class
<p>Reflective Practice/Leadership</p>	<ul style="list-style-type: none"> • Reflection on putting plans into action • Peer feedback 	<ul style="list-style-type: none"> • learn to observe lessons • provide constructive feedback to colleagues based on observations and also learn from this process
<p>Technology</p>	<ul style="list-style-type: none"> • Modes and efficacy of technology • Technology in practice for teaching and assessment • Useful websites and on-line resources 	<ul style="list-style-type: none"> • search for appropriate material to engage HLLs using internet resources (podcasts, You Tube, etc.) • adapt/edit material to fit with lesson plans/curricular goals • use appropriate software and technology to create instructional material and manage instruction

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- and performance-based unit and lesson design.	In language specific groups, participants will design units/lessons that will be focused on HLLs or mixed classes and will incorporate community-based learning.
Student-program observation	<ul style="list-style-type: none"> • Participants will observe and discuss the STARTALK student programs in Persian and Hindi and the Russian Program for heritage speakers. All programs are for high school age HLLs. • Participants will complete observation protocols, demonstrating their ability to identify components of a lesson for heritage language learners.
Group and class participation	<ul style="list-style-type: none"> • Participants will identify in writing their own contributions to their group projects as well as the contributions of other group members that were particularly helpful. They will share these reflections with each other as they finish their project. Projects will be presented to the whole group and discussed on the last day of the workshop (see the schedule).
Unprompted evidence Classroom discussions	<ul style="list-style-type: none"> • Participants will have group discussions on readings and presentations as well as lesson observations. Presentations will be interactive.
Self-assessment	<ul style="list-style-type: none"> • Participants have described their prior knowledge as part of their applications for the program.

	At the end of the program, participants will complete a grid with content area from the workshop and how they will apply it to their own settings.
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Program Outline

Timeline	Content
Day 1 Monday, June 20	<ul style="list-style-type: none"> • Introductions and overview • How to observe a class • Observation of a STARTALK HLL class for high school students • Post-observation discussion • Overview of differences between HLLs and L2 learners: the main postulates • Introduction to the 5 C's
Day 2 Tuesday, June 21	<ul style="list-style-type: none"> • Backward Design • Differentiated instruction • Introduction to curriculum unit project • Language-specific groups (Hindi, Persian, Chinese, Arabic)
Day 3 Wednesday, June 22	<ul style="list-style-type: none"> • Work on curriculum units in language-specific groups (Hindi, Persian, Chinese, Arabic) • Observation of a mixed HLL/non-HLL class and discussion • Post-observation discussion • Using demographic data to support HLL teaching
Day 4 Thursday, June 23	<ul style="list-style-type: none"> • Observation of a STARTALK HLL class for high school students • Post-observation discussion • Demonstration of using a community's linguistic resources in curriculum • Web-based language teaching tools • Working on unit/lesson design in teams assisted by workshop faculty
Day 5 Friday, June 24	<ul style="list-style-type: none"> • Development and administration of HL programs • Presentation of individual and group projects • Discussion of future needs

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	Participants will meet in language specific groups to ensure that they can develop relevant curriculum. They will also meet across languages to discuss more general pedagogical themes, and compare experiences.
Provide mentoring and coaching	Language specific groups will each have an experienced teacher of that language as a mentor. Four language specific group (Arabic, Chinese, Hindi, Persian) and a mixed language for participants who represent other languages (Hebrew, Armenian, Russian and also two program administrators. group.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Participants will complete Venn diagrams comparing language teaching/learning in the U.S. versus in their target language culture. Additionally, participants will examine the differences between traditional L2 learners' needs and skills with those of heritage learners.
Model meaningful interaction in the target language	Participants will observe HL lessons conducted in the target language. Post observation discussion will focus in part on how to identify what constitutes HL specific instruction, how to handle mixed classes and how to achieve meaningful interaction (versus pattern drills, rehearsed dialogues, etc). Participants will be encouraged to watch relevant video excerpts on

	www.learner.org .
Model integration of language, culture and content	<p>Instructor will model a unit for heritage speakers based on family and community resources.</p> <p>When discussing the concepts of differentiated instruction, the participants will examine language teaching materials that are based on culture. With scaffolding provided by instructors and mentors, participants will produce their own thematic, culturally relevant curriculum units.</p> <p>Participants will be encouraged to watch relevant video excerpts on www.learner.org .</p>
Model use of authentic materials	<p>Instructor will guide participants in identifying and adapting authentic materials for classroom use, focusing on how to scaffold instruction and choose appropriate tasks.</p> <p>Groups will be required to include an authentic material item in their unit.</p> <p>Participants will be encouraged to watch relevant video excerpts on www.learner.org .</p>

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s)	<p>The Report of the NHLRC Survey http://www.international.ucla.edu/languages/programs/startalkworkshop/</p> <p>Other readings on the website http://www.international.ucla.edu/languages/programs/startalkworkshop/</p> <p>(some are posted already, the rest will be posted this week and next week)</p>

Realia /Authentic materials	Websites to be presented: Language Materials Project website, LRC’s websites, sites for finding authentic materials. The list will be posted on the Workshop website. In language specific groups, participants and mentors will share and compare realia they’ve found and successfully used.
Multimedia	Website search for authentic materials demonstrated.
Links to relevant web sites and annotations about the site	Relevant materials have been posted on the NHLRC website. More links will be added before and during the Workshop. Presenters’ PowerPoint presentations will be uploaded after the presentations.
Other (please specify)	Readings about teaching HLLs, differentiated instruction, 5 Cs, backward design. A partial list is already on the NHLRC website. More will be added.

Technology Integration

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

Technological tools needed	Explanation
<ul style="list-style-type: none"> ▪ Computers ▪ PowerPoint ▪ Internet resources 	<p>The program will:</p> <ul style="list-style-type: none"> • use power point for presentations • model the use of relevant website resources in both program delivery and lesson development. • demonstrate online resources and web-based tools • teach participants to use online sites for demographic search <p>Participants will:</p> <ul style="list-style-type: none"> • search online for authentic teaching and learning materials; • learn how to use demographic tools; • use PowerPoint in the presentations of their projects