



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: Center for Chinese Language Pedagogy, Indiana University

Program Title: Chinese Pedagogy Institute

Number of Hours: 80

Designed by: Jennifer Liu

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 Chinese Pedagogy Institute will offer 4-5 hours of graduate-level credit in a two-track program. The beginning track will consist of 17 current or prospective secondary teachers of Chinese. Priority will be given to those who are seeking or will complete their certification in the near future, but those who are already certified but have limited teaching experience will also be considered. The advanced track will consist of 3 teachers, and priority will be given to those who are experienced secondary classroom teachers with the capacity to initiate new programs and a demonstrated commitment to developing innovative curricula.

The beginning track will focus on lesson planning and classroom instruction while the advanced track will highlight curriculum design and development.

Major Focus of the Program

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

professional development, theory-to-practice, cooperative and experiential learning, evidence-based teacher evaluation

Pre-requisites

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

- Chinese proficiency: minimum of intermediate-high proficiency in reading and writing and advanced-low proficiency in speaking and listening.
- Currently practicing middle or high school teacher of Chinese or planning to be practicing by fall 2011.

Information on Career Options and Pathways To Certification

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

We will direct them to advisors at the School of Education at Indiana University for further information on certification.

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...
Approaches and Methods (beginning and advanced)	Learner-centered instruction; performance-based instruction	Practicum 1) Can recognize features of learner-centered and performance-based language teaching
Curriculum Design (advanced) and Lesson Design (beginning and advanced)	Understanding by design; standards-based design; learner-centered design Lesson plan; unit plan; curriculum design	Curriculum design—Beginning: 1) Can articulate standards and their roles in language learning and teaching 2) Can name and describe each of the three modes of communication Curriculum design—Advanced: 1) Can create a standards-based curriculum 2) Can plan a curriculum beginning with student performance outcomes in mind

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		<p>3) Can create units that target a specific and appropriate proficiency level, teaching context and duration of instruction</p> <p>4) Can create theme-based units that guide students to an understanding of universal principles</p> <p>Lesson design—Beginning:</p> <p>1) Can recognize the elements of an effective language teaching sequence: assessing prior knowledge, providing comprehensible input, guided practice and independent application, formative and summative assessment tasks.</p> <p>2) Can plan an effective language teaching sequence and provide a balance of skill-getting and skills using learner-centered activities</p> <p>Lesson design—Advanced:</p> <p>1) Can plan an effective language teaching sequence and provide a balance of skill-getting and skills using learner-centered activities</p>
<p>Instructional Planning and Strategies (beginning)</p>	<p>Learner-centered instruction; differentiated instruction</p>	<p>Practicum</p> <p>1) Can recognize effective teaching strategies and connect them to SLA principles</p> <p>2) Can deliver instruction in the target language and make it comprehensible for all students</p> <p>3) Can provide comfortable and friendly learning environments</p> <p>4) Can adapt and deliver instruction that suits various learning styles and abilities</p> <p>5) Can tap into various resources that enrich students' learning experience</p>
<p>Assessment (beginning and advanced)</p>	<p>Formative assessment; summative assessment; assessment tools such as on-line Lingua Folio</p> <p>Test items and grading rubrics for student work; checklist for peer observation</p>	<p>Beginning</p> <p>1) Can explain and give examples of the differences between formative and summative assessment</p> <p>2) Can explain proficiency-based assessment vs. traditional grammar-based assessment</p> <p>3) Can explain the value of portfolio assessment</p> <p>Advanced</p> <p>4) Can develop assessments that reflect all of my teaching goals, materials, and what occurs in class</p> <p>5) Can use ACTFL Proficiency Guidelines and K-12 Performance Guidelines</p> <p>6) Can design and evaluate formative assessment</p> <p>a) design form-focus, discrete point, and meaningful class activities</p> <p>b) create task-based activities such as information gap, survey, complete form, etc.</p> <p>c) use results of assessments to impact</p>

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		<p>curricular decisions (as well as day-to-day lesson plans, etc.)</p> <ol style="list-style-type: none"> 7) Can design and evaluate summative assessments <ol style="list-style-type: none"> a) design theme-based and integrated performance assessment in which students have to utilize three modes of communication 8) Can teach students to use Lingua Folio 9) Can create rubrics (for evaluating writing, portfolios, oral presentations, etc.) 10) Can provide constructive feedback for students 11) Can assess students' meaningful language use
Structure of the target language/ pedagogical grammar skills (beginning and advanced)	Age-appropriate instructional activities	<p>Homework for students</p> <ol style="list-style-type: none"> 1) Can connect linguistic elements with functional language use 2) Can identify which aspects of grammar to teach and why 3) Can set priorities, with the pedagogical grammar linked with the communicative outcomes 4) Can train students to use the correct grammatical structures appropriate for the social context of the language use 5) Can identify, compare, and contrast the difficulties students would have in the target language in relation to their own native language
Second Language Acquisition (beginning and advanced)	Comprehensible input; pushed output; classroom interactions	<p>Practicum; class presentation and discussion</p> <ol style="list-style-type: none"> 1) Can make target language input comprehensible 2) Can create tasks that have students use the language in meaningful ways 3) Can provide appropriate feedback on students' language use 4) Can provide activities that facilitate the language development of students at all levels 5) Can develop students' communicative competence 6) Can recognize prevailing assumptions of second language acquisition
U.S. Educational Systems and Classroom Mgmt (beginning and advanced)	<p>Articulation issues; culturally and age-appropriate strategies</p> <p>Peer feedback; learning scenario discussion</p>	<ol style="list-style-type: none"> 1) Can educate myself about the laws and regulations of the state and school district in which I work 2) Can conduct my class using classroom management techniques appropriate to diverse student populations 3) Can use positive discipline 4) Can use the target language to address minor classroom disturbances 5) Can educate myself about the local, state, and national licensure requirements to be

		highly qualified
Technology (beginning and advanced)	PowerPoint; YouTube; e-portfolios; language-learning software	<ol style="list-style-type: none"> 1) Can add the target language to my computer and switch between English and the target language 2) Can familiarize myself with software and online resources appropriate for language instruction 3) Can use power point presentations to support classroom instruction 4) Can edit videos of my teaching to create a best moments clip for my e-portfolio
Reflective Practice and Leadership (beginning and advanced)	Peer evaluation; classroom observation; reflective journaling; selection of best teaching moments for e-portfolios Journal; exit interview; follow-up regional workshop plans	<ol style="list-style-type: none"> 1) Can learn from my mistakes 2) Can keep a journal of my teaching and use it to reflect on my teaching 3) Can analyze my teaching and use video as pre/post-program evidence of improvement 4) Can see the value of and follow through with ongoing professional development 5) Can lead a workshop for my peers
Pathway to Certification (beginning and advanced)	Graduate credit applicable towards certification; consultation with School of Ed certification specialist (for Indiana teachers)	Completion of CPI

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
Performance tasks	Beginning and advanced: micro-teaching, student practicum, culminating performance event, follow-up regional workshop plans
Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products	Beginning and advanced: class presentations and discussion, journals, lesson plans, unit plans, curriculum, assessment of instruction (peer observation checklist), assessment of student work
Unprompted Evidence	Beginning and advanced: observation, individual coaching sessions, classroom participation
Program specific Lingua Folio-type Can-Do Statements	Beginning and advanced: post-institute evaluation, pre- and post-institute survey

	on common misconceptions and can-do statements
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Program Outline

Timeline	Content
<i>see attached schedule</i>	

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	Veteran and novice levels will be accommodated by the two-track system of instruction, which will differentiate by content, learning process, and product.
Provide mentoring and coaching	Both formal and informal mentoring and coaching opportunities are built into the design of the program. All three instructors stay in the residence halls with the trainees allowing for opportunities from morning to night, in and outside of the classroom.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Sessions on cultural ways of learning and teachers are woven into the class sessions.
Provide opportunities for peer sharing and learning	There are daily sessions on sharing learning and teaching resources.
Model meaningful interaction in the target language	There is a session to have participants experience learning a foreign language.
Model integration of language, culture and content	This is built into the session on learning a foreign language (French) during the first day of CPI instruction.
Model use of authentic materials	This is built into the session on learning a foreign language (French) during the first day of CPI instruction.

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s)	Textbooks, reference materials, and course pack of articles on TCFL; Chinese textbooks.
Realia / Authentic materials	Calligraphy supplies, various printed materials and videos.
Multimedia	Instructional tools such as Wenlin software and video-editing software such as Studio.
Links to relevant web sites and annotations about the site	Links and annotations are expanded throughout the institute as faculty and trainees work together.
Other (please specify)	

Technology Integration

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

Technological tools needed	Explanation
Computers, computer software, projectors, video cameras, web-based applications.	<p>Technology is integrated into every aspect of the program, from instruction and practicum to e-portfolios and professional development resources.</p> <p>Highlights include a website featuring an on-line application and resources for continuing professional development such as e-portfolios, blogs, and searchable lesson plans.</p>