### Chinese Teacher Program
Stanford University

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<tr>
<th>Course Title</th>
<th>STARTALK Professional Development Program for Teachers of Mandarin Chinese Language and Culture</th>
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| Course Length                                                                | ▪ 1 week  
▪ 40 contact hours |
| Credit Received                                                              | 3 quarter (equals 2 semester) units of Stanford Continuing Education credit |
| Program Type                                                                 | Non-residential |

### Curriculum, Materials & Assessments

| Foundation Work: Topics | ▪ Theoretical principles of second language acquisition  
▪ National Standards and standards-based instruction  
▪ Integrated Performance Assessment (IPA) and proficiency-oriented student assessment  
▪ Effective foreign language instructional sequences  
▪ Lesson planning and design  
▪ Technology/Podcasting  
▪ Differentiated instruction  
▪ Essential components of an effective Chinese language program  
▪ Establishing a collaborative teacher learning community  
▪ Plans for continued support and follow-up professional development |
|-------------------------|--------------------------------------------------------------------------------------------------|
| Observation and Practice| ▪ Observations of the Stanford STARTALK student program  
▪ Observations of the peer teachers  
▪ Teaching sessions in the student program |
| Assessment and Evaluation| ▪ Pre-program-needs survey  
▪ Pre-program self-report of awareness or knowledge of foreign language education  
▪ Program evaluation  
▪ Daily reflections  
▪ Lesson plans |
| Textbooks and Materials  | A binder consisting of instructional and assessment materials as well as professional resources (e.g., suggested readings and websites) that have been created or compiled by the program |