Program Title: “Building Leadership in the Arabic Language Teaching Community”

Number of Hours: 40

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Brief Description of Program (including curricular context and goals)

To enhance the capacity of participants from 2007 OCFLP STARTALK to create standards-based units that can be used as samples for professional development.

The major goals for the proposed program are to develop teacher capacity to deliver standards-based instruction to non-native and heritage speakers of Arabic and to collaborate with colleagues to reflect on and improve standards-based practice.

Enduring Understanding (EU):

1. Participants will become familiar the applications of content standards at various levels of proficiency appropriate to student needs.
2. Participants will become familiar differences between teaching heritage and non heritage learners (focus on student needs, content, pedagogical strategies)
3. Participants will become familiar components of backward design.

Essential Questions (EQs):

1. What are the profiles of heritage and non-heritage learners in terms of their linguistic and cultural competencies?
2. How do you design age- and stage-appropriate unit outcomes?
3. What kinds of integrated assessments (real-world culturally appropriate tasks) can participants use to measure the success of unit outcomes?
4. How can you choose appropriate authentic materials for different stages of the unit?
5. How can you use authentic materials and technology to facilitate comprehension in the target language?
6. How can you design a variety of meaningful and personalized guided practice activities?
7. How can you use multiple assessments at different stages in the instructional sequence?
8. How can you use units as models to demonstrate standard-based instructional practices?

Program Content:

<table>
<thead>
<tr>
<th>Knowledge (What participants need to know)</th>
<th>Skills Targeted (What participants need to be able to demonstrate)</th>
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<tbody>
<tr>
<td>Category of Training</td>
<td>Participants will</td>
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<tr>
<td>- Foreign Language Framework for California Public Schools</td>
<td>a) identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners;</td>
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<tr>
<td>- National Standards for Teachers of Arabic</td>
<td>b) deliver instruction in the target language embedded in authentic cultural content and contexts that connect to relevant areas of interdisciplinary academic study;</td>
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<tr>
<td>- ACTFL Proficiency Guidelines</td>
<td>c) effectively utilize input, guided practice, extension and assessment structures necessary to deliver course content as described in the current Foreign Language Framework for California Public Schools;</td>
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<td>- Backward design</td>
<td>d) select, effectively utilize, adapt and create instructional materials to meet the specific needs of their students;</td>
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<td>- Role of authentic materials in standards-based instruction</td>
<td>e) incorporate educational technology as appropriate;</td>
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<tr>
<td>- Differentiated instructional practices</td>
<td>f) develop strategies for working with teachers new to standards-based instruction.</td>
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<td>- Knowledge vs. application</td>
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| Major Category Targeted: Approaches and Methods                                                          | Participants will be able to:                                                                                                  |
| - Proficiency-oriented instruction                                                                        | a) identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners; |

| Curriculum and Lesson Design                                                                               | b) choose a theme (content/culture) and identify desired outcomes;                                                            |
| - Backward design                                                                                        | c) design a real-world culturally, age and stage appropriate task that reflects the attainment of the desired outcome;          |
| - Using reading and listening strategies                                                                  | d) plan instruction that will lead to achieving the outcomes;                                                                  |
| - Using authentic material                                                                                | e) select/adapt/design appropriate resources;                                                                                  |
| - Using speaking and writing strategies                                                                    | f) use technology and other techniques                                                                                         |

| Instructional Planning                                                                                     |                                                                                                                                 |
| - Analyzing standard-                                                                                        |                                                                                                                                 |

| and Strategies | Based models | that help make content comprehensible;  
|                | • Scaffolding activities  
|                | • Creating student-centered activities that address the *National Standards for Teachers of Arabic* |  
|                | g) design meaningful and personalized guided practices that address the *National Standards*;  
|                | h) plan step by step activities that guide students to produce the assigned culminating task;  
| Materials      | Creating thematic units using authentic materials and available textbooks | i) select, effectively utilize, adapt and create instructional materials to meet the specific needs of their students;  
| Development and Adaptation |                         |  
| Assessment     | • Formative  
|                | • Summative: performance task | j) identify activities that can be used to inform instruction such as exploratory activities, checking for comprehension, guided and independent practice, short quizzes, (form checks/content measures);  
|                |                         | k) design a performance task that is real world, culturally, age and stage appropriate;  
|                |                         | l) create a rubric to measure students’ achievement of the performance task;  
| Technology     | • Using technology to make content comprehensible | m) use technology as a tool to make content comprehensible;  
|                |                         | n) use technology to locate authentic materials and resources;  
|                |                         | o) design student activities that allow them to use technology as part of guided and independent practice, e.g. class and homework assignments, and to perform their final task;  
| Reflective Practice and Leadership | • Peer coaching and evaluation  
|                | • Self evaluation  
|                | • Learning log | p) work in groups to create a thematic unit;  
|                |                         | q) demonstrate their work in front of their peers;  
|                |                         | r) complete a check list and provide suggestions to each other;  
|                |                         | s) at the end of each day, complete a check list of things they have accomplished;  
| Pathway to Certification | • CSET  
|                | • Steps for credentials | t) register for course credit;  
|                |                         | u) become familiar with the steps necessary for certification. |
**Technology Integration:**
- Teachers use various technology programs such as Moviemaker, PowerPoint, Photostory as well as hardware including Smartboards.
- Teachers use the World Wide Web to locate authentic material.
- Teachers explore material available on YouTube and satellite programs.
- Teachers explore ways to maximize the use of Tell-me More and the Arabian Sinbad programs.

**Assessments:**

Participants will create an instructional unit that reflects standards-based practice:
- backward design with real-world objectives that are age and stage appropriate;
- focus on cultural and/or content from the core curriculum;
- inclusion of the three modes of communication;
- opportunities for cultural and linguistic comparisons;
- and for real-world language use beyond the classroom.

Participants will teach segments of their units to representative student populations or in micro-teaching practice employing pedagogy that reflects research and best practices identified in the *Foreign Language Framework for California Public Schools*. When referring to the units they create and describing their practice and the programs in which they teach, participants will be able to characterize the proficiency profiles of student populations (non-native and heritage) that are commonly served in the schools and explain how each of the activities they employ reflects the 5 Cs of the national standards.

**Unprompted Evidence (observations, dialogues, or classroom participation)**

- Group scaffolding activities
- Group and whole class discussions
- Lessons and unit analysis and evaluation
- Peer evaluation
- Learning log

**Required Resources (including textbooks):**
1. *Planning Curriculum for Learning World Languages* (Text and CD)
2. *Integrative Performance Assessment Manual*
4. *The Keys to the Classroom*
5. *Standards for Foreign Language Learning in the 21st Century*
6. *Tell-me More*
7. Selection of authentic materials
8. Arabic websites
9. Arabic online programs
Differentiation of Instruction:
1. Differentiating the content by assessing participants knowledge, providing various levels and types of material, providing direct support, and allowing teachers to accelerate their rate of progress;
2. Reporting on participant experiences in applying standard-based instructional concepts during previous school year;
3. Ongoing reflection using learning logs;
4. Providing differentiated support for stages of instructional competency;
5. Developing units in groups where participant contribute based on their understanding and strength in applying of standards-based instructional practices.

Instructional Strategies:
- Observing and analyzing
- Modeling
- Coaching
- Discussions

What do participants already know that will help them learn new information?
During 2007 STARTALK training and as during the Occidental College Foreign Language Project Certificate Program, participants learned to:
- create a standard-based instructional unit;
- differentiate between teaching heritage and non-heritage speakers;
- use various strategies for making content comprehensible;
- assessing student proficiency level in five skill areas.

Links to relevant web sites:
- Annenberg lessons and workshops
- Occidental College Foreign Language Project websites
- National K-12 foreign language resource center: [http://nflrc.iastate.edu/pubs/units/unitsList.html](http://nflrc.iastate.edu/pubs/units/unitsList.html)
- [www.Hadi.org](http://www.Hadi.org)
- World Languages Framework Project Homepage: [http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/](http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/)
Daily instructional plan

Day 1:
- Backward design:
  - identifying the desired outcomes; determining acceptable evidence (performances tasks that are culturally, age and stage appropriate);
  - writing objectives for knowledge, for form, and for communication;
  - Allocating instructional resources.
- Reporting on group progress and completing the learning log.

Day 2:
- Providing for Input:
  - designing input activities; examining various input strategies;
  - designing activities that facilitate student’s comprehension of content.
- Reporting on group progress and completing the learning log.

Day 3:
- Designing interpersonal (meaningful and personalized guided practice) activities;
- Reporting on group progress and completing the learning log.

Day 4:
- Providing for output – designing interpersonal and presentational activities
- Reporting on group progress and completing the learning log

Day 5:
- Visiting classrooms and delivering a lesson or group demonstrations with feedback;
- Completing a workshop evaluation form.