Program Title: Professional Development for Teachers of Mandarin Chinese Language and Culture, Level I

Number of Hours: 45 hours

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Brief Description of Program (including curricular context and goals)
Teachers will be able to:
• acquire basic principles of second-language acquisition to inform instruction
• develop standards-based lessons for their students
• integrate assessment strategies in lesson planning and delivery
• Develop peer-coaching skills participate and learn how to provide constructive feed-back to colleagues
• differentiate instruction for diverse learners

Enduring Understanding (EU):
(What Enduring Understandings are desired: Refers to the big ideas that we want participants to retain after they’ve forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.)

Participants will understand that:
• student learning is directly related to effective teacher practice.
• Improved practice is a result of life-long professional development and growth.
• Reflection on practice leads to continuous improvement and learning.

Essential Questions (EQs):
What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.

To what extent or in what ways will I

- incorporate what I learn in this program into my teaching and learning practices?
- use the knowledge acquired to expand my repertoire of effective practices?
- become a reflective practitioner and employ inquiry to strengthen my practice?
- share what I learn in this program with colleagues? (see comment on template for level 2)

Program Content:
(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Technology Integration:

Assessments:

What evidence will show that teacher participants understand and can perform?

Performance tasks (including micro teaching, student program practicum, etc.)

- Apply the concepts taught in unit planning and designing
- Rate appropriately authentic language samples in proficiency terms
- Articulate the relationship between student performance (assessment) and classroom practices both in their unit
- Plans, teaching demonstrations, and ratings of language samples.

Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products (e.g., lesson plans, curriculum guide, assessment item, a term paper).
• Thematic unit/Lesson plans
• Oral proficiency interviews with students
• Daily reflections

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

• Classroom discussions/reflections on presentations
• Informal dialogues among colleagues
• Observations and feedback

**Program specific LinguaFolio-type Can-Do Statements** (similar to our observational checklist or survey questions. We need to be consistent.)

(Please see the “Assessment” column on the table below).

**Required Resources (including textbooks):**

<table>
<thead>
<tr>
<th>Category/Foundation Work</th>
<th>Menu of Suggested Topics</th>
<th>Process</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Language Acquisition</td>
<td>Principles of language teaching&lt;br&gt;Prevailing language-learning hypotheses&lt;br&gt;What we know about effective teaching approaches in L2</td>
<td>Presentation, small group discussions, debriefing of group discussions, application of concepts activity.</td>
<td>In the application of second acquisition language theory and research findings, I can&lt;br&gt;• provide meaningful language learning opportunities&lt;br&gt;• make target language input comprehensible&lt;br&gt;• create tasks that have</td>
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| Standards-based instruction | National Standards for Language Learning in the 21st Century | PowerPoint presentation, activity highlighting the Five goals and standards, modes of communication, and the interconnectedness nature of the standards. | I can  
• I can name and describe the concepts embedded in each of the five standards’ goals.  
• I can name and describe each of the three modes of communication. |
|---|---|---|---|
| Standards-based instruction in the CA context | CA FL Framework/Language Learning Continuum (LLC) | Overview of the CA Framework for Foreign Language Learning and the LLC stages. Activity that bridges the standards and the LLC. Observation Protocol for identifying concepts featured in the standards and the LLC in practice in the classroom. | I can  
• describe the five stages of the Language Learning Continuum (LLC)  
• describe the content and functions of appropriate for each stage on the LLC  
• develop appropriate lesson plans that are congruent with appropriate stages of the LLC |
| Understanding by Design and Assessment | Features of Understanding by Design, Proficiency-oriented Assessment Practices/tools. ACTFL Proficiency Guidelines | Presentation and activity to illustrate basic concepts and features of Understanding by Design and their implications for designing instruction. | I can  
• relate the implications of the Understanding by Design processes to curriculum planning  
• apply the UbD process in |
| Instructional Planning and Strategies | Standards-based Lesson-plan design incorporating the Three Modes of Communication Assessing prior knowledge Moving students from CI to Guided and Independent Practice, and Extended Application Pacing and sequencing | A combination of presentation, modeling and interactive activities demonstrating the various elements of an effective instructional sequence. Participants will apply newly learned concepts, practices and strategies in small group settings and develop their own lessons to teach in the student component of the program. | I can  
• employ themes as the organizing principle for my lesson design.  
• plan curriculum beginning with student performance outcomes in mind.  
• design lessons that are contextualized in appropriate cultural situations  
• deliver my instruction in the target language and making it comprehensible for all students.  
• provide comfortable and friendly learning environments  
• deliver instruction that suite various learning styles and abilities |
| Differentiated Instruction | Multiple Intelligences  
Individually student-centered instruction  
Modifying content, process and product for diverse learning styles, prior knowledge and readiness to engage in the topic. | Presentation and facilitated application of differentiated instructional strategies into participant-developed lesson plans. | I can  
- adapt the content and delivery of the lesson according to students’ needs and readiness  
- adapt appropriate content, process and products that are suitable for students’ age and stage  
- design different objectives that are suitable for diverse learners including age, stage, and interest.  
- design activities that appeal to diverse interests and academic abilities of students |
| --- | --- | --- | --- |
| Technology | Role of technology in Chinese-language instruction  
Modes of technology  
Efficacy of technology  
Technology as a teacher tool  
Technology in practice for teaching and assessment  
Computer activities  
Useful websites and on-line resources | Hands-on interactive demonstration and modeling in the computer lab. Participants learn how to integrate technology in their lesson design and teaching. | I can  
- search for appropriate materials to supplement existing material using internet resources (podcasts and You-tube)  
- adapt/edit material to fit with my lesson plans/curricular goals  
- identify multimedia software |
Differentiation of Instruction:
(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

The program is designed to meet the participants in their various stages of professional growth and development. Some of the participants will not hold teaching certificates while others will have newly acquired teaching certificates and are in the induction phase of their teaching experience. Also, the group includes elementary, middle, and high school teachers as well as those who teach in private and community/heritage schools. Additionally, there will be some teachers who teach in dual immersion programs.

The professional development program has been planned with all of the above variables in mind, and thus will provide options for teachers to focus on areas that specifically meet their diverse needs. This will be accomplished by tiered and mixed level grouping of teachers and appropriate content areas and instructional strategies relevant to the participants’ teaching contexts.

Instructional Strategies:
(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

Please see table above, column “how to.”
What do they already know that will help them learn new information?  
(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)

The application used to recruit participants posed a series of questions designed to illustrate participants’ prior knowledge. Additionally, follow up interview calls were made to determine specific needs and clarify questions. Furthermore, when the participants arrive their needs and expectations will again be confirmed. Finally, at the end of each day program feedback will be collected via participant reflections to further confirm that the program is meeting the participants’ needs.

Links to relevant web sites:

Daily instructional plan
(This could turn into a program syllabus.)

Wednesday, July 9

- Building Our Community Activity
- Second Language Acquisition Principles
- Overview of National Standards, California Framework, and the Language Learning Continuum
- Observation Protocol

Thursday, July 10

- Integration and community building activity for whole group
- Implications of OPI concepts for teaching and learning using Understanding by Design processes
- Level II participant demonstration of student OPI-style interview followed by peer debriefing of the interview and rating process (Level I participants are the larger audience, Level II participants are in the “fishbowl.”)
- Powerpoint presentation led by Level II participants and STARTALK instructors outlining major concepts of assessment and its relationship to the planning of effective instruction

Friday, July 11
• Components of thematic unit and lesson design
• Classroom management
• Differentiated Instruction

Saturday, July 12

• Role of technology in Chinese-language instruction
• Technology in practice for teaching and computer generated assessment tools
• Useful websites and on-line resources
• Facilitated unit/lesson design in teams by theme

Monday, July 14

• Level I participants teach micro-lessons to students
• Level II participants observe Level I participants’ lesson delivery using peer coaching model for debriefing and providing constructive feedback

Tuesday, July 15

• Teacher credentialing pathways
• What constitutes an effective Chinese language program
• Criteria and processes for selecting appropriate textbooks and other instructional resources
• Networking for professional development and growth, professional organizations

Wednesday, July 16

• Building positive community relations and gaining support for Chinese language programs
• Showcasing students’ performances
• Community resources
• Recognition / acknowledgements of student and teacher success