Building Leadership in the Arabic Language Teaching Community

DAILY AGENDA
Saturday, June 13, 2009

8:30-9:00  Breakfast
9:00-9:30 Welcome, housekeeping, setting goals
9:30-10:15 Review activity (Gallery walk)
          Debrief
10:15-10:45 Introduction to the World Language Content Standards for California Public Schools
            • Using a graph to compare state and national standards
            • Participants state their preference
10:45-11:00 Break
11:00-12:30 Research-Based Instructional Practices: Observation Protocol
            • Principles for constructive conversation that improve practice
            • Modeling: a conversation about professional practice
            • Think-Pair-Share: examine your instruction and debrief
12:30-1:30 Lunch and prayer
1:30-2:00 Completing the reflective journal on effective professional development, focus on content: the importance of standards and research based practices
2:00-3:00 Course design models:
            • Examining courses for beginners and heritage learners
              o Identifying the standards that are addressed
              o Identifying courses outcomes (performance tasks)
            • Modeling development of course outcomes (performance tasks that are culturally, age- and stage- appropriate);
3:00-3:15 Break
3:15-4:45 Application: Standards-based course design
            • Selecting the standards that are addressed
            • Designing course outcomes (performance tasks that are culturally, age- and stage- appropriate)
            • Identifying the topics to be taught in order to achieve the course outcomes
4:45-5:00 Q/A – Parking lot
Building Leadership in the Arabic Language Teaching Community
DAILY AGENDA
Sunday, June 14, 2009

8:30-9:00  Breakfast

9:00-10:45  Sharing experiences about the application thematic units created by 2008 participants
  ▪ Name at least three things positive students outcomes
  ▪ Tell about areas you needed to adjust to achieve your unit goals
  ▪ What are you going to do differently

10:45-11:00  Break

11:00-11:30  Completing the reflective journal on effective professional development, focus on process: What can your colleagues do to help you to improve your products and practices.

11:30-12:30  Examining components of thematic unit and lesson design “STARTALK PPT”

12:30-1:30  Lunch and prayer

1:30-2:15  Describing units for heritage and non native speakers

2:15-3:00  Backward design: using backward design to build thematic units
  ▪ Identifying the desired outcomes (Objectives)
  ▪ Determining acceptable evidence (performance tasks that are culturally, age- and stage-appropriate)
  ▪ Allocating instructional resources

3:00-3:15  Break

3:15-4:00  sharing plans for instructional units: Jigsaw activity

4:00-4:45  Revising thematic unit plan

4:45-5:00  Q/A – Parking lot
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DAILY AGENDA
Monday, June 15, 2009

8:30-9:00  Breakfast

9:00-9:30  Designing exploratory activities: “Brainstorming and Categorizing”
• Spark interest (setting the stage)
• Identifying previous knowledge (exploratory activities)
• Preparing students for understanding the text (pre-reading/viewing/listening)

9:30-9:45  Creating interest in the unit: (designing sparking interest activity)

9:45-10:45  Sharing and analyzing sample texts
• Types of texts (authentic, semi-authentic, pedagogical)
• Identifying content/cultural knowledge that will be taught through these texts
• Linking multiple texts

10:45-11:00  Break

11:00-12:30  Selecting appropriate texts

12:30-1:30  Lunch and prayer

1:30-2:00  Identifying content/cultural knowledge that will be taught through the texts

2:00-2:30  Sharing texts

2:30-3:00  Completing the reflective journal on the use of authentic, semi-authentic and non-authentic texts

3:00-3:15  Break

3:15-4:45  Providing input: Examining input strategies

4:45-5:00  Q/A – Parking lot
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DAILY AGENDA
Tuesday, June 16, 2009

8:30-9:00  Breakfast

9:00-11:30  Providing for input:
  • Designing input activities
  • Designing activities that facilitate student comprehension of content/culture

  Break on your own

11:30-12:00  Practicum 1: presenting and discussing input activities for two groups
12:30-1:30  Lunch and prayer
1:30-3:00  Practicum 2: presenting and discussing input activities for two groups
3:00-3:15  Break
3:15-3:45  Completing the reflective journal on strategies to make authentic input comprehensible
3:45-4:5  Revising input activities based on feedback from colleagues
4:45-5:00  Q/A – Parking lot
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DAILY AGENDA
Wednesday, June 17, 2009

8:30-9:00 Breakfast

9:00-9:45 Analysis and discovery of grammar
- Example of finding form in input
- Find the form you wanted to focus on in your text
- Sharing

9:45-10:45 Designing guided practice and activities
- List all types of activities you would use
- Distinguishing between guided practice and activities

10:45-11:00 Break

11:00-12:30 Providing for output:
Examining interpersonal (meaningful and personalized guided practice) activities

12:30-1:30 Lunch and prayer

1:30-2:00 Completing the reflective journal on strategies to facilitate real world interpersonal tasks

2:00-3:00 Designing interpersonal (meaningful and personalized guided practice) activities

3:00-3:15 Break

3:15-4:45 Creating interpersonal activities

4:45-5:00 Q/A – Parking lot
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DAILY AGENDA
Thursday, June 18, 2009

8:30-9:00 Breakfast
9:00-10:45 Practicum: presenting and discussing interpersonal activities
10:45-11:00 Break
11:00-12:30 Revising activities based on input from colleagues
12:30-1:30 Lunch and prayer
1:30-2:30 Providing for output: exploring and analyzing presentational activities
  • Examining age and stage culturally-appropriate presentational tasks
  • Exploring rubric’s role in guiding students to be successful in creating their presentational tasks
2:30-3:00 Completing the reflective journal on culturally appropriate presentational tasks
3:00-3:15 Break
3:15-4:45 Designing presentational activities
  • Instruction and requirements
  • Rubric
  • Steps that guide students to successful presentational activities
    o Brainstorming
    o Drafting
    o Editing
    o Revising and publishing
4:45-5:00 Q/A – Parking lot
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DAILY AGENDA
Friday, June 19, 2009

8:00-8:30 Breakfast

8:30-10:30 Practicum: presenting and discussing presentational activities
- Instruction and requirements
- Rubric
- Steps that guide students to successful presentational activities

10:30-11:00 Break for checking out of the hotel

11:00-11:20 Completing the reflective journal on facilitating growth in colleagues new to standards-based instruction. How might I help my colleagues who are new to standards-based instruction?

11:20-12:30 Creating rubrics to evaluate interpretative and interpersonal tasks

12:30-1:10 Lunch and prayer

1:15-1:30 Completing program evaluation and STARTALK post program evaluation

1:30-2:00 Credentialing pathways for teachers

2:00-2:30 Planning next steps