The Learning to Teach Continuum
Differentiating Teacher Programs to Support Participants at all Stages

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Plan for Session

- STARTALK Teacher Program Best Practices
- Continuum of Teaching Practice
- Activity: Matching Teacher “Can Do” Statements with Developmental Levels
- Questions and Discussion
STARTALK Student Program
Best Practices

- Implement a standards-based and thematically organized curriculum;
- Facilitate a learner-centered classroom;
- Use target language and provide comprehensible input for instruction;
- Integrate culture, content, and language in a world language classroom;
- Adapt and use age-appropriate authentic materials; and
- Conduct performance-based assessments.
STARTALK Teacher Program
Best Practices

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- Design teacher program curriculum to prepare teachers who can design and implement instruction in line with the STARTALK student program principles.

- Consider the diverse needs of teacher program participants (native, heritage or non-native speakers; years of teaching experience; familiarity with the culture of U.S. schooling; etc…) in program design and implementation.

- Prepare participants to teach for the success of diverse students across the K-16 continuum, at differing proficiency levels, and from different linguistic and cultural backgrounds.
STARTALK Teacher Program
Best Practices

✧ Engage participants in authentic observations and micro-teaching of best practice instruction.

✧ Offer regular opportunities for guided reflection.

✧ Assess teacher candidates through performance and evidence of what they can do.

✧ Prepare teacher program participants to become life-long learners in the 21st century.
Continuum of Teaching Practice

į Emerging
į Exploring
į Applying
į Integrating
į Innovating

www.btsa.ca.gov/files/Final-Continuum-of-Teaching-Practice.pdf
Examples of Differentiation

✦ Pairing participants in expert/novice dyads.

✦ Providing opportunities for participants with modifications in activities depending on experience: observations, micro-teaching a lesson which was given to them, lesson design and implementation.

✦ Hiring past program participants to return in new leadership roles: for example, teachers, resource teachers, or teacher leaders.

✦ Focusing on individualized, long-term professional development plans.
STARTALK Teacher Development Resources

- A Journey to Become a Standards-Based World Language Teacher

- Leadership Development Program for World Language Educators

http://startalk.umd.edu/teacher-development
The Journey to Become a Standards-Based World Language Teacher

STARTalk
Start Talking!
Leadership Development for World Language Educators
STARTALK Teacher Program
Recommendations

✧ Design performance-based programs in which clinical experiences are at the core.

✧ Highlight lesson design and implementation.

✧ Expose teachers and ease their transition into the cultural context of U.S. schools and classroom management.

✧ Foster participants’ linguistic and cultural development (in the target language and/or in English and U.S. culture).

✧ Regularly make confirmation checks with participants to assess their understanding of new material.
STARTALK Teacher Program Recommendations

✧ Include information on the path to certification in your state.

✧ Whenever possible, collaborate with student programs (STARTALK programs or other).

✧ Provide pre-program orientations and preparations.

✧ Offer follow-up post-program support (could be delivered online).

✧ Expose teacher program participants to theory as applied to practice; do not teach theory in isolation.

✧ Prepare teacher program participants to utilize technology to support instruction and facilitate cross-cultural interactions.
Levels

✧ Level I

Programs for beginning or prospective teachers

✧ Level II

Programs for returning teachers

✧ Level III

Programs for teachers with more advanced preparation
Differentiation for Teacher Programs

- Determine what are the appropriate content and process outcomes, “can do statements,” for program participants at different stages of the continuum. Post them on the wall corresponding to the level where you think they fit best.

- Create two additional “can do statements” and post them at the corresponding level.

- Create two pedagogical activities you will plan for your teacher program participants and post them at the corresponding level.
Questions and Discussion

✦ Form groups organized by the development level you are focusing on in your teacher program.

✦ In your groups, discuss the types of pedagogical activities you are planning for your participants.

✦ Are they appropriate to the participants’ level?

✦ How are you differentiating activities and opportunities according to participants’ levels and needs?

✦ Do you have any feedback regarding the draft of STARTALK Teacher Program Best Practices?