New to STARTALK?
Managing the curriculum template process
Welcome
Congratulations!

Congratulations on receiving a STARTALK grant.

By receiving a STARTALK grant, you have accepted the challenge of delivering a standards-based program for students, teachers and teacher trainees.

Instructors working with students and teachers in the STARTALK program must be prepared to work with best practices in curriculum, assessment, and instruction.
Presenter

Jennifer Eddy, Assistant Professor of World Language Education; Secondary Education and Youth Services; Queens College, CUNY
Co-author of the Online Curriculum Guide, STARTALK Backward Design workshop designer, task force for STARTALK.
Purposes of this Session

• Share STARTALK-endorsed Principles for Effective Teaching
• Preparing your Template(s) with the Online Curriculum Guides
• Teacher Development Materials Collection
STARTALK-Endorsed Principles for Effective Teaching

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using the target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessments
Collaboration and Feedback

- Prepare your template(s)
- Send to Team Leader
- Team Leader will provide Feedback
- Revise your template(s)
- Resubmit to Team Leader
- Team Leader will upload Template(s)
Begin with the End in Mind

• The STARTALK Online Curriculum Guide is step by step, self paced tool for completing a STARTALK Student program template. This template shows what language learners are able to do, integrating language, culture, and content within a thematic context.

• This template is also a key performance piece for program and/or unit planning.

• STARTALK teachers and teacher trainers prepared these as part of a total program.
Online Curriculum Guides

- These guides are useful to methods faculty, program directors and teacher trainers in professional development
- To develop standards-based, thematically designed curriculum, assessment, and performance based instruction.
- Thematic Planning
- Assessment
- Instructional Strategies
Online Curriculum Guide
Can-Do Statements

• Develop a template for your program with Backward Design
• Design theme based performance assessment in the 3 communicative modes
• Determine instructional strategies for integrating language, culture, and content
Student Template Requirements

As a STARTALK grant recipient, you are expected to complete a draft of the student program template and submit this draft to your team leader. Your team leader will then guide you on any revisions necessary to finish your curriculum template.

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Brief Description of Program</td>
</tr>
<tr>
<td>B</td>
<td>Program Theme</td>
</tr>
<tr>
<td>C</td>
<td>Unit Subthemes</td>
</tr>
<tr>
<td>D</td>
<td>Standards and Expected Outcomes</td>
</tr>
<tr>
<td>E</td>
<td>Specific Knowledge and Skills</td>
</tr>
<tr>
<td>F</td>
<td>End of Program Performance Tasks</td>
</tr>
<tr>
<td>G</td>
<td>Other Types of Assessment and Evidence of Learning</td>
</tr>
<tr>
<td>H</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>I</td>
<td>Materials and Other Resources</td>
</tr>
<tr>
<td>J</td>
<td>Technology</td>
</tr>
</tbody>
</table>
STARTALK provides student and teacher program templates, knowing that common design will facilitate the sharing of units, instructional strategies, and quality materials.

The common templates strive to incorporate best practices in curriculum, instruction, and assessment. They are meant to guide the discussions that will take place as instructors work with the STARTALK-Endorsed Principles for Effective Teaching.

The Online Curriculum Guide has been designed to help you plan your program and prepare the your templates.

This Online Curriculum Guide correlates to sections on the template, making it easy for you find additional information that may be helpful to you when preparing the template.
The Online Curriculum Guide will help you to

- plan using backward design,
- identify your program theme,
- establish achievable goals and outcomes for your program,
- apply STARTALK-endorsed principles in planning,
- determine how to assess learners’ progress and performance,
- recognize and design tasks in the three communicative modes, and
- identify and incorporate culturally authentic materials for your program.
Resources for Completing the Student Template

The student curriculum template can be downloaded by clicking [here](http://startalk.umd.edu/curriculum-guide/#templates) or by going to the following URL:

http://startalk.umd.edu/curriculum-guide/#templates

Sample student templates for different languages and levels can be viewed by clicking [here](http://startalk.umd.edu/2010/materials) or by going to the following URL:

http://startalk.umd.edu/2010/materials
Template Planning Symbols

STARTALK hopes that this guide will help you and your team design your program and plan your curriculum template. This exclamation point icon will be used when the information references a specific section on the template. The box indicates the letter of the corresponding section on the template.
Backward Design requires you to:

1. Identify desired results

2. Determine acceptable evidence of learning

3. Plan learning experiences & instruction

Backward Design

✓ Design the vision of the curriculum
✓ Determine how learners will provide evidence of their learning through key performances
✓ Develop instructional activities to move them toward performance goals
1. Identify Desired Results

Choose a program theme and unit subthemes.

Establish goals for the program based on the national standards.

Identify content knowledge and skills that align with your theme.
Thematic Planning

How does your thematic unit allow culture and content to be integrated throughout the unit?

How do you incorporate the national standards in your thematic unit?

How do your instructional goals define a thematic, contextualized learning experience?

The student template addresses the following:
- Program Theme
- Unit Subthemes
- Standards and Expected Outcomes
- Specific Knowledge and Skills

J. Eddy (2011)
Design Your Program by Planning Backward From Desired Results

1. Select a program theme.

2. Determine unit subthemes that support the program theme and the program goals.

3. Decide program outcomes for what students will know and be able to do.

4. Provide examples showing how the program content addresses the standards.
Choosing a Program Theme

On the student template, you will see a space for the program theme.

The program theme is the overarching, or umbrella, theme that defines the program, providing the context for language and cultural learning.

The program theme will match the developmental and language experience level of the students in your program.
What Is a Program Theme?

Does your program theme sound something like this?

- Ready to Travel
- A Healthy Lifestyle
- Getting Acquainted
- Global Citizenship
What is a Unit Subtheme?

The unit subthemes develop your program theme in greater detail and are chosen with the developmental and language experience level of your students in mind.

Subthemes clarify the areas in which the students will demonstrate what they can do.
Unit Subthemes

Have you identified the subthemes that will address different aspects of the program theme?

If your program theme is A Healthy Lifestyle, a unit subtheme might be Choosing Healthy Foods or Sports and Activities.

If your program theme is Ready to Travel, a unit subtheme might be Getting Around Town or Meeting People.
You may wish to watch the *Food Facts and Stories* video to see the implementation of a thematic unit.

*Food Facts and Stories*

In this lesson, students make connections to science, health, and math during a nutrition discussion. They talk about the effects of a fast-food diet using a variety of authentic materials, including the food pyramid and a fast-food restaurant menu.

Watch this video from 4:45 to 13:36 at the following URL:

http://www.learner.org/libraries/tfl/spanish/pedini/analyze.html
Consider the following questions:

• What is the program theme of this unit?
• What subthemes are evident in the video? What other subthemes might be developed?
• Which of the National Standards are evident in the video segment?
• What “can-do” statements would you write for this unit?
• How do the can-do statements connect to the National Standards?
• What vocabulary and structures will students need to be able to meet the can-do statements?
Food Facts and Stories

–What is the program theme of this unit?
  
  Food and Nutrition

–What subthemes are evident in the video? What other subthemes might be developed or might have been developed?
  
  Food items, basic food groups, healthy diet, calories

–Which of the National Standards are evident in the video segment?
  
  Communication, culture, connections, and comparisons
Food Facts and Stories

— What can-do statements would you write for this unit?

— How do the can-do statements connect to the National Standards?

• Talk about the calories found in different foods: 1.1 – Interpersonal
• Order food in a restaurant: 1.1 – Interpersonal
• Read menus and other authentic items related to food: 1.2 – Interpretive
• Comment on nutritional value of food: 1.1 – Interpersonal, 3.1 – Connections
Standards and Expected Outcomes

For the template, identify what the students can do in the target language and culture and align these can-do statements with the standards.

These can-do statements are drawn from each unit subtheme in your program.

A partial example appears here. A complete examples appears on the student sample templates.

<table>
<thead>
<tr>
<th>Standards Targeted</th>
<th>Students Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 – Communication, Interpersonal</td>
<td>Express likes and dislikes</td>
</tr>
<tr>
<td>1.2 – Communication, Interpretive</td>
<td>Read a travel diary</td>
</tr>
<tr>
<td>2.1 – Cultural Practices/Perspectives</td>
<td>Compare mealtimes and the importance of eating with family</td>
</tr>
</tbody>
</table>
What specific knowledge and skills will the students use?

On your template, state the linguistic, cultural, and other subject matter and skills that students will learn. When appropriate, list the grammar that is needed to support what students can do in the language.

A partial example appears here. A complete example appears on the student sample templates.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order in a restaurant</td>
<td>The menu, please. What do you suggest? I would like to have . . .</td>
</tr>
<tr>
<td>Shop in a market</td>
<td>How much . . .? Do you have . . .</td>
</tr>
<tr>
<td>Ask and give directions</td>
<td>Where is . . .? Please tell me . . . To the left/right . . .</td>
</tr>
</tbody>
</table>
Key Ideas to Remember

*Program theme* is the overarching theme that defines the program, providing the context for language and culture learning.

*Unit subthemes* help to clarify what students can do.

*Can-do statements* are aligned with the National Standards and describe what the learner can do with the language.

*Specific knowledge and skills* define the linguistic and cultural knowledge that students will need as they work with the theme.
Reflection

• How do you incorporate the National Standards in thematic unit design?

• How do your instructional goals define a thematic, contextualized learning experience?

• How does your thematic unit allow culture and content to be integrated in all aspects of language learning?

For additional practice in identifying program theme, unit subthemes, standards, expected outcomes, and specific knowledge and skills, you may wish to view other videos from the STARTALK Classroom Video Collection:

http://startalk.umd.edu/teacher-development/videos
Thematic Planning

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

• Planning for Performance with Backward Design—Seattle Public School

• The Haya! Project—National Capital Language Resource Center (NCLRC)
  • [http://nclrc.org/arabick12/haya](http://nclrc.org/arabick12/haya)
  • Module – Thematic Unit, Backward Design

• Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy
  • Step 1 – Objectives
Stages of Backward Design

**Segment 1**, Thematic Planning, allowed you to identify desired results.

**Segment 2**, Assessment, will allow you to determine acceptable evidence of learning.
Assessment

How will we know that our students are learning?

What evidence will be collected to demonstrate that all students are learning?

The student template asks for

• end-of-program performance tasks that are culturally appropriate
  –and
  • other types of assessment and evidence of learning.
In this section, you will

• design culturally appropriate end-of-program performance tasks and

• consider other meaningful evidence of learning.
Consider what happens when we communicate:

• Interactions are non-scripted.
• Information has gaps.
• Materials are not filtered, arranged cleanly or adapted.
• People always must sift through anything they hear or see to get precisely what they need to solve a problem or create a product of any use.
• **Goal 1: Communication**

  – Standard 1.1 - Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

  – Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

  – Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.
The goal of all learning is flexible transfer.
Transfer—What is it?

The ability to use of knowledge and skills in a different context, setting, or situation from how it was originally learned on one’s own, with few to no cues or supports.

• The more complexities or variables the task contains, the more it demonstrates transfer.

• Thoughtful use of a repertoire, as opposed to just cued, fill-in, or rote responses.
Without transfer tasks, the learner will not be able to develop the flexibility required when faced with unexpected situations they will encounter in the target culture.
Drill-Mastery gives the appearance of understanding

- Fill-in-the-blank
- Multiple choice
- Matching
- Vocabulary quizzes
- Spelling quizzes
- Dictation
- Verb conjugation charts
- Listing verb endings
- Chanting verb endings
- Multiple questions of the same item
We often confuse the drills with the game

- ‘Drill-tests’ – test items/exercises
- Out of context
- Discrete, isolated element
- Unrealistically setup and prompted
- Doesn’t transfer without practice in adapting it to new situations

- The ‘game’ – real task, problems
- In context, with all its messiness and interest value
- Requires a repertoire, used wisely
- Not prompted: you judge what to do and when
The Integrated Performance Assessment

**Interpretive Mode Tasks**
React to info, infer

**Interpersonal Mode Tasks**
Acquire new info, negotiate

**Presentational Mode Tasks**
Create a product, recreate text
Three Modes of Communication

Interpersonal

Interpretive

Presentational

J. Eddy (2011)
Interpretive Mode

Comprehension of words, concepts, ideas, and the meaning of entire piece

One-way -> between the person and the piece

Exposes learners to a wide variety of culturally authentic materials, such as texts, films, works of art, songs, poems, advertisements, and music videos

TRANSLATION IS NOT AN INTERPRETIVE MODE TASK
Sample Interpretive tasks

- Listening with visuals
- Filling in graphs, charts, forms, graphic organizers, and Venn diagrams
- Following routes on a map
- Checking off items on a list
- Drawing described objects
- Putting sentences in correct order

- Listening for the gist—identifying main ideas
- Guessing meaning from context
- Identifying, categorizing, and classifying thematic vocabulary
- Identifying, categorizing, and classifying authentic material
- Creating questions from information in pieces

- Identifying specific information found in pieces
- Composing titles or headlines
- Paraphrasing in native or target language
- Brainstorming and categorizing synonyms
Culturally authentic materials are **made by and for the people** of that culture

Consider using:

- Announcements
- Music
- Film and Theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements, weather
Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.

These tasks are unrehearsed, unrefined, and nonscripted.

They may be based on information acquired in the interpretive mode.

**MEMORIZING MATERIAL SUCH AS A SKIT IS NOT AN INTERPERSONAL MODE TASK.**
Sample Interpersonal tasks

The following situations require students to actively negotiate meaning while initiating, maintaining, and sustaining a conversation:

- Making a purchase
- Meeting and greeting
- Ordering in a restaurant
- Asking directions
- Engaging in face-to-face or telephone conversations
- Talking about friends and family
- Discussing events of the day
- Making plans
- Negotiating who does what, gets what, with who, how, and where
Novice Interpersonal Task

Ask your partner questions to find 5 differences between your pictures. Remember that you cannot look at each other’s pictures.

J. Eddy (2011)
Presentational tasks

Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, and otherwise prepare ahead of time.

These tasks require learners to use the language for a real-world purpose other than display for the teacher or classroom.

Presentational mode tasks allow learners to use language in new and different contexts.
Sample Presentational tasks

• Brochures or itineraries
• Letters
• Webpages and social networking sites
• Videos or podcasts
• Advertisements
• Agendas, schedules, or plans of the day or week
• New beginnings or endings of stories or songs
• Demonstrations
• Television or radio spots
• Designing surveys and presenting findings
• Public service announcements or infomercials
• Essays or plays
• Poems, songs, or raps
• Photostories or voicethreads
Check for Understanding

What is the mode of communication?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about what to do on the weekend</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Watching a travel video and jotting down places of interest</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Preparing a poster about your favorite sport</td>
<td>Presentational</td>
</tr>
<tr>
<td>Sending a letter to an e-pal</td>
<td>Presentational</td>
</tr>
<tr>
<td>Creating a graphic organizer for new vocabulary</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Creating a skit where you buy something in the market</td>
<td>Presentational</td>
</tr>
</tbody>
</table>
Example

Integrated Performance Assessment
IPA

• Theme: Travel

• Where people choose to travel depends a lot on their interests and needs.
Interpretive Task
Travel

Using the different travel brochures and websites from various towns and cities in ____, categorize on your chart which towns or cities are the best places to visit for the following:

Music
Historic Sites
Easy transportation
Special Events
Places great for families
Shopping
Low cost or free places to go
Art or local crafts
Interpersonal Task
Travel

• Using the chart, tell your partner the towns or cities you would like or not like to visit, based on the information from the categories.
Presentational Task

• You are a travel agent specializing in travel to ______. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.

• 1. A family of 5 with young children.
• 2. A person who is a history buff.
• 3. Three students with a limited budget.
• 4. Grandparents who love small towns, local crafts, and music.
What does it mean to “do” in the context of your unit theme?
Let’s take a look at some samples
Let’s Go!

- “Ok, for the interpretive mode task, they listened to the train schedule and wrote down the departure time and track number they needed and what time they would arrive at the destination on their paper. They all had different places to go.
- For the interpersonal task, they asked their partner where they were going, when they were going to leave, and something about the place.
- For the presentational mode task, they wrote a weekend sightseeing itinerary for their friend that was going to arrive in one week. What a way to review the verb to Go! Is this a good performance assessment?”
Interpretive Mode

- Students listen to authentic audioclips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.
Interpretive Mode

• Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.
Interpretive Mode

- Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs
Presentational Mode

• Students interview family members to find out the ingredients in their favorite recipes. They make a list of the ingredients and then compile a book of popular recipes in the target language
Presentational Mode

• Students work in groups to research local restaurants and produce restaurant reviews in the target language.

• Students map the restaurants on internet maps and give directions to the restaurants in the language.
Interpretive, Interpersonal and Presentational

- Students develop a survey to investigate the eating habits of the class,
- interview students, analyze the data in terms of good nutritional habits,
- synthesize it into a graph, and create a document to share the results with others.
Interpretive and Presentational

• With the job title omitted, students read various job/career ads and then match the appropriate job title to the ad.

• Students are divided into groups. Each group is asked to investigate 3-5 different career/job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class
Interpersonal Task

• In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill
Interpretive and Presentational

• Students listen to an emergency weather report describing a major approaching storm and create a text message in the target language to warn their friends playing soccer in the field near the school.
Design tasks in the three modes
Interpretive, Interpersonal, Presentational
End of Program Performance Task

Using the information in the template sample and in this section, you will design a task for each of the three communicative modes: interpretive, interpersonal, and presentational.
Describe other meaningful assessments that you will use in your program.

–Consider the following:
  • Dialogue journals
  • Reflective journals
  • Posters
  • Presentations of visual or performing arts
  • Audio portfolios
  • E-portfolios
  • Research projects
  • Podcasts

How will you allow learners to self-assess?
Reflection

How do your tasks assess your unit goals?

What culturally authentic materials are you using for the interpretive mode tasks?

How do your interpersonal mode tasks allow for negotiation of meaning?

How do your presentational mode tasks allow students to demonstrate new learning?

How do you know your students are learning?

How do your students know they are learning?
Assessment

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:


• Integrating Language, Culture, and Content—Occidental College http://media.startalk.umd.edu/workshops/2009/Occidental
  – Part III: Interpreting Authentic Materials
  – Part IV: Facilitating Interpersonal Tasks
  – Part V: Carrying Out Presentational Tasks

• Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy http://startalk.umd.edu/teacher-development/workshops/2009/GVA
  – Step 2: Assessment
Stages of Backward Design

**Segment 2**, Assessment, allowed you to determine acceptable evidence of learning.

**Segment 3**, Instructional Strategies, will allow you to plan learning experiences and instruction.
Instructional Strategies

5 CHARACTERISTICS OF EFFECTIVE LANGUAGE LESSONS*
These characteristics were selected because of their correlation to STARTALK principles. For teacher-training purposes, suggestions of video clips that demonstrate each characteristic are given on subsequent slides.

1. The teacher uses the target language almost exclusively (at least 90 percent of the time).
2. The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
3. Students learn vocabulary from input (hearing or reading) and using it in language-rich contexts, such as stories, hands-on experiences, picture descriptions, and subject-matter content.
4. Grammar is not the focus or the goal of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
5. The teacher provides frequent, varied classroom opportunities for students to interpret and to express meaning for real-world purposes.

*The complete list of characteristics can be found in the document Starting With the End in Mind, which can be found at http://pearsonschool.com/endinmind
In this section, you will

• review five key instructional strategies listed on the template,
• have the opportunity to view video demonstrating these strategies, and
• provide specific examples for these strategies for the program template.
Use the Target Language and Provide Comprehensible Input for Instruction

Considerations

• Tailor language into smaller chunks of comprehensible input.

• Use visuals, props, body language, songs, games, and pantomime to facilitate the understanding of linguistic input.

• Provide models and scaffolding in the target language for students.

• Ensure students are engaged in purposeful activities that foster the use of the target language.
Use the Target Language and Provide Comprehensible Input

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

- Staying In The Target Language—Concordia Language Villages
  
  Talking with Dr. Carol Ann Dahlberg: Importance of Context, Understandable Language
  
  Making Language Understandable: Modules 1, 2, and 3

- Immersion Strategies and the Use of the Target Language in Chinese Classrooms—University of California, Berkeley
  
  Immersion Strategies for Comprehensible Input
  
  Immersion Strategies for Comprehensible Output
  
  Demonstration Lesson In Chinese

- Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy
  
  Step 3: Instruction
Characteristics Of Effective Language Lessons

The teacher uses the target language almost exclusively (at least 90 percent of the time).

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Routes to Culture</td>
<td>4:45–6:64</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Chinese Drawing Pictures of Vocabulary</td>
<td>2:32–4:04</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Arabic</td>
<td>10:27–11:18</td>
</tr>
</tbody>
</table>
Characteristics Of Effective Language Lessons

The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Promoting Attractions of Japan</td>
<td>2:26–4:15</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Fruits of the Americas</td>
<td>15:52–16:46</td>
</tr>
<tr>
<td>STARTALK</td>
<td>One World Now—Chinese</td>
<td>9:45–10:51</td>
</tr>
</tbody>
</table>
Facilitate a Learner-Centered Classroom

Considerations

• Engage students in learning by using pairs or group work and/or centers.

• Design activities that foster interaction among students and between the teacher and students.

• Encourage students to be active learners by providing them opportunities to explore with hands-on activities.
Learner-Centered Classroom

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

• Staying In The Target Language—*Concordia Language Villages*
  - Importance of Context – Module 5.1 and 5.2
  - Empowering Students – Module 7

• Student-Centered Language Classroom through Cooperative Learning—*
  Consortium of Texas Chinese Language Institutes*
  - Student-Centered Language Classroom
  - Cooperative Learning Framework
Ensure Meaningful Interaction in the Target Language

Considerations

• Facilitate student learning that reflects real-life language use in culturally appropriate ways.

• Implement language teaching and learning in meaningful contexts and in themes that lead to deeper understanding of the target language and culture.
Grammar is not the focus or goal of the course, unit, or lesson. The teacher incorporates grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Daily Routines</td>
<td>2:50–4:41</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Daily Routines</td>
<td>4:44–6:59</td>
</tr>
</tbody>
</table>
The teacher provides frequent, varied classroom opportunities for students to interpret and/or express meaning for real-world purposes.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Hearing Authentic Voices</td>
<td>20:01–23:37</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Communicating About Sports</td>
<td>20:26–21:52</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Arabic</td>
<td>17:59–18:49</td>
</tr>
<tr>
<td>STARTALK</td>
<td>One World Now—Chinese</td>
<td>15:42–17:19</td>
</tr>
</tbody>
</table>
Meaningful Interaction

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

• Staying In The Target Language—Concordia Language Villages
  http://startalk.umd.edu/teacher-development/workshops/2009/Concordia
  – Empowering Students: Module 7

• Student-Centered Language Classroom through Cooperative Learning—Consortium of Texas Chinese Language Institutes
  http://startalk.umd.edu/teacher-development/workshops/2009/CTCLI/content/
  – Cooperative Learning Activities
Integrate Culture, Content, and Language

Considerations

• Use authentic materials to ensure that students are learning language and content simultaneously.

• Ensure that students are using language to learn content.

• Ensure lessons are based on students’ interest and their prior knowledge in cultural understanding.

• Provide opportunities for students to compare and contrast the similarities and differences between the native and target languages and cultures.
Characteristics of Effective Language Lessons

Students learn vocabulary from input (hearing or reading) and using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, and subject-matter content. Examples of this can be found on the STARTALK Principles & Characteristics site under “Facilitating a Learner-Centered Classroom”, or in the source video materials listed below.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Communicating About Sports</td>
<td>7:56–9:20</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Performing with Confidence</td>
<td>4:51–8:29</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Rutgers Chinese</td>
<td>10:47–12:48</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Fruits of the Americas</td>
<td>6:22–8:09</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Hindi</td>
<td>3:20–5:35</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Arabic</td>
<td>4:33–5:11</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Performing with Confidence</td>
<td>17:54–23:19</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Food Facts and Stories</td>
<td>5:08–11:38</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Holidays and Seasons</td>
<td>17:22–22:55</td>
</tr>
</tbody>
</table>
Culture, Content, and Language

For more information, you may wish to consult the following workshop from STARTALK’s Multimedia Teachers Workshop Collections:

- Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy
  – Step 3: Instruction
Differentiate Instruction Based on Student Need

Considerations

• Vary instruction based on ability and level.
• Differentiate for heritage learners.
• Design activities based on student interest.
• Allow students to demonstrate learning in a variety of ways.
• Offer students choices when possible.
Differentiate Instruction

– For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

  • Student-Centered Language Classroom Through Cooperative Learning—*Consortium of Texas Chinese Language Institutes*
      » Cooperative Learning Activities

  • Teaching Heritage Languages—*University of California, Los Angeles*
      » Module 2: Strategies for Heritage Language Learners
For the template, provide a sample instructional activity that addresses each of the five instructional strategies. Be specific and make certain that the activity is one that you will use when teaching the unit.
### Instructional Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language and provide comprehensible input for instruction.</td>
<td></td>
</tr>
<tr>
<td>Facilitate a learner-centered classroom.</td>
<td></td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language.</td>
<td></td>
</tr>
<tr>
<td>Integrate culture, content, and language.</td>
<td></td>
</tr>
<tr>
<td>Differentiate instruction based on student need.</td>
<td></td>
</tr>
</tbody>
</table>

J. Eddy (2011)
Stages of Backward Design

Segment 1, Thematic Planning, allowed you to identify desired results.

Segment 2, Assessment, allowed you to determine acceptable evidence of learning.

Segment 3, Instructional Strategies, allowed you to plan learning experiences and instruction.
Next Steps

Once you have completed the curriculum template and it has been approved by your team leader, you will be ready to create more-detailed lesson plans. Additional information on lesson planning and lesson plan templates can be found at the following URL:

http://startalk.umd.edu/lesson-planning

The following topics are addressed:

- Part 1 – Why is Lesson Planning Important?
- Part 2 – Planning the Lesson
- Part 3 – Lesson Plan Organizer
Questions for Jennifer
Next Steps
Teacher Program Templates

STARTALK provides student and teacher program templates, knowing that common design will facilitate the sharing of units, instructional strategies, and quality materials.

The common templates strive to incorporate best practices in curriculum, instruction, and assessment. They are meant to guide the discussions that will take place as instructors work with the STARTALK-Endorsed Principles for Effective Teaching.

The Teacher Online Curriculum Guide has been designed to help you plan your program and prepare your templates.

The Teacher Online Curriculum Guide correlates to sections on the template, making it easy for you find additional information that may be helpful to you when preparing the template.
Teacher Template Requirements

As a STARTALK grant recipient, you are expected to complete a draft of the teacher program template and submit this draft to your team leader. Your team leader will then guide you on any revisions necessary to finish your curriculum template.

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Brief Description of Program</td>
</tr>
<tr>
<td>B</td>
<td>Major Focus of the Program</td>
</tr>
<tr>
<td>C</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>D</td>
<td>Information on Career Options and Pathways to Certification</td>
</tr>
<tr>
<td>E</td>
<td>Content and Evidence of Learning</td>
</tr>
<tr>
<td>F</td>
<td>Assessment of Participant Progress and Performance</td>
</tr>
<tr>
<td>G</td>
<td>Program Outline and Schedule</td>
</tr>
<tr>
<td>H</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>I</td>
<td>Materials and Other Resources</td>
</tr>
<tr>
<td>J</td>
<td>Technology Integration</td>
</tr>
</tbody>
</table>
With this step-by-step guide you will be able to:

- prepare a draft of your program template,
- establish achievable goals and outcomes for your program,
- decide how participants will demonstrate their learning,
- determine how the program will be structured and create a daily schedule,
- plan how to integrate best practices in teacher development throughout the program,
- identify the materials and resources that will work best for meeting program goals, and
- determine how technology will enhance your program goals.
Resources for Completing the Teacher Template

The teacher curriculum template can be downloaded by clicking here or by going to the following URL:

http://startalk.umd.edu/curriculum-guide/#templates

Sample teacher templates for different languages and levels can be viewed by clicking here or by going to the following URL:

http://startalk.umd.edu/2010/materials
STARTALK hopes that this guide will help you and your team design your program and plan your curriculum template. This exclamation point icon will be used when the information references a specific section on the template. The box indicates the letter of the corresponding section on the template.
Brief Description of Program

Write a brief description of your program, focusing on the experiences your participants will have and what they will be able to do as a result of your program. Team leaders, site visitors, and funders use the information provided here to frame the details that follow.
Major Focus of the Program

Teacher programs have the challenge of determining what the primary goals of the program will be given all the professional needs of practicing teachers and those who are training to teach. It is not necessary to cover all of the topics typically found in a method’s course. You may find it helpful to revisit this question after completing Section E—Content and Evidence of Learning.

Major Focus of the Program

- Standards-based instruction
- Using assessment to inform instruction
- Authentic materials and experiences
- Best-practice instructional strategies
Prerequisites

Simply state any prerequisites that candidates will need to participate in the program. All programs differentiate to meet the needs of individuals, but there may be specific requirements that your participants will need depending on how your program will be structured.

Examples of Prerequisites

<table>
<thead>
<tr>
<th>The participants (with the exception of the teacher education faculty) will have had to participate in a previous CFLP/STARTALK professional development program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
</tr>
<tr>
<td>Participants need to have had Arabic-language teaching experience in any relevant K–16 setting.</td>
</tr>
</tbody>
</table>
Information on Career Options and Pathways to Certification

STARTALK is working actively to understand current certification requirements in each state and to promote effective and efficient pathways to certification. Your responses provide STARTALK with information on options that are currently available.

Additional information on certification may be found in the white paper prepared by STARTALK, The Teachers We Need: Transforming World Language Education in the United States

http://startalk.umd.edu/research/
### Information on Career Options and Pathways to Certification

<table>
<thead>
<tr>
<th>Examples of Career Options and Pathways to Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the program part of a pathway to certification? If yes, please explain.</strong></td>
</tr>
<tr>
<td><strong>Does the program provide information on certification? Does it provide information on career options? Please explain.</strong></td>
</tr>
</tbody>
</table>

| This institute is being offered with an option for three graduate credit hours, which serves as an equivalent to a foreign- or world-language methods course. It will count in our licensure program, and the state will accept it as a pathway to certification. | Certification information was provided along with the application, and participants are strongly urged to consider this. We will make admissions information available as well as academic planning and advising sheets. Also, Fairfax County Public Schools offers professional development points (PDPs) for its in-service teachers. |
| Not directly. However, teachers will receive continuous education units from Michigan State University.                      | Information on the status and process for achieving Arabic language certification in Michigan will be shared with participants. At least one session will address this issue. |

*J. Eddy (2011)*
Content and Evidence of Learning

STARTALK endorses the Program Standards for the Preparation of Foreign Language Teachers prepared by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for the Accreditation of Teacher Education (NCATE). An overview of these standards and other nationally recognized standards is included at the end of the teacher curriculum template document. More information on how to access these standards can be found on the next slide.
STARTALK-Endorsed Teacher Standards

ACTFL/NCATE Standards

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

National Board for Professional Teaching Standards

Teacher Education Accreditation Council (TEAC) Principles
http://www.teac.org/accreditation/goals-principles/quality-principles-for-teacher-education-programs
## Content and Evidence of Learning

Refer to the STARTALK-Endorsed Teacher Standards. These can be found as part of the Teacher Curriculum Template. Select carefully from the standards and include only those that capture the primary goals of your program. Explain the key concepts and state clearly what participants will be able to do to demonstrate their learning. *The samples given here are taken from different program templates.*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Key Concepts/Information</th>
<th>Participants Can . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a.</td>
<td>Ability to integrate culture in language instruction</td>
<td>Design lessons and activities that integrate products, practices, and perspectives of the target society</td>
</tr>
<tr>
<td>4c.</td>
<td>Incorporating and adapting authentic materials</td>
<td>Design lessons and activities incorporating level- and age-appropriate authentic materials.</td>
</tr>
<tr>
<td>6.</td>
<td>Participate in a coaching or mentoring environment that builds and enhances professional competence</td>
<td>Give, receive, and incorporate constructive feedback on practice</td>
</tr>
</tbody>
</table>
Assessment of Participant Progress and Performance

How will you know that participants are learning?
What evidence will be collected to demonstrate that learning?
What provisions are being made for self-assessment and reflection?

The following samples are taken from different teacher programs.

<table>
<thead>
<tr>
<th>Evidence/Product</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Participants will keep a daily journal. Each day, participants will focus on a select topic. Each journal entry will respond to a prompt focused on that daily topic</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>Plan a standards-based lesson and teach several components of it to students. Reflect on the lesson and the constructive feedback received from mentor teachers on how to improve the lesson in the future.</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>Towards the end of the program, participants will teach their standards-based mini-lessons in Hindi or Urdu to their cohorts demonstrating best practices of teaching and learning. The mini-lessons will be assessed by the instructors and peers based on a performance-based rubric.</td>
</tr>
</tbody>
</table>
Resources for Teacher Programs Available on Student Online Curriculum Guide

Teacher programs may find elements of the student online curriculum guide useful when planning instructional activities for their programs. Several topics are addressed using ACTFL/Annenberg videos, STARTALK multimedia workshops, and reflection questions. The topics addressed include the following:

- Thematic planning
- Assessment
- Using target language and providing comprehensible input
- Facilitating a learner-centered classroom
- Meaningful interaction in the target language
- Integration of culture, content, and language
- Differentiation
- Materials and resources
- Technology

The next 6 slides show what is available in the area of assessment in the student online curriculum guide. The entire guide can be found at [http://startalk.umd.edu/curriculum-guide](http://startalk.umd.edu/curriculum-guide)
Assessment Strategies

This video (link provided on the next slide) introduces assessment strategies aligned with the National Standards for Foreign Language Learning, state and district standards, and curriculum and instructional practices. Comments from teachers, students, and experts in the field illustrate how teachers are assessing their students’ foreign language skills.

This video will

• provide an overview of the IPA,
• show students doing an interpretive mode task and engaging in an interpersonal mode task, and
• describe a presentational mode task.
Assessment Strategies

For more information on integrated performance assessment, watch the video from 5:47–8:00.

To see an interpretive task, watch from 8:00–14:45.

To see an interpersonal task and hear about the presentational task, watch from 18:15–22:00.

Program Outline and Schedule

Backward Design

At this point in the template you have used backward design to

• identify desired results and
• determine acceptable evidence of learning.

The next sections will ask you to

• plan learning experiences and instruction.

Create your timeline for the program showing what will happen each day.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Closing Instructional Gaps: Planning Tools for Transitioning to Learner-Centered Instruction in Arabic and Chinese Classrooms</td>
</tr>
<tr>
<td>Day 2</td>
<td>Closing Instructional Gaps in Assessment: Transitioning to Learner-Centered Approaches</td>
</tr>
<tr>
<td>Day 3</td>
<td>Transitioning to Learner-Centered Instruction with Early Language Learners</td>
</tr>
</tbody>
</table>
For the template, provide a sample instructional activity that addresses each of the eight instructional strategies. Be specific and make certain that the activity is one that you will use in the course.

Several strategies can be found in the sample templates online at [http://startalk.umd.edu](http://startalk.umd.edu)
### Instructional Strategies

*The following samples are taken from different teacher programs.*

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for peer sharing and collaborative learning</td>
<td>Teachers will develop a lesson in collaboration with two other teachers. After the lesson is taught, there will be time allowed for debriefing and reflection in small groups and in a large group.</td>
</tr>
<tr>
<td>Differentiate instruction based on participants’ needs</td>
<td>Participants will pace themselves to finish watching all the assigned videos within a two-week period. The individualized pacing will help those with lesser experience take the needed time (up to one full extra week) to go through the videos and internalize the needed concepts. The participants will also have access to the master teacher who is available to explain, clarify and give exemplars of the concepts viewed. All of which will be done via e-mail and the discussion board.</td>
</tr>
</tbody>
</table>
5 CHARACTERISTICS OF EFFECTIVE LANGUAGE LESSONS*
These characteristics were selected because of their correlation to STARTALK principles. For teacher-training purposes, suggestions of video clips that demonstrate each characteristic are given on subsequent slides.

1. The teacher uses the target language almost exclusively (at least 90 percent of the time).
2. The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
3. Students learn vocabulary from input (hearing or reading) and using it in language-rich contexts, such as stories, hands-on experiences, picture descriptions, and subject-matter content.
4. Grammar is not the focus or the goal of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
5. The teacher provides frequent, varied classroom opportunities for students to interpret and to express meaning for real-world purposes.

*The complete list of characteristics can be found in the document Starting With the End in Mind, which can be found at http://pearsonschool.com/endinmind
STARTALK Central has created a list of resources that have been compiled from past STARTALK program curricula. It is meant to provide all STARTALK programs with information of what other STARTALK programs have used as well as some resources that were deemed useful by STARTALK staff. The resources that are applicable across languages are listed under General World Languages, while others are listed under specific STARTALK languages (Arabic, Chinese, Hindi, Persian, Swahili, Turkish, and Urdu). The lists are by no means exhaustive but rather represent a work in progress. You may notice that some lists are incomplete or have gaps; this reflects the stages in which different STARTALK programs and languages are. STARTALK hopes to expand the lists with continuous input from programs and users.

To access this material go to the following URL:

http://startalk.umd.edu/resources
Curriculum Templates and Resources

• [www.startalk.umd.edu](http://www.startalk.umd.edu)
Teacher Development Materials Collection

1) Teacher Training Videos
2) Multimedia Teacher Workshops
3) Collection of Curriculum Plans and Resources
4) Online Curriculum Guides
Teacher Training Videos

- real-life examples of teachers
- STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu
- These videos can be used alone or incorporated into more extensive teacher education materials.
STARTALK Classroom Video Collection: Chinese
OneWorld Now!

Unit Theme: Relationships

Unit Subtheme: Interacting in Shops and at Markets

Lesson Goals:
At the end of this lesson, students will be able to

- describe clothing by commenting on size and colors,
- recognize and describe traditional Chinese clothing,
- buy and sell clothing, and
- negotiate price when shopping in Chinese.

Part 1

As the lesson begins, Sun introduces new clothing vocabulary, models accurate use of measure words, and checks for comprehension.

Questions to consider

- What different strategies does Sun use to introduce new vocabulary? How might the variety of strategies impact student engagement?
- How are measure words incorporated in a natural context throughout this lesson?
- How does the instructor check for understanding immediately after introducing new vocabulary?
- How does the instructor begin to move students from the word level to the sentence level as she introduces the new vocabulary?
Reflect on the Lesson

- Which of the 5C's were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?
Multimedia Teacher Workshops

• Twelve online teacher development workshops

• Onsite professional development & multimedia or online teacher training materials
STARTALK Multimedia Teacher Workshop Collection User Guide for:

Assessment for Language Instructors: The Basics
Center for Applied Linguistics

Description
This interactive workshop will help you to learn the basic concepts and terminology of language assessment. The modules address purposes for using assessment and introduce the four principles of assessment and each module is contextualized through real-life scenarios. The modules are:

Module 1: Purposes for Assessment
Module 2: Validity
Module 3: Reliability
Module 4: Practicality
Module 5: Impact

Is this workshop right for me?
This workshop is best for teachers, teacher trainers and program directors of any language and level.
Welcome, instructors!

Hi, my name is Sara. I'll be guiding you through Assessment for Language Instructors: The Basics. During this workshop, you'll complete five modules. The first module will introduce the concept of assessment. Each of the next four modules will introduce an important principle of assessment. Along the way, you'll meet many different language instructors who will show you how these principles work in the classroom. You'll complete an activity and a quiz at the end of each module to give you an idea of what you've learned.

Let's start by defining assessment. Then, we'll talk about why we should use assessment in our language classrooms. Click NEXT to continue.
STARTALK Multimedia Workshop - Staying In The Target Language
Concordia Language Villages
STARTALK Multimedia Workshop - Chinese Immersion: Lesson-planning in the Content-based Classroom
Global Village Academy
The Journey to Become a Standards-Based World Language Teacher

STARTALK Multimedia Workshop - The Journey to Become a Standards-Based World Language Teacher
Rutgers, The State University of New Jersey
STARTALK Multimedia Workshop - Planning for Performance with Backward Design
Seattle Public Schools
Online Learning

About this course

This online workshop is based on an on-site workshop about the use of the target language in the Chinese language classrooms. The content of the workshop will be focused on exploring the immersion strategies for the effective use of the target language. It is divided into 6 chapters for you to develop your understanding of the theories and the practice of the strategies. After this workshop, it is our wish that you will acknowledge the importance of the use of the target language and practice them frequently in your language classrooms.
Teaching Heritage Languages
University of California, Los Angeles

Teaching Heritage Languages: An Online Workshop

These two self-paced online tutorials are designed for teachers of world and heritage languages. As you complete the first module, you will gain a better understanding of important differences between heritage language learners (HLLs) and foreign language learners (FLLs). In the second module, you will learn strategies about how to work with heritage language students in the classroom.

For first-time visitors we recommend you go through the lessons sequentially.

MODULE 1: TEACHING HERITAGE LANGUAGE LEARNERS: PROFILES AND DEFINITIONS
1.1 What is a Heritage Language?
1.2 Heritage Language Learners’ Motivation
1.3 Teaching Implications for Heritage Language Learners

MODULE 2: STRATEGIES FOR HERITAGE LANGUAGE LEARNERS: DIFFERENTIATED INSTRUCTION
2.1 Why do we need Differentiated Instruction for Heritage Language Learners?
2.2 Know your students
2.3 Grouping Strategies for Differentiated Instruction
2.4 Agendas, Templates, and Contracts
2.5 Assessment Strategies for Differentiated Instruction

About This Project
This workshop is designed to help language teachers face the challenge of teaching heritage language students.
Ticket out the Door

What are three ideas that really helped today?
1. 
2. 
3. 

Write one question you still have about what we learned today.
Q:
The Communication Standard is our assessment system.

Interpretive mode tasks need culturally authentic material.

Interpersonal tasks are non-scripted and flow from Interpretive mode information.

Presentational tasks should assess for transfer.

Early and Often

Dr. Jennifer Eddy
Comments/Questions
Acknowledgements

Our thanks to
Jennifer Eddy, Lead Developer
Laura Terrill, Co-Developer & Media Editor
and the entire STARTALK team for producing
this Online Curriculum Guide


Thank You and enjoy the rest of the STARTALK conference

WorldLanguageEd@aol.com