Backward Design: Curriculum Planning for Teacher Programs

Jennifer Eddy
STARTALK MISSION

… to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.

Jennifer Eddy (2012)
STARTALK-endorsed Principles for Effective Teaching

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

Jennifer Eddy (2012)
Backward design

1. Identify desired results

2. Determine acceptable evidence of learning

3. Plan learning experiences & instruction
Decide what you want teachers to be able to do by the end of the program.
Stage 1

Decide what you want teachers to know and be able to do at the end of the program

Stage 2

Determine how teachers will show you what they can do

Jennifer Eddy (2012)
Plan lessons that will enable teachers to show you the results you want and what they can do.

Decide what you want teachers to be able to do at the end of the program.

Determine how teachers will show you what they can do.

Jennifer Eddy (2012)
Jen’s Top Ten!

1. Identify desired results

2. Determine acceptable evidence of learning

3. Plan learning experiences & instruction

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<th>Content</th>
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<td>B</td>
<td>Major Focus of the Program</td>
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<td>C</td>
<td>Pre-requisites</td>
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<td>D</td>
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Jennifer Eddy (2012)
Program Description

Write a description stating program goals and desired outcomes. What teachers will be able to do by the end of program?

Teachers will learn linguistic issues for the teaching X.

Teacher candidates enrolling Methods course. See attached syllabus.

1. Identify desired results

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Major Focus of the Program

Consider: Length of program, Experience of teachers, Summative Assessment Strategies

Major Focus of the Program

- Standards-based instruction
- Performance Assessment Design
- Using Authentic materials

1. Identify desired results

Jennifer Eddy (2012)
Pre-requisites

Do participants need a certain level of English proficiency to participate fully in your program?

Should participants have teaching experience?

Should there be a qualifying essay or interview?

<table>
<thead>
<tr>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the participants will need to have spoken and written English proficiency for college level work.</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Participants need to have Arabic language teaching experience in any relevant K-16 setting.</td>
</tr>
</tbody>
</table>

Jennifer Eddy (2012)
Information on Career Options and Pathways to Certification

<table>
<thead>
<tr>
<th>Is the program part of a pathway to certification? If yes, please explain.</th>
<th>Does the program provide information on certification? Does it provide information on career options? Please explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institute is being offered with an option for three (3) graduate credit hours, which serves as an equivalent to a foreign/world language methods course. It will count in our licensure program and the state will accept it as a pathway to certification.</td>
<td>Certification information was provided along with the application and participants are strongly urged to consider this. We will make available admissions information as well as academic planning and advising sheets.</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Not directly. However, teachers will receive continues education units from Michigan State University.</td>
<td>Information on the status and process for achieving Arabic language certification in Michigan will be shared with participants.</td>
</tr>
</tbody>
</table>

1. Identify desired results
Reflection

What are major foci of your program? Limit to a few achievable areas.

1. Identify desired results

Jennifer Eddy (2012)
### Content and Evidence of Learning

See teacher sample templates for more examples.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Key Concepts/Information</th>
<th>Participants can....</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a. Demonstrating cultural understandings</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>4.c. Selecting and designing instructional materials</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 (Professionalism) Life Cycle of a World Language Teacher</td>
<td>Participate in a coaching/mentoring environment that builds and enhances professional competence</td>
<td>Give, receive and incorporate constructive feedback on practice</td>
</tr>
</tbody>
</table>

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2. Determine acceptable evidence of learning

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## Assessment of Participant Progress and Performance

### Evidence / Product | Brief Description
---|---
**Performance Assessment Tasks** | Participants will design performance assessments in the three modes of communication aligned with their chosen theme. They will use culturally authentic material for the tasks.

**Lesson Plan** | 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.

**Micro-teaching** | Towards the end of the program, participants will teach their standards-based mini-lessons in Hindi or Urdu to their cohort demonstrating best practices of teaching & learning. The mini-lessons will be assessed by the instructors and peers based on a performance-based rubric.

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Jennifer Eddy (2012)
Students are asked to acquire information through an interpretive mode task. This task uses culturally authentic material.

Then, they react to that information by interacting with others. This is unrehearsed and unscripted.

Finally, they create a written or oral product that incorporates information acquired through the other two modes.

Jennifer Eddy (2012)
Turnarounds for Transfer

- Theme: Travel
- Objective: To know the tourist sites in __.
- Task: Matching column to test locations of tourist sites

Turnaround:
- Where people choose to travel depends a lot on their interests and needs.

Jennifer Eddy (2012)
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

Jennifer Eddy (2012)
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
Turnaround for Transfer

• 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.
Interpretive Mode

• Comprehension of words, concepts, ideas, meaning of entire piece

• One way-> between the person and the piece

• Learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos

TRANSLATION IS NOT AN INTERPRETIVE MODE TASK

Jennifer Eddy (2012)
Sample Interpretive tasks

- listen with visuals
- fill in graphs, charts, forms, graphic organizers, venn diagrams
- follow a route on a map
- check-off items in a list
- draw what is described
- put sentences in correct order
- listen for the gist—identify main idea
- guess meaning from context
- identify/categorize/classify thematic vocabulary
- identify/categorize/classify authentic material
- create questions from info in the piece
- identify specific information found in the piece
- compose a title or headline
- paraphrase in native language/target language
- brainstorm and categorize synonyms

Jennifer Eddy (2012)
Interpersonal Mode

• Interpersonal mode tasks are two-way, spontaneous exchanges that involve negotiation of meaning between people.

• These tasks are unrehearsed, unrefined, non-scripted.

• May be based on information acquired in the interpretive mode.

MEMORIZED MATERIAL SUCH AS A SKIT IS NOT AN INTERPERSONAL MODE TASK.

Jennifer Eddy (2012)
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
- 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

Jennifer Eddy (2012)
Presentational tasks

Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, or 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.

Jennifer Eddy (2012)
Sample Presentational tasks

- Brochure or Itinerary
- Letter
- Web pages/social networking sites
- Video or Podcasts
- Advertisement
- Agenda, Schedule or Plan of the day, week
- New beginning or ending of story, song
- Demonstration
- TV or Radio spot
- Design a survey and present findings
- Public Service Announcement or Infomercial
- Essays, Plays
- Poem, Song, Rap
- Photostory, Voicethread

Jennifer Eddy (2012)
Three Modes of Communication

Interpersonal

Interpretive

Imbalance of theory and practice: knowledge but no design or implementation

Presentational

Jennifer Eddy (2012)
## 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 jot down places of interest.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Prepare a poster about your favorite sport.</td>
<td>Presentational</td>
</tr>
<tr>
<td>Send a letter to an e-pal.</td>
<td>Presentational</td>
</tr>
<tr>
<td>Create a graphic organizer for new vocabulary.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>Create a skit where you buy something in the market.</td>
<td>Presentational</td>
</tr>
</tbody>
</table>

Jennifer Eddy (2012)
Teacher programs may find elements of the student online curriculum guide useful when planning assessment and instructional activities for their programs. Several topics are addressed using ACTFL/Annenberg videos, STARTALK Multimedia Workshops and Reflection Questions. The topics addressed include:

- Thematic Planning
- Assessment
- Use of target language
- Student-centered classrooms
- Meaningful interaction in the target language
- Integration of language, culture and content
- Differentiation
- Materials and Resources
- Technology

http://startalk.umd.edu/curriculum-guide/
Reflection

What evidence will be collected to demonstrate that participants are learning?

1.

2.

3.

4.

2. Determine acceptable evidence of learning

Jennifer Eddy (2012)
Program Outline and Schedule

- Is there a balance of theory to practice?
- Are there multiple opportunities for teachers to apply what they learned?
- Limit guest lecturers. When they do present, follow those topics immediately with what teachers will DO with this info.

<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>

Jennifer Eddy (2012)
Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

The Teacher Template asks for strategies that will:
• Implement a learner-centered approach to teacher development
• Differentiate instruction based on participants’ needs
• Provide mentoring and coaching
• Incorporate hands-on learning
• Provide opportunities for micro-lab/student teaching
• Compare and contrast cultural ways of learning and teaching
• Allow for peer sharing and collaborative learning
• Engage in meaningful reflection

3. Plan learning experiences & instruction
## Instructional Strategies

### How will your program model best practices?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a learner-centered approach to teacher development</td>
<td></td>
</tr>
<tr>
<td>Differentiate instruction based on participants’ needs</td>
<td>Readings and discussion is delivered via BlackBoard before the onsite course.</td>
</tr>
<tr>
<td>Provide mentoring and coaching</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for micro-lab/student teaching</td>
<td>The second week of the program will consist of four teaching opportunities per day. Participants will teach two sessions and observe two sessions.</td>
</tr>
<tr>
<td>Incorporate hands-on learning</td>
<td></td>
</tr>
<tr>
<td>Allow for peer sharing and collaborative learning</td>
<td>Teachers will develop a lesson in collaboration with two other teachers. After teaching the lesson, there will be time allowed for debriefing and reflection.</td>
</tr>
</tbody>
</table>
**Materials and Other Resources**

- Online Curriculum Guide (OCG) Student
- Online Curriculum Guide (OCG) Teacher
- Classroom Video Collection
- Multimedia Teacher Workshops
- Language-Specific Materials
- Curriculum Design Materials
- Characteristics of Effective Lessons
- Unit and Lesson Planning Guides

<table>
<thead>
<tr>
<th>Materials/Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required reading, including textbooks</td>
<td>One methods textbook</td>
</tr>
<tr>
<td>Realia/Authentic Materials</td>
<td></td>
</tr>
<tr>
<td>Multimedia</td>
<td></td>
</tr>
<tr>
<td>Links to relevant websites and annotations about the site</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

3. Plan learning experiences & instruction

Jennifer Eddy (2012)
Culturally authentic materials are made by and for the people of that culture.

Consider using the following materials:

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements
- Announcements
- Music
- Film and theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows

3. Plan learning experiences & instruction

Jennifer Eddy (2012)
We might not see all the ways you integrated technology on the site visit day. Describe here how you used STARTALK funds to support your goals.

<table>
<thead>
<tr>
<th>Technology Tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BlackBoard and Skype</td>
<td>Delivered materials to participants ahead of program; Skype meetings</td>
</tr>
<tr>
<td>Flip cameras</td>
<td>Participants recorded mini lessons for later reflection.</td>
</tr>
</tbody>
</table>
Reflection

How will you describe the following in your program?

1. Timeline of balanced instruction to practice

2. Instructional strategies that model best practices

3. Instructional strategies that respond to program goals and assessments

4. A variety of materials that meet program goals

3. Plan learning experiences & instruction

Jennifer Eddy (2012)
Putting it all Together

Work with your team leader for revising your template

Jennifer Eddy (2012)
STARTALK Resource List

• Online Curriculum Guide (OCG) Student
• Online Curriculum Guide (OCG) Teacher
• Classroom Video Collection
• Multimedia Teacher Workshops
• Language-Specific Materials
• Curriculum Design Materials
• Characteristics of Effective Lessons
• Unit and Lesson Planning Guides

To access this material go to http://startalk.umd.edu/resources
Questions for Jennifer

Please keep in touch!

WorldLanguageEd@aol.com
Ticket out the Door

What two things really helped today?
1.
2.

Write one question you still have.
Q:

Enjoy the rest of the conference!

Jennifer Eddy (2012)