Meeting Heritage Teacher Needs with Blended Professional Development

2014 STARTALK Fall Conference

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Introduction

- Focus on teachers of heritage learners
- Lessons learned & Successes
# STARTALK-CHELER

## Chinese Leadership Program

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<th>WHO:</th>
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| Experienced teachers and academic directors of Chinese heritage schools/programs | Residential program—Main Campus University of Toledo Toledo, Ohio. | Online: 4-week online readings and preparation  
Onsite: 1-week residential program on UT campus  
Online forum: continuous support and mentoring (during summer and fall) |
Presentation Outline

• Program Overview

• Strategies for knowledge & skill building
Developing Heritage Teachers...

• Enhance their conceptual understanding

• Expanding their teaching skills
Characteristics of CHS teachers

• Part-timers
• Highly educated & professionals
• Passionate and enthusiastic toward language and culture teaching
• Some had teaching experience in home countries
• Bilinguals with various levels of English proficiency
However...

• What are the challenges that teachers of heritage learners face?
Challenges - conflicting teaching styles

Used to student-centered FL learning

Draw on past FL learning experience -- teacher-centered
Discussion

• What are the needs of teachers of HL?
2013 Survey: CHS Teacher needs assessment

- 82% of the 123 responses (from 21 states, 48 CHSs) were satisfied with the teaching methods they implement in class and 6% were very satisfied.
- 61% of them considered the internet an important support and resources when they prepare for teaching, whereas 13% consulted mastered teachers or experts.
STARTALK-CHELER Program Goals

TELL Domains
• Planning
• Performance & Feedback
• Learning Tools
Meeting the needs of heritage teachers

- **Part-time & Internet usage** ➔
  - Blended STARTALK-CHELER program

- **Gap in FL teaching principles** ➔
  - Conceptual re-orientation
  - Pre-workshop online session

- **Gap in FL teaching practice** ➔
  - One-week residential workshop
  - Teaching demo in groups

- **Teaching in isolation** ➔
  - Post-workshop online support
  - Teacher Learning Community
Meeting the needs of heritage teachers

- Lack of time and internet usage ➞ Blended STARTALK-CHELER program
- Gap in FL teaching principles: conceptual re-orientation ➞ Pre-workshop online session
- Gap in FL teaching practice ➞ one-week residential workshop
- Teacher Learning Community ➞ post-workshop online support
Make it easy!

Enhancing the conceptual understanding
- Curricular design framework
- Types of assessments
- Modes of communication
- Language skills
- National Standards: the 5 Cs
- Bloom’s Taxonomy; 6 course themes
- STARTALK endorsed instructional principles
Make it fun!

Expanding the instructional repertoire
• Learner-centered
• Hands-on learning
• Collaborative learning
• Peer feedback
• Experience sharing
• Real classroom activities
Make it practical!

Addressing the potential shortfalls

• Sustain and extend the learning outside classroom (technology)
• Motivate the heritage learners (instruction)
• Modify the current instructional activities
• Continue the professional development and collaboration (online forum)
Questions & Comments