



## 2014 TEACHER Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

### BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	Occidental College							
<b>Program Title:</b>	Building Leadership in the Arabic Language Teaching Community							
<b>Language(s):</b>	Arabic			<b>University Credit:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Program Setting:</b>	<i>Residential:</i>	<input type="checkbox"/>	<i>Non-Residential:</i>	<input checked="" type="checkbox"/>	<i>Distance/Online Component:</i>	<input type="checkbox"/>		
	<i>Other (Please specify):</i> Participants collaborate as a part of an online community using GoogleDrive.							
<b>Duration:</b>	<i>Weeks/Days:</i>	5	<i>Total Contact Hours:</i>	40	<i>Hours online:</i>		<i>Hours on onsite:</i>	
<b>Curriculum designed by:</b>	Iman Hashem and Brandon Zalsow							
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### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using 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 assessment

## STAGE 1: What will participants be able to do with what they know by the end of the program?

### Overview

In a paragraph, describe your target audience. Who will your participants be? How will you know what the needs of your participants will be? What do you hope that your participants will be able to do as a result of this program?

Occidental College STARTALK programs are uniquely designed to build communities that develop, sustain and enhance teacher leadership first in classrooms, then at school sites and finally within language teaching networks. By recruiting new teachers each year and engaging those who return over many years, our programs offer multiple opportunities for teachers to reflect on practice, share experiences, solve problems and develop relationships that form the foundation of effective communities in which to grow and foster the growth of others.

As was the case during the last six STARTALK cycles, our Leadership Session will be restricted to those individuals who have demonstrated understanding of standards-based instruction, have been using standards-based materials and employing standards-based pedagogies in their classrooms and who are interested in further developing their knowledge and skills. The teacher applicants from previous years who are planning to attend this year's Standards-Based Leadership Session are currently teaching in traditional public and charter schools and in private and community schools. Special invitations have been extended to teachers with demonstrated proficiency in standards-based instruction and with leadership potential who have attended and/or taught in STARTALK programs nationwide.

Participants in the Leadership Session will revise their curricula and instructional materials in light of the *Common Core State Standards* *ACTFL's World Readiness Standards* and the following components of *21st Century Skills Map*: Critical Thinking and Problem Solving, Creativity and Innovation, Flexibility and Adaptability, Initiative and Self Direction. They will use backward design with real-world objectives that are age- and stage-appropriate; focusing on culture and content from the core curriculum; including the three modes of communication; providing opportunities for cultural and linguistic comparisons and real-world language use beyond the classroom; and teaching unit segments employing pedagogies that reflect research and best practices.

A subset of our leadership group will serve as "leaders in training" sharing leadership responsibilities, providing support and delivering presentations for new and returning participants in our Technology Sessions. They will use their experience in standard-based and technology-enhanced instruction to ensure that the products their colleagues produce and the practices they propose to deliver them are appropriate.

### Program Goals

What do you hope participants will be able to do after the program ends? Use the *Teacher Effectiveness for Language Learning* (TELL) Framework ([www.TELLproject.com](http://www.TELLproject.com)) to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

TELL DOMAINS

TELL CRITERIA STATEMENTS

Number the Criteria statements here and then transfer to Stage 2.

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
Planning	1. P1: I plan what I teach and assess based on my local curriculum and state and national standards.
Planning	2. P2 : I plan learning experiences that address the unique needs and interests of my students.
Planning	3. P3: I use curriculum maps and units based on principles of backward design and proficiency targets.
Planning	4. P3a: I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts.
Planning	5. P3b: I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts.
Planning	6. P3c: I use units to provide opportunities for my students to gain competence in the three communicative modes.
Planning	7. P3d: I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s).
Performance and Feedback	8. PF2e. My students and I use rubrics as ways to define quality and to provide feedback.
Professionalism	9. PR3: I am a reflective practitioner.
Professionalism	10. PR5a: I actively participate in professional learning networks and/or professional organizations.
Professionalism	<p><b>Leaders in Training</b></p> <p>11. PR5c. I pursue leadership opportunities in my school community, professional organization, or other educational venues.</p>

*You may add additional rows as necessary.*

## STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

### Performance Assessment

What evidence will participants produce to demonstrate their understanding of the TELL criteria?

<p style="text-align: center;"><b>TELL CRITERIA STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p style="text-align: center;"><b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b></p>
<p>1. P1: I plan what I teach and assess based on my local curriculum and state and national standards.</p>	<p>1. Participants will revise and enhance the standards-based curricular maps and/or instructional units created in prior leadership programs. <b>(Leaders in Training)</b> Participants will develop a session on how to implement <i>ACTFL's World Readiness Standards</i>. The session will include examples of scenarios and lessons that demonstrate specific standards.</p>
<p>2. P2: I plan learning experiences that address the unique needs and interests of my students.</p>	<p>2. Participants will plan a standards-based thematic unit that is addresses the needs and interests of students and is aligned with their curricular map in light of the <i>Common Core State Standards, ACTFL's World Readiness Standards</i> and the following components of the <i>21st Century Skills Map</i>: Critical Thinking and Problem Solving, Creativity and Innovation, Flexibility and Adaptability, Initiative and Self Direction.</p>
<p>3. P3: I use curriculum maps and units based on principles of backward design and proficiency targets.</p>	<p>3. Participants will use backward design with real-world objectives that are age- and stage-appropriate; focusing on culture and content from the core curriculum; including the three modes of communication; providing opportunities for cultural and linguistic comparisons and real-world language use beyond the classroom.</p>
<p>4. P3a: I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts.</p>	<p>4. Participants will revise or design objectives for their thematic unit that are performance-based, age- and stage-appropriate and derive from authentic texts that are rich in language, culture and content.</p>

<p style="text-align: center;"><b>TELL CRITERIA STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p style="text-align: center;"><b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b></p>
<p>5. P3b: I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts.</p>	<p>5. Participants will choose multiple texts and tasks that provide appropriate recycling and spiraling to reach interpretive, interpersonal and presentational tasks.</p>
<p>6. P3c: I use units to provide opportunities for my students to gain competence in the three communicative modes.</p>	<p>6. Participants will design multiple tasks and activities for their thematic units that address the three modes of communication in a culminating Integrated Performance Assessment.</p>
<p>7. P3d: I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s).</p>	<p>7. Participants will choose texts that are rich in language, culture and content and plan activities that provide opportunities for cultural and linguistic comparisons.</p>
<p>8. PF2e: My students and I use rubrics as ways to define quality and to provide feedback.</p>	<p>8. Participants will adapt or construct rubrics for an integrated performance assessment for at least one thematic unit. <b>(Leaders in Training)</b> Participants will construct rubrics and checklists to communicate learning outcomes to participants in the Technology Session using TELL self-assessment tools.</p>
<p>9. PR3: I am a reflective practitioner.</p>	<p>9. Participants will complete online surveys focusing on the experience of creating curriculum maps and instructional materials using the principles of standards-based instruction.</p>
<p>10. PR5a: I actively participate in professional learning networks and/or professional organizations.</p>	<p>10. Participants contribute and learn from postings to our online Google-Drive community.</p>
<p>11. PR5c. I pursue leadership opportunities in my school community, professional organization, or other educational venues. <b>(Leaders in Training)</b></p>	<p><b>Leaders in Training:</b></p> <p>11. Participants will use the materials they develop and the standards-based practices used to deliver them to design segments of the Technology Program that introduce others to a technology-enhanced standards-based instructional approach.</p>

*You may add additional rows as necessary.*

## STAGE 3: What will prepare participants to demonstrate what they can do with what they know?

### Learning Experiences

In this section, list the major learning experiences from the beginning through the end of your program. If your program has a component prior to the start of the program, include the major learning experiences for that portion of the program also. Complete the first column with the TELL criteria identified in Stage 1. In the second column, indicate the instructional topics that participants will need to know and the resources they will use in order to engage in the major learning experiences described in the third column. You may wish to consult the STELLA documents (on STARTALK website in early April 2014) for sample learning activities and resources.

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
1. P1: I plan what I teach and assess based on my local curriculum and state and national standards.	<ul style="list-style-type: none"> <li>● National standards</li> <li>● State standards</li> <li>● Common core (CC) state standards</li> </ul>	<ul style="list-style-type: none"> <li>● <i>World-Readiness Standards</i></li> <li>● <i>CA World Language Standards</i></li> <li>● PPT comparing CA and National standards</li> <li>● PPT that connects world language learning to CC</li> </ul>	<ul style="list-style-type: none"> <li>● Participants will assess their knowledge and skills through an analysis of the curriculum maps and instructional units they have enhanced since STARTALK 2007 and the pedagogy they use to deliver instruction in their classrooms.</li> <li>● Participants will revise the curriculum they created last year in light of the national and state standards.</li> <li>● Participants will plan standards-based thematic units</li> </ul>
2. P2: I plan learning experiences that address the unique needs and interests of my students.	<ul style="list-style-type: none"> <li>● Student-centered instruction</li> <li>● <i>ACTFL Proficiency Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li>● Checklists/videos comparing student-centered and teacher-centered activities</li> </ul>	<ul style="list-style-type: none"> <li>● Participants use checklists and videos to clarify the components of students-centered activities</li> <li>● Participants use the same checklists to determine the alignment of their activities</li> </ul>

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
	<ul style="list-style-type: none"> <li>● <i>ACTFL Performance Descriptors for Language Learners</i></li> </ul>	<ul style="list-style-type: none"> <li>● Graphic containing descriptors of levels of proficiency</li> </ul>	<ul style="list-style-type: none"> <li>with student centered principles and modify those that are not student-centered.</li> <li>● Participants refer to ACTFL performance descriptors to ensure that all activities are appropriate to their students' levels of proficiency.</li> <li>● Participants discuss how activities are meaningful, relevant, interesting and respond to the learning needs of their students.</li> </ul>
3. P3: I use curriculum maps and units based on principles of backward design and proficiency targets.	<ul style="list-style-type: none"> <li>● Backward design</li> <li>● Curriculum and curricular mapping</li> <li>● Thematic unit design</li> </ul>	<ul style="list-style-type: none"> <li>● Rubrics and templates for assessing the alignment of standards-based thematic units with curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>● Participants revise their standards-based curriculum template (national/state) created last year based on their teaching experience.</li> <li>● Participants revise or design an additional standards-based curriculum template.</li> <li>● Participants design a thematic unit aligned to the curriculum template.</li> </ul>
4. P3a: I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts.	<ul style="list-style-type: none"> <li>● <i>Common Core State Standards</i></li> <li>● <i>NCSSFL-ACTFL Can Do Statements</i></li> </ul>	<ul style="list-style-type: none"> <li>● Crosswalk with Common Core and Can Do Statements</li> </ul>	<ul style="list-style-type: none"> <li>● Participants revise objectives in the curriculum template in light of common core standards and can do statements and plan appropriate instructional strategies, materials and assessments to achieve them.</li> <li>● Participants design end of unit summative and formative performance tasks that reflect the attainment of the unit objectives.</li> </ul>

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
5. P3b: I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts.	<ul style="list-style-type: none"> <li>● The use of authentic materials (selection/analysis)</li> <li>● Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>● Use multiple authentic texts rich in language, content and culture that are stage- and age-appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Examine the vertical alignment of thematic units in terms of recycling and spiraling of function, content, context, text-types and accuracy.</li> </ul>
6. P3c: I use units to provide opportunities for my students to gain competence in the three communicative modes.	<ul style="list-style-type: none"> <li>● Three modes of communication</li> <li>● IPA</li> </ul>	<ul style="list-style-type: none"> <li>● Samples IPAs</li> <li>● Materials developed or in development by participants</li> </ul>	<ul style="list-style-type: none"> <li>● Participants incorporate the three modes of communication in newly created instructional units.</li> <li>● Participants analyze various examples of IPA used by ACTFL.</li> <li>● Participants design IPA for the units that are being developed.</li> </ul>



<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
7. P3d: I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s).	<ul style="list-style-type: none"> <li>● Knowledge of practices, products and perspectives of the target culture(s)</li> <li>● Awareness of connections between the target culture’s perspectives and its products and practices</li> <li>● Distinctive viewpoints accessible only through the target language</li> </ul>	<ul style="list-style-type: none"> <li>● Charts for the evaluation of authentic materials</li> <li>● Rubrics for analysis of culture</li> </ul>	<ul style="list-style-type: none"> <li>● Participants locate authentic resources that are rich in language, culture and content</li> <li>● Participants design and or revise real-world tasks that reflect students understanding of the language, culture and content studied in the unit.</li> </ul>
8. PF2e: My students and I use rubrics as ways to define quality and to provide feedback.	<ul style="list-style-type: none"> <li>● Types of Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>● Model rubrics, rubrics designed by participants and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Participants discuss components of effective rubrics.</li> <li>● Participants design, adapt or revise rubrics for the thematic units they are developing.</li> </ul>
9. PR3: I am a reflective practitioner.	<ul style="list-style-type: none"> <li>● Reflection and effective teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Online journal</li> </ul>	<ul style="list-style-type: none"> <li>● Participants write reflections about revising the curriculum template and developing standards-based units in light of the knowledge gained from readings and discussion.</li> </ul>

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	Need to know....	Will use....	
<b>10. PR5a:</b> I actively participate in professional learning networks and/or professional organizations.	<ul style="list-style-type: none"> <li>• Google Drive</li> <li>• State and national professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Google Drive</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Participants contribute and receive support and feedback via Google Drive.</li> <li>• Participants locate professional development opportunities via the internet.</li> </ul>
<b>Leaders in Training</b> <b>11. PR5c:</b> I pursue leadership opportunities in my school community, professional organizations, or other educational venues.	<ul style="list-style-type: none"> <li>• TELL documents</li> <li>• STELLA documents</li> <li>• STARTALK resources</li> </ul>	<ul style="list-style-type: none"> <li>• TELL documents</li> <li>• STELLA documents</li> <li>• STARTALK resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design PPTs, instructional materials and activities to be used during instruction with beginning teachers.</li> <li>• Participants share and discuss the materials developed with other leaders in training and receive feedback.</li> </ul>

*You may add additional rows as necessary.*

## Micro-teaching/Practicum

Will the participants engage in a micro-teaching or practicum experience? If yes, describe the teaching experience that your participants will complete.

Teachers in the Leadership Program will participate in two types of teaching, the first when they receive coaching from the lead instructor as they deliver the materials they create during the summer program in their own classrooms. A second subset of teacher leaders will teach segments of our Technology Program to colleagues at the novice and intermediate levels modeling the materials they created in the Leadership Program to demonstrate effective use of standards-based materials and practices.

## Program Outline and Schedule

Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will the those learning experiences support the onsite experiences?

### Before the program begins:

**June 7-14**

Sign up for Google Drive

Upload the curriculum template participants created last year with reflections about what worked and areas that need improvement.

Examine the following documents:

1. World-Readiness Standards for Learning Languages  
<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
2. NCSSFL-ACTFL Can-Do Statements  
<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>
3. ACTFL Performance Descriptors for Language Learners  
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>
4. Alignment of the National Standards for Learning Languages with the Common Core State Standards  
<http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards>
5. *21 Century Skills Map*  
<http://actfl21stcenturyskillsmap.wikispaces.com>
6. *Integrated Performance Assessment Manual*  
[www.actfl.org/publications/guidelines-and-manuals/integrated](http://www.actfl.org/publications/guidelines-and-manuals/integrated)  
[http://www.carla.umn.edu/assessment/VAC/CreateUnit/p\\_2.html](http://www.carla.umn.edu/assessment/VAC/CreateUnit/p_2.html)

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

TIMELINE	INSTRUCTIONAL TOPICS
<p><b>June 16, 2014 Day 1:</b></p> <ul style="list-style-type: none"> <li>● Complete STARTALK and OCWLP forms and set personal goals for the workshop.</li> <li>● Examine the <i>ACTFL Proficiency Guidelines</i> and and discuss how to</li> </ul>	<ul style="list-style-type: none"> <li>• <i>World-Readiness Standards for Learning Languages</i> and <i>World Language Standards for California Public Schools</i></li> <li>• <i>ACTFL proficiency Guidelines</i> <ul style="list-style-type: none"> <li>○ Review <i>ACTFL Proficiency Guidelines</i></li> </ul> </li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
<p>use the document to guide planning of the curriculum.</p> <p><b>New invitees:</b></p> <ul style="list-style-type: none"> <li>● Introduce curricular map and explore STARTALK and other online resources that support standard-based instruction <ul style="list-style-type: none"> <li>○ Use backward design to prepare a curriculum map</li> <li>○ Use the IPA for a standards-based curricular map</li> </ul> </li> </ul> <p><b>Leaders in Training:</b></p> <ul style="list-style-type: none"> <li>● Revise curricular map using backward design <ul style="list-style-type: none"> <li>○ Revisit/identify the standards that are addressed</li> <li>○ Review course outcomes (final and mid-year Integrative Performance Tasks that are culturally-, age- and stage-appropriate)</li> <li>○ Revise the topics to be taught in order to achieve the course outcomes/articulate horizontally and vertically</li> </ul> </li> </ul> <p><b>Reflect on achievements and challenges</b></p>	<ul style="list-style-type: none"> <li>○ <i>ACTFL Performance Descriptors</i></li> <li>● Backward Design</li> <li>● IPA</li> </ul>
<p><b>June 17, 2014, Day 2</b></p> <ul style="list-style-type: none"> <li>● Share progress notes</li> <li>● Examine <i>Common Core State Standards</i> and discuss how to align the Common Core with the national and state standards</li> <li>● Explore the importance of addressing 21<sup>st</sup> Century Skills in world language and culture education</li> <li>● Discuss student-centered instruction</li> </ul> <p><b>New invitees:</b></p> <ul style="list-style-type: none"> <li>● Plan a year-long/semester-long curriculum map <ul style="list-style-type: none"> <li>○ Explore students learning profiles</li> <li>○ Choose interesting topics</li> <li>○ Write unit outcomes/objectives and design (IPAs) for each unit</li> </ul> </li> </ul> <p><b>Returning Participants:</b></p> <ul style="list-style-type: none"> <li>● Select a topic from the curricular map and begin to design a thematic unit</li> <li>● Revisit unit outcomes in light of the final performance tasks and</li> </ul>	<ul style="list-style-type: none"> <li>● Learner-centered instruction <ul style="list-style-type: none"> <li>○ Knowledge of learner characteristics</li> <li>○ Knowledge of learner interests and motivations</li> <li>○ <i>ACTFL Can-Do Statements</i></li> </ul> </li> <li>● <i>Common Core State Standards</i></li> <li>● <i>21st Century Skills Map</i></li> <li>● Curriculum map</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
<p>design rubrics for culminating integrative performance tasks</p> <ul style="list-style-type: none"> <li>○ Differentiate instruction with layered outcomes</li> <li>○ Identify subtopics that develop the knowledge and skills necessary to achieve unit outcomes</li> <li>○ Locate authentic materials and other resources</li> </ul> <p><b>Reflect on achievements and challenges</b></p>	
<p><b>June 18, 2014, Day 3</b></p> <ul style="list-style-type: none"> <li>● Share progress notes</li> <li>● Develop activities for the first subtopic <ul style="list-style-type: none"> <li>○ Identify language, culture and content available to teach in the authentic materials selected – use Bloom's Taxonomy to determine level of activities</li> <li>○ Select strategies to facilitate interpretive communication</li> <li>○ Develop activities that focus on vocabulary and structure</li> <li>○ Design interpersonal/presentational activities that facilitate student use of vocabulary and structure in real-world simulations</li> </ul> </li> </ul> <p><b>Reflect on achievements and challenges</b></p> <p><b>Leaders in Training:</b></p> <ul style="list-style-type: none"> <li>● Explore TELL domains and can-do statements</li> <li>● Examine the curriculum template for the Technology Session and decide which segments each will present.</li> <li>● Identify the materials and resources for the Technology Session</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic unit design</li> <li>• Assessment and feedback</li> <li>• TELL document</li> </ul>
<p><b>June 19, 2014, Day 4</b></p> <ul style="list-style-type: none"> <li>● Share progress notes</li> <li>● Develop activities for the second subtopic <ul style="list-style-type: none"> <li>○ Identify language, culture and content available to teach in the authentic materials selected</li> <li>○ Select strategies to facilitate interpretive communication</li> <li>○ Develop activities that focus on vocabulary and structure</li> <li>○ Design interpersonal/presentational activities that facilitate student use of vocabulary and structure in real-world simulations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use authentic texts</li> <li>• Plan real-world authentic tasks</li> <li>• Instructional strategies</li> <li>• Integrate language culture and content</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
<p><b>Leaders in Training:</b></p> <p>Design presentations and activities for the Technology Session</p>	
<p><b>June 20, 2014, Day 5</b></p> <ul style="list-style-type: none"> <li>● Finalize work on the thematic unit, plan for implementation of the end of the unit integrative performance assessment</li> <li>● Explore pathways for completing credentials and credit hours from the California State University System</li> <li>● Share instructional materials that reflect standards-based practice</li> </ul> <p>Plan for collaboration, site visits, implementation and ways to receive feedback</p>	<ul style="list-style-type: none"> <li>• Reflective teaching practice</li> <li>• Provision of constructive feedback</li> </ul>

*You may add additional rows as necessary.*

What will participants do to extend their learning after the program ends?

<p><b>October – January</b></p> <p><a href="#">Site visits and follow up classroom visits</a></p> <p>Exchanging materials and ideas via Google Drive</p> <p>Use the revised curriculum map to guide instruction. Implement and reflect on materials created. Share/consult with other participants via Google Drive and other social media.</p> <p>Invite one of the Occidental College STARTALK team member to see delivery of the new materials in the classroom.</p>
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