



For

2014 TEACHER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	the University of Vermont, College of Education and Social Services							
Program Title:	STARTALK Vermont: Building Teacher Capacity, Generating Student Interest							
Language(s):	Chinese			University Credit:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Program Setting:	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Non-Residential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>		<input type="checkbox"/>	
	<i>Other (Please specify):</i>							
Duration:	<i>Weeks/Days:</i>	13	<i>Total Contact Hours:</i>	108	<i>Hours online:</i>		<i>Hours on onsite:</i>	108
Curriculum designed by:	Wei-ling Wu							
Email:	wwu9898@yahoo.com							

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?

The 2014 STARTALK Vermont Teacher Program consists of ten participants: eight in-service teachers and two potential teachers. The information gathered from their applications reveals that the in-service teachers are mostly novice teachers working in one-teacher Chinese programs without much peer interaction or direct support for Chinese language teaching.

Based on the participants' needs, STARTALK Vermont will use the STARTALK Endorsed Principles for Effective Teaching and Learning as a pipeline and the student program conducted concurrently with the teacher program as lab classrooms to help the participants understand and visualize what Standards-based Chinese language teaching should look like. The participating teachers will move from concepts to practice, exploring how to use the NCSSFL-ACTFL CAN DO statements to set up goals for instruction and assessment, how to design units and lesson plans using the backward design, and how to implement the plans using the target language. In addition, they will have opportunities to sharpen their skills in teaching Chinese literacy and using authentic materials and technology tools for learning language, culture, and content. Due to the lab classes' time limitation and the students' proficiency level, the teacher program will focus on planning and instruction, though assessment will be touched upon.

As the participants teach in the lab classes, they will be going through a learning process of lesson planning, teaching practice, peer and self-reflection, instructor coaching, and teaching practice and reflection again for further improvement. Those participants who have no previous training in the national standards or no prior teaching experience will receive assistance through cooperative teaching teams and individual coaching by the instructor and teaching assistants.

During the course the participants will keep journals to reflect on their learning and document their growth. By the end of the program, they will be able to create Standards-based and thematically organized units and lesson plans that align instruction and assessment with performance objectives. They will also be able to design and organize activities that implement the STARTALK Principles and promote language learning through the three modes of communication. As a follow-up activity for the program, the participants will be required to submit a critique of an activity they have designed and carried out in their own classrooms to demonstrate how they have extended the learning results to their daily teaching.

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) 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 <i>Number the Criteria statements here and then transfer to Stage 2.</i>
Planning	1. P1. I plan learning experiences based on local curriculum and state and national standards.
Planning	2. P3. I use units based on proficiency targets and backward design principles.
Planning	3. P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
Performance and Feedback	4. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.
Learning Experience	5. LE4. I ensure that students receive comprehensible input.
Learning Experience	6. LE5. I provide opportunities for my students to acquire language in meaningful contexts.
Environment	7. E4. I create a classroom environment that is culture-rich and encourages the use of the target language. (Instructional topic: Use of culturally authentic material to support a target-language environment.)
Learning Tools	8. LT1. I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.
Professionalism	9. PR3. I am a reflective practitioner.

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?

TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 3.</i>	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
<p>1. P1. I plan learning experiences based on local curriculum and state and national standards.</p>	<p>Standards-based and thematically organized units: The participants will work in pairs to design five standards-based and thematically organized units for the student program. Each of their units will incorporate communication, culture, and at least one of the other goal areas of the National Standards. (Each potential teacher will be paired up with an in-service teacher for unit design.)</p>
<p>2. P3. I use units based on proficiency targets and backward design principles.</p>	<p>Performance goals in the thematic units and the backward design process of developing the units: The participants will first select the NCSSFL-ACTFL CAN DO statements at the appropriate proficiency levels to determine the performance objectives for their units. They will design the performance tasks that will demonstrate the learning evidence for the unit. Then they will determine the focus for each lesson.</p>
<p>3. P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</p>	<p>Lesson plans: Each participant will create three lesson plans for the lessons they are assigned to teach in the student program. Their lesson plans, after self-checking and coaching, will include clear performance objectives, and logically organized and well-connected activities that engage students to move toward the goal assessment at the end of the lesson. (Potential teachers will be working with the teaching assistants in the evenings to learn how to write lesson plans.)</p>
<p>4. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.</p>	<p>Evidence of learning in daily lesson plans: All the lesson plans created by the participants for the student program will clearly identify the evidence of learning, which will be collected by the teachers and the teaching assistants.</p> <p>IPA tasks in unit design: The units designed for the student program will include IPA tasks for assessment.</p>

<p style="text-align: center;">TELL CRITERIA STATEMENTS</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;">EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</p>
<p>5. LE4. I ensure that students receive comprehensible input.</p>	<p>Practice teaching: Each participant will have three opportunities to teach in the student program; each teaching session will be followed by coaching and reflection. At the end of the program, the in-service teachers will demonstrate their skills in using a variety of strategies to make input comprehensible for the students to acquire the language, while the potential teachers will be able to use some strategies to provide comprehensible input. (Potential teachers will be scheduled to teach after the in-service teachers, who can model for potential teachers.)</p>
<p>6. LE5. I provide opportunities for my students to acquire language in meaningful contexts.</p>	<p>Character-in-context activities: Each participant will design one activity for a self-chosen learning setting, in which characters are taught in meaningful contexts. The participants will share and discuss the activities.</p>
<p>7. E4. I create a classroom environment that is culture-rich and encourages the use of the target language. (Instructional topic: Use of Culturally Authentic Material to Support a Target-Language Environment.)</p>	<p>An analysis of authentic materials: Each participant is required to bring two pieces of authentic materials to the program. They will use an analysis form to identify the target proficiency level and explain their choice, and create activities to show how to use the authentic materials in the target language.</p>
<p>8. LT1. I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.</p>	<p>Activities using technology to promote learning: Participants will each design one activity in which technology is used to promote learning. They need to specify the target proficiency level and the performance objectives the activity is designed for. They also need to explain the advantages of using technology for the activity.</p>
<p>9. PR3. I am a reflective practitioner.</p>	<p>Daily journal: The participants will keep a journal to reflect on their learning and record their growth through the circle of teaching, coaching, reflection, and re-teaching. The instructor will read participants' journals daily and respond orally in class the next day.</p> <p>Practice-teaching checklist: The participants will self-check the effectiveness of their lesson plans and practice teaching by using a checklist based on the self-reflection questions of the Danielson model and the STARTALK lesson plan checklist. The last checklist of each participant should show improvement over his/her first checklist.</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.

TELL CRITERIA STATEMENTS <i>Participants can ...</i>	INSTRUCTIONAL TOPICS & RESOURCES <i>Participants need to know ... Participants will use...</i>		MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Participants will experience & 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 learning experiences based on local curriculum and state and national standards.	<ul style="list-style-type: none"> ▪ National Standards ▪ Communicative modes ▪ Integration of language, culture, and content ▪ Theme-based teaching 	<ul style="list-style-type: none"> ▪ National Standards for Foreign Language Learning ▪ STARTALK-Endorsed Principles #4 	<ul style="list-style-type: none"> ▪ Group work: What do we know about the National Standards? (Using the pre-program worksheet for the 5Cs and three modes to brainstorm ideas) ▪ Discuss misconceptions about the three-modes-of-communication tasks. ▪ Analyze sample units to see how these units implement the National Standards in instruction and assessment. ▪ Compare a traditional unit and a thematic unit to see the benefit of thematic units.
2. P3. I use units based on proficiency targets and backward design principles.	<ul style="list-style-type: none"> ▪ Proficiency levels ▪ Backward design ▪ CAN DO statements ▪ Thematic units 	<ul style="list-style-type: none"> ▪ ACTFL Proficiency Guidelines ▪ NCSSFL-ACTFL CAN DO Statements ▪ STARALK Unit Template 	<ul style="list-style-type: none"> • Review the ACTFL proficiency guidelines and discuss the major differences among different proficiency levels. ▪ Review a sample thematic unit to identify the stages of backward design and see how the performance goals are connected with the theme and assessment.

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	Need to know....	Will use....	
			<ul style="list-style-type: none"> ▪ Select the NCSSFL-ACTFL CAN DO statements at the appropriate proficiency levels for the five units of the student program. ▪ Use the backward design to identify the steps for the five units of the student program. ▪ Work in pairs to create standards-based thematic units for the student program.
3. P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	<ul style="list-style-type: none"> ▪ Backward design ▪ Effective teaching and learning ▪ Student-center learning ▪ Peer coaching 	<ul style="list-style-type: none"> ▪ STARTALK-Endorsed Principles #1 and #2 ▪ STARTALK Lesson Plan Checklist ▪ STARTALK Lesson Plan Template ▪ Video: Student-Centered Language Classroom through Cooperative Learning https://startalk.umd.edu/workshops/2009/CTCLI/content/index.php 	<ul style="list-style-type: none"> • Work in groups to prepare and present an "expert talk" on the STARTALK-Endorsed Principles #1 and #2. • Discuss what Chinese teaching and learning will look like in a student-centered classroom. • Analyze the lesson plans of the last year's STARTALK Vermont Student Program and discuss what could be done to improve them. • Write lesson plans for the student program that are aligned with the unit performance objectives. • Coach each other in teaching teams on the lesson plans created for the student program. (Each team can have only one potential teacher.) • Individual meetings with the teaching assistants and the instructor to check the lesson plans using the STARTALK Lesson Plan Checklist.

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	Need to know....	Will use....	
4. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.	<ul style="list-style-type: none"> ▪ Performance-based assessment ▪ Three modes of communication ▪ Evidence of learning 	<ul style="list-style-type: none"> ▪ STARTALK-Endorsed Principles #6 ▪ Performance-based task vs. non-performance based activity: https://docs.google.com/document/d/1IKh1VQYEd2RnkzsQMDTnn4275Q-dTw4_vtgCJXPgySM/pub 	<ul style="list-style-type: none"> ▪ Analyze the lesson plans the participants bring to the program and change any non-performance-based assessment activities to performance-based tasks. ▪ Working in groups, check the IPA tasks designed as the final evidence of learning for the student program and make necessary revisions
5. LE4. I ensure that students receive comprehensible input.	<ul style="list-style-type: none"> ▪ Comprehensible input ▪ "i + 1" ▪ Comprehension check ▪ Using the target language ▪ Peer observation ▪ Instructor coaching 	<ul style="list-style-type: none"> ▪ STARTALK-Endorsed Principles #3 ▪ Video: Immersion Strategies and the Use of the Target Language in Chinese Classrooms (University of California, Berkeley) https://startalk.umd.edu/teacher-development/workshops/2009/UCB ▪ Video: Asia Society's TEQ Video Lessons #1 and #2 	<ul style="list-style-type: none"> ▪ Watch the video clips of classroom practice and observe how comprehensible input is provided in the video lessons. ▪ Conduct a poster-making activity to establish norms for staying in the target language in US Classrooms. ▪ Implement strategies and activities in practice teaching the student program. For each of the three rounds of practice teaching in the student program, in-service teachers will teach first so the potential teachers can observe and follow. ▪ Reflect on the teaching and report to the whole group what strategies worked and what did not work.
6. LE5. I provide opportunities for my students to acquire language in meaningful contexts.	<ul style="list-style-type: none"> ▪ Language in context ▪ Teaching characters in meaningful contexts 	<ul style="list-style-type: none"> ▪ Video: Asia Society's TEQ Video Lessons #3 and #4 	<ul style="list-style-type: none"> ▪ Brainstorm contextualized activities for different proficiency levels for high school students, middle school students, and the STARTALK Vermont students. ▪ Create a web graphic to illustrate how we can use various resources to create context for students

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	Need to know....	Will use....	
			with different learning needs. <ul style="list-style-type: none"> ▪ Systematically introduce the background knowledge for every aspect of Chinese characters. ▪ Introduce some effective methods and techniques to improve the teaching and learning of Chinese characters. ▪ Address issues that may be encountered in the teaching of Chinese characters. ▪ Introduce useful reference books and textbooks.
7. E4. I create a classroom environment that is culture-rich and encourages the use of the target language. (Instructional topic: Use of Culturally Authentic Material to Support a Target-Language Environment.)	<ul style="list-style-type: none"> ▪ Target language ▪ Three-P of culture ▪ Authentic materials 	<ul style="list-style-type: none"> ▪ Authentic Materials: http://www.lcpj.pro/skedaret/1277547685-74_pdfsam_LCPJ,%20Per%20shtyp.pdf 	<ul style="list-style-type: none"> ▪ Work individually. Use an analysis form provided by the instructor to determine the appropriate age and proficiency level for the authentic materials brought to the training and create an activity to show how to use them. ▪ Work in groups exchanging the activities and explain why and how to do it. ▪ Discuss as a whole group the questions and issues coming out during the group work.
8. LT1. I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.	<ul style="list-style-type: none"> ▪ Technology for foreign language learning ▪ Applications available in laptop computers, iPads, and Smart Phones 	<ul style="list-style-type: none"> ▪ Various resources on mobile devices 	<ul style="list-style-type: none"> ▪ Engage in a Skype presentation on applications of mobile apps to Chinese language instruction. ▪ Identify locations of such resources as teaching tools, texts, dictionaries, and interactive language sessions on various devices. ▪ Discuss the strengths and weaknesses of each application.

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	Need to know....	Will use....	
			<ul style="list-style-type: none"> ▪ Create one activity in which technology is used to promote the learning of language, culture and content. ▪ Share the activities and expand them for more effective use.
9. PR3. I am a reflective practitioner.	<ul style="list-style-type: none"> ▪ Reflective learning ▪ Self-monitoring 	<ul style="list-style-type: none"> ▪ Reflective teaching: Exploring our own classroom practice http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice 	<ul style="list-style-type: none"> ▪ Keep a daily journal to reflect on the learning. ▪ Participate in daily observation, coaching, and reflection on the practice teaching of the student program. ▪ After each practice teaching session, complete a checklist based on the self-reflection questions of the Danielson model and the STARTALK lesson plan checklist. ▪ Compare the three checklists for the three practicing teaching opportunities to see progress and areas for further improvement.

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.

The participants of the teacher program will be teaching in the STARTALK Vermont Student Program, which will be conducted concurrently for six days with the teacher program. During these six days, the teacher program will run a schedule different from the days without the student program. The new schedule will include a daily “Key Concept Time,” “Lesson Planning Time,” “Practice-Teaching Time,” “Observation Time,” “Group Reflection Time,” and “Individual Time” to ensure that participants have a combination of experiences to build concepts, practice teaching, and get individual help from the instructor and teaching assistants as needed.

The student program consists of 18 high school students who are beginning learners of the Chinese language. They will be divided into two classes, allowing two participants in the teacher program to teach at the same time while the rest observe. In consideration of the potential teachers’ needs, the in-service teachers will do the teaching first for the potential teachers to observe before they teach. Each teacher will have the opportunity to teach three full periods. The instructor will observe the practice teaching and organize daily reflection, guiding the participants to see their strengths and areas for improvement.

The students’ learning will be assessed by the performance tasks they are required to fulfill in class, the daily free conversation time with the students and teachers, and also the skits they create themselves at Show Time, which is scheduled at the end of each day. The culminating assessment will include integrated performance assessment tasks in the three modes of communication, as well as a show for parents with singing, dancing, and skits that demonstrate the learning of Chinese language and culture.

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?

The participants will be required to do the following pre-program assignments:

1. Read assigned readings on the National Standards and proficiency guidelines.
 - National Standards Overview Document: http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf
 - ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS 2012 Edition
<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>
 - ACTFL Proficiency Guidelines: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
2. Complete a worksheet that demonstrates their understanding of the 5Cs and three modes of the National Standards.
3. Bring two pieces of authentic materials to the training: one for novice students and one for intermediate students.
4. Bring to the program one lesson plan used in the past for class discussion
5. Complete a preparation sheet to brainstorm the ideas, activities and instructional materials that can be used for the theme of the student program: Vermont Students in Beijing.

As they complete these assignments, the participants will think ahead of time about what they will do onsite at the program. This will make the program more efficient. In addition, analyzing their own lesson plans will help the participants make better connection to their daily teaching.



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
Day 1 July 28	The STARTALK Principles and Their Implications to Us (Director of the Teacher Program, Mr. James Avery) Preparing Qualified Chinese Language Teachers for the Global Community (Advisor of STARTALK Vermont, Dr. Juefei Wang) Technology in Chinese Classrooms (Mr. Yueguang Wu, Bucknell University)
Day 2 July 29	Effective Methods and Techniques for Learning Chinese Characters (Guest speaker, Dr. Weijia Huang, Boston University)
Day 3 July 30	The American Chinese Classroom: <ul style="list-style-type: none"> ▪ Creating a positive classroom environment in the target language in American schools ▪ The 5 C's – focusing on culture, comparisons, and meeting the needs of all of our students (Guest speaker, Ms. Robin Harvey, New York University)
Day 4 July 31	Standards-Based and Thematically Organized Unit Design (Head instructor, Dr. Wei-ling Wu)
Day 5 August 1	STARTALK Endorsed Principles for Effective Teaching and Learning (Head instructor, Dr. Wei-ling Wu)
Day 6 August 2	Lesson Planning Workshop: Preparing for the Student Program (Head instructor, Dr. Wei-ling Wu)
Day 7 August 3 to Day 11 August 7	The teacher program and the student program will be running concurrently. The teacher program will be conducted by Dr. Wei-ling Wu, the head instructor, scheduled as follows: 8:30—9:15 Period 1 Practice-Teaching Time (Two participants teach and others observe.) 9:30—10:15 Period 2 Practice-Teaching Time (Two participants teach and others observe.) 10:30—12:00 Key Concept Time (The whole group discusses specific topics.) 1:00—1:45 Period 3 Practice-Teaching Time (Two participants teach and others observe.) 2:00—3:15 Working with the students (All teachers work with the students, coaching them, and participating in Show Time and Free Talking Time of the student program.) 3:30—4:15 Reflection Time (The teacher group reflects on the day's teaching with the instructor,) 4:15—5:00 Lesson Planning Time (The teacher group discusses the lesson plans for the next day.)

TIMELINE	INSTRUCTIONAL TOPICS
	<p>6:30—8:00 Individual Time (Preparing for the next day’s teaching, journal writing, coached by the instructor and the teaching assistants)</p> <p>The Key Concept Time from August 3-7 will cover the following topics that are specified in the STARTALK Endorsed Principles for Effective Teaching and Learning:</p> <ul style="list-style-type: none"> • Using the target language and providing comprehensible input • Strategies for developing the 3-mode communicative skills • Performance assessment and proficiency levels • Facilitating student-centered learning • Integrating the learning of language, culture and content and using authentic materials
Day 12 August 8	<p>Students' Final Evaluation : IPA Tasks (Entering the evidence of learning onto Linguafolio)</p> <p>Closing Ceremony with the parents, Students' performances in Chinese</p>
Day 13 August 9	<p>Participants’ reflection of the program</p> <p>Summary of the program and the after-program plan</p>

You may add additional rows as necessary.

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

As a follow-up activity for the program, the participants will be required to submit a critique of an activity they have designed and carried out in their own classrooms to demonstrate how they have extended the learning results to their daily teaching. Because potential teachers do not have a class of students to teach, they will observe a self-chosen class and finish an observation report. All the papers are due by the end of November. The head instructor of the teacher program will provide support and feedback on the critiques through online communication after the program has ended.