



2015 STARTALK Vermont Teacher Program Syllabus

“Do it” and “learn by doing it.”

A learning process of concept building, lesson planning, teaching, coaching, reflection, and re-teaching, further coaching, and reflection again for improvement!

Program Overview:

STARTALK Vermont offers a two-stage training in its 13-day intensive program. During the seven days of the first stage, you will discuss lesson efficacy in light of the STARTALK Endorsed Principles for Effective Teaching and Learning. You will move from concepts to practice by designing thematic units and creating lesson plans that demonstrate your new advances in understanding. The second stage consists of six days of teaching at the lab classrooms of the student program, which will be conducted concurrently with the teacher program. You will be going through learning cycles of teaching, reflection, coaching, and then re-teaching and reflection again for further improvement. You will use the lab class as a focal point for practical experience, yet during the daily reflection time you will extend the discussion to talk about the implications for your own teaching settings.

Program Goals

Understand and implement the National Standards and STARTALK Endorsed Principles for Effective Teaching and Learning with a focus on lesson planning and practice-teaching.

What will you be able to do by the end of the program?

- Create and deliver Standards-based and thematically organized lessons using backward design
- Align instruction with the learning targets (NCSSFL-ACTFL Can-Do Statements) and performance assessment
- Develop effective strategies for integrating culture and content into language learning

Expected Learning Outcomes:

1. Standards-based and thematically organized units—Team work (7/29)
2. Lesson plans—Team and individual work (7/30-8/1)
3. Authentic materials used in the teaching-- Team and individual work (attach them to the lesson plans) (7/30-8/1)
4. Activities using technology to promote learning— Team and individual work (specify them in the lesson plans) (7/30-8/1)
5. Practice teaching—3-4 periods per teacher (8/2-8/6)
6. Teaching reflection form (attachment 3)—Individual work (one form per lesson taught) (8/2-8/6)
7. A personal toolbox for storytelling —Individual work (ongoing)
8. Questionnaires—Individual work (7/27-7/28)
9. Daily journal (attachment 1)—Individual work (7/27-7/31)

10. After-program assignment—Individual work (As a follow-up activity, you will be required to submit a critique of an activity you have designed and carried out in your own classrooms to demonstrate how you have extended the learning results to your daily teaching. Those who do not teach, can observe a self-chosen class and write an observation report. All the papers should be emailed to Dr. Wu by the end of November.)

Program Agenda:

July 27

- 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)
- The Art and Science of Teaching Foreign Languages I: Brain-Compatible Teaching Strategies (Dr. Frank Tang, New York University)

July 28

- The Art and Science of Teaching Foreign Languages II: Storytelling and Technology in Chinese Classrooms (Dr. Frank Tang, New York University)
- The 21st Century Chinese Classroom: Goals and Standards (Lead instructor, Dr. Wei-ling Wu)
- Workshop: Set the goals for the student program using the CAN DO Statements

July 29

- STARTALK Principle 1: Standards-Based and Thematically Organized Units (Dr. Wei-ling Wu)
- Workshop: Develop the thematic units for the student program using backward design
- STARTALK Principle 1: Developing the Three-Mode Communicative Skills (Dr. Wei-ling Wu)
- Workshop: Create performance tasks for the five units of the student program

July 30

- STARTALK Principle 3: Teaching Language in Context Using Comprehensible Input (Dr. Wei-ling Wu)
- Workshop: Design activities for introducing and practicing new language items in the five units of the student program
- STARTALK Principle 2: Engaging All Students to Learn (Dr. Wei-ling Wu)
- Workshop: Create learner-centered activities for the five units of the student program

July 31

- STARTALK Principles 4, 5: Integrating Culture, Content and Technology in Language Learning (Dr. Wei-ling Wu)
- Workshop: Discuss possible ways to use authentic materials and integrate culture and content learning in the five units of the student program. Brainstorm the use of technology in the student program
- Effective Lesson Planning (Dr. Wei-ling Wu)
- Workshop: Create lesson plans for the student program

August 1

- Whole Group Discussion: Lesson Plan Sharing and Revision
- Preparation for the student program

- Opening ceremony of the student program

August 2 to August 6

The teacher program and the student program will be running concurrently.

See the program schedule for details.

- Practice-Teaching
- Principle Reflection
- Student Show Time
- Teaching Reflection
- Lesson Planning

August 7

- Students' Final Evaluation
- Closing Ceremony
- Chinese Pedagogical Grammar and Textbook Compilation [1] (Guest speaker, Dr. Baozhao He, College of the Holy Cross)

August 8

- Chinese Pedagogical Grammar and Textbook Compilation [2] (Guest speaker, Dr. Baozhao He, College of the Holy Cross)
- Conclusion of the program

Resources:

1. Standards for Foreign Language Learning: Preparing for the 21st Century (Executive Summary). 1999. Lawrence, KS: Allen Press.
http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf
2. STARTALK-Endorsed Principles for Effective Teaching and Learning
3. Teaching Foreign Languages K-12: Glossary. Annenberg Learner.
http://www.learner.org/libraries/tfl/key_terms.html#performance_assessment
4. Characteristics of High Quality World Language Teaching and Learning. 2011.
<http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/>
5. Teaching in the Target Language. Helena Curtain.
http://nclrc.org/about_teaching/topics/PDFs/FeatureCurtain-TeachingintheTargetLanguageFINAL.pdf
6. Thematic, Communicative Language Teaching in the K–8 Classroom. Mari Haas. Center for Applied Linguistics.
http://www.usc.edu/dept/education/CMMR/FullText/Haas_CommunicativeLangTeachingK-8
7. 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>
8. Video: Student-Centered Language Classroom through Cooperative Learning
<https://startalk.umd.edu/teacher-development/workshops/2009/CTCLI/>
9. Video: Asia Society's TEQ Video Lessons: "I Like Rice," "Seeing a Doctor," and "Making Advertisements for Walmart in China."