2015 TEACHER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	Hunter College, City University of New York

Program Title:	STARTALK Chinese Teacher Training Program at Hunter College: A Blended Model

Language(s):	**Chinese**	**University Credit:**	☒ *Yes* ☐ *No*

Program Setting:	*Residential:*	☐	*Non-Residential:*	☒	*Distance/Online Component:* ☒
	Other (Please specify): Blended Training Model where received training in both classroom-based and online instruction.				

Duration:	*Weeks/Days:*	Summer: 6 weeks (for all participants) Post summer: 15 weeks (for selected participants)	*Total Contact Hours:*	120	*Hours online:*	15	*Hours on onsite:*	105

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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

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?

Our program enrolls 25 participants. Most of the participants will be students at Hunter College who are enrolled in the MA program in the Teaching of Chinese Leading to Initial Certification that is offered by the state of New York. Additionally, we recruit pre-service and in-service teachers at Grade 7-12, as well as current and prospective tutors for the Chinese Flagship program that is offered at Hunter College.

For participants coming from the MA program, we know through their coursework in which areas they need help most. For participants who are Flagship tutors, we know their needs through observing their tutorial sessions. In addition to that, we get to know the participants' background and needs through reviewing the relevant components of their STARTALK applications, such as questions that ask them to describe their strength and indicate particular knowledge, skills, and experience they would like to obtain through the program.

Our program utilizes a blended model, which features a combination of face-to-face and online sessions. The program lasts six weeks: the face-to-face session runs from Monday to Thursday during the first five weeks of the program, and the online session takes place on Fridays during those five weeks, plus three days in the last week of the program, and the program ends on the fourth day of the last week with final assessments. The face-to-face session includes four components: (1) a three-day preparation workshop that introduces and practices STARTALK-endorsed principles for effective teaching and learning, (2) a one-day workshop that focuses on task-based online teaching, (3) a three-day seminar that discusses proficiency-based planning, teaching, and assessment, and (4) a four-week micro-teaching and practicum. During the micro-teaching and practicum, participants will observe the lead teacher of our STARTALK student program, teach one or two 50-minute lessons to the students, and conduct daily tutorial sessions with the students. As a preparation for the microteaching and practicum, participants will reflect on the preceding workshops and draft lesson plans for the classes they are going to teach in the following weeks. Participants will present their lesson plans and rehearse them with the lead teacher and their peers. The teaching will be videotaped with follow-up critique sessions held with the lead teacher and the fellow workshop participants. The online session allows participants to put into practice what is introduced at the preceding workshop on task-based instruction through tutoring students in our STARTALK program. Similar to the face-to-face session, the lead teacher will observe the online tutorial sessions. Participants will discuss online with the lead teacher and peers regarding questions and problems in lesson planning and instruction.

Eligible participants can earn 3 to 6 graduate credits (CHND712 Methods; CHIN709 Independent Study) during the summer program. The post-summer program takes the form of two semester-long graduate-level pedagogy courses (CHIN701 Chinese Phonology; CHIN703 Chinese Orthography and Lexicology). Participants can take one or both of the courses to earn 3 to 6 additional graduate credits. Those credits can count toward the MA degree and the New York State teacher certification.

By the end of the program, participants will be able to 1) plan their lessons using backward design; 2) conduct classes that meet the state and national standards; 3) establish learning objectives that reflect specific proficiency targets; 4) use performance-based assessments that involve three modes of communication; 5) design pair and/or small group activities supported by meaningful contexts; 6) create learner-centered classrooms in the target language with comprehensible input.

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 *Number the Criteria statements here and then transfer to Stage 2.*
Planning	P1. I plan learning experiences based on my local curriculum and state and national standards.

Planning	P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
	    a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.
	    c. I plan activities that enable students to meet the daily performance objectives.

The Learning Experience	LE4. I ensure that students receive comprehensible input.
	    a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.
	    c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
	    e. I frequently check for understanding in a variety of ways throughout the lesson.
	    f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.

The Learning Experience	LE5. I provide opportunities for my students to acquire language in meaningful contexts.
	    b. My students engage in language learning opportunities anchored in the modes of communication.
	    d. My students engage daily in pair and/or small group activities.

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 *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
P1. I plan learning experiences based on my local curriculum and state and national standards.	• Participants will specify national standards and address them in each lesson plan they make. • Participants will discuss how their lesson plans reflect the national standards in the edTPA planning and assessment commentaries. (The edTPA is a teacher performance assessment adopted by New York State. One of its components is to ask teacher candidates to analyze their teaching through writing commentaries on lesson planning, classroom instruction, and assessment.) • The lesson plans and edTPA commentaries will be reviewed by the lead instructor, and discussed with the participants.

P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
    a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.
    c. I plan activities that enable students to meet the daily performance objectives.
	• Participants will specify performance objectives in each lesson plan they make, and indicate how well students can fulfill such objectives in terms of proficiency targets.
	• In the lesson plans, participants will construct meaningful contexts that are aimed at helping students understand and carry out specific learning activities.
	• Supported by the meaningful contexts, participants will design specific learning activities in the lesson plans that enable students to meet the performance objectives.
	• In the edTPA planning and assessment commentaries, participants will discuss the rationale behind the contexts contructed and activities designed in the lesson plans toward the fulfillment of learning objectives.
	• The lesson plans and edTPA commentaries will be reviewed by the lead instructor, and discussed with the participants.
	• In the daily reflections, participants will share their thoughts about the lesson planning experience, and discuss what they have learned in terms of setting and meeting objectives. The reflections are posted online and

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
	can be viewed by the lead teacher and all the participants.
LE4. I ensure that students receive comprehensible input. a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible. e. I frequently check for understanding in a variety of ways throughout the lesson. f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.	• Participants will student-teach the lessons they plan. Their teaching will be videotaped, so the amount of target language used will be documented. The videos will also reveal strategies adopted by the participants to make the input comprehensible and to check for understanding afterwards. • Clips of the videos will be played at the critique sessions that follow the student teachings. Participants will present their thoughts about the teaching performance, with regard to target language use, comprehensible input, checking for understanding, etc. Participants will discuss how to minimaize teacher talk and maximize student opportunities to produce the target language. • Participants will also observe the student teachings conducted by their colleagues in the real classroom, and submit observation reports to the lead instructor that discuss such questions as target language use, comprehensible input, and checking for understanding. • Participants will also analyze such aspects of teaching in the edTPA instructional commentary.
LE5. I provide opportunities for my students to acquire language in meaningful contexts. b. My students engage in language learning opportunities anchored in the modes of communication. d. My students engage daily in pair and/or small group activities.	• Participants will include pair and group activities in each lesson plan they design. • Participants will indicate in their lesson plans which activitiy reflects which mode of communication. • The lessons will be videotaped and discussed at the following critique sessions. Participants will identify the activities representing each mode of communication and examine their effectiveness. • Participants will observe the student teachings and submit observation reports that discuss such topics as three modes of communication, and the variety of activity types (e.g., pair and group activities). • Participants will also submit edTPA instruction and assessment commentaries that analyze how instruction engaged students in developing communicative proficiency with a focus on modes of communication, as well as the patterns of learning from this perspective.

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 *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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….	
P1. I plan learning experiences based on my local curriculum and state and national standards.	• National standards 5Cs • New York State standards (edTPA)	• Lesson plans provided by the lead instructors • ACTFL standards • edTPA materials	• Working in pairs, participants will match the 5Cs to the activities found in the lesson plans that are provided by the lead instructors, in order to determine which standards are being addressed and how. • Participants will read the 5C-related questions in the edTPA commentaries, and practice with their partners answering the questions with the lesson plans provided. • Working in groups, participants will develop the first stage of their own lesson plans to be used for student teaching, incorporating at least two of the 5Cs. (Participants will be grouped together according to the sequence of student teaching in the following weeks. Participants who will student teach in close sequence will be assigned to the same group, in order for them to coordinate their lessons.)

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	Need to know….	Will use….	
			• Participants will work with the lead instructor on the 5C-related questions in the edTPA commentaries, using their own lesson plans.
P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives. a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts. c. I plan activities that enable students to meet the daily performance objectives.	• Backward design • Performance objectives • Proficiency targets • Meaningful context	• Lesson plans provided by lead instructors • ACTFL proficiency guidelines • Materials related to proficiency-based teaching	• Participants will work in pairs and analyze lesson plans provided by the lead instructor for evidence of backward design and meaningful contexts. • Participants will coordinate with members in their assigned groups and develop performance objectives for the lessons they are going to teach. • Participants will work with their group members and design activities that help fulfilling the learning objective in a meaningful context. • Participants will study the ACTFL proficiency guidelines and discuss the characteristics of proficiency at each level. • Participants will study the structures and procedures of the Oral Proficiency Interviews. They will watch a mock OPI, practice giving a rating, and explain the reasons for giving such a rating. • Based on their understanding of ACTFL proficiency guidelines and OPI, participants will refine the learning objectives established

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	Need to know….	Will use….	
			in their lesson plans, as well as activities leading toward such objectives, to make sure that the objectives would match the proficiency targets and that the activities would help moving students' performance to a higher proficiency level. • Participants will work with the lead instructor on the related questions in the edTPA commentaries, using their own lesson plans.
LE4. I ensure that students receive comprehensible input. a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible. e. I frequently check for understanding in a variety of ways throughout the lesson. f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.	• Target language use • Comprehensible input • Checking for learning	• STARTALK videos • Lesson plans made by participants	• Participants will watch a video clip featuring a novice-level foreign language (Swahili) class. No captions are provided. Participants will discuss how much Swahili they have learned from this short lesson, and list strategies that were used by the instructor in the video clip that helped them comprehend Swahili instructions and learn the Swahili expressions. • Participants will summarize actions taken by the instructor in the video clip that demonstrated efforts made to check for learning among the students in the class. • The lead instructor will demonstrate an activity in Chinese, illustrating the use of target language and comprehensible input, while participants will pretend to be students in this Chinese class. Participants will discuss afterwards the effectiveness of the strategies. • Working in groups, participants will choose an activity that they designed in their lesson

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	Need to know….	Will use….	
			plans, and demonstrate teaching that activity in the target language, making use of comprehensible input. During the demonstration, the audience will monitor the target language used by the teacher, and check if the teacher has maximized the opportunities for students to demonstrate what they can do. Discussions will be held after each demonstration. • Using the teaching demonstrations, participants will practice writing edTPA instructional commentaries to analyze the effectiveness of the teaching strategies.

LE5. I provide opportunities for my students to acquire language in meaningful contexts.
    b. My students engage in language learning opportunities anchored in the modes of communication.
    d. My students engage daily in pair and/or small group activities.
	• Meaningful context
	• Modes of communication
		• ACTFL/P21 Skills Map
		• Annenberg videos
			• Participants will characterize meaningful contexts by examining assessment tasks given in the ACTFL/P21 Skills Map. Participants will also identify modes of communication involved in those tasks.
			• Participants will watch part of an Annenberg video (a Japanese class) and discuss how a meaningful context was constructed in target language.
			• Participants will watch a clip of another Annenberg video (a Spanish class) and indentify modes of communication employed in the assessment tasks. They will also discuss how the tasks demonstrated a mixture of pair and group activities.
			• Participants will create or refine a

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	Need to know….	Will use….	
			performance-based task in their lesson plans that features three modes of communication and achieves the learning objectives in the lessons. • Using the tasks created in the lesson plans, participants will practice writing edTPA assessment commentaries with the lead instructor.

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.

Each participant will be assigned to student-teach one or two 50-minute lessons to actual high school students enrolled in the STARTALK student program at Hunter College. As a preparation, participants will conduct micro-teaching sessions (a 15-minute rehearsal) using their peers as students. They will receive feedback from the lead instructor and their peers. The student-taught lessons will be videotaped. Afterwards, the lead instructor and the peers will play the videos and discuss the teaching at a critique session, together with the student-teachers featured in the videos. After the critique sessions, the student-teachers will write reflections on how to improve teaching in the future.

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?

Participants who are enrolled in the graduate courses will receive the syllabi before the start of the onsite program. Those participants will be encouraged to read the materials listed in the syllabi, which provide the background knowledge and information they would need for completing the coursework beyond the regular activities that will be conducted during the onsite program.

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
June 23, 9:00am – 3:00pm Task-based online teaching workshop	• Blended learning • Real world tasks • Using web-based live classroom to teach Chinese
June 24 – 26, 9:00am – 3:00pm Preparation workshop on STARTALK-endorsed principles of effective teaching	Day 1 • Backward design • National standards and NYS standards (edTPA) • Performance assessment and three modes of communication • edTPA clinic Day 2 • Meaningful context • Lesson planning practicum • edTPA clinic Day 3 • Target language use and comprehensible input • Checking for learning • Teaching demonstration/rehearsal • Structured/focused observation • edTPA clinic
July 3 – 5, 9:00am – 4:00pm Seminar on proficiency-based teaching and learning	Day 1 • Introduction to language text/passage level typology (ACTFL and ILR proficiency scales) • Teaching for higher proficiency via text/passage levels with examples Day 2 • Addressing the issues for teaching each level using authentic materials • Best practices for teaching through interpretive, interpersonal, and presentational modes

TIMELINE	INSTRUCTIONAL TOPICS
	Day 3 • Reflective learning/experiential learning: reinforcement for motivating learning with FLO (Foreign Learning Objectives) topics • Hybrid and fully online approaches to the 5P's – presentation, practice, production, posting, and participation
June 27 to July 29: Face-to-face session (Monday - Thursday) Implementation of STARTALK principles in the classroom 9:00-9:50am – class observation 10:00-10:50am – class observation/student-teaching 10:50-11:30am – lunch 11:30-12:00pm – critique 12:10-1:00pm – student teaching 1:10-2:00pm – tutoring 2:10-3:00pm – class observation/critique and microteaching	• Using the target language to create comprehensible input • Controling teacher talk • Checking for learning • Providing feedback • Reflecting on teaching performance and revising lesson plans • Working on edTPA commentaries
June 27 to July 29: Online session (Fridays, flexible schedule) Implementation of STARTALK principles in virtual learning environment Participants teach tutoring sessions to high school students enrolled in the STARTALK student program. Each high school student will receive two hours of online tutoring daily.	• Identifying learning objectives in the tutoring plans • Creating meaningful context in the tutoring plans • Maintaining target language use throughout the tutoring sessions • Checking students' learning and assessing students' performance via online mode
July 30: End of summer program celebration	• Participants celebrate with high school students
Fall 2015 – September to December (optional)	• Participants take CHIN701 and/or CHIN703 toward certification

You may add additional rows as necessary.

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

Participants will have opportunities to further their professional development through taking graduate-level courses in the Fall semester toward the MA degree and New York State certification, serving as teachers/tutors for the post-summer STRATALK high school program, and/or serving as teachers/tutors for the Chinese Flagship Program at Hunter College.