

Teacher Program Curriculum

Basic Program Information

Host Institution:	Loyola Marymount University
Program Title:	LMU 2016 Mandarin Teacher Summer Institute
Curriculum Title:	2016 LMU Path 1 - CREDENTIAL Teacher Program
Language(s):	Chinese;
University Credit:	Graduate; Continuing Education Unit;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	45 Days
Contact Hours:	184 Hours

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

Overview

Participants in the LMU 2016 STARTALK Mandarin Teacher Summer Institute are native, heritage or second language fluent Mandarin speakers committed to completing two graduate credential courses (6 graduate units of study) as part of the requirements for obtaining a California Teaching credential, with bilingual authorization- as well as a Master's Degree. We expect a total of 10 teacher candidates to enroll in this program. The group is comprised of two cohorts: a new cohort, plus the returning cohort. In addition to coursework, the teacher candidates will participate in microteaching and structured observation instruction in one of LMU's 42 partner districts where they will apply knowledge gained on backward design, standards-based instruction, and differentiated instruction with technology integration. Upon completion of the summer institute, STARTALK program participants will continue their course of study during the academic year to complete all remaining requirements for state credentialing in either elementary or secondary education with Mandarin Bilingual Authorization.

Learning Goals

What do you hope participants will be able to do after the program ends? Use the Teacher Effectiveness for Language Learning (TELL) Framework 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.

No.	TELL Domains	TELL Criteria Statements The criteria statements identified here will be transferred to Stages 2 & 3.
1	Planning	1. P1. I plan learning experiences based on local curriculum and state and national standards.
2	Planning	2. P3c. I provide opportunities for students to gain competence in the three communicative modes.

3	Planning	3. P3d. I plan units that provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).
4	Planning	4. P7a. I plan how I will explain/introduce activities and concepts using only the target language.
5	Planning	5. P7e. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.
6	Learning Experience	6. LE3. I help my students see connections among learning experiences.
7	Learning Experience	7. LE5e. My students and I assess, evaluate, and use authentic materials to support language acquisition.

8	Professionalism	8. PR2. I stay abreast of current developments and research in the subjects and the language that I teach.
9	Professionalism	9. PR3a. I use processes that allow me to analyze and reflect on my current practice.
10	Professionalism	10. PR5a. I actively participate in professional learning networks and/or professional organizations.

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

Performance Assessment		
No.	TELL Criteria Statements The criteria statements here are identified in Stage 1.	Evidence/Product And Brief Description
1	1. P1. I plan learning experiences based on local curriculum and state and national standards.	Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a culminating unit for 2 courses: one as a content-based thematic unit for bilingual/immersion classrooms and one as a world language thematic unit.
2	2. P3c. I provide opportunities for students to gain competence in the three communicative modes.	Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a

		<p>culminating unit for 2 courses: one as a content-based thematic unit for bilingual/immersion classrooms and one as a world language thematic unit. These will include multiple activities for students to gain competence in the three communicative modes. Language Development Profile – New and returning participants will be required to complete an assessment and instructional plan for a language learner. Information from this plan will be used to develop differentiated, standards-based thematic units and lessons based on language proficiency levels.</p>
<p>3</p>	<p>3. P3d. I plan units that provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).</p>	<p>Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a culminating unit for 2 courses: one as a content-based thematic unit for bilingual/immersion classrooms and one as a world language thematic unit. Creative Culture Identity Project – New and returning participants will</p>

		develop an intercultural and interdisciplinary depiction of cultural heritage to facilitate transferability of concepts in helping students see relationships among products, practices, and perspectives of the target culture.
4	4. P7a. I plan how I will explain/introduce activities and concepts using only the target language.	Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a culminating unit for 2 courses: one as a content-based thematic unit for bilingual/immersion classrooms and one as a world language thematic unit. Lessons will identify target language authentic materials and include authentic opportunities to practice target language using a variety of strategies.
5	5. P7e. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.	Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a culminating unit for 2 courses: one as a content-based

		thematic unit for bilingual/immersion classrooms and one as a world language thematic unit.
6	6. LE3. I help my students see connections among learning experiences.	Standards-Based Thematic Unit and Lessons – New and returning participants will be required to develop a culminating unit with sequential lessons for 2 courses: one as a content-based thematic unit for bilingual/immersion classrooms and one as a world language thematic unit.
7	7. LE5e. My students and I assess, evaluate, and use authentic materials to support language acquisition.	Children’s Literature Book/Material Review - New and returning participants will assess and evaluate authentic materials in Mandarin and will subsequently create annotated bibliographies and reviews of Chinese children’s literature and contemporary Chinese American authors for use in supporting language acquisition.
8	8. PR2. I stay abreast of current developments and research in the subjects and the language that I teach.	Written midterm examination in Mandarin – New and returning participants will take midterm examinations to

		<p>assess content and academic language ability Interactive Learning Journals – New and returning participants will utilize Interactive Learning Journals to connect course reading with personal experience and application to practice.</p>
9	<p>9. PR3a. I use processes that allow me to analyze and reflect on my current practice.</p>	<p>Introspection: Analysis of Students’ Personal Social and Cultural/Linguistic Location – New and returning participants will be required to participate in a reflection of his/her socialization and background as a native Chinese speaker as it intersects with new knowledge Demonstration Lesson – New and returning participants will be involved in micro-teaching with reflection</p>
10	<p>10. PR5a. I actively participate in professional learning networks and/or professional organizations.</p>	<p>LMU STARTALK Scholar Network – New and returning participants have access to program LMU director, coordinator, lead instructors, and faculty members before,</p>

<p>during and after the program. An online community will be established to announce professional learning opportunities and involvement in organizations beyond the STARTALK experience.</p>

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

Learning Plan	
No.	TELL Criteria Statements
	The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows
1	1. P1. I plan learning experiences based on local curriculum and state and national standards.
2	2. P3c. I provide opportunities for students to gain competence in the three communicative modes.
3	3. P3d. I plan units that provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).

4	4. P7a. I plan how I will explain/introduce activities and concepts using only the target language.
5	5. P7e. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.
6	6. LE3. I help my students see connections among learning experiences.
7	7. LE5e. My students and I assess, evaluate, and use authentic materials to support language acquisition.
8	8. PR2. I stay abreast of current developments and research in the subjects and the language that I teach.
9	9. PR3a. I use processes that allow me to analyze and reflect on my current practice.
10	10. PR5a. I actively participate in professional learning networks and/or professional organizations.

Day #	Learning Targets	Checking for Learning	Instructional Resources
Each day should have multiple learning targets.	Unpack the TELL Criteria into specific Can Do statements. The learning targets should	Describe how participants will demonstrate what they	Identify the major resources participants will use to

Use a separate row for each learning target.	capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.	can do with what they know for each learning target.	work with the topics identified in column 2.
1	I can describe key promote foreign language teaching with reference to research.	Participants will use the Interactive Journal to identify key areas and plans to develop my local Chinese immersion program's goals. • Teacher candidates will have the opportunity to observe and participate in small group tutoring during the student program in sessions one and two.	Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson. Lessow-Hurley, J. (2013). The foundations of Dual Language Instruction (6th edition). New York: Longman.

<p>1</p>	<p>I can differentiate foreign language programs based on program goals and target students.</p>	<p>Participants will use the Interactive Journal to identify key areas and plans to develop my local Chinese immersion program's goals. • Teacher candidates will have the opportunity to observe and participate in small group tutoring during the student program in sessions one and two.</p>	<p>Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson. Lessow-Hurley, J. (2013). The foundations of Dual Language Instruction (6th edition). New York: Longman.</p>
<p>2</p>	<p>I can select Chinese children's literature and classify books by genre.</p>	<p>• Chinese Children's Literature Notebook • Lesson Plan and Reflection on Teaching • Interactive Journal • Teacher</p>	<p>• TELL Domain Framework – • Teacher Folio Materials LMU/CBTE Chinese Literature Resource page</p>

		<p>candidates will have the opportunity to observe and participate in small group tutoring during the student program in sessions one and two.</p>	
2	<p>I can develop a book talk by selecting key vocabulary and planning instructional activities based on target students' needs, aligned with content standards.</p>	<ul style="list-style-type: none"> • Chinese Children's Literature Notebook • Lesson Plan and Reflection on Teaching • Interactive Journal • Teacher candidates will have the opportunity to observe and participate in small group tutoring during the student 	<ul style="list-style-type: none"> • TELL Domain Framework – • Teacher Folio Materials LMU/CBTE Chinese Literature Resource page

		program in sessions one and two.	
2	I can apply Visual Scaffolding and Read-aloud Plus in designing teaching activities.	<ul style="list-style-type: none"> • Chinese Children’s Literature Notebook • Lesson Plan and Reflection on Teaching • Interactive Journal • Teacher candidates will have the opportunity to observe and participate in small group tutoring during the student program in sessions one and two. 	<ul style="list-style-type: none"> • TELL Domain Framework – • Teacher Folio Materials LMU/CBTE Chinese Literature Resource page
2	I can critique my peer’s reflection journals and make a	<ul style="list-style-type: none"> • Chinese Children’s Literature Notebook • Lesson Plan and 	<ul style="list-style-type: none"> • TELL Domain Framework – • Teacher Folio Materials

	<p>connection to their own learning experience.</p>	<p>Reflection on Teaching • Interactive Journal • Teacher candidates will have opportunity to observe and small group tutoring during the student program in sessions one and two.</p>	<p>LMU/CBTE Chinese Literature Resource page</p>
<p>3</p>	<p>I can plan lessons to address all required components in the lesson plan template by applying strategies based on the characteristics of target students.</p>	<p>Lesson Plan and Reflection on Teaching</p>	<p>Bloom’s Taxonomy and Depth of Knowledge Backward Design Overview: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/welcome/backward-design.html Backward Design Introduction to Stage 1, 2, and 3 – Key links</p>

			<p>from STARTALK resources – examples include: STAGE 1: What will students be able to do and what will they know? • STATE CONTENT STANDARDS – View: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/objectives/state-content-standards.html STAGE 2: How will students demonstrate what they can do and what they know?</p>
3	I can apply the Realia Strategy in planning lessons.	Lesson Plan and Reflection on Teaching	Bloom’s Taxonomy and Depth of Knowledge Backward Design Overview: https://

startalk.umd.edu/teacher-development/workshops/2009/GVA/content/welcome/backward-design.html
Backward Design Introduction to Stage 1, 2, and 3 – Key links from STARTALK resources – examples include: STAGE 1: What will students be able to do and what will they know? • STATE CONTENT STANDARDS – View: <https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/objectives/state-content-standards.html>
STAGE 2: How will students

			demonstrate what they can do and what they know?
3	I can critique their peer's reflection journals and make a connection to my own learning experience.	Lesson Plan and Reflection on Teaching	<p>Bloom's Taxonomy and Depth of Knowledge Backward Design Overview: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/welcome/backward-design.html</p> <p>Backward Design Introduction to Stage 1, 2, and 3 – Key links from STARTALK resources – examples include: STAGE 1: What will students be able to do and what will they know? • STATE CONTENT</p>

			<p>STANDARDS – View: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/objectives/state-content-standards.html</p> <p>STAGE 2: How will students demonstrate what they can do and what they know?</p>
4	I can revise drafts of learning plans using the backward design process	Participants will upload drafts for peer and instructor review.	<p>All previous resources.</p> <p>STARTALK Learning plan</p> <p>Checklist TELL Teacher Folio –</p> <p>LMU Adapted Observation Tool</p>

<p>5</p>	<p>I can identify and teach key content area vocabulary aligned with learning targets.</p>	<p>After reading and reviewing required and recommended reading sources, teacher candidates will apply these to create an integrated thematic instructional unit.</p>	<p>Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson. Lessow-Hurley, J. (2013). The foundations of Dual Language Instruction (6th edition). New York: Longman. http://www.carla.umn.edu/cobaltt/CBI.html PPT presentation http://www.carla.umn.edu/cobaltt/modules/jeopardy/jeopardy.html</p>
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<p>5</p>	<p>I can demonstrate understanding of the key features and models of Mandarin dual language programs.</p>	<p>After reading and reviewing required and recommended reading sources, teacher candidates will apply these to create an integrated thematic instructional unit.</p>	<p>Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson. Lessow-Hurley, J. (2013). The foundations of Dual Language Instruction (6th edition). New York: Longman. http://www.carla.umn.edu/cobaltt/CBI.html PPT presentation http://www.carla.umn.edu/cobaltt/modules/jeopardy/jeopardy.html</p>
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<p>5</p>	<p>I can apply the word study strategies such as word cluster and word study log in planning lessons.</p>	<p>After reading and reviewing required and recommended reading sources, teacher candidates will apply these to create an integrated thematic instructional unit.</p>	<p>Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson. Lessow-Hurley, J. (2013). The foundations of Dual Language Instruction (6th edition). New York: Longman. http://www.carla.umn.edu/cobaltt/CBI.html PPT presentation http://www.carla.umn.edu/cobaltt/modules/jeopardy/jeopardy.html</p>
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<p>6</p>	<p>I can explain their lesson design with rationales.</p>	<p>After a “Think-Pair-Share” activity, participants will describe six best practices for student language programs. Throughout program, create learning plans and activities that reflect research based practices and STARTALK-Endorsed principles.</p>	<p>All resources cited above Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson STARTALK Video Resources</p>
<p>6</p>	<p>I can develop a draft outline of an integrated unit study that integrates at least two subjects.</p>	<p>After a “Think-Pair-Share” activity, participants will describe six best practices for student language programs. Throughout program, create learning plans and activities</p>	<p>All resources cited above Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River,</p>

		that reflect research based practices and STARTALK-Endorsed principles.	NJ: Pearson STARTALK Video Resources
6	I can plan lessons with Story Enactment & Integrating Thinking, Art and Language to address multiple modes and modalities for active learner engagement.	After a “Think-Pair-Share” activity, participants will describe six best practices for student language programs. Throughout program, create learning plans and activities that reflect research based practices and STARTALK-Endorsed principles.	All resources cited above Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson STARTALK Video Resources
6	I can critique my peer’s reflection journals and make a	After a “Think-Pair-Share” activity, participants will	All resources cited above Herrell, A., & Jordan, M. (2015).

	connection to my own learning experience	describe six best practices for student language programs. Throughout program, create learning plans and activities that reflect research based practices and STARTALK-Endorsed principles.	Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson STARTALK Video Resources
7	I can plan and guide learners to use organized key vocabulary as scaffolding to express their learning in complete sentences.	Throughout program, create learning plans and activities that include multiple opportunities for comprehensible input.	https://startalk.umd.edu/principles/lcc.xhtml Selected STARTALK Videos What is TPRS? http://www.tprstorytelling.com/images/TPRS-Lang.Mag2011.pdf (Multistory Construction) How to apply

			TPRS? WEBSITE - http://www.tprstorytelling.com/
7	I can apply Total Physical Response and Vocabulary Role Play for learners to demonstrate learning through physical motions.	Throughout program, create learning plans and activities that include multiple opportunities for comprehensible input.	https://startalk.umd.edu/principles/lcc.xhtml Selected STARTALK Videos What is TPRS? http://www.tprstorytelling.com/images/TPRS-Lang.Mag2011.pdf (Multistory Construction) How to apply TPRS? WEBSITE - http://www.tprstorytelling.com/
7	I can critique my peer's reflection journals and make a	Throughout program, create learning plans	https://startalk.umd.edu/principles/lcc.xhtml Selected

	<p>connection to their own learning experience.</p>	<p>and activities that include multiple opportunities for comprehensible input.</p>	<p>STARTALK Videos What is TPRS? http://www.tprstorytelling.com/images/TPRS-Lang.Mag2011.pdf (Multistory Construction) How to apply TPRS? WEBSITE - http://www.tprstorytelling.com/</p>
<p>8</p>	<p>I can explain how I used backwards design to plan lesson activities to meet the needs of learners based on research of second language acquisition.</p>	<p>Participants engage in a “Tea Party” experience to share highlights of their grade level student curriculum goal areas and learning outcomes. As they share, they explain how it relates to what they’ve learning</p>	<p>All resources</p>

		in for Stage 1 of Backward Design. Interactive Journals	
8	I can apply thinking maps and Reporting Back for support learners' reading comprehension.	Participants engage in a "Tea Party" experience to share highlights of their grade level student curriculum goal areas and learning outcomes. As they share, they explain how it relates to what they've learning in for Stage 1 of Backward Design. Interactive Journals	All resources
8	I can critique their peer's reflection journals and make a	Participants engage in a "Tea Party" experience to share highlights of their grade level	All resources

	connection to their own learning experience.	student curriculum goal areas and learning outcomes. As they share, they explain how it relates to what they've learning in for Stage 1 of Backward Design. Interactive Journals	
9	I can create and use sentence frames to support learners' writing development.	Cloze activities (34); Read, pair, share (32); Instruction driven by assessment; Report cards;	Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson.
9	I can use story maps to provide scaffolding to support reading comprehension and retelling.	Cloze activities (34); Read, pair, share (32); Instruction driven by assessment; Report cards;	Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th

			edition). Upper Saddle River, NJ: Pearson.
9	I can critique my peer's reflection journals and make a connection to their own learning experience.	Cloze activities (34); Read, pair, share (32); Instruction driven by assessment; Report cards;	Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson.
10	I can conduct a search of available Chinese instructional materials and programs in the local community and beyond.	PowerPoint Presentation	Web-search Criteria checklists Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson.

<p>10</p>	<p>I can develop a PowerPoint presentation file that includes a summary of available information and at least two teaching activities through collaboration with parents and others.</p>	<p>PowerPoint Presentation</p>	<p>Web-search Criteria checklists Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson.</p>
<p>10</p>	<p>I can identify stories (TPRS) and authentic resources and explain how to use them to introduce activities and concepts in only the target language.</p>	<p>PowerPoint Presentation</p>	<p>Web-search Criteria checklists Herrell, A., & Jordan, M. (2015). Fifty strategies for teaching English language learners (5th edition). Upper Saddle River, NJ: Pearson.</p>

<p>11</p>	<p>I select appropriate assessment means to measure learning outcomes.</p>	<p>Participants will continue to work on their draft learning plans and explain how the use of stories aligns with identified goals and responsiveness to students' proficiency levels. Thematic integrated unit that includes e lesson plans and activities that focus on linguistic and content area scaffolds that enable immersion students to meet performance objectives. Interactive Journals</p>	<p>Same as above. • FORMATIVE AND SUMMATIVE ASSESSMENT – View: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/assessment/formative-and-summative-assessments.html</p>
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<p>11</p>	<p>I can conduct on-going assessment during a lesson, aligned with learning goals.</p>	<p>Participants will continue to work on their draft learning plans and explain how the use of stories aligns with identified goals and responsiveness to students' proficiency levels. Thematic integrated unit that includes e lesson plans and activities that focus on linguistic and content area scaffolds that enable immersion students to meet performance objectives. Interactive Journals</p>	<p>Same as above. • FORMATIVE AND SUMMATIVE ASSESSMENT – View: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/assessment/formative-and-summative-assessments.html</p>
<p>11</p>	<p>I can critique their peer's reflection journals and make a</p>	<p>Participants will continue to work on their draft learning</p>	<p>Same as above. • FORMATIVE AND SUMMATIVE</p>

	<p>connection to their own learning experience.</p>	<p>plans and explain how the use of stories aligns with identified goals and responsiveness to students' proficiency levels.</p> <p>Thematic integrated unit that includes e lesson plans and activities that focus on linguistic and content area scaffolds that enable immersion students to meet performance objectives.</p> <p>Interactive Journals</p>	<p>ASSESSMENT – View: https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/assessment/formative-and-summative-assessments.html</p>
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Micro-teaching/Practicum

Teacher candidates will have the opportunity to observe and participate in small group tutoring during the student program in sessions one and two. Teacher candidates will create and demonstrate micro-teaching through a “Think-Pair-Share” activity, where participants

will describe six best practices for student language programs. Throughout the program, they will create learning plans and activities that reflect research based practices and STARTALK-Endorsed principles. They will also create learning plans and activities that include multiple opportunities for comprehensible input.