



**STARTALK Teacher Program Curriculum
University of California, Berkeley 2008**

Program Title: The Berkeley K-16 Bridge: Improving Teacher Effectiveness

Number of Hours: 70 hours ()

Designed by: National Center for K-16 Chinese Language Pedagogy, University of California, Berkeley

Brief Description of Program (including curricular context and goals)

1. Acquire theoretical and practical skills to more effectively teach Mandarin Chinese language and culture,
2. Develop instructional strategies, thematic unit and lesson plans that are standards-based and proven to assist students to gain linguistic proficiency,
3. Design a standards-based lesson and micro teach a lesson in group and class
4. Be familiar with the proficiency-oriented assessment strategies and tools in order to assess students' language competency
5. Be familiar with the Film Clip Project and computer-based formative assessment at the Berkeley Language Center
6. Be familiar with the software used for multimedia oral testing at the Berkeley Language Center and create a quiz in groups at the Berkeley Computer Lab

• **Enduring Understanding (EU):**

(What Enduring Understandings are desired: *Refers to the big ideas that we want participants to retain after they've forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.*)

Participants will understand that These are good enduring understandings...: Thanks

- *student learning is directly related to effective teaching approaches based on backward design for lesson planning*
- *Improved teaching practice requires on-going professional development focusing on standards-based practices*

Essential Questions (EQs): I like your essential questions Thanks

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

What we want teachers to think about in student friendly language

To what extent or in what ways will I

- *Incorporate what I learn in this program to make my teaching more effective?*
- *Plan my lessons based on the needs of my students?*
- *Evaluate the teaching materials and resources to make my teaching more effective?*
- *Expand the knowledge acquired and explore new strategies used for effective teaching practices?*

Program Content:

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Approaches and Methods

Content:

1. Approaches vs. methods
2. The Communicative Approach
3. Student-centered approaches

Procedures:

1. Teaching world languages with Communicative Approach: integrated in the discussion on curriculum and lesson design
2. Student-centered approaches: identified and assessed within the context of integrated performance tasks
3. Pre-survey participants' prior knowledge
4. Microteaching and critique

Curriculum and Lesson Design:

Content:

1. Curriculum guide
2. Standards-based thematic unit
3. Standards-based, student-centered lesson with backward design

Procedures:

1. Lectures and group work on ACTFL, CLASS, California Standards
2. Inform participant of lesson planning with backward design
3. Review and critique sample curriculum guide in group
4. Design standards-based thematic unit using familiar instructional materials in group
5. Design standards-based lesson with backward design in group
6. Micro teaching (15 minutes; one per group)

Instructional Planning and Strategies

Content

1. Standards and three modes of communication: Interpretive, Interpersonal, Presentational
2. Students needs
3. Teachers needs
4. Parents expectations
5. Teacher's role: facilitator
6. More time for students to use the language
7. Collaboration with other teachers

Procedures

1. Considerations given when designing the thematic unit and the lesson
2. Discussion integrated in the various group and individual activities

Materials Development and Adaptation

Content

1. Evaluating and Selecting materials
2. Materials evaluation rubric design
3. Using designed evaluation rubric

Procedures

1. Evaluating familiar materials
2. Developing evaluation rubric
3. Evaluating and Selecting materials (available from the vendors at Exhibit) using designed evaluation rubric
4. Vender demonstration and presentation

Assessment

Content:

1. Introducing some available Mandarin proficiency assessment tools: Traditional and online
2. Various assessment tools including computer-based assessments
3. Computer-based formative assessment
4. Multimedia oral testing used at Berkeley Language Lab

Procedures:

1. Review standards and three modes of communication: Interpretive, interpersonal, and presentational
2. Assessment tools introduction and review
3. Online assessment tools demonstration by vendors
4. Review and discuss the computer-based formative assessment program currently employed at the Berkeley Language Center
5. Multimedia software demonstration at the Berkeley Language Lab
6. Hands on experience to creat in groups a computer-based quiz at the Berkeley Language Lab

Technology

Content

1. Distance learning: Pros & Cons
2. Online resources and needs
3. Distance Learning Programs
4. Computer-based formative assessment
5. Multimedia oral testing used at Berkeley Language Lab

Procedures

1. Lecture and discussion
2. Visiting Berkeley Language Center
3. Sample distance learning program demonstration by Berkeley Language Center staff
4. Vendor Demonstration
5. Observe and discuss the computer-based formative assessment program currently employed at the Berkeley Language Center
6. Software demonstration at the Berkeley Language Lab
7. Hands on experience to create in groups a computer-based quiz at the Berkeley Language Lab

Assessments:

What evidence will show that teacher participants understand and can perform?

Performance tasks (including micro teaching, student program practicum, etc.)

The participants will show their understanding by performing the following tasks:

1. Developing a standards-based thematic unit produced in the assigned group
2. Developing a standards-based lesson plan with backward design produced in the assigned group
3. Micro teaching (one for each group) based on the standards-based lesson plan with backward design,
4. Developing a rubric for evaluating and selecting the instructional materials,
5. Evaluating and selecting the instructional materials using the rubric they developed
6. Create in groups a computer-based quiz at the Berkeley Language Lab

Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products (e.g., lesson plans, curriculum guide, assessment item, a term paper).

The participants will include the following required products in their portfolios:

1. Ten Class reflections written at the end of each workshop day,
2. A Standards-based thematic unit produced in the assigned group
3. A standards-based lesson plan with backward design produced in the assigned group
4. One test item developed in group based on the Standards and Modes of Communication
5. At least three (3) micro teaching critiques written when observing other participants micro teach
6. Computer-based quiz developed in groups at the Berkeley Language Lab

Unprompted Evidence (observations, dialogues, or classroom participation)

The participants will:

1. Discuss foreign language/culture teaching and learning
2. Discuss Chinese language/culture teaching and learning
3. Compare the traditional and communicative approach for language teaching
4. Participate in various group and individual activities and assignments
5. Observe and discuss the computer-based formative assessment program currently employed at the Berkeley Language Center
6. Observe the use of the software used at the Berkeley Language Lab for multimedia oral testing

Program specific LinguaFolio-type Can-Do Statements (similar to our observational checklist or survey questions. We need to be consistent.) These are good objectives but it would be clearer for you and the participants to state them as ‘ I can’ that would describe what each participant can do at the end of the summer program:

Examples using your objectives:

I can explain ACTFL, CLASS, and California standards.

I can describe the components of an effective curriculum guide for Mandarin.

I can develop a unit at a selected....etc. etc.

The teacher participants’ can-do statements at the end of the summer program will be:

- I can explain ACTFL, CLASS, California Standards
- I can describe the components of effective curriculum guide for Mandarin
- I can develop a sample unit at a selected proficiency level using familiar teaching materials
- I can plan a standards-based, culturally sensitive lesson with student-centered, backward approach
- I can apply basic principles of second-language acquisition to effective instruction
- I can use the various web-based technology for language instruction including multimedia techniques
- I can evaluate the various teaching materials and resources available for Chinese language classrooms
- I can design an Evaluation Rubric for Teaching Materials
- I can be familiar with various placement examinations including online exams
- I can create a sample test based on the Standards and three modes of communication: Interpretive, Interpersonal and presentational
- I can create a portfolio of best classroom practices and learning outcomes of the 2008 Startalk Summer Institute
- I can learn the pedagogical and technological support services of the Berkeley Language Center
- I can learn the resources available at the Foreign Language Film Clip Library

- I can learn how film clips can be used in language and culture class
- I can be aware of the computer-based formative assessment currently employed at the Berkeley Language Center
- I can have hands-on experience for the software used for multimedia oral testing
- I can gain hands on experience by creating a quiz in groups in the language lab

Required Resources (including textbooks):

	Menu of Suggested Topics	Process	Assessment
Category/Foundation Work	Content	“How to…”	“Can do” statement
Assessment	ACTFL, CLASS, and CA Standards	Review ACTFL, CLASS, and CA Standards	Become familiar with the ACTFL, CLASS, and California framework
	Language Lab and Assessments at Berkeley Language Center	Visiting Berkeley Language Center	Become familiar with Berkeley Language Lab and various assessments
	Various placement exams including online exams	Demonstration by Berkeley Language Center and the vendors	Become familiar with various placement exams including online exams
	Computer-based formative assessment	Demonstration and hands on group activity to create a computer-based quiz at the Berkeley Computer Lab	Be able to create a computer-based quiz in groups

Second Language Acquisition	Principles of language teaching and learning Prevailing language-learning hypotheses Effective L2 teaching approaches	Class Discussion Micro teaching – presentation and observation with critique	Demonstrate awareness of effective approaches in microteaching presentation and critique
Selecting and Using Teaching Materials	Materials Evaluation Rubric Teaching Materials and Resources	Developed in group Developing Materials Evaluation Rubric	Selecting and evaluating Materials Using Rubrics Developed

<p>Instructional Planning and Strategies</p>	<p>Standards-based thematic unit and lesson-plan design incorporating the Three Modes of Communication</p> <p>Adding new knowledge to prior knowledge for effective learning and teaching</p> <p>Moving students from classroom learning to language use-after school and community</p> <p>Formative/ Summative assessment</p>	<p>Introducing and discussing: -standards-based thematic unit, -standards-based lesson plan with backward design: goals, objectives (the students will be able to...)</p> <p>Select & develop age-appropriate materials</p> <p>Design and revise curriculum according to program needs</p> <p>Design activities to increase student engagement and motivation</p> <p>Discuss various assessments: -formative/summative assessment -Three modes of communication: Interpretive, interpersonal and presentational -traditional and online assessments</p>	<p>Develop age-appropriate, standards-based thematic unit and lesson plan with backward design and ensure students have ample experience with each of the three communication modes</p> <p>Create age-appropriate activities and games incorporating prior knowledge</p> <p>Design learning activities that requires using the target language in real life scinario</p> <p>Develop one question that assesses communication skills in some or all of the three modes of communication</p>
<p>Reflective Practice Leadership</p>	<p>Reflection integrating peer/colleague feedbacks</p> <p>Modifications for continuous improvement</p>	<p>Review unit and lesson plans in Individual, group, and class discussion</p> <p>Review teaching procedures and strategies</p>	<p>Modify unit and lesson plans by integrating peer/colleague feedbacks</p> <p>Match materials with goals</p>

Technology	<p>Role of technology in Chinese-language instruction & technology as a teacher tool</p> <p>Pedagogical and technological support services of the Berkeley Language Center</p> <p>Foreign Language Film Clip Library</p> <p>Computer-based formative assessment</p> <p>Multimedia Oral Testing</p>	<p>Discussion and hands on activity at the Berkeley Language Lab</p> <p>On-site introduction and hands on activity at the Berkeley Language Center (BLC)</p> <p>On-site demonstration at BLC</p> <p>Introduction, discussion and demonstration at BLC</p> <p>On-site demonstration and hands on group activities at BLC</p>	<p>Be aware of the various technology available for the language classroom</p> <p>Be aware of the current pedagogical and technological support services available</p> <p>Be familiar with using film clips to teach language, culture and cross-cultural communication</p> <p>Be familiar with the computer-based formative assessment</p> <p>be able to create a computer-based quiz</p>
Cultural Comparison & Culture & Cross-cultural Issues	<p>Discussing issues related to cross-cultural communication</p> <p>Teaching culture in the language classroom</p> <p>Cultural resources and materials</p>	<p>Personal experience sharing in groups and in whole class discussion</p> <p>Review sample cultural lessons used in UC-Berkeley Chinese class</p> <p>Visiting C.V. Starr East Asian Library, UC-Berkeley</p>	<p>Be able to increase cross-cultural awareness</p> <p>Be familiar with culture teaching and culture lesson design</p>

Differentiation of Instruction:

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

1. Matching and grouping the veteran and novice teachers for linguistic and learning supports
2. Native Mandarin speaking graduate students assigned to the non-native speakers
3. Daily reflections written at the end of each day used as a direct communication with the instructor; Problem solving and assistance can be provided immediately

Instructional Strategies:

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

1. Reviewing and comparing ACTFL, CLASS, and California standards and three modes of communication: Interpretive, interpersonal and presentational-lecture and group discussion. What does introducing mean? Will participant read? Will someone lecture?
2. Reviewing sample curriculum guide and designing standards-based thematic unit and lesson planning with backward design - Lecture and group work What does introducing mean? Will participants read? Will someone lecture?
3. Exploring student-centered and life-centered teaching approaches with an emphasis on language use –Lecture, discussion, and group work. What does introducing mean? Will participants read? Will someone lecture?
- 4.
5. Developing and using teaching material evaluation rubric designed by the participants to evaluate teaching material- group work Who will discuss? What is the source of the rubric? Will it be given/handed out or developed by participants?
6. Introducing various computer based teaching and assessment tools to make teaching more effective with hands-on experience in the Berkeley Language Center/Computer Lab please clarify strategies to be used
7. Sponsoring a teaching material and assessment exhibit with vendor presentations to enhance the participants' awareness of the various materials and tools available today

What do they already know that will help them learn new information?

*(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)
??? do participants know Mandarin? Have any already taught anywhere?*

Application Questions:

- 1. Are you currently teaching Mandarin Chinese?*
- 2. Why should you be selected to participate in this program?*
- 3. Why are you applying for this program?*
- 4. What are the key benefits of having Mandarin Chinese Programs in our schools*
- 5. If you are currently teaching, how would you and your schools benefit from your participation in this program*

Applicant self-inventory (Applicants' responses will not be a decisive factor regarding their acceptance into the program and are only intended to assist the program planners to design a program that closely meets the participants professional development needs):

To what extent are you familiar with the :

- 1. "National Standards for Foreign Language Learning in the 21st Century" and with standards-based language teaching?*
- 2. California Foreign Language Framework" (2003)?*
- 3. Second language acquisition theory?*
- 4. Developing lesson plan with backward design?*
- 5. Proficiency-oriented assessment tools and strategies for assessing students' oral and written linguistic competency?*
- 6. Concept of differentiating instruction to meet students' diverse learning styles and abilities in the language classroom?*

Links to relevant web sites:

Daily instructional plan

(This could turn into a program syllabus.)

Tuesday, August 5

9:00 - 9:30 Workshop introduction
9:30 -10:30 ACTFL, CLASS, California Standards
10:30-10:45 Break
10:45-12:00 ACTFL, CLASS, California Standards (Continued)
12:00 - 1:00 Lunch
1:00 - 2:15 Sample curriculum guide review and critique (group work)
2:15 - 3:15 Group report: curriculum critique
3:15 - 3:30 Breaks
3:30 - 4:00 Reflection

Wednesday, August 6

9:00 - 10:30 Introduction to standards-based thematic unit
10:30 - 10:45 Break
10:45 - 12:00 Designing standards-based unit in groups using familiar instructional materials
12:00 - 1:00 Lunch
1:00 - 2:15 Designing standards-based unit in groups using familiar instructional materials (continued)
2:15 - 3:15 Group Reports: Presenting designed standards-based unit with critiques from peers and instructors and revision and feedback? From peers or instructor?
3:15 - 3:30 Breaks
3:30 - 4:00 Reflection

Thursday, August 7

9:00 -10:30 Introduction to planning lesson with backward design
10:30-10:45 Break
10:45-12:00 planning standards-based lesson with backward design using familiar materials in groups
12:00 - 1:00 Lunch
1:00 - 2:15 Microteaching in group and choose one for class presentation
2:15 - 3:15 Microteaching presentation with critiques and demos from peers and instructors: feedback? How? From whom?
3:15 - 3:30 Breaks
3:30 - 4:00 Reflection

Friday, August 8

9:00 - 10:30 Introduction to Instruction material evaluation and selection
10:30-10:45 Break
10:45-12:00 Material evaluation rubric design in groups
12:00 - 1:00 Lunch
1:00 - 2:15 Using designed evaluation rubric – visiting material vendors and choose a set for evaluation
2:15 - 3:15 Rubric revision and group report
3:15 - 3:30 Breaks
3:30 - 4:00 Reflection

Saturday, August 9

9:00 - 12:00 Instructional material exhibit and exhibitors' presentations and demonstrations (Open to public)
12:00 - 1:00 Lunch
1:00 - 3:00 Instructional material exhibit and exhibitors' presentations and demonstrations (Open to public; continued)
3:00 - 3:30 Material evaluation rubric design revisited – class discussion & revision
3:30 - 4:00 Reflection

Sunday, August 10 No meeting

Monday, August 11 FYI: This day is scheduled for the StarTalk site visit. Yes! We will spend the whole day at BLC

9:00 - 9:45 Berkeley Language Center (BLC) function and facilities
9:45 - 10:30 BLC Film Clip Project
10:30-10:45 Break
10:45-12:00 Workshop/Discussion on using film clips in language class
12:00 - 1:00 Lunch
1:00 - 2:15 Computer-based formative assessment
2:15 - 2:30 Break
2:30 - 4:00 Language Lab and creating quiz

Tuesday, August 12

9:00 - 10:30 Introduction to language assessment
10:30-10:45 Break
10:45-12:00 Introduction to computer-based assessment tools: STAMP
12:00 - 1:00 Lunch
1:00 - 2:15 Hanyu Shuiping Kaoshi (HSK)
2:15-2:30 Break
2:30-3:30 Test of Proficiency (TOP)

3:30 - 4:00 Reflection

Wednesday, August 13

9:00 - 10:30 Introduction to online learning at Berkeley Chinese Program: pronunciation, dictation and tutorial programs
10:30-10:45 Break
10:45-12:00 Traditional-Simplified Chinese Character Tutor (a self learning software)
12:00 - 1:00 Lunch
1:00 - 3:00 Visiting CV Starr East Asian Library for Chinese language and culture resources
3:30 - 3:15 walking back to Startalk workshop
3:15 - 3:30 Breaks
3:30 - 4:00 Reflection

Thursday, August 14

9:00 - 10:30 Introduction to cross-cultural communication
10:30-10:45 Break
10:45-12:00 Introduction to culture teaching in the language class
12:00 - 1:00 Lunch
1:00 - 3:15 Sample Culture lessons used in the Berkeley Chinese Program
3:15 - 3:30 Break
3:30 - 4:00 Reflection

Friday, August 15

9:00 - 10:30 Portfolio development
10:30-10:45 Break
10:45-12:00 Review & Question & answer
12:00 - 1:00 Lunch
1:00 - 2:15 Materials sharing & Swap
2:15 - 3:15 Reflection: Whole class discussion
3:15 - 3:30 Break
3:30 - 4:00 Program evaluation & portfolio wrap-up
5:30 - Program banquet