

Teacher Program Curriculum

Basic Program Information

Host Institution:	College of the Holy Cross
Program Title:	Read On: Teaching Reading Literacy in Chinese
Curriculum Title:	Read-On Program Curriculum
Language(s):	None
University Credit:	No
Program Setting:	None
Program Type:	Blended
Duration:	10 Days
Contact Hours:	90 Hours

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

Overview

In our first four years of the Read-On Program, we targeted experienced teachers of CFL, that is, teachers with at least three-five years of full time teaching at grade level in a US school. This year we have targeted less experienced teachers - those with at least one year and not more than three years of classroom experience. We have conducted nation-wide recruitment and our teachers represent elementary schools middle schools, high schools, and colleges from eight states. As a result of this program, teachers will know how to design and implement research-supported activities that develop character literacy, and will be able to situate literacy instruction within Standards-based, student-centered, thematic units that are appropriate for different grades and proficiency levels.

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	P3: I use units based on proficiency targets and backward design principles. P6: I use the backward design process to plan lessons that lead students to meet the unit performance objectives. P8: I plan for lessons that contain learning experiences designed to keep all students engaged all of the time. P9: I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.

2	Performance and Feedback	PF2: I employ a variety of feedback strategies designed to assist the learner in growing towards the target.
3	The Learning Experience	LE5: I provide opportunities for my students to acquire language in meaningful contexts. LE7: I provide opportunities for my students to become more effective communicators.
4	Professionalism	PR1: I maintain the highest standards of professional conduct in my community, classroom, and professional affiliations. PR3: I am a reflective Practitioner PR5: I give back to the profession in a variety of ways.

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	Evidence/Product And Brief Description
	The criteria statements here are identified in Stage 1.	
1	P3: I use units based on proficiency targets and backward design principles. P6: I use the backward design process to plan lessons that lead students to meet the unit performance objectives. P8: I plan for lessons that contain learning experiences designed to keep all students engaged all of the time time. P9: I identify and select	P3: 1. Teachers work in grade-level groups to design a Standards-based unit on a topic within a larger theme that addresses the enduring understanding of the topic and answers essential questions about the topic. 2. Teachers develop material targeted for a specific proficiency level. P6: Participants design student-centered final projects based on authentic material and real-world tasks

	<p>appropriate resources that allow my students to access, evaluate and use authentic materials.</p>	<p>that lead students to address the essential questions associated with the topic. P8: Participants develop student-centered task-based activities that engage students in the exploration of the topic through the use of authentic material. P9: Participants use research-supported approaches to design tasks that help learners to develop effective skills and strategies for character learning and character and word recognition in authentic texts.</p>
<p>2</p>	<p>PF2: I employ a variety of feedback strategies designed to assist the learner in growing towards the target.</p>	<ol style="list-style-type: none"> 1. Participants create learning activities that help CFL learners develop character and word recognition skills. 2. Participants evaluate products created by other participants in terms of these criteria. 3. Participants evaluate their own growth and weaknesses in the development of topics using a Standards-based approach that incorporates literacy development. 4. Team leaders

		hold conferences with individual participants at the end of the program to assess strengths and weaknesses
3	LE5: I provide opportunities for my students to acquire language in meaningful contexts. LE7: I provide opportunities for my students to become more effective communicators.	LE5: Participants create lessons that provide meaningful contexts and authentic tasks for language development. 3. In the units they create, participants guide students to communicate effectively through reading and in speech. 4. Participants design thematic units that involve other subject areas, incorporate culturally significant products, and make connections to the Chinese language community. LE7: Participants design real-world task-based activities within the overall theme of the unit incorporating authentic material involving presentational, interpersonal, and interpretive modes of communication.
4	PR1: I maintain the highest standards of professional conduct in my community, classroom, and professional	PR1: Participants discuss current research on Chinese literacy development and apply the results to materials

affiliations. PR3: I am a reflective Practitioner PR5: I give back to the profession in a variety of ways.

development and classroom teaching. PR3: Participants use student performance to identify strengths and weaknesses in their own teaching. PR5: Participants agree to have their modules openly shared on the Read-On Startalk website, and to share the knowledge and techniques they have gained in the program with other teachers in their school and academic community.

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	P3: I use units based on proficiency targets and backward design principles. P6: I use the backward design process to plan lessons that lead students to meet the unit performance objectives. P8: I plan for lessons that contain learning experiences designed to keep all students engaged all of the time time. P9: I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.
2	PF2: I employ a variety of feedback strategies designed to assist the learner in growing towards the target.

3	LE5: I provide opportunities for my students to acquire language in meaningful contexts. LE7: I provide opportunities for my students to become more effective communicators.
4	PR1: I maintain the highest standards of professional conduct in my community, classroom, and professional affiliations. PR3: I am a reflective Practitioner PR5: I give back to the profession in a variety of ways.

Day #	Learning Targets	Checking for Learning	Instructional Resources
<p>Each day should have multiple learning targets.</p> <p>Use a separate row for each learning target.</p>	<p>Unpack the TELL Criteria into specific Can Do statements.</p> <p>The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</p>	<p>Describe how participants will demonstrate what they can do with what they know for each learning target.</p>	<p>Identify the major resources participants will use to work with the topics identified in column 2.</p>

<p>7/22, Day 1 P3</p>	<p>Participants can use proficiency targets and backward design principles</p>	<p>In grade-level groups, participants identify proficiency levels and set proficiency targets for their students . Through group discussion, participants reveal their understanding of the principles of backward design. (Developed into Can-Do on Day 4)</p>	<p>Team-leader presentations on proficiency and performance and on backward design. Assigned readings: (see attached list, readings 11 and 12)</p>
<p>7/22, Day 1 PR 3</p>	<p>Participants can identify and reflect on their current practices in teaching character literacy</p>	<p>Through self-survey and group discussion, participants share and reflect on their current</p>	<p>Teaching experience, group discussion led by team leaders</p>

		practices in teaching character literacy.	
7/23, Day 2 PR1	Participants can explain the identify the structure of characters and the role of character knowledge in Chinese literacy development	Full-day guest workshop: "An overview of literacy development for students of CFL" (Dr. M. Everson)	Participation in 1-day overview of Chinese literacy development by guest expert Dr. Michael Everson
7/23, Day 2 PR3	Participants can identify different purposes for reading and can identify the reading strategies used for different purposes.	Participants work in small groups to identify reading strategies used to gain different types of meaning from various authentic texts.	Participation in 1-day overview of Chinese literacy development by guest expert Dr. Michael Everson. Assigned reading: see attached list, reading 9.

<p>7/24, Day 3 PR8</p>	<p>Participants can develop task-based activities to help students identify the structure of characters and the role of component parts in characters</p>	<p>Participants work in small groups to develop task-based activities that help students identify the structure of characters and the role of component parts in characters</p>	<p>Presentations and group discussion led by leadership team based on assigned reading: see attached list, readings 1-4. (Participants have already discussed readings in grade-level teams via pre-program Skype meetings .)</p>
<p>7/24, Day 3 PF2</p>	<p>Participants can develop a checklist of learning targets and use this checklist to assess student learning through performance in task-based activities. Participants can assess their own learning</p>	<p>Small group work in mixed level teams to develop a checklist of learning targets for character instruction, and whole group sharing and finalization of checklist. Small group and whole group discussion</p>	<p>Group discussion of effectiveness of task-based activities to target character skill development and use of these activities to assess student performance.</p>

	based on ability to develop appropriate task-based activities that target character skill development.	focusing on effectiveness of task-based activities developed by other participants on student skill development.	
7/24, Day 3 P6	Participants can use the principle of backward design to begin with the unit theme in their selection of characters to target for student learning.	Small group selection of characters based on theme/ topic of unit and whole group discussion of selections and selection process.	Leadership team presentation followed by small group work and whole group discussion.
7/24, Day 3 PR3	Participants can assess their own learning about research-supported practices to develop character knowledge.	Participants evaluate growth in their ability to design task-based activities to develop character literacy and to assess student performance.	Evening activity: self-assessment survey

<p>7/25, Day 4 P8</p>	<p>Participants can explain the difference between character and word, and they can develop research-supported practices that help students to develop automaticity in character and word recognition.</p>	<p>After leadership team presentation and group discussion, participants demonstrate learning by developing a task using a written text in which students scan for key characters and words to obtain information from the text. Participants also work in teams to develop an activity that builds speed and automaticity in character and word recognition. Both activities are shared with the whole group, followed by discussion of clarity and</p>	<p>Leadership team presentation and discussion based on assigned readings. development and whole group sharing and evaluation. Assigned reading: see attached list, readings 7, 8, 9.</p>
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		effectiveness of activities in building and using character and word recognition skills, and the appropriateness and effectiveness of the "scanning for information" assignments.	
7/25, Day 4 PF2	same as above	same as above	same as above
7/25, Day 4 P6	Participants can identify topics within a larger theme, and they can develop a statement of enduring understanding and essential questions that will structure the teaching unit and direct the learning process.	Leadership team presentation followed by small-group work to identify a theme and topic and to develop a statement of enduring understanding and essential questions, and whole-group sharing and assessment	Leadership team presentation of assigned readings followed by whole group discussion. Assigned readings: readings 11, 12.

<p>7/26, Day 5 P9</p>	<p>Participants can select authentic materials that support literacy development within a thematically-based unit.</p>	<p>Leadership team presentation followed by small group work to select authentic materials that support their theme/topic, to identify proficiency- and grade-level tasks appropriate for the authentic material. Leadership team presentation on modifying texts when necessary to keep vocabulary and characters within or slightly above the range of student knowledge.</p>	<p>Leadership team led presentation, small group work, whole group sharing and discussion.</p>
<p>7/26, Day 5 LE5</p>	<p>Participants can develop authentic tasks for authentic and modified reading</p>	<p>Participants work in grade-level teams to develop authentic task-based activities</p>	<p>Leadership team led presentation, small group work, whole group sharing and</p>

	<p>material that support literacy development within a thematically-based unit that allow students to acquire language in meaningful contexts.</p>	<p>involving the reading of texts and communicating information in interpersonal and presentational modes of communication.</p>	<p>discussion. Assigned reading: see 10, 11, 12, 13.</p>
<p>7/26, Day 5 LE7</p>	<p>Participants can help their students become effective communicators in the target language.</p>	<p>Participants work in grade-level teams to develop authentic task-based activities involving the reading of texts and communicating information in interpersonal and presentational modes of communication.</p>	<p>Leadership team led presentation, small group work, whole group sharing and discussion. Assigned reading: see 11, 12, 13.</p>

<p>7/26, Day 5 PR3</p>	<p>Participants can reflect on and assess their learning.</p>	<p>Self-reflection delivered in survey format on knowledge and skills acquired during the program.</p>	<p>Leadership team designed survey.</p>
<p>7/27, Day 6 P6 LE5 LE7</p>	<p>Participants can develop thematically-based, Standards-based units using the principle of backward design that incorporate authentic tasks and authentic materials and situate character literacy development within lessons that focus on whole-language growth.</p>	<p>Participants work in grade-level teams to develop units based on their themes, in which literacy development is integrated into whole-language development of the theme.</p>	<p>Grade-level group work supervised and supported by team leader, instructional lead and the program director and program manager.</p>

<p>Day 7 P3, P6, P8, P9 PF2 LE5, LE7</p>	<p>Participants can use the target language to present lessons that they have designed, in which students use authentic material and authentic tasks to explore a topic while enhancing their Chinese language skills.</p>	<p>In grade-level teams, participants present an overview of their units followed by micro-teaching of selected activities designed to develop character literacy within the topic. Each group will present twice, on alternate days in the last 4 days of the program. Each presentation will be followed by whole-group discussion and assessment, as well as small group assessment sessions with the team leader and Instructional lead. The second presentation for</p>	<p>Participants work with the resources they have designed during this program.</p>
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		<p>each group will incorporate feedback and will include additional activities and material developed by the team.</p>	
<p>Day 8 P3, P6, P8, P9 PF2 LE5, LE7</p>	<p>Participants can use the target language to present lessons that they have designed, in which students use authentic material and authentic tasks to explore a topic while enhancing their Chinese language skills.</p>	<p>In grade-level teams, participants present an overview of their units followed by micro-teaching of selected activities designed to develop character literacy within the topic. Each group will present twice, on alternate days in the last 4 days of the program. Each presentation will be followed by whole-group discussion and assessment, as</p>	<p>Participants work with the resources they have designed during this program.</p>

		<p>well as small group assessment sessions with the team leader and Instructional lead. The second presentation for each group will incorporate feedback and will include additional activities and material developed by the team.</p>	
<p>Day 9 P3, P6, P8, P9 PF2 LE5, LE7</p>	<p>Participants can use the target language to present lessons that they have designed, in which students use authentic material and authentic tasks to explore a topic while enhancing their Chinese language skills.</p>	<p>In grade-level teams, participants present an overview of their units followed by micro-teaching of selected activities designed to develop character literacy within the topic. Each group will present twice, on alternate days in the</p>	<p>Participants work with the resources they have designed during this program.</p>

		<p>last 4 days of the program. Each presentation will be followed by whole-group discussion and assessment, as well as small group assessment sessions with the team leader and Instructional lead. The second presentation for each group will incorporate feedback and will include additional activities and material developed by the team.</p>	
<p>Day 10 P3, P6, P8, P9 PF2 LE5, LE7</p>	<p>Participants can use the target language to present lessons that they have designed, in which students use authentic</p>	<p>In grade-level teams, participants present an overview of their units followed by micro-teaching of selected</p>	<p>Participants work with the resources they have designed during this program.</p>

	<p>material and authentic tasks to explore a topic while enhancing their Chinese language skills.</p>	<p>activities designed to develop character literacy within the topic. Each group will present twice, on alternate days in the last 4 days of the program. Each presentation will be followed by whole-group discussion and assessment, as well as small group assessment sessions with the team leader and Instructional lead. The second presentation for each group will incorporate feedback and will include additional activities and material developed by the team.</p>	
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<p>Day 10 PR5</p>	<p>Participants can share thematically-based, Standards-based units with the CFL teaching community by completing units to be posted on the "Read-On" Startalk website: http://college.holycross.edu/projects/startalk-chinese-literacy/index.html</p>	<p>Participants complete their units, which they have already agreed to be shared with the CFL teaching community.</p>	<p>Post-program: Team leaders work with Instructional lead to finalize thematic units. Program Director works with Holy Cross education technology department to organize and post the units on the "Read-On" Startalk website hosted by the College of the Holy Cross.</p>
<p>Day 10 PR3</p>	<p>Participants can assess their growth and performance within the program, and the program itself</p>	<p>Participants complete Startalk surveys and Read-On leadership team designed surveys.</p>	<p>Startalk survey and Read-On leadership team designed survey to assess participant</p>

			growth and performance as well as the program itself.
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Micro-teaching/Practicum

Yes. Participants will present an overview of their unit topic followed by micro-teaching of selected activities designed to develop character literacy within the topic. Each group will present twice, on alternate days in the last 4 days of the program. Each presentation will be followed by whole-group discussion and assessment, as well as small group assessment sessions with the team leader and Instructional lead. The second presentation for each group will incorporate feedback and will include additional activities and material developed by the team.