



## 2015 TEACHER Program Curriculum Template

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

### BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	the University of Vermont, College of Education and Social Services							
<b>Program Title:</b>	STARTALK Vermont: Building Teacher Capacity, Generating Student Interest							
<b>Language(s):</b>	Chinese			<b>University Credit:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
<b>Program Setting:</b>	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Non-Residential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>		<input type="checkbox"/>	
	<i>Other (Please specify):</i>							
<b>Duration:</b>	<i>Days:</i>	<b>13</b>	<i>Total Contact Hours:</i>	<b>108</b>	<i>Hours online:</i>		<i>Hours on onsite:</i>	<b>108</b>
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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

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

### 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?

The 2015 STARTALK Vermont Teacher Program is intended to serve about ten in-service teachers of Chinese. The information gathered from their applications shows diversity in their teaching backgrounds, with both certified and non-certified teachers teaching classes from kindergarten to college. However, most of them are novice teachers with limited experience teaching Chinese at K-12 American schools. And they have not participated in any STARTALK program previously except one teacher returning from the STARTALK Vermont two years ago. These teachers have some knowledge of the basic concepts of the ACTFL Foreign Language Standards. They are eager to further advance their understanding and learn how to implement the Standards in their daily teaching. Therefore, they will truly benefit from a learner-centered training opportunity in which they can engage in interactive and reflective learning with the instructor and peers while they experiment and observe effective teaching in real classrooms.

To this end, STARTALK Vermont offers a two-stage training in its 13-day intensive program. During the six days of the first stage, the participants will discuss lesson efficacy in light of the STARTALK Endorsed Principles for Effective Teaching and Learning. They will move from concepts to practice by exploring how to use the NCSSFL-ACTFL CAN DO statements to set up goals for instruction and assessment, how to design thematic units and lesson plans using backward design, and how to use the target language to create context for meaningful and purposeful learning. They will also work in collaborative teams to create lesson plans that demonstrate their new advances in understanding. The second stage consists of six days of teaching at the lab classrooms of the student program, which will be conducted concurrently with the teacher program. The teachers will be going through learning cycles of teaching, reflection, coaching, and then re-teaching and reflection again for further improvement. They will use the lab class as a focal point for practical experience, yet during the daily reflection time they will extend the discussion to talk about the implications for their own teaching settings. In addition, they will sharpen their skills in using authentic materials and technology tools for learning language, culture, and content. Due to the lab classes' time limitation, the teacher program will focus on planning and instruction, though assessment will be touched upon.

By the end of the program the teachers will be able to create learning units that are Standards based and thematically organized, lesson plans using backward design, and activities that promote the three modes of communication. Other learning evidence will include questionnaires on learning styles, a personal toolbox for storytelling, lesson plan checklists, self-reflections, peer observation forms, and daily journals.

As a follow-up activity for the program, the participants will be required to submit a critique of a learning episode they have designed and carried out in their own classrooms in the fall semester to demonstrate how they have extended the learning results to their daily teaching.

**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](http://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 <i>Number the Criteria statements here and then transfer to Stage 2.</i>
Planning	1. <b>P1.</b> I plan learning experiences based on local curriculum and state and national standards.
Planning	2. <b>P3.</b> I use units based on proficiency targets and backward design principles.
Planning	3. <b>P6.</b> I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
Performance and Feedback	4. <b>PF1.</b> My students demonstrate growth through performances that are reflective of their learning experiences. (Focused instructional topic: Performance Tasks)
Learning Experience	5. <b>LE5.</b> I provide opportunities for my students to acquire language in meaningful contexts.
Planning	6. <b>P8.</b> I plan lessons that contain learning experiences designed to keep all students engaged all the time.
Environment	7. <b>E4.</b> I create a classroom environment that is culture-rich and encourages the use of the target language. (Focused instructional topic: Use of culturally authentic material to support a target-language environment.)
Learning Tools	8. <b>LT1.</b> I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.
Professionalism	9. <b>PR3.</b> I am a reflective practitioner.

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?

<p style="text-align: center;"><b>TELL CRITERIA STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p style="text-align: center;"><b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b></p>
<p>1. <b>P1.</b> I plan learning experiences based on local curriculum and state and national standards.</p>	<p><b>Standards-based and thematically organized units:</b> The participants will work in teams to design five standards-based and thematically organized units for the student program. Each of their units will incorporate communication, culture, and at least one of the other goal areas of the National Standards. (Since the student program consists of students in grades 10-12, each teacher team will have at least one teacher who has taught high school Chinese.)</p>
<p>2. <b>P3.</b> I use units based on proficiency targets and backward design principles.</p>	<p><b>Selected CAN DO statements in the thematic units and the backward design process used for developing these units:</b> The participants will first select the NCSSFL-ACTFL CAN DO statements at the appropriate proficiency levels to determine the performance objectives for the units. They will design the performance tasks that will demonstrate the learning evidence for the unit. Then they will determine the focus for each lesson.</p>
<p>3. <b>P6.</b> I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</p>	<p><b>Lesson plans:</b> Participants will work in teams. Each teacher in the team will create three lesson plans for the lessons they are assigned to teach. The teachers will use the STARTALK lesson plan checklist to do self-checking and peer coaching to make sure that their lesson plans include clear CAN DO objectives, and logically organized and well-connected activities that engage students to move toward the goal assessment at the end of the lesson. (The teacher returning from STARTALK Vermont will help the instructor coach teachers who are in need during the lesson planning time.)</p>
<p>4. <b>PF1.</b> My students demonstrate growth through performances that are reflective of their learning experiences. (Focused instructional topic: Performance Tasks)</p>	<p><b>Performance tasks in unit design:</b> The units designed for the student program will specify the performance tasks for assessment.</p> <p><b>Performance tasks in daily lesson plans:</b> All the lesson plans created by the participants for the student program will clearly identify the performance</p>

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	<p>tasks as daily evidence of learning, which will be collected by the teachers and the teaching assistant.</p>
<p>5. <b>LE5.</b> I provide opportunities for my students to acquire language in meaningful contexts.</p>	<p><b>A personal toolbox for storytelling:</b> This will include stories each teacher has collected and used, lesson plans using storytelling, technology that can be applied to storytelling, and good story books and websites for stories.</p>
<p>6. <b>P8.</b> I plan lessons that contain learning experiences designed to keep all students engaged all the time.</p>	<p><b>Questionnaires:</b> The participating teachers will complete questionnaires on perceptual learning styles, multiple intelligences, emotional intelligence, and their teaching styles.</p> <p><b>STARTALK Peer/Self-Assessment Observation Tool:</b> Teachers will use the STARTALK Peer/Self-Assessment Observation Tool to do peer and self-evaluation of the teaching in the student program. The three forms for the three lessons each participant teaches will provide the evidence of his/her progress in delivering engaging lessons.</p>
<p>7. <b>E4.</b> I create a classroom environment that is culture-rich and encourages the use of the target language. (Focused instructional topic: Use of Culturally Authentic Material to Support a Target-Language Environment. )</p>	<p><b>Authentic materials used in the teaching:</b> All participants are required to use authentic materials in the three lessons they will teach. They will attach the authentic materials they use to the lesson plans.</p>
<p>8. <b>LT1.</b> I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.</p>	<p><b>Activities using technology to promote learning:</b> Participants will each design one activity in which technology is used to promote learning. They need to specify the target proficiency level and the performance objectives the activity is designed for. They also need to explain the advantages of using technology for the activity.</p>
<p>9. <b>PR3.</b> I am a reflective practitioner.</p>	<p><b>Daily journal:</b> The participants will keep a journal to reflect on their learning and record their growth through the cycles of teaching, coaching, reflection, and re-teaching. The instructor will read participants' journals daily and respond orally in class the next day.</p> <p><b>Reflection on practice-teaching:</b> See the above items for the lesson plan checklist and the peer/self-assessment observation tool.</p>

## 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.

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
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.
1. <b>P1.</b> I plan learning experiences based on local curriculum and state and national standards.	<b>Need to know....</b> <ul style="list-style-type: none"> <li>▪ National Standards</li> <li>▪ Communicative modes</li> <li>▪ Integration of language, culture, and content</li> <li>▪ Theme-based teaching</li> </ul>	<b>Will use....</b> <ul style="list-style-type: none"> <li>▪ National Standards for Foreign Language Learning</li> <li>▪ STARTALK-Endorsed Principles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm ideas: What do we know about the National Standards? (Use the pre-program worksheet.)</li> <li>▪ Discuss misconceptions about the three-mode communication tasks.</li> <li>▪ Analyze sample units and lesson plans to see how the National Standards are implemented in instruction and assessment.</li> <li>▪ Compare a traditional unit and a thematic unit to see the benefit of the thematic unit.</li> <li>▪ Discuss the theme and subthemes of the student program.</li> <li>▪ Brainstorm how to integrate the Five Cs into the five units of the student program.</li> </ul>

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	Need to know....	Will use....	
<b>2. P3.</b> I use units based on proficiency targets and backward design principles.	<ul style="list-style-type: none"> <li>▪ Proficiency levels</li> <li>▪ Backward design</li> <li>▪ CAN DO statements</li> <li>▪ Thematic units</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACTFL Proficiency Guidelines</li> <li>▪ NCSSFL-ACTFL CAN DO Statements</li> <li>▪ STARALK Unit Template</li> </ul>	<ul style="list-style-type: none"> <li>• Review the ACTFL proficiency guidelines and discuss the major differences among different proficiency levels.</li> <li>▪ Review a sample thematic unit to identify the stages of backward design and see how the performance goals are connected with the theme and assessment.</li> <li>▪ Select the NCSSFL-ACTFL CAN DO statements at the appropriate proficiency levels for the five units of the student program.</li> <li>▪ Use the backward design to identify the steps for the five units of the student program.</li> <li>▪ Work in pairs to complete the five thematic units for the student program.</li> </ul>
<b>3. P6.</b> I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	<ul style="list-style-type: none"> <li>▪ Backward design</li> <li>▪ Effective teaching and learning</li> <li>▪ Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ STARTALK-Endorsed Principles</li> <li>▪ STARTALK Lesson Plan Template</li> <li>▪ STARTALK Lesson Plan Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the lesson plans of the last year's student program and discuss what could be done to improve them.</li> <li>• Write lesson plans for the student program that are aligned with the unit performance objectives.</li> <li>• Coach each other in teaching teams on the lesson plans created for the student program.</li> <li>• Have individual meetings with the instructor to check the lesson plans using the STARTALK Lesson Plan Checklist.</li> </ul>

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	Need to know....	Will use....	
<b>4. PF1.</b> My students demonstrate growth through performances that are reflective of their learning experiences.  (Focused instructional topic: Performance Tasks)	<ul style="list-style-type: none"> <li>▪ Three modes of communication</li> <li>▪ Performance-based assessment</li> <li>▪ Evidence of learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ STARTALK-Endorsed Principles Performance assessments versus traditional assessments  <a href="http://www.learnnc.org/lp/editions/linguafolio/6305">http://www.learnnc.org/lp/editions/linguafolio/6305</a></li> <li>▪ Video: Asia Society's TEQ Video Lesson "I Like Rice."</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze the lesson plans the participants bring to the program and change any non-performance-based activities to performance-based tasks.</li> <li>▪ Working in groups, check the performance tasks designed as the evidence of learning for the student program. Make necessary revisions</li> </ul>
<b>5. LE5.</b> I provide opportunities for my students to acquire language in meaningful contexts.	<ul style="list-style-type: none"> <li>▪ Language in context</li> <li>▪ Meaningful context</li> <li>▪ Story and language development</li> <li>▪ Story and cognitive and social/emotional development</li> <li>▪ Story and the development of cross-cultural competence</li> <li>▪ Grammar in context</li> <li>▪ Textbook selection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Video: Asia Society's TEQ Video Lesson "Seeing a Doctor."</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare and contrast using a meaningful context approach with using a decontextualized grammar-based/vocabulary approach.</li> <li>▪ Create web graphics to illustrate how we can use various resources and activities to create age- and proficiency-appropriate context for language instruction.</li> <li>▪ Discuss the benefit of using storytelling for language learning.</li> <li>▪ Share stories of using storytelling in teaching experiences.</li> <li>▪ Discuss the necessity of the knowledge of Chinese grammar for Chinese teachers and the application of Chinese linguistic research to classroom teaching.</li> <li>▪ Discuss how to develop instructional materials that are communication focused, function oriented, and supported by research.</li> </ul>



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	Need to know....	Will use....	
<b>6. P8.</b> I plan lessons that contain learning experiences designed to keep all students engaged all the time.	Comprehensible input Comprehension check Using the target language Student-center learning Pair/groups work Learning styles Peer observation Instructor coaching	STARTALK-Endorsed Principles Video: Immersion Strategies and the Use of the Target Language in Chinese Classrooms (University of California, Berkeley) <a href="https://startalk.umd.edu/teacher-development/workshops/2009/UCB">https://startalk.umd.edu/teacher-development/workshops/2009/UCB</a>  Video: Student-Centered Language Classroom through Cooperative Learning <a href="https://startalk.umd.edu/workshops/2009/CTCLI/content/index.php">https://startalk.umd.edu/workshops/2009/CTCLI/content/index.php</a>  Video: Asia Society's TEQ Video Lesson "Making Advertisements for Walmart in China."	<ul style="list-style-type: none"> <li>▪ Watch the video clips of classroom practice and observe how comprehensible input is provided in the video lessons.</li> <li>▪ Conduct a poster-making activity to establish norms for staying in the target language in US classrooms.</li> <li>▪ Discuss brain-based principles in teaching foreign languages in general and for Chinese in particular.</li> <li>▪ Discuss what Chinese teaching and learning will look like in a student-centered classroom.</li> <li>▪ Compare teacher-fronted activities with student-centered learning activities.</li> <li>▪ Share experiences in doing pair/group work and discuss how to plan and design pair/group work.</li> <li>▪ Reflect on the teaching at the student program and report to the whole group what strategies worked and what did not work.</li> </ul>
<b>7. E4.</b> I create a classroom environment that is culture-rich and encourages the use of the target language.  (Instructional topic: Use of Culturally Authentic Material to Support a Target-Language Environment. )	Authentic materials Target language Three-P of culture	Authentic Materials: <a href="http://www.lcpj.pro/skedaret/1277547685-74_pdfsam_LCPJ,%20Per%20shtyp.pdf">http://www.lcpj.pro/skedaret/1277547685-74_pdfsam_LCPJ,%20Per%20shtyp.pdf</a>	<ul style="list-style-type: none"> <li>▪ Reflect on the STARTALK Vermont classroom design and talk about what makes the classrooms culturally authentic.</li> <li>▪ Create a list of possible authentic materials that can be incorporated in classrooms at different proficiency levels and for different age groups.</li> <li>▪ Form groups of similar grade levels and proficiency levels. Talk about the issues and solutions for using the target language to teach culturally authentic</li> </ul>

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	Need to know....	Will use....	
			materials. Share the highlights of the discussion with the whole group.
<b>8. LT1.</b> I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.	Technology for foreign language learning Applications available in cellular phones, iPads, and Skype.	Various resources on mobile devices	<ul style="list-style-type: none"> <li>▪ Discuss applicability of mobile apps to Chinese language instruction.</li> <li>▪ Share useful technology and online resources for learning Chinese.</li> <li>▪ Discuss the strengths and weaknesses of using PowerPoint slides.</li> <li>▪ Create one activity in which technology is used to promote the learning of language, culture, and content.</li> </ul>
<b>9. PR3.</b> I am a reflective practitioner.	<ul style="list-style-type: none"> <li>▪ Reflective learning</li> <li>▪ Self-monitoring</li> <li>▪ Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflective teaching: Exploring our own classroom practice  <a href="http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice">http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice</a> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep a daily journal to reflect on the learning.</li> <li>▪ Participate in daily observation, coaching, and reflection on the practice teaching of the student program.</li> <li>▪ After each practice teaching session, complete the form of the STARTALK Peer/Self-Assessment Observation Tool.</li> <li>▪ Compare the three forms for the three practicing teaching opportunities to see progress and areas for further improvement.</li> </ul>

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.

The participants of the teacher program will be teaching in the STARTALK Vermont Student Program, which will be conducted concurrently for six days with the teacher program. During these six days, the teacher program will run a schedule different from the days without the student program. The new schedule will include a daily “Principle Reflection Time ,” “Lesson Planning Time,” “Practice-Teaching Time,” “Observation Time,” “Group Reflection Time,” and “Individual Time” to ensure that participants have a combination of experiences to build concepts, practice teaching, engage in peer coaching and get individual help from the instructor as needed.

The student program consists of 18-20 high school students who are beginning learners of the Chinese language. They will be divided into two classes, allowing two participants in the teacher program to teach at the same time while the rest observe. To create lesson plans for teaching, the teachers will work collaboratively in teams of mixed teaching backgrounds so that they can help each other and expand their perspectives. However, to expand the scope of their observations, the teachers will be encouraged to observe those from other teams to teach. Each teacher will have the opportunity to teach three full periods. After each teaching session, they will engage in peer- and self-reflection. The instructor will observe the practice teaching and facilitate daily reflection, guiding the participants to see their strengths and areas for improvement.

The students’ learning will be assessed by the performance tasks they are required to fulfill in class, and during the daily free conversation time, and also the skits they create themselves at Show Time, which is scheduled at the end of each day. The culminating assessment will include integrated performance assessment tasks in the three modes of communication, as well as a show for parents with singing, dancing, and skits that demonstrate the learning of Chinese language and culture.

## **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?

The participants will be required to do the following pre-program assignments:

1. Read assigned readings on the National Standards and proficiency guidelines.
  - National Standards Overview Document: [http://www.actfl.org/sites/default/files/StandardsforFLLEXsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/StandardsforFLLEXsumm_rev.pdf)
  - ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS 2012 Edition  
<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>
  - ACTFL Proficiency Guidelines: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
2. Complete a worksheet that demonstrates their understanding of the Five Cs and three modes of the National Standards.

3. Bring to the program one lesson plan used in the past for class discussion.
4. Complete a preparation sheet to brainstorm the ideas, activities and authentic materials that can be used for the theme of the student program: Vermont Students in Beijing.

As they complete these assignments, the participants will think ahead of time about what they will do onsite at the program. This will make the program more efficient. In addition, analyzing their own lesson plans will help the participants make better connection to their daily teaching.

**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
Day 1 <b>July 27</b>	<p>The STARTALK Principles and Their Implications to Us (Director of the Teacher Program, Mr. James Avery)</p> <p>Preparing Qualified Chinese Language Teachers for the Global Community (Advisor of STARTALK Vermont, Dr. Juefei Wang)</p> <p>The Art and Science of Teaching Foreign Languages I: Brain-Compatible Teaching Strategies (Dr. Frank Tang, New York University)</p>
Day 2 <b>July 28</b>	<p>The Art and Science of Teaching Foreign Languages II: Storytelling and Technology in Chinese Classrooms (Dr. Frank Tang, New York University)</p> <p>The 21st Century Chinese Classroom: Goals and Standards (Lead instructor, Dr. Wei-ling Wu)</p> <p>Workshop: Set the goals for the student program using the CAN DO Statements</p>
Day 3 <b>July 29</b>	<p>STARTALK Principle 1: Standards-Based and Thematically Organized Units (Dr. Wei-ling Wu)</p> <p>Workshop: Develop the thematic units for the student program using backward design</p> <p>STARTALK Principle 1: Developing the Three-Mode Communicative Skills (Dr. Wei-ling Wu)</p> <p>Workshop: Create performance tasks for the five units of the student program</p>
Day 4 <b>July 30</b>	<p>STARTALK Principle 3: Teaching Language in Context Using Comprehensible Input (Dr. Wei-ling Wu)</p> <p>Workshop: Design activities for introducing and practicing new language items in the five units of the student program</p> <p>STARTALK Principle 2: Engaging All Students to Learn (Dr. Wei-ling Wu)</p> <p>Workshop: Create learner-centered activities for the five units of the student program</p>
Day 5 <b>July 31</b>	<p>STARTALK Principles 4, 5: Integrating Culture, Content and Technology in Language Learning (Dr. Wei-ling Wu)</p> <p>Workshop: Discuss possible ways to use authentic materials and integrate culture and content learning in the five units of the student program. Brainstorm the use of technology in the student program</p> <p>Effective Lesson Planning (Dr. Wei-ling Wu)</p> <p>Workshop: Create lesson plans for the student program</p>

TIMELINE	INSTRUCTIONAL TOPICS
Day 6 <b>August 1</b>	<p>Whole Group Discussion: Lesson Plan Sharing and Revision</p> <p>Preparation for the student program</p> <p>Meeting the students</p> <p>Participating in the opening ceremony of the student program</p>
Day 7 <b>August 2</b> to Day 11 <b>August 6</b>	<p>The teacher program and the student program will be running concurrently.</p> <p>8:30—9:15    Period 1    Practice-Teaching (Two participants teach and others observe.)</p> <p>9:30—10:15    Period 2    Practice-Teaching (Two participants teach and others observe.)</p> <p>10:30—12:00    Principle Reflection Time (The whole group reflects on STARTALK principles based on practice teaching. See the notes below.) (Every day one teacher will take charge of the study hall at the student program from 10:30-11.30 while all other teachers are having reflections on Instruction. The Lead instructor will help that teacher fill in the missing information from the reflections. The teachers will rotate their roles in the study hall, one person per day.)</p> <p>1:00—1:45    Period 3    Practice-Teaching (Two participants teach and others observe.)</p> <p>2:00—2:30    (Student program) Study Hall: All teachers work with the students in two classes, practicing, reinforcing what is being learned, and preparing skits for Show Time.</p> <p>2:30—3:15    (Student program) Show Time (20 minutes): All teachers watch the students' skits they create themselves to demonstrate what they have learned for the day. (Student program) Free Talking Time (15 minutes) : Students talk to students and teachers freely to develop spontaneous interpersonal skills. (Student program) Self-Evaluation (10 minutes): Students fill in a CAN DO checklist to evaluate their own performance during the free conversation time.</p> <p>3:30—4:00    Teaching Reflection Time (The teacher group reflects on the day's teaching with the instructor,)</p> <p>4:00—5:00    Lesson Planning (The teacher group discusses the lesson plans for the next day.)</p> <p>8:00—9:00    Individual Time (Teaching preparation, journal writing, instructor coaching)</p> <p>Notes: During Stage 1 on July 28-31, the participants will discuss the STARTALK Endorsed Principles for Effective Teaching and Learning focusing on the concepts and implementation for practice teaching at the student program. During Stage 2 on August 2-6, the Principle Reflection Time from 10:30 to 12:00 will allow the participants to</p>

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	revisit the STARTALK Principles, but this time they will reflect on the STARTALK Principles based on their practice teaching to see what worked, what did not and why. Also, they will expand the scope of discussion to make connections to their own classrooms.
<b>Day 12 August 7</b>	Students' Final Evaluation : IPA Tasks (Entering the evidence of learning onto Linguafolio) Closing Ceremony with the parents, Students' performances in Chinese Chinese Pedagogical Grammar and Textbook Compilation [1] (Guest speaker, Dr. Baozhao He, College of the Holy Cross)
<b>Day 13 August 8</b>	Chinese Pedagogical Grammar and Textbook Compilation [2] (Guest speaker, Dr. Baozhao He, College of the Holy Cross) Conclusion of the program

**You may add additional rows as necessary.**

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

As a follow-up activity for the program, the participants will be required to submit a critique of an activity they have designed and carried out in their own classrooms to demonstrate how they have extended the learning results to their daily teaching. All the papers are due by the end of November. The head instructor of the teacher program will provide support and feedback on the activity critiques through email communication.