

Teacher Program Curriculum

Basic Program Information

Host Institution:	Loyola Marymount University
Program Title:	LMU 2016 Mandarin Teacher Summer Institute
Curriculum Title:	2016 LMU Path 2 - CERTIFICATE Teacher Program
Language(s):	Chinese;
University Credit:	Graduate; Continuing Education Unit;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	45 Days
Contact Hours:	120 Hours

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

Overview

This program is designed for credentialed and non-credentialed teachers/interns who have intermediate or advanced skills in Mandarin. It establishes a professional learning community through a hybrid-model professional development program that allows participants to earn a Certificate in Teaching Mandarin in PreK-12 Classrooms through a partnership with LMU Extension. Courses are delivered through distance (on-line, asynchronous), virtual (webinar, synchronous), and face-to-face learning. The program is comprised of four courses (12 units of continuing education credits) as follows: (1ab) Content-based Instruction in Mandarin; ; (2) Practicum in Teaching Mandarin; (3ab) Assessment Basics and Oral Proficiency; and (4) Chinese Grammar Pedagogy. Some participants are returning scholars and will enroll in and receive a differentiated experience in Courses 1b and 3b. All participants will develop and deliver interdisciplinary, content-based language curriculum for 1st -4th grade students participating in a two-week Elementary Mandarin Summer Immersion program. As a result of participation in this program, program candidates will be prepared to serve as teachers/interns/volunteers in K-12 classrooms in one of LMU's 42 partner districts.

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. P3a. I use unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
3	Planning	3. P3c. I use units to provide opportunities for students to gain competence in the three communicative modes.

4	Planning	4. P6c. I plan activities that enable students to meet daily performance objectives.
5	Planning	5. P7a. I plan how I will explain/introduce activities and concepts using only the target language.
6	Planning	6. P7c. I plan activities that provide students with comprehensible input.
7	Performance andamp; Feedback	7. PF1b. My students demonstrate growth relative to the targeted proficiency level.
8	Performance andamp; Feedback	8. PF1e. I vary assessment strategies to account for individual student needs.
9	Professionalism	9. PR3a. I use processes that allow me to analyze and reflect on my current practice.

10	Professionalism	10. PR3a. I actively participate in professional learning networks and/or professional organizations.
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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 Learning Plans – In groups, new and returning scholars will design a content-based thematic unit focused on the Journey through the Silk Road. Each group member will co-develop and contribute to ten sequential learning plans for the unit.
2	2. P3a. I use unit performance objectives are focused on proficiency targets and are based on meaningful contexts.	Learning Plans/Two-week Practicum – In groups, new and returning participants will set proficiency targets to develop

		activities that use differentiated and varied grouping (including cooperative grouping) strategies.
3	3. P3c. I use units to provide opportunities for students to gain competence in the three communicative modes.	Standards-Based Thematic Unit and Learning Plans – New and returning participants will develop targeted Silk Road-related activities that address the three communicative modes, including the identification of assessment components reflective of the modes.
4	4. P6c. I plan activities that enable students to meet daily performance objectives.	Learning Plans/Two-week Practicum – In groups, new and returning participants will create sequential learning plans that identify performance objectives based on proficiency targets and that include authentic opportunities to meet objectives through the use of differentiated and varied grouping (including cooperative grouping) strategies.
5	5. P7a. I plan how I will explain/introduce activities and concepts using only the target language.	Learning Plans/Two-week Practicum – In groups, new and returning participants will create sequential learning

		plans that include authentic opportunities to practice target language using a variety of strategies and authentic materials.
6	6. P7c. I plan activities that provide students with comprehensible input.	Learning Plans/Two-week Practicum – New and returning participants will apply knowledge from readings and videos when creating and delivering learning plans that include strategies and techniques to provide and monitor comprehensible input in the target language.
7	7. PF1b. My students demonstrate growth relative to the targeted proficiency level.	Written syntheses and analyses of readings – New and returning participants will synthesize readings and describe application activities through discussion board postings and responses focused on the assessment of content and academic language ability.
8	8. PF1e. I vary assessment strategies to account for individual student needs.	Learning Plan Design: Participants will read about and include formative assessments in their learning plans such

		as retelling and checks for comprehension. 8. Student Interview (Student Language Assessment) – New and returning participants will conduct CLOCK assessment and explore rating levels to identify student language proficiency characteristics.
9	9. PR3a. I use processes that allow me to analyze and reflect on my current practice.	Practicum Interactive Learning Logs – New participants will complete reflective teaching journal entries to connect reading with personal experience and application to practice during the practicum experience and reflection. Returning participants will engage in reflective dialogue through debrief sessions conducted with co-teachers, instructional aides, and instructional lead during designated planning times.
10	10. PR3a. I actively participate in professional learning networks and/or professional organizations.	10. LMU STARTALK Scholar Network – New and returning participants have access to the LMU program

		<p>director, coordinator, lead instructors, and faculty members before, during and after the program. A online communication system will be established to announce professional learning opportunities and involvement in organizations beyond the STARTALK experience.</p>
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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. P3a. I use unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
3	3. P3c. I use units to provide opportunities for students to gain competence in the three communicative modes.
4	4. P6c. I plan activities that enable students to meet daily performance objectives.

5	5. P7a. I plan how I will explain/introduce activities and concepts using only the target language.
6	6. P7c. I plan activities that provide students with comprehensible input.
7	7. PF1b. My students demonstrate growth relative to the targeted proficiency level.
8	8. PF1e. I vary assessment strategies to account for individual student needs.
9	9. PR3a. I use processes that allow me to analyze and reflect on my current practice.
10	10. PR3a. I actively participate in professional learning networks and/or professional organizations.

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</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>

	to meet the learning goal expressed by the TELL Criteria.		
Session 1 - WebCast	I can describe key elements of the LMU STARTALK Combined Program.	Using the chat box function in the WebEx platform, participants will type key elements they recall from the explanation of the LMU STARTALK combined program.	LMU STARTALK Teacher and Student Program Overviews LMU STARTALK website LMU STARTALK 2015 Video and Photo artifacts
Session 1 - WebCast	I can explain my professional learning commitment as an LMU STARTALK scholar.	Participants will conduct a quickwrite of their goals and expectations of themselves as LMU STARTALK scholars. In WebEx break-out groups, they will share their commitments.	LMU STARTALK Timeline of Activities LMU STARTALK scholar roles and responsibilities LMU STARTALK TELL Domain Focus Area Explanation

<p>Session 2 – Online</p>	<p>I can use processes that allow me to analyze and reflect on my current practice and set learning goals.</p>	<p>After taking an online survey, participants will have access to overall strengths and needs of the learning community in order to inform and identify goals.</p>	<p>TELL Domain Framework – LMU STARTALK Focus Areas STELLA Modules Teacher Folio Materials</p>
<p>Session 2 – Online</p>	<p>I can identify and explain the 5C's and 3 modes of communication included in the World Readiness Standards for Learning Language.</p>	<p>Participants will think of at least one idea for how to introduce and explain the World Readiness Standards for Language Learning to a teacher in your program and be prepared to discuss with a colleague. They will also use the interactive online tool from wimedialab.org to self-</p>	<p>World Readiness Standards Overview http://wimedialab.org/worldlanguageassessment/clover.htm</p>

		<p>assess. Throughout program, develop sequential learning plans incorporating at least 3 of the 5Cs.</p>	
<p>Session 2 – Online</p>	<p>I can categorize features of content-based instruction.</p>	<p>After reviewing online module materials, participants will take a self-assessment - Characteristics of CBI http://www.carla.umn.edu/cobalitt/modules/principles/characteristics.html</p>	<p>http://www.carla.umn.edu/cobalitt/CBI.html PPT presentation Jeopardy: http://www.carla.umn.edu/cobalitt/modules/jeopardy/jeopardy.html</p>
<p>Session 3 – Face-to-Face</p>	<p>I can identify and describe the STARTALK Endorsed Principles.</p>	<p>After a “Think-Pair-Share” activity, participants will describe six best practices for</p>	<p>STARTALK Endorsed Principles STARTALK Video Resources</p>

		<p>student language programs.</p> <p>Throughout program, create learning plans and activities that reflect the STARTALK-Endorsed principles.</p>	
<p>Session 3 – Face-to-Face</p>	<p>I can plan activities that provide students with comprehensible input in a Learner-Centered Environment.</p>	<p>After viewing a video, participants identify how students and teachers engage in meaningful ways to provide input, share, guide, and apply. Throughout program, create learning plans and activities that include multiple opportunities for comprehensible input.</p>	<p>https://startalk.umd.edu/principles/lcc.xhtml Selected STARTALK Videos</p>

<p>Session 3 – Face-to-Face</p>	<p>I can identify key learning targets and plan learning experiences based on local curriculum and state and national standards.</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 in for Stage 1 of Backward Design.</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 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-</p>
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			<p>development/workshops/2009/ GVA/content/objectives/ state-content-standards.html STAGE 2: How will students demonstrate what they can do and what they know? • 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>Session 3 – Face-to-Face</p>	<p>I can draft learning plans using the backward design process while applying STARTALK endorsed principles, based on our TELL Domain focus areas.</p>	<p>Participants will upload drafts of 3 learning plans (based on backward design process) for peer and instructor review using the STARTALK learning plan checklist.</p>	<p>All previous resources. STARTALK Learning plan Checklist</p>
<p>Session 4 - Online</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>Participants will identify stories, poems and other resources related to the theme, in the target language. After posting the resources on a discussion blog, they will write a reflection on how they would use some of these resources in their instruction to enhance</p>	<p>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>language and content learning.</p> <p>In subsequent WebCast and FTC Sessions, participants will participate in an interactive review round to recall and restate learned concepts.</p>	
<p>Session 4 - Online</p>	<p>I can use stories (TPRS) and authentic resources to explain/introduce activities and concepts in only the target language.</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.</p> <p>Throughout program, create lesson plans and activities that focus on linguistics needs</p>	<p>All resources from previous sessions.</p>

		and enable students to meet performance objectives.	
Session 5 - Online	I can plan for individual student needs using differentiation based on targeted proficiency levels.	<p>After viewing the video and completing the assigned reading, participants will write a response that synthesizes understanding of differentiation , including classroom examples.</p> <p>Participants will identify 1-2 areas to add differentiation in their learning plans, based on targeted proficiency levels.</p> <p>Participants will upload drafts of 3 learning plans (based on backward design process) for</p>	<p>Video: Differentiation in classrooms (Sample Lesson, Dr. Carol Ann Tomlinson). http://www.youtube.com/watch?v=6xH0K3Z-dbo&feature=related Making the Most of Small Groups – Differentiation for All by Debbie Diller (On Blackboard)</p>

		peer and instructor review, using the STARTALK learning plan checklist.	
Session 6 – Online	I can identify activities that enable students to meet daily performance objectives, using authentic materials.	Research on-line to find 5 or more authentic materials, websites, or other multimedia resources on the Silk Road. Include 2-3 sentences for each that tell how you intend to use the materials, resources, etc. to support your lessons/ instruction.	Concordia Language Villages Videos: 1.PreK-K http://www.concordialanguagevillages.org/newsite/Programs/Youth/Pre_k/chinese.php 2.Youth http://senlinhu.villagepages.org/ Yinghua Academy Mandarin Immersion Program. Minneapolis, MN PreK /K http://www.youtube.com/watch?v=xQ9_bNYaLE4 BetterChinese-Learning Chinese through Stories http://

			<p>www.youtube.com/watch?v=zSgM_WfRFHg&feature=related</p> <p>Integrating Language, Culture, Content - https://media.startalk.umd.edu/workshops/2009/Occidental/</p>
<p>Session 7 - WebCast</p>	<p>I can integrate authentic materials in my learning plans so that they align with the theme and ensure comprehensible input.</p>	<p>Participants will upload drafts of 3 learning plans (based on backward design process) for peer and instructor review, using the STARTALK learning plan checklist.</p>	<p>All previous resources. STARTALK Learning plan Checklist</p>

<p>Session 7 - WebCast</p>	<p>I can draft learning plans using the backward design process while applying STARTALK endorsed principles, based on our TELL Domain focus areas.</p>	<p>Participants will upload drafts of 3 learning plans (based on backward design process) for peer and instructor review, using the STARTALK learning plan checklist.</p>	<p>All previous resources. STARTALK Learning plan Checklist</p>
<p>Session 7- WebCast</p>	<p>I can engage in collegial conversations to review learning plan feedback and refine learning plans.</p>	<p>Participants will meet in grade-alike groups via WebEx breakout sessions to review feedback and refine plans.</p>	<p>All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Tool</p>
<p>Session 8 – WebCast and Online</p>	<p>I can draft learning plans using the backward design process while applying STARTALK</p>	<p>Participants will upload drafts of 4 learning plans (based on backward design process) for peer and instructor review,</p>	<p>All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Too</p>

	endorsed principles, based on our TELL Domain focus areas.	using the STARTALK learning plan checklist.	
Session 8 – WebCast and Online	I can identify possible uses of technology for language classrooms.	Participants will create a graphic organizer to display and “idea web” on ways they can use technology in language classrooms.	Reference websites: Web 2.0 tools for education: http://edudemic.com/2010/07/the-35-best-web-2-0-classroom-tools-chosen-by-you/ Teaching Chinese with iPad: http://www.slideshare.net/sulaoshi/teach-chinese-with-ipad-and-ipad-apps-lesson-plan Smart Chinese: Teaching and learning Chinese with iPad (examples of voice thread setup, etc.) http://joannechenchinese.blogspot.com/search?updated-

			min=2013-01-01T00:00:00-08:00&updated- max=2014-01-01T00:00:00-
Session 9 – Face-to-Face	I can revise drafts of learning plans using the backward design process while applying STARTALK endorsed principles, based on our TELL Domain focus areas.	Participants will upload drafts of 4 learning plans (based on backward design process) for peer and instructor review, using the STARTALK learning plan checklist.	All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Tool
Session 9 – Face-to-Face	I can engage in collegial conversations to review learning plan feedback and refine learning plans.	Participants will meet in grade-alike groups via WebEx breakout sessions to review feedback and refine plans.	All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Tool

<p>Session 10 - Face-to-Face</p>	<p>I can demonstrate that I can teach in the target language and encourage students' to use the target language as well</p>	<p>Participants will present selected lesson Episodes in a MicroTeaching teaching simulation session.</p>	<p>All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Tool</p>
<p>Session 10 - Face-to-Face</p>	<p>I can engage in evidence-based, collegial conversations about teaching skills and strategies to refine my practice.</p>	<p>Participants will review oral and written feedback on MicroTeaching presentation and identify 2 areas of refinement.</p>	<p>All previous resources. STARTALK Learning plan Checklist TELL Teacher Folio – LMU Adapted Observation Tool</p>

Micro-teaching/Practicum

Participants in the Certificate program will serve as either teachers or instructional assistants in the LMU STARTALK Student Program for Mandarin Immersion students. This program is designed to provide a guided professional development experience where each course builds on and extends content from previous/subsequent courses. The practicum experience occurs mid-way through the implementation

period and provides 2 weeks of direct application of curriculum with a focused reflection component supported by classroom observations and collaborative peer conversations. The student program is scheduled to be provided in one location as follows: • Castelar Elementary School – June 20 - July, 2016; 8:00-12:00 In addition to delivering the curriculum developed during Course 1a/1b, new and returning participants will have the opportunity to utilize knowledge and skills learned in Courses 1a/1b (Content-based Language Instruction and Curriculum Development) during this practicum experience. For new scholars, this two week period is coupled with engagement in Course 2 (Practicum) where they will engage in reflective practice and refinement of teaching. Additional learning about assessment will occur in Course 3a/3b (Assessment). New participants will also engage in application and reflection of Chinese Pedagogical grammar (Course 4).