



2014 TEACHER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	The Regent of the University of California							
Program Title:	The Berkeley STARTALK Mandarin Language and Culture Teacher Program							
Language(s):	Chinese			University Credit:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Program Setting:	<i>Residential:</i>	<input type="checkbox"/>	<i>Non-Residential:</i>	<input checked="" type="checkbox"/>	<i>Distance/Online Component:</i>			
	<i>Other (Please specify): Blended Program</i>							
Duration:	<i>Weeks/Days:</i>	5/25	<i>Total Contact Hours:</i>	200	<i>Hours online:</i>	120	<i>Hours on onsite:</i>	80
Curriculum designed by:	Stella Kwoh and 2014 Berkeley STARTALK Instructional Team							
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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 2014 Program will offer a blended teacher program with three-week online and two-week onsite instructions. Online program will offer lectures and readings prior to the onsite program, extending the program from 12 days in 2013 to 5-week: 3-week online (June 16-July 6, 2014) and 2-week 10-day onsite (Monday-Friday, July 7-18, 2014, no class on Saturday and Sunday).

The online portion will pilot a flipped professional development model and will offer 1) reading, exercises, and discussions on National and State Standards, STARTALK Endorsed Principles for Effective Teaching and Learning, Chinese linguistics/pedagogical grammar, backward design for unit and lesson planning, using target language to teach; 2) Demo lesson critiques (using short lessons taped in mentor teachers classrooms and/or STARTALK Classroom Video Collections, 3) a technology workshop introducing technology applications for 2014 STARTALK Program and for Chinese language classrooms.

The first week of the onsite program will focus on reinforcing the online learning with hands-on projects including: 1) unit and lesson planings in groups with support from instructor and mentor teachers, 2) microteaching using lessons designed in groups, and 3) an information session focusing on the tests and courses required for the California Teaching Credential (licensure). The second week of the onsite program will include mentor teachers' teaching demos and teacher participants' microteaching in the real classroom setting. In order to provide microteaching opportunity for every teacher participant, the 2014 program will recruit volunteer middle and high school students to be taught by the teacher participants in a real classroom setting during the second week of the onsite program (July 14-July 18).

The 2014 program continues to invite Berkeley STARTALK Teacher Program graduates holding California Teaching Credential (licensure) to serve as mentor teachers for the teacher participants, assisting participants with lesson planning and microteaching and to offer demo teaching. This approach proved very effective. As noted in the 2013 site visit report, "It is not just the outstanding program that produces positive effects. A large factor in the success is the supportive, comfortable relationship that is established between the participants and their mentors and program director. The program establishes a strong bond within the group and creates a desire of the participants to stay professionally connected and to support one another in the future".

All four mentors in 2013 agreed to return to the 2014 program. One of the 2013 mentors, Xin Chen, agreed to serve as the curriculum and instruction consultant. She is teaching Mandarin at Berkeley High School and has been helping Berkeley STARTALK since 2010. Because most of the 2014 volunteer students will be from Berkeley High Schools, she will be able to provide helpful input for lesson planning and delivery based on her knowledge of the students' proficiency and accuracy in using Mandarin for all groups. Jessica Huang, a graduate from 2010 Program and a master teacher for 2011 and 2012 Programs and a Certified teacher, will replace Xin Chen as the mentor in 2014 program.

The 2014 program will continue to offer a 1-day post program workshop for all the previous Berkeley STARTALK Program graduates. All program graduates and instructors are invited to share new lesson plans and teaching strategies they developed. This will build up leadership capacity in the field and will provide opportunities for networking and connections.

In summary, during the 2014 Berkeley STARTALK Blended Program, the participants will:

1. Develop an understanding of certain Chinese grammatical structures and teach those structures in context,
2. Review National and State Standards and STARTALK Endorsed Principles for Effective Teaching and Learning,
3. Develop Standards-Based lesson plans using best practices based on backward design and STARTALK Endorsed Principles,
4. Review samples of teaching materials, including demo teaching, and develop teaching materials for microteaching,
5. Explore the use of authentic materials in teaching language, culture, and content and reflect on their learning from lesson planning and microteaching,
6. Observe examples of best practices and identify components of quality teaching using STARTALK Classroom Video Collections and Multimedia Teacher Workshop Collections,
7. Microteaching to the volunteer students who will report to the program at 9:30am and stay in class from 10am to 4pm. Each teacher participant will teach two lessons on different days so that improvements and adjustments can be made.

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) 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>
<p><i>Click here to enter text.</i> Example: PLANNING</p>	<p><i>Click here to enter text.</i> Example: P1: I plan learning experiences based on my local curriculum and state and</p>

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
	<i>national standards.</i>
Planning	P1. I plan learning experiences based on my local curriculum and national standards.
Planning	P2. I plan learning experiences to address the unique needs and interests of my students.
Planning	P3. I use units based on proficiency targets and backward design principles.
Planning	P3c. I use units to provide opportunities for students to gain competence in the three communicative modes
Planning	P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
Planning	P7. My daily lesson plans contain activities that are contextualized, connect to prior learning , and require attention to meaning.
Planning	P8. I plan for lessons that contain learning experiences designed to keep all students engaged all the time.
Planning	P9. I select resources that allow my students to access, evaluate and use authentic materials.
Learning Experience	LE4. I ensure that students receive comprehensible input.
Learning Experience	LE5. I provide opportunities for my students to acquire language in meaningful contexts.
Learning Experience	LE6. I provide opportunities for students to engage in cultural observation and analysis.
Performance and Feedback	PF1. My students demonstrate growth through performances that are reflective of their learning experiences.
Performance and Feedback	PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.
Performance and Feedback	PF5. My grading system reflects multiple measures and an emphasis on language performance
Learning Tools	LT2a. My students and I appropriately use available technologies to develop and assess real world language and cultural competencie
Learning Tools	PR3. 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;">TELL CRITERIA STATEMENTS</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;">EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</p>
<p><i>Click here to enter text.</i></p> <p><i>Example:</i></p> <p>1. P1: I plan learning experiences based on my local curriculum and state and national standards.</p>	<p><i>Click here to enter text.</i></p> <p><i>Example:</i></p> <p>1. Standards-Based Thematic Unit - In groups, participants will design a thematic unit. Each group member will design a sequential individual lesson plan within the unit.</p>
<p>1. P1. I plan learning experiences based on my local curriculum and national standards.</p>	<p>Standard-Based Thematic Unit and Lesson Plans – Using backward design principals, participants will design a Standards-based thematic unit in groups. Based on the unit designed, participants will design two Standards-based lesson plans. The participants will develop two lessn plans incorporating at least two of the 5Cs for each each plan.</p>
<p>2. P2. I plan learning experiences to address the unique needs and interests of my students.</p>	<p>Lesson Plan/Practicum – Each Participant will create two lesson plans that incorporates a variety of strategies, meaningful tasks, target language use, and prior knowledge allowing students to make progress toward daily linguistic and cultural goals in different ways. Each participant will teach the two lessons designed to middle and/or high school students. Participants will develop two lesson plans allowing students to incorporate their favorite leisure time activities in their classroom projects</p>
<p>3 .P3. I use units based on proficiency targets and backward design principles.</p>	<p>Participants will develop units in groups based on proficiency targets and backward design principles.</p>
<p>4. P3c. I use units to provide opportunities for students to gain competence in the three communicative modes</p>	<p>Parcipients will develop units in groups with the three communicative modes coded wherever applicable.</p>
<p>5. P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</p>	<p>Participants will develop two lesson plans individually based on the unit plans developed in groups, in order to meet the unit performance objectives.</p>
<p>6. P7. My daily lesson plans contain activities that are contextualized, connect to prior learning , and require attention to meaning.</p>	<p>Parcipients will develop two lesson plans containing activities that are contextualized, connect to prior learning, and require attention to meaning. The first lesson plan will be taught and edited in trial-microteaching in small groups during the first week of the onsite program before microteaching with volunteer middle and high school students during the second week of the onsite program.</p>
<p>7.P8. I plan for lessons that contain learning experiences designed to keep all students engaged all the time.</p>	<p>Participants will plan and teach lessons based on inputs from volunteer students’ teachers Xin Chen and Sophie Chuang who are teaching the Mandarin Programs at Berkeley High School and Albany Middle School. Their knowledge of volunteer students’ prior learning experiences and interests will provide the teacher participants the unique opportunity to plan lessons that contain learning experience designed to keep all students engaged.</p>
<p>8.P9. I select resources that allow my students to access, evaluate and use authentic materials.</p>	<p>Participants will learn to use Ipad and other resources such as Venn Diagram, websites, authentic texts, and videos to allow students to learn the target language and culture using</p>

<p align="center">TELL CRITERIA STATEMENTS</p> <p align="center"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p align="center">EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</p>
9.LE4. I ensure that students receive comprehensible input.	<p>authentic materials.</p> <p>Comprehensible Input – Participants will explore a variety of strategies to use comprehensible input and to learn how to make comprehension check.</p>
10. LE5. I provide opportunities for my students to acquire language in meaningful contexts.	<p>Participants will explore a variety of strategies to provide opportunities for the volunteer students to use authentic language in meaningful context, and to avoid language drill.</p>
11 .LE6. I provide opportunities for students to engage in cultural observation and analysis.	<p>cultural observation and analysis – Participants will develop a sample list of authentic resources such as videos and authentic text for students to engage in cultural observation and analysis.</p>
12. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.	<p>Performance Assessment Tasks – Participants will create performance tasks in each mode for their practicum groups being assigned in the Student Program, reflecting the focus of the unit and lesson design.</p>
13. PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.	<p>The participants will work with the volunteer students in groups providing a variety of feedbacks to assist the students in growing toward the targets.</p>
14. PF5. My grading system reflects multiple measures and an emphasis on language performance	<p>Rubrics – Participants will review some of the rubrics and feedback strategies used in today’s schools and create an appropriate rubric for each performance task designed focusing on language use.</p>
15. LT2a. My students and I appropriately use available technologies to develop and assess real world language and cultural competence	<p>Ipad and laptops – Participants will use Ipad and laptops to search for language and cultural references, lessons, and assessment tools. They will also guide students during practicum to complete LinguaFolio and other assessments required by the program. During the onsite program, the participants will explore and use various virtual resources to develop unit and lesson plans and use them in microteaching.</p>
16. PR3. I am a reflective practitioner.	<p>Reflective Journal – Participants will write daily reflections on the topics discussed for that day. They will also give questions, opinions, and suggestions to the program instructor.</p>

You may add additional rows as necessary.

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.

TELL CRITERIA STATEMENTS <i>Participants can ...</i>	INSTRUCTIONAL TOPICS & RESOURCES <i>Participants need to know ...</i> <i>Participants will use...</i>		MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Participants will experience & 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.
	Need to know....	Will use....	
<i>Click here to enter text.</i> <i>Example:</i> <i>P1: I plan learning experiences based on my local curriculum and state and national standards.</i>	<i>Click here to enter text.</i> <i>Example:</i> <ul style="list-style-type: none"> ▪ National Standards ▪ State Standards 	<i>Click here to enter text.</i> <i>Example:</i> <ul style="list-style-type: none"> ▪ Standards for Foreign Language Learning in the 21st Century 	<i>Click here to enter text.</i> <i>Example:</i> <ul style="list-style-type: none"> ▪ Compare the ACTFL standards with their program state standards and develop a list of similarities) ▪ Develop a lesson plan incorporating at least 2 of the 5Cs
P1. I plan learning experiences based on my local curriculum and national standards.	<ul style="list-style-type: none"> • National Standards • California Standards 	World-Readiness Standards for Learning Languages California Standards Online Program Video	<ul style="list-style-type: none"> • Match described activities found in lesson plans to the 5Cs in order to determine which standards are being addressed and how (STELLA Beginning) • Develop a lesson plan incorporating at least two of the 5Cs (STELLA Emerging)
P2. I plan learning experiences to address the unique needs and interests of my students.	<ul style="list-style-type: none"> • Student-Centered Classroom Activities and Assignments 	Authentic Materials Backward Design Online Program Video	<ul style="list-style-type: none"> • Develop two lesson plans allowing students to incorporate their favorite leisure time activities in their classroom projects

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	Need to know....	Will use....	
P3. I use units based on proficiency targets and backward design principles.	<ul style="list-style-type: none"> • Understanding by Design • 2012 ACTFL Proficiency Guidelines 	<ul style="list-style-type: none"> • ACTFL ACTFL Proficiency Guidelines • Backward Design • STARTALK Student Curriculum Template • STARTALK & Berkeley STARTLAK Online Program Video 	<ul style="list-style-type: none"> • Identify elements of a unit plan and identify the sequences appearing in a backward designed unit (STELLA Beginning) • Develop backward designed unit in groups (STELLA Emerging) • Review 2012 ACTFL Proficiency Guidelines and compare examples at Novice low to intermediate low • Use LinguaFolio can-do statements that reflect unit theme and target proficiency level
P3c. I use Units that provide opportunities for students to gain competence in the three communicative modes	<ul style="list-style-type: none"> • Communicative Modes 	<ul style="list-style-type: none"> • ACTFL ACTFL Proficiency Guidelines • Backward Design • STARTALK Student Curriculum Template • Online Program Video 	<ul style="list-style-type: none"> • Identify modes from a lesson plan • Plan a lesson incorporating all modes
P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	<ul style="list-style-type: none"> • Backward Design 	<ul style="list-style-type: none"> • Backward Design • STARTALK Student Curriculum Template • Online Program Video • STARTALK Student Curriculum Template • STARTALK & Berkeley STARTALK Program Videos 	<ul style="list-style-type: none"> • Identify elements of a lesson plan and identify the sequences appearing in a backward designed unit (STELLA Beginning) • Develop backward designed lesson in groups (STELLA Emerging)

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	Need to know....	Will use....	
P7. My daily lesson plans contain activities that are contextualized, connect to prior learning , and require attention to meaning.	<ul style="list-style-type: none"> • Language Use vs Language Drill • ACTFL ACTFL Proficiency Guidelines • Backward Design • STARTALK Student Curriculum Template • Language Drill • Life-Centered • Student-Centered • Memory • Meaning 	<ul style="list-style-type: none"> • STARTALK & Berkeley STARTALK Online Program Videos 	<ul style="list-style-type: none"> • Identify components of language • Explore definition of language • Incorporating students’ experience and daily life in lesson planning • Using numbers from 1-10 to learning tones, as an example for meaningful learning
P8. I plan for lessons that contain learning experiences designed to keep all students engaged all the time.	<ul style="list-style-type: none"> • Life- and Student-Centered activities • i + 1 • Hands-on Activities 	<ul style="list-style-type: none"> • STARTALK & Berkeley STARTALK Online Program Video 	<ul style="list-style-type: none"> • Brainstorm ways to modify seat-based activities to incorporate hands-on activities (STELLA Beginning) • Develop performance-based activities incorporating visual & sensory stimuli and movement (STELLA-Emerging)
P9. I select resources that allow my students to access, evaluate and use authentic materials.	<ul style="list-style-type: none"> • Authentic Materials as Resources 	<ul style="list-style-type: none"> • Online Program Video • STARTALK Online Materials 	<ul style="list-style-type: none"> • Identify age-, grade-, proficiency level-appropriate authentic materials (STELLA-Beginning) • Develop a project that requires students to choose authentic materials as a resource to solve a problem or answer a question with maximum student engagement (STELLA-Emerging)

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	Need to know....	Will use....	
LE4. I ensure that students receive comprehensible input.	<ul style="list-style-type: none"> • Comprehensible Input • Comprehension Check • Language Use vs Language Drill • Using Target Language to teach & i + 1 <p>What, When and How</p>	<ul style="list-style-type: none"> • Online Program Video • STARTALK Online Materials 	<ul style="list-style-type: none"> • Brainstorm comprehensible input strategies and authentic materials to use in a target-language-only classroom (STELLA-Beginning), and micro teach with assistance from other participants to employ the strategies and materials selected • Develop a lesson plan for a target-language-only classroom and employ comprehensible input strategies in microteaching to ensure students' understanding of the concepts and activities (STELLA Emerging)
LE5. I provide opportunities for my students to acquire language in meaningful contexts.	<ul style="list-style-type: none"> • Meaningful Context Approach vs Grammar-Based/Vocabulary Approach • Language vs Drill 	<ul style="list-style-type: none"> • Online Program Video 	<ul style="list-style-type: none"> • Discuss some grammatical structures and brainstorm possible strategies to introduce the structures with meaningful context approach instead of grammar-based/Vocabulary Approach • Design activities and plan lessons to teach selected grammatical structures using using meaning context approach and avoid pattern drill.
LE6. I provide opportunities for students to engage in cultural observation and analysis.	<ul style="list-style-type: none"> • Authentic Materials • Culture Products, Practices, and Perspectives 	<ul style="list-style-type: none"> • Culture Lesson Teaching Demo during the onsite program 	<ul style="list-style-type: none"> • cultural observation and analysis – Participants will develop a sample list of authentic resources such as videos and authentic text for students to engage in cultural observation and analysis. They will also observe a culture lesson demo and participate in a discussion led by our instructional team members.
PF1. My students demonstrate growth through performances that are reflective of their learning experiences.	<ul style="list-style-type: none"> • Performance Objectives • Integrated Performance Assessment • Formative Assessment • Summative Assessment 	<ul style="list-style-type: none"> • Online Program Video • STARTALK Online Materials 	<ul style="list-style-type: none"> • Match performance objectives to assessment types and discuss their reasons for matching (STELLA Beginning) • Develop assessments corresponding to the performance objectives listed in their lesson plans (STELLA Emerging)

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	Need to know....	Will use....	
PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.	<ul style="list-style-type: none"> • Rubrics • Performance Objectives 	<ul style="list-style-type: none"> • Group developed lesson plans 	<ul style="list-style-type: none"> • Analyze existing rubrics in groups to determine how to increase expectations at different level (STELLA Beginning) • Analyze a unit or lesson plan in groups and determine what would be appropriate performance-based, Summative assessment within the plan. Then create a rubric for evaluating students for use in microteaching (STELLA Emerging)
PF5. My grading system reflects multiple measures and an emphasis on language performance	<ul style="list-style-type: none"> • Rubrics 	<ul style="list-style-type: none"> • Sample rubrics • Rubrics developed in groups during the onsite program 	Rubrics – Participants will review some of the rubrics and feedback strategies used in today’s schools and create an appropriate rubric for each performance task designed focusing on language use.
LT2a. My students and I appropriately use available technologies to develop and assess real world language and cultural competencies.	<ul style="list-style-type: none"> • Websites related to real world language and cultural learning 	<ul style="list-style-type: none"> • Online Program Video 	<ul style="list-style-type: none"> • Explore and use various virtual resources to develop unit and lesson plans and use them in microteaching
PR3. I am a reflective practitioner	<ul style="list-style-type: none"> • Professional Growth • Microteaching critiques: Self & Others 	Daily reflections Microteaching critiques	<ul style="list-style-type: none"> • Write daily reflections on learning experiences • Write and accept critiques for microteaching

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.

There will be online and onsite demo lessons by the mentor teachers. Volunteer students are recruited from Berkeley High School (BHS) and Albany Middle School (ALM) will be the students being taught by the mentor teachers and the teacher participants. Both Xin Chen (BHS Mandarin teacher and Curriculum & Instruction Consultant of 2014 Berkeley STARTALK Teacher Program) and Sophie Chuang (ALM Mandarin Teacher and Technology & Educational Specialist of 2014 Berkeley STARTALK Teacher Program) will provide advice before more students will be Berkeley High School students.

The microteaching will start on July 14th when the volunteer student report to the program. By this time, the teacher participants will have received 3-week online learning and 5-day face-to-face professional development prior to microteaching to enhance their online learning and will receive assistance from the mentor teachers from the beginning to the end of this 5-week blend program.

The 20 teacher participants will be assigned in 4 groups, 5 in each group for microteaching. The 30 volunteer student participants will be assigned to 4 different classes based on their language learning experiences and proficiency levels. Each volunteer student class will have a master teacher for the teacher participants. All mentor teachers are Berkeley-STARTALK Teacher Program graduates and are all holding California Teaching Credentials (licensure).

Each master teacher will serve as a mentor working with the group of teacher participants assigned to microteach. That is, the teacher participants and their mentor teacher will work together in groups from the beginning to the end of this summer institute. Each master teacher will offer one 45-minute teaching demos in assigned class, one each on the first three days of the Student Program. Each teacher participants will observe their master teacher's demo and will microteach two 45-minute lessons designed in the teacher program. All microteaching sessions will be videotaped and each teacher participant will receive a USB with all the microteaching sessions. Additional demo lessons by the master teachers will be included on the online program website for reference.

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?

Before the onsite program, the participants are required to participate in a 3-week online program. In this flipped professional development model, they will join the online group for 2014 Berkeley STARTALK Program. Participants need to listen to the lectures, watch videos, take notes, answer questions, and work on their unit and lesson plans in groups with assistance from their mentor teachers. They will attend the onsite program to finalize their unit and lesson plans, do microteaching in assigned groups during the first week of the onsite program before their microteaching in real classroom setting with volunteer students in the last week of the program.

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 (Online Program - Grammar)	<ul style="list-style-type: none"> • Tones in Mandarin Part 0-III • Neutral Tone in Mandarin
Day 2	<ul style="list-style-type: none"> • Sentence-Final Particles ma, ba, ne • Q-Pronouns for Indefinite Reference
Day 3	<ul style="list-style-type: none"> • Adverbials 才 & 就 • 否定副詞: 不 vs 沒
Day 4	<ul style="list-style-type: none"> • Verb + 起來 • Aspect Markers 著 & 過
Day 5	<ul style="list-style-type: none"> • Auxiliary Verbs 會, 能, 可以 & 得 • 是.....的
Day 6 (Online Program - Pedagogy)	<ul style="list-style-type: none"> • Program Introduction • Definition of Language • Using Target Language to Teach
Day 7	<ul style="list-style-type: none"> • ACTFL Standards and Application • STARTALK Endorsed Principles of Teaching and Learning
Day 8	<ul style="list-style-type: none"> • Backward Design Overview • Your Backward Designed Unit and Lesson Plans
Day 9 (Online Program - Tech 1)	<ul style="list-style-type: none"> • Tech Section Opening • Google For Education: Function • Google Mail
Day 10	<ul style="list-style-type: none"> • Google Calendar • Google Youtube • Google Handout • Things you could do with Google Drive

TIMELINE	INSTRUCTIONAL TOPICS
Day 11 (Online Program - Tech 2; Planning for Online Small Group Meeting with Mentor Teachers and Lead Instructor at Selected Time; Starting to Develop Unit Plans in Groups)	<ul style="list-style-type: none"> • Crear Google Forms in Chinese (by Kevin Yang) • Create Google Forms in English (by Marc Dubeau)
Day 12 (Online Program –Tech 2 Continued)	<ul style="list-style-type: none"> • Google Drive: Doc (by Anson Alexander) • Google Form + MCQ in Chinese (by Kentcomputer)
Day 13	<ul style="list-style-type: none"> • Google Form + MCQ in English (by allaboutpete) • 延伸閱讀: Google 表單上的應用
Day 14 (Online Program – Tech 3; Last Day of Online Program: July 6)	<ul style="list-style-type: none"> • Chrome Add On: Chinese dictionary Pera Pera • Chrome Add On: TCSL
Day 15 (Onsite Program Starts)	<ul style="list-style-type: none"> • Group & Classroom assignments • Questions and Clarifications about Online Materials • Completing Unit Plan Development in Groups • Developing Individual Lesson Plans 1 in Groups
Day 16	<ul style="list-style-type: none"> • Completing Individual Lesson Plans 1 in Groups
Day 17 (Site Visit Day)	<ul style="list-style-type: none"> • Lesson 1 Microteaching in Groups • Microteaching Critiques & Lesson 1 Refining in Groups
Day 18	<ul style="list-style-type: none"> • Developing Individual Lesson Plans 2 in Groups
Day 19	<ul style="list-style-type: none"> • Developing Individual Lesson Plans 2 in Groups Continued

TIMELINE	INSTRUCTIONAL TOPICS
Day 20	<ul style="list-style-type: none"> • Completing Lesson Plans 2 in Groups • Preparing for Microteaching in Groups in Real Classroom Setting with Volunteer Students • Discussions & Mini Demo Lesson for Intergrating Culture, Language & Content (led by Xin Chen, Berkeley STARTALK Program Curriculum & Instruction Consultant & Sophie Chuang, Berkeley STARTALK Program Technology & Education Specialist) • Information Session: a) How to Become a State Certified Teacher (Led by State Certified Berkeley STARTALK Program Instructional Team Members b) UC Berkeley NCCLP Teaching Chinese as a Heritage/Other Language Certificate Program
Day 21	<ul style="list-style-type: none"> • Microteaching in Groups • Microteaching Critiques in Groups and/or with Other Groups
Day 22	<ul style="list-style-type: none"> • Microteaching in Groups • Microteaching Critiques in Groups and/or with Other Groups
Day 23	<ul style="list-style-type: none"> • Microteaching in Groups <p>Microteaching Critiques in Groups and/or with Other Groups</p>
Day 24	<ul style="list-style-type: none"> • Microteaching in Groups • Microteaching Critiques in Groups and/or with Other Groups
Day 25	<ul style="list-style-type: none"> • Microteaching in Groups • Microteaching Critiques in Groups or with Other Groups • Graduation Ceremony

You may add additional rows as necessary.

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

In January or early February 2015, all Berkeley STARTALK Participants in the past seven years will be invited back to the Berkeley STARTALK Post Program workshop to share their lesson plans, teaching strategies and resources.