



BASIC PROGRAM INFORMATION

Host Institution:	Bryant University							
Program Title:	Bryant STARTALK Chinese Language Teacher Program							
Language(s):	Chinese			University Credit:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Program Setting:	<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>							
Duration:	<i>Weeks/Days:</i>	3 weeks	<i>Total Contact Hours:</i>	90	<i>Hours online:</i>	2	<i>Hours on onsite:</i>	88
Curriculum designed by:	Jing Xu, Kongli Liu							
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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?

Our target audiences are novice (pre-service to 2 years of teaching experience) and heritage teachers. Participants will be mainly from public/private K-12 schools, teacher colleges or other graduate programs, and heritage schools. The focus of the program is comprehensible input and target language use. Pedagogically, the vast majority of novice and heritage teachers doesn't understand the importance of target language use and doesn't have necessary skills in comprehensible input. Even experienced teachers who taught in our previous STARTALK Student Programs were found having difficulty in using comprehensible input and adequate target language. Through instruction sessions/common lesson planning/practice teaching /mentoring/feedback, by the end of the program participants will be able to conduct classroom teaching that uses at least 90% target language and meets ACTFL standards and STARTALK principles. Particularly, participants will be able to:

- understand why students need to receive comprehensible input,
- use various strategies to apply comprehensible input,
- demonstrate how and explain why the strategies for comprehensible input are used, and
- Create a classroom environment that is culturally-rich and encourages the use of the target language.

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>
Environment	E4. I create a classroom environment that is culture-rich and encourages the use of the target language.
Planning	P1. I plan learning experiences based on my local curriculum and state and national standards.
Planning	P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives. P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning, has: Instructional Topic: Use of Target Language and Comprehensible Input

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
	Strategies.
Learning Experience	LE4. I ensure that students receive comprehensible input.
Performance and Feedback	PF1. My students demonstrate growth through performances that are reflective of their learning experiences.

TELL DOMAINS**TELL CRITERIA STATEMENTS***Number the Criteria statements here and then transfer to Stage 2.***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?

TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 3.</i>	
<p>1. E4. I create a classroom environment that is culture-rich and encourages the use of the target language.</p>	<p>Participants will create a list of ways that they can incorporate culturally authentic materials in their classrooms, which will help create a classroom environment that is culture-rich and encourages use of the target language.</p> <p>Participants will create a list of possible materials that are culturally authentic for classroom decorations that they observe and implement during the real-classroom practicum in the 2nd and 3rd weeks. They can pick and choose based on their teaching theme in their future classrooms.</p> <p>Working in groups, participants will actually design and decorate culturally authentic classrooms. They will reflect on their classroom design and explain what makes their classroom culturally authentic.</p>
<p>2. P1. I plan learning experiences based on my local curriculum and state and national standards.</p>	<p>Standard-Based Thematic Unit – In groups, participants will design a thematic unit for their practicum in the 2nd and 3rd weeks of the program for students enrolled in Bryant’s Chinese Activity Mastery Program (CAMP) Bryant. Following the curriculum of the CAMP program, each group member will design sequential individual lesson plans within the unit.</p> <p>Participants will discuss and create a list of criteria about how to choose and adapt textbooks that integrate content and culture for their future curriculum.</p>

TELL CRITERIA STATEMENTS	
<i>Number the Criteria statements here and then transfer to Stage 3.</i>	
<p>3. P6. I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</p>	<p>Participants will sequence a unit appropriately according to the principles of backward design.</p> <p>Using the STARTALK lesson planning template, each participant will design 5 lesson plans for their teaching using backward design principles and reflecting national and/or local standards.</p>
<p>4. P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning, has: Instructional Topic: Use of Target Language and Comprehensible Input Strategies.</p>	<p>Choosing a content based unit from the curriculum used in their school, participants will plan a series of activities that are relevant and comprehensible to the students while still supporting their learning across content areas.</p>
<p>5. LE4. I ensure that students receive comprehensible input.</p>	<p>Participants will describe the strategies that are helpful in ensuring students receive comprehensive input.</p> <p>Participants will choose a content-based lesson plan that they have already written and demonstrate how they would teach their students a lesson in the content area using the target language, and make use of comprehensible input strategies.</p> <p>Participants will develop a presentation for novice teachers on strategies they use to make sure students use the target language 100% of the time.</p> <p>The first step is for teachers to use target language 100% of the time.</p>
<p>6. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.</p>	<p>Participants will develop a list of performance objectives and corresponding assessments, deciding which assessments they would use in their classes and when.</p> <p>Participants will individually match a list of performance objectives to a list of assessment types. As a group, participants will discuss why they chose to match specific assessments to specific learning objectives.</p>

TELL CRITERIA STATEMENTS	
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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....	
1. E4. I create a classroom environment that is culture-rich and encourages the use of the target language.	How to define a culturally authentic classroom	Workshop by Lihua Zhang Shorter, Brookline High School: "How to Design a Culturally Authentic Classroom and Learning Environment"	<ul style="list-style-type: none"> ▪ Participants will create a list of ways that they can incorporate culturally authentic materials in their classrooms. They will reflect and explain what makes their classroom culturally authentic and encourages the use of target language. <p>Working in small groups, participants will design the ideal culturally authentic classroom where they will be teaching in the second and third week.</p>
2. P1. I plan learning experiences based on my local curriculum and state and national standards.	<ul style="list-style-type: none"> . National Standards . State Standards . StarTalk Principles 	<ul style="list-style-type: none"> . Workshop by Dr. Yun Xiao, Bryant University: "National Standards and What Do They Mean to 	<ul style="list-style-type: none"> . Participants will match described activities found in a model lesson plan to the 5 Cs in order to determine which standards are being addressed and how.

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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....	
		Teachers?" . Reading: Standards for Foreign Language Learning in the 21st Century . Workshop by Jing Xu, "Embody StarTalk Principles in Everyday Teaching"	<ul style="list-style-type: none"> . Participants will pair and share the elements they believe are essential when planning quality learning experiences. . Working together they will brainstorm a top-ten list. . Participants will compare their list to the StarTalk-endorsed principles, discussing differences and similarities.
3. 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"> . What is backward design? . How to design a lesson plan? 	<ul style="list-style-type: none"> . Workshop by Dr. Donald Holder, Bryant University: "Understanding by Designed: How to Design a Lesson Plan" . Workshop by Jing Xu, "Examples of Backward-designed Lesson Plans" 	<ul style="list-style-type: none"> . Participants will consider the individual elements of a unit plan that are presented out of sequence and then identify the stage for each element. . Participants will analyze the STARTALK lesson plan template by reviewing the performance objective and standards and examining the order of activities in order to determine how the teacher prepares students to complete the activities successfully. . Using StarTalk lesson plan template, participants will design and revise their 5 lesson plans prior to their practice teaching using the

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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....	
			textbook for the student program.
4. P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning, has: Instructional Topic: Use of Target Language and Comprehensible Input Strategies.	<ul style="list-style-type: none"> . What is content-based instruction? . What is i+ 1 approach? 	<ul style="list-style-type: none"> . Workshops by Dr. Yu-Lan Lin, Boston Public Schools: "Design Lessons and Meaningful Classroom Activities for Effective Learning", "Target Language Use in Classroom Activities" . Book readings "Total Participation Techniques" Himmele . Video "Making Meaning in the Immersion Classroom: Comprehensible Input" 	<ul style="list-style-type: none"> . Participants will discuss activities that are relevant and comprehensible to the students and that support their learning across content areas. . Participants will review profiles of their students with different learning needs. They will choose activities to plan a learner-centered lesson to meet student needs. . Participants will plan a lesson using authentic materials at i+1 and address how they will use target language to explain activities and concepts and employ strategies that guarantee consistent comprehensive input.
5. LE4. I ensure that students receive comprehensible input.	Why comprehensible input is important. The requirement of use of target language at 90% of time.	<ul style="list-style-type: none"> . Workshops by Dr. Yu-Lan Lin, Boston Public Schools: "Effective Teaching: The Importance of 	<ul style="list-style-type: none"> . Participants will experience two demo lessons in a language other than their own. One lesson will have limited comprehensible input and the other will have appropriate levels of comprehensible input.

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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....	
		Using Target Language”, “Strategies and Skills of Comprehensible Input” . Video - presentation on comprehensible input “StarTalk Teacher Development: Checking for Comprehension” by Mimi Met and Greg Duncan. . Book Reading “Let’s Play Games”	. Participants will discuss strategies they learned from the video that were helpful in ensuring students understanding.
6. PF1. My students demonstrate growth through performances that are reflective of their learning experiences.	How to measure student growth? What kinds of assessments are available? What are the latest technologies out there to help?	. Workshop by Min Zhou and Rebecca Blouwolff, Wellesley Middle School: “Test Less, Teach More: Formative Assessment for Busy Teachers” . Workshop by Jie Gao, Newton Public Schools: “Classroom Activities	. Participants will review a list of performance objectives and match them to a list of assessment types. As a group, participants will discuss why they chose to match specific assessments to specific learning objectives. . Participants will view and discuss latest online technologies. . They will share their experience about what technologies can be used for what assessments

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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....	
		Focused on Target Language Use and Performance-Based Assessment” . Workshop by Jie Gao, Newton Public Schools: “Using Technology To Teach Chinese to the 21st Century Language Learners”	and when.

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.

Yes. After receiving trainings in the first week, each participant will have a practicum teaching experience at Bryant’s Chinese Activity Mastery Program (CAMP). CAMP accepts students from 5th to 12th grade. There will be five classes with approximately 10 students per class. Startalk participants will be grouped into 5 teaching teams. Each team will have a mix of participants with different level of teaching experience. Following the curriculum of CAMP (which was designed based on STARTALK principles), participants will design and refine their lesson plans prior to their practice teaching.

Each participant will be teaching 5 hours in the class. One of these 5 teaching hours will be observed by the Lead Teacher. All 5 teaching hours will be observed by peer participants. Both written and oral feedback will be provided to the participant. They will also be asked to collect student learning evidence in the areas of reading, listening, writing and speaking during their teaching practice.

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 those learning experiences support the onsite experiences?

Participants were provided with the following online resources and asked to review them prior to onsite program start:

- Making Meaning in the Immersion Classroom: Comprehensible Input (our program focus): <https://startalk.umd.edu/teacher-development/additional-resources>
- For information about StarTalk and resources available: <https://startalk.umd.edu/resources/>

These online materials will help participants to understand first what StarTalk is, and its work over the years in the teaching development and student foreign language learning. They will also make them more familiar with the instruction topics in the onsite training session.

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
July 7, 2014, Day 1	<ul style="list-style-type: none"> . Workshop by Dr. Yun Xiao, Bryant University: “National Standards and What Do They Mean to Teachers?” . Workshop by Jing Xu, “Embody StarTalk Principles in Everyday Teaching” . Workshops by Dr. Yu-Lan Lin, Boston Public Schools: “Effective Teaching: The Importance of Using Target Language” . “Collaborative Lesson Planning” led by Jing Xu
July 8, 2014, Day 2	<ul style="list-style-type: none"> . Workshop by Dr. Yu-Lan Lin, Boston Public Schools: “Target Language Use in Classroom Activities” . Workshop by Dr. Yu-Lan Lin, Boston Public Schools: “Strategies and Skills of Comprehensible input” . Video “Making Meaning in the Immersion Classroom: Comprehensible Input . “Collaborative Lesson Planning” led by Jing Xu
July 9, 2014, Day 3	<ul style="list-style-type: none"> . Workshop by Lihua Zhang Shorter, Brookline High School: “How to Design a Culturally Authentic Classroom and Learning Environment” . Workshop by Dr. Yu-Lan Lin, Boston Public Schools: “Design Lessons and Meaningful Classroom Activities for Effective Learning” . Video - presentation on comprehensible input “StarTalk Teacher Development: Checking for Comprehension” by Mimi Met and Greg Duncan . “Collaborative Lesson Planning” led by Jing Xu

TIMELINE	INSTRUCTIONAL TOPICS
July 10, 2014, Day 4	<ul style="list-style-type: none"> . Workshop by Dr. Donald Holder, Bryant University: “Understanding by Designed: How to Design a Lesson Plan” . Workshop by Jing Xu, “Examples of Backward-designed Lesson Plans” . Workshop by Judith Judith Weidenbacher, St. Joseph School: “Total Participation Techniques” . Workshop by Jie Gao, Newton Public Schools: “Classroom Activities Focused on Target Language Use and Performance-Based Assessment” . “Collaborative Lesson Planning” led by Jing Xu
July 11, 2014, Day 5	<ul style="list-style-type: none"> . Workshop by Min Zhou and Rebecca Blouwolff, Wellesley Middle School: “Test Less, Teach More: Formative Assessment for Busy Teachers” . Workshop by Jie Gao, Newton Public Schools: “Using Technology To Teach Chinese to the 21st Century Language Learners” . Workshops on “How to become a certified Chinese Teacher? Certification Case Studies of Rhode Island and Massachusetts” . “Collaborative Lesson Planning” led by Jing Xu
July 14, 2014, Day 6	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 15, 2014, Day 7	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 16, 2014, Day 8	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu

TIMELINE	INSTRUCTIONAL TOPICS
July 17, 2014, Day 9	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 18, 2014, Day 10	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 21, 2014, Day 11	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 22, 2014, Day 12	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 23, 2014, Day 13	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
July 24, 2014, Day 14	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu

TIMELINE	INSTRUCTIONAL TOPICS
July 25, 2014, Day 15	<ul style="list-style-type: none"> . Collaborative Lesson Planning . Practice teaching with Bryant CAMP students: Focus on target Language Use . Class observation . Critiquing and feedback led by Jing Xu
Reunion and Curriculum Follow-up Day (October)	<ul style="list-style-type: none"> . Share actual classroom teaching experience with comprehensible input . Participants discuss and reflect on what they have learned in the program

You may add additional rows as necessary.

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

Upon completion of this program, participants are given the option for 3 graduate credits through Bryant's Master of Art In Teaching (MAT) which is an approved teacher certification program in RI. Participants can continue with the MAT certification program to become certified in RI.

Collaborating with Confucius Institute at Bryant, this program also offers participants an opportunity to continue their professional development on a subsidized study trip to China for 2 weeks after Startalk. They will be traveling with the high school students they taught during the program.

After the program, the online platform will stay open and be maintained so that all participants can continue interacting on various topics regarding the training program in this learning community.

During school year, participants will be offered opportunities to participate in Chinese language and culture events at Bryant, including China Seminar Series, Chinese Culture Night at Providence WaterFire, Mid-autumn Festival Celebration, Chinese New Year Celebration, and etc.