

Putting Standards Front and Center

Building Leadership in the Arabic Language Teaching Community
Technology as the Core of Standards-Based Arabic Instruction



Occidental College World Language Project

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Who

- CSMP
- CWLP
- **OCWLP**

What

Building communities that develop, sustain and enhance teacher leadership in classrooms, schools, and language teaching communities

How

- Multi-entry points
- Expansive definition of leadership
- Support System throughout language teaching career



Putting Arabic Standards Front and Center

Invitational

Building Leadership

Technology as a Core

Proficient

Developing

Advancing

Beginning

Developing

Our Successes

2 Instructors

10 Instructors
3 Leaders-in-Training
6 Ready to join



17 Presenters, PD, Lead Teachers

95% of California's certified Arabic language teachers are from our program.

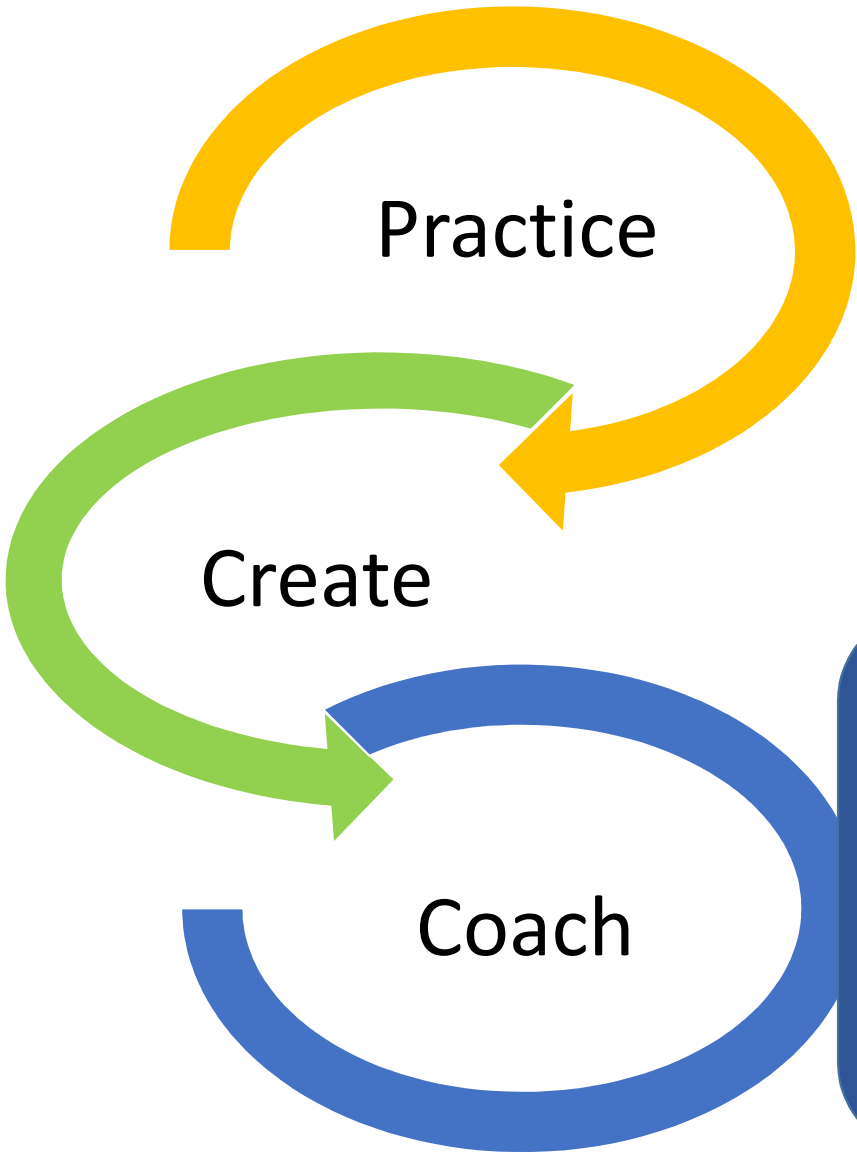
Teachers Teaching Teachers

Research-Based, Pedagogically Sound Practice

Learning by Doing

Time to Develop Leadership Capacity Programs Provide Support System

Observe
Design/
Create
Teach
Reflect
Revise



Observe
Adapt
Teach
Reflect

Plan
Model
Reflect
Observe
Nurture Growth

Designing Learning Episodes

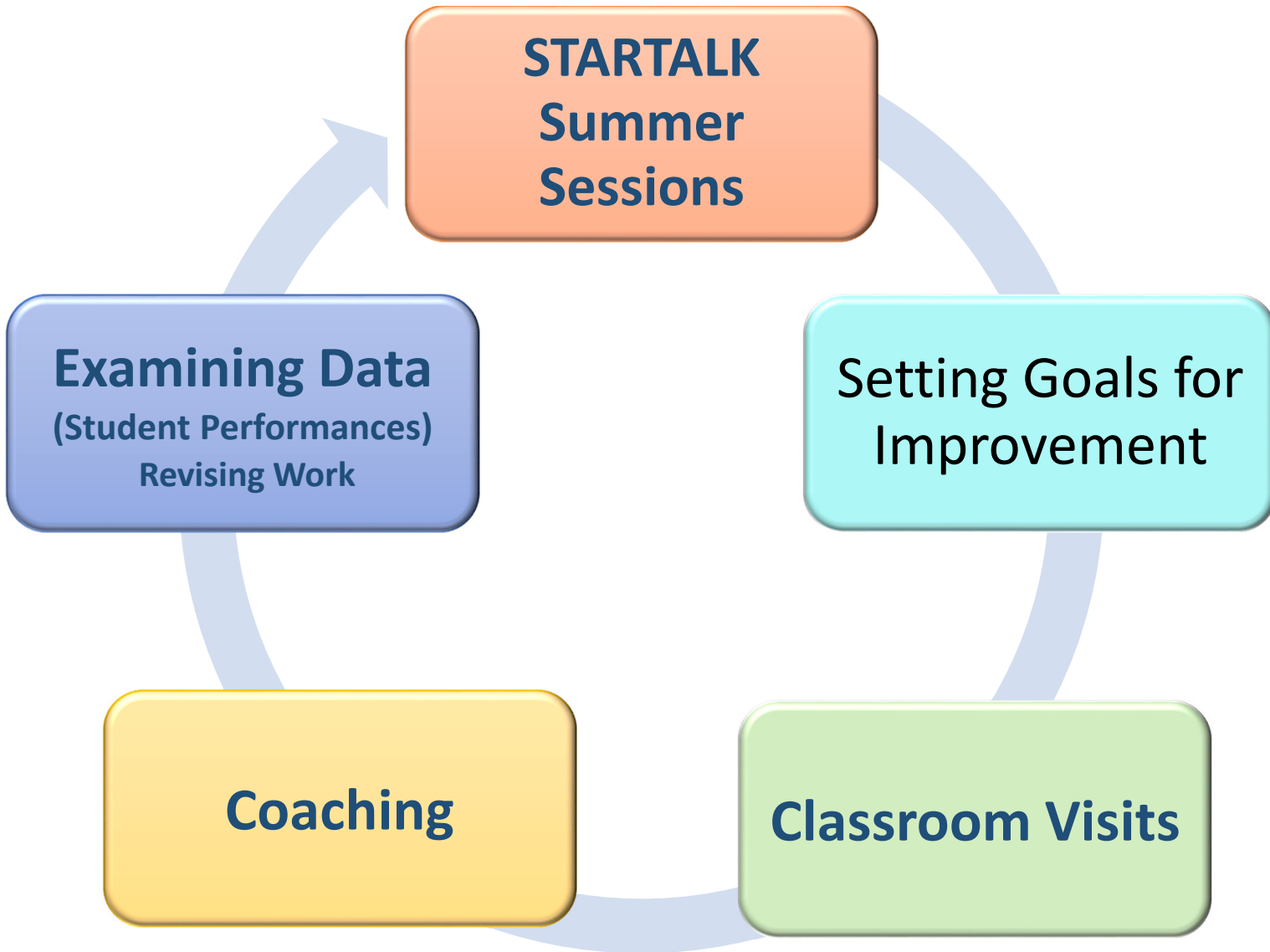
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graph TD; A[Designing Learning Episodes] --> B[Designing Learning Plans]; B --> C[Designing Thematic Units]; C --> D[Designing Curriculum Maps]; D --> E[Designing Workshops / Training Sessions];
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Designing Learning Plans

Designing Thematic Units

Designing Curriculum Maps

**Designing Workshops /
Training Sessions**



PUTTING THE STANDARDS FRONT AND CENTER

Occidental College's *Putting the Standards Front and Center: An Infrastructure Project for Teacher Development* provides program directors and lead instructors with multiple resources that can be used individually or collectively.

The materials present concepts simply, are reflected in instructional materials and video-clips of on-target practice, provide participant-centered activities that stimulate reflection and the use of tools to gauge on target practice, focus on the delivery and differentiation of model materials, and offer a modular approach that can be used to construct a variety of professional development experiences.

The materials include a model unit, lessons, and learning episodes that were created with funds from a Qatar Foundation International (QFI) grant and STARTALK to provide the resources necessary for teachers to learn to teach rather than create and teach.



(1) The **Pre-Program Survey** provides program directors with information that helps in the selection of participants and/or the differentiation of instruction.



(2) The **Pedagogy Sessions** feature STARTALK best practices, present concepts simply, provide participant-centered activities that stimulate reflection and tools to gauge on-target practice. Sessions may be used in a variety of professional development programs based on time, interests, and understanding of the principles and practices of standards-based instruction.



(3) The **Technology Sessions** demonstrate step-by-step how to use a variety of technologies that support standards-based instructional approach.



(4) **Power-Points** present the learning outcome for the day, the daily schedule, a warm-up activity, and reflections to close for the day.



(5) **Resources** such as teacher program curricula, instructional & support materials, reading lists, and more.



(6) **E-Learning Modules**

INTRODUCTION

Welcome to **Integrating Language, Culture and Content** a STARTALK Multimedia Workshop produced by the Occidental College site of the California Foreign Language Project. This workshop is designed to support teachers in all phases of their careers, leaders of professional development and university faculty responsible for teacher education.

The workshop showcases the Standards for Foreign Language Learning in the 21st Century in action as Arabic language teachers integrate language, culture and content. This program is intended for use in a twelve-hour professional development program.

The workshop has been divided into six segments for easy viewing online. Each segment is accompanied by downloadable pdf resources, and each video segment can be viewed in your browser or downloaded in MP4 format for viewing on most portable media devices.



DOWNLOAD VIDEO

SEGMENT MATERIALS

INSTRUCTOR'S MANUAL

MODEL THEMATIC UNITS



Assessments

- Integrated Performance Assessment



Unit & Lesson Plans

- Lessons 1-5
- Lessons 6-10
- Lessons 11-15
- Unit Plan



Handouts & Instructional Materials

- Lesson 1: Meeting and Greeting in the Arab World
- Lesson 2: Wellbeing: How are you?
- Lesson 3: Telling about Country of Origin

PUTTING THE STANDARDS FRONT AND CENTER - INSTRUCTIONAL MATERIALS



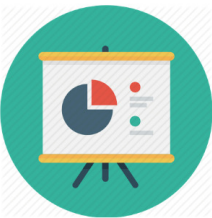
Listening to Young Adults from the Arab Speaking World - Interpretive Communication



Skyping with a Young Adult from the Arab Speaking World - Interpersonal Communication



Surveying the Class about Preferences - Interpersonal Communication

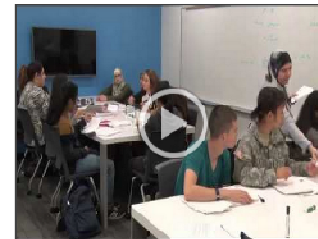


Powerpoints

- Lesson 1: Meeting and Greeting in the Arab World
- Lesson 2: What is your Name?
- Lesson 3: Telling about Country of Origin?
- Lesson 4: Asking about Wellbeing
- Lesson 5: Asking about wellbeing when talking to Arabs from various regions
- Lesson 6: Residence & Nationalities
- Lesson 7: Phone Numbers
- Lesson 8: Communication in the 21st Century



Using Whatsapp to Text in the Morning - Interpersonal Communication



Completing a Facebook Profile - Presentational Communication



Constructing a Facebook Profile: Favorites - Presentational Communication