

EDC&I 495
STARTALK: Preparing Teachers for the 21st Century
Summer
July 9-25, 2014

Course Instructor:

Svetlana Abramova, PhD

Department of Slavic Languages and Literatures
svetlana.v.abramova@gmail.com

Vinton Eberly M.Ed.

veberly@cvsd.org

Course Description:

This course is designed to prepare language teachers to teach within a standards-based approach. Participants will experience hands-on the development of content-based (STEM (Science, Technology, Engineering, Math) in particular) lessons, performance-based assessments, technology-based materials, and differentiated lessons with a focus on the needs of Russian and Persian heritage learners. During the program, teachers will participate in a week-and-a-half-long methods course with group and self-paced learning modules each afternoon, followed by observation and micro-teaching in a week-long summer language program for heritage Russian high school student and Persian Intensive UW course. The enduring understandings for the teachers include: value of content-based language teaching, importance of maximum target language use, using authentic resources but making such resources comprehensible, planning lessons with the end in mind, and using performance-based assessment to show what students can do in the language.

Course Objectives:

Beginning and continuing teachers will:

- Understand and recognize differentiated instructional planning and design, with a focus on needs of heritage learners
- Develop and present Standards-based lessons that are contextualized, communicative, and tap into multiple learning styles to meet the needs of a variety of learners
- Design performance-based assessments
- Understand Connections by integrating STEM and drama in the world-language classroom
- Acquire tools for effective language instruction via sound theoretical foundations and hands-on practice
- Have an understanding of the processes of language acquisition and child development
- Create a portfolio that demonstrates knowledge and understanding of the principles of language learning and teaching
- Understand and work within a curriculum planning process based on backward design so that Enduring Understandings and Essential Questions are integral

Materials:

Required reading packet, to be provided

The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design, by Donna Clementi and Laura Terrill

Resources in Moodle

Reference/suggested:

Standards for Foreign Language Learning in the 21st Century (ACTFL) (full book)

The Essential of World Languages Grades K-12 (Jensen and Sandrock)

The Keys to the Classroom (Paula Patrick)

The Keys to Assessing Language Performance (Paul Sandrock)

Languages and Children: Making the Match (Helena Curtain and Carol Ann Dahlberg)

The Russian Context (Boyer and Gerhart)

National Heritage Language Center <http://www.nhlrc.ucla.edu/>

Russian without Borders

<http://www.international.ucla.edu/languages/publications/article.asp?parentid=109716>

Teacher Effectiveness in Language Learning <http://www.tellproject.com/>

Teacher/Principal Evaluation Project <http://www.tpep-wa.org>

Course Outline:**Week 1 – 15 hours**

Date	Content	Tasks
<p>Day 1 July 9, 2014 9:00 am – 12:00 pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Opening of Program</p> <p>Morning: Techniques for maximum target language use; making input comprehensible; brief overview of history of WL methods in US; TPR; three modes of communication;</p> <p>Afternoon: Moodle training; introduction to technology tools for language learning and teaching (modules in Moodle)</p>	<p>Read/view: resources in Moodle “How to use maximum amount of target language”</p> <p>Write: Reflection #1, posted in Moodle</p>
<p>Day 2 July 10, 2014 9:00 am – 12:00 pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Morning: Backward design in lesson planning; theme-based lesson planning including STEM – connecting to content; proficiency guidelines; can-do statements Research of STEM topics for practicum lessons;</p> <p>Afternoon: Continued use of technology tools, begin creating / identifying lesson plans for STARTALK Russian Student Program LinguaFolio Online for developing collection of evidence</p>	<p>Read/view: resources in Moodle “Backward design” and “Connections: STEM”</p> <p>Demonstrate: draft of curriculum map using backward design;</p> <p>Write: Reflection #2, posted in Moodle</p> <p>Begin LinguaFolio self-assessment</p>

Date	Content	Tasks
<p>Day 3 July 11, 2014 9:00 am – 3:00 pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Morning: Museum of Flight visit; Aviation Learning Center</p> <p>Afternoon: MOF Challenger Learning Center; research STEM microteaching lesson topics</p>	<p>Demonstrate: identify one STEM based lesson geared towards secondary school Heritage speakers</p> <p>Write: Reflection #3, posted in Moodle</p>

Week 2 – 25 hours

<p>Day 4 July 14, 2014 9:00 am 10:00 am– 12:00 pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Morning: Model STEM class (Abramova) and debrief; Standards based, communicative language teaching pedagogy; differentiating instruction to meet the needs of heritage language learners</p> <p>Afternoon: Technology; Google Sites, Moodle, TPR taping/recording</p>	<p>Read/view: research resources on the topic of the STEM lesson</p> <p>Read/view: resources in Moodle “Standards” and “Heritage Learners”</p> <p>Write: Reflection #4, posted in Moodle</p> <p>Demonstrate: TPR lesson (videotaped)</p>
<p>Day 5 July 15, 2014 9:00 am – 12:00 pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Morning: Standards, Formative and Summative Assessment, Proficiency guidelines, 21st century skills map; rubrics: WA state teacher certification/endorsement requirements;</p> <p>Afternoon: Advocacy for Language Learning, Prof. Development by Dr. Bridget Yaden, Pacific Lutheran University ; ACTFL, ACTR and AATSEEL information</p>	<p>Read/view: resources in Moodle “Assessments”</p> <p>Write: Reflection #5, posted in Moodle</p>
<p>Day 6 July 16, 2014 9:00 am – 12:00pm</p> <p>1:00 pm – 3:00 pm</p>	<p>Morning: Lesson plan formats; writing lesson plans; Common Core State Standards; TPEP (WA state teacher evaluation)</p> <p>Afternoon: Teacher Evaluation (TPEP & World Languages)</p>	<p>Write: Reflection #6, posted in Moodle</p>

	TPEP & WL In-Depth by Lynn Johnston (WAFLT)	
Day 7 July 17, 2014 9:00 am – 12:00 pm	Morning: Micro-teaching demonstration (Eberly); debrief of lesson; formative rubric completion; TELL self-assessment	Write: Reflection #7, posted in Moodle
1:00 pm – 3:00 pm	Afternoon: Mock WEST-E (WA state teacher endorsement test); Prepare STEM lessons	Demonstrate: show understanding of WL teacher competencies via West-E quiz
Day 8 July 18, 2014 9:00 am – 12:00 pm	Morning: Review mock WEST-E; relate mock WEST-E to TELL project; Meet with STARTALK site visitors	Write: Reflection #8, posted in Moodle
1:00 pm – 3:00 pm	Afternoon: Prepare micro-teaching lessons.	Continue work on STEM lesson

Week 3 (Practicum) – 25 hours

Date	Content	Tasks
Day 9 July 21, 2014 9:00 am – 12:00 am	Morning: ACTFL Oral Proficiency Interview computer-based (OPIc) ACTFL Writing Proficiency Test (WPT)	Write: Reflection #9, posted in Moodle
1:00 – 3:00 pm	Afternoon: Prepare STEM lessons	Continue work on STEM lesson
Day 10 July 22, 2014 9:00 am – 11:00 am	Morning: Prepare formative assessment instrument; observe STARTALK student class (Space Race lesson- Abramova); debrief; observe student technology lessons	Write: Reflection #10, posted in Moodle
1:00 – 3:00 pm	Afternoon: Prepare STEM lessons; lesson plans due	Lesson plans for micro-teaching due.
Day 11 July 23, 2014 9:00 am – 11:00 am	Morning: Teachers practice presenting lessons to each other and observing and giving feedback; debrief;	Write: Reflection #11, posted in Moodle
1:00 – 3:00 pm	Afternoon: Final Preparation STEM lessons	Continue work on STEM lesson

Day 12 July 24, 2014 9:00 am – 12:00 am 1:00 – 3:00 pm	Morning: Micro-teaching lessons to student STARTALK program; debrief of lessons Afternoon: Debrief continued, as necessary; final technology requirement completion	Write: Reflection #12, posted in Moodle
Day 13 July 25, 2014 9:00 am – 11:00 am 11:30-1:00	Morning: STARTALK Surveys Presentation of technology - Google sites; completion of course requirements SPECIAL LUNCH: Location: University District Closing ceremony	

Assessment:

Task	Description	Points
Participation	Regular, consistent, active participation in all activities (including attendance)	10 pts x 13 days = 130 pts
Journals	Daily written reflection journals, in English or Russian. Typed, 200 words minimum. Not graded for accuracy but rather for content & reflection.	10 pts x 12 days= 120 pts
STEM Microteaching lesson plan and teaching of lesson	Written and demonstrated 10-15 minute STEM lesson on July 24 to demonstrate understanding of comprehensible input and differentiation in a standards-based, content rich lesson	100 pts
Mock WEST-E	Quiz on World Language Endorsement Competencies, multiple choice in Moodle	50 pts
TPR/realia/comprehensible input demo	5 minute video taped lesson sample, all in target language, showing skills in TPR, realia, and other skills to make input comprehensible	50 pts
Performance-based assessment with rubric	To accompany written lesson plan. Clear description of assessment, scoring rubric.	50 pts
LinguaFolio Online	Online portfolio of English (or other L2) abilities to demonstrate understanding of can-do statements with supporting evidence	50 pts

Teacher portfolio	Put it all together: Reflections, lesson plans, resources, assessments, lesson ideas (your own and others) - created in a Google site	100 pts
-------------------	--	---------

Total points: 650

Grades are awarded according to the following percentages:

93%–100% A 4.0-3.9

70–72 % C- 1.8-1.5

90– 92% A– 3.8-3.5

67– 69% D+ 1.4-1.2

87– 89 % B+ 3.4-3.2

63–66% D 1.1-0.9

83–86 % B 3.1-2.9

60– 62% D- 0.8-0.7

80–82 % B - 2.8-2.5

Lowest passing grade

77–79 % C+ 2.4-2.2

59 % and below E 0.0 No credit earned

73–76% C 2.1-1.9