STARTALK
Start Talking!

University of Washington 2014 TEACHER Program Curriculum Template

BASIC PROGRAM INFORMATION

Host Institution:	**University of Washington**

Program Title:	**Preparing Teachers for the 21st Century**

Language(s):	**Russian, Persian, Portuguese**	**University Credit:**	☐ *__Yes__* ☐ *No*

Program Setting:	*Residential:*	☐	*__Non-Residential:__* ☐	*Distance/Online Component:*	☐
	Other (Please specify):				

Duration:	*Weeks/Days:*	**13**	*Total Contact Hours:*	**65**	*Hours online:*	**0**	*Hours on onsite:*	**65**

Curriculum designed by:	**Vinton Eberly**

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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

Overview

This course is designed to prepare Russian, Persian and Portuguese language teachers with a minimum competency of advanced-low in writing and speaking in the target language to teach with a standards-based approach. Participant teachers in the program range from novice to advancing, with the majority in the emerging category based on the Teacher Effective Language Learning project framework. Differentiation for novice participants will include increased structured guidance in preparing required lesson plans during work time given in preparation of teaching STEM lesson in the Russian STARTALK Student Program or the UW intensive summer language programs for Persian or Portuguese. At the end of the program, teacher participants will be able to effectively plan and teach lessons and evaluate/assess students using the STARTALK endorsed principles as guides for effective language teaching.

Program Goals

TELL DOMAINS	TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 2.*
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	(P3) I use units based on proficiency targets and backward design principles.
Planning	(P4) I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.
Planning	(P6) I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
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.

Performance Feedback	**(PF3)** I provide my students opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.
Performance Feedback	**(PF4)** I routinely use internal and external assessment data to modify learning experiences.
Collaboration	**(C4)** I provide a variety of vehicles for regular two-way communication about the class/course/program c. I collaborate with colleagues in my department.
Professionalism	**(PR2)** I maintain high levels of linguistic competence in both the target language and English. (a) I possess at least Advanced Low Proficiency (ACTFL scale) in both the target language and English.

Performance Assessment

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
(E4) I create a classroom environment that is culture-rich and encourages the use of the target language.	Participants will create a graphic and target language rich tri-fold poster for use in a mico-teaching lesson.
(P1) I plan learning experiences based on my local curriculum and state and national standards.	Participants will work in small groups and complete a rubric identifying student proficiency levels based on student and task summaries. Participants will share and compare rubrics with large group.
(P3) I use units based on proficiency targets and backward design principles.	Using ACTFL proficiency guidelines and backward design principles participants will create a STEM theme based micro-teaching lesson and teach that lesson during the program in the venue appropriate to the target language.
(P4) I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.	Participants will incorporate can-do statements and/or daily objectives in lesson plan created for micro-teaching of STEM lesson.
(P6) I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	Using backward design principles participants will create a STEM theme based micro-teaching lesson and teach that lesson during the program in the venue appropriate to the target language.
(LE4) I ensure that students receive comprehensible input.	Participants will use target language ninety percent or better when teaching micro-teaching lessons.
(LE5) I provide opportunities for my students to acquire language in meaningful contexts.	Participants will create a STEM theme based lesson and teach lesson in micro-teaching session supplying students wih new vocabulary and information in target language.
(PF3) I provide my students opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.	Completed LinguaFolio self assessment in English and target language with evidence will be submitted to course instructor.

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
(PF4) **I routinely use internal and external assessment data to modify learning experiences.**	After class discussion and demonstration participants will develop an assessment instrument in conjunction with their micro-teaching lesson to demonstrate the use of formulative assessment while teaching. Participants will practice using prepared assessment instrument when practice teaching with each other before micro-teaching with STARTALK student program or appropriate target language venue.
(C4) I provide a variety of vehicles for regular two-way communication about the class/course/program (c) I collaborate with colleagues in my department.	Participants will provide feedback to each other in practice teaching sessions prior to teaching micro-teaching lesson
(PR2) I maintain high levels of linguistic competence in both the target language and English. (a) I possess at least Advanced Low Proficiency (ACTFL scale) in both the target language and English.	Participants will take the ACTFL WPT and OPIc in the target language.

Learning Experiences

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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….	
(E4) I create a classroom environment that is culture-rich and encourages the use of the target language.	STARTALK 90% target language principle ▪ Use of authentic materials	▪ STARTALK Principles	Particpants will teach mini-lesson using target language 90% or more of the time ▪ Participants will create tri-fold poster for mini-lesson incorporating authentic materials.
(P1) I plan learning experiences based on my local curriculum and state and national standards.	National Standards State Standards ACTFL Proficiency levels	Standards for Foreign Language in the 21st Century Web link for state standards	Participants will write lesson plan incorporating ACTFL and state standards.
(P3) I use units based on proficiency targets and backward design principles.	Backwards design Proficiency levels	Lesson plan template ACTFL proficiency levels	Participants will write lesson plan for micro-teaching based on backwards design.
(P4) I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.	Heritage/native speaker definitions and descriptors ACTFL proficiency levels	ACTFL proficiency levels.	Participants will complete rubric placing heritage speakers in correct category based on proficiency level descriptors.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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….	
(P6) I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	UBD/backwards design Lesson plan formats ACTFL proficiency levels Differentiation for heritage speakers	Lesson plan format Rubrics	Prepare lesson plan for micro-teaching Prepare rubrics for evaluation of micro-teaching
(LE4) I ensure that students receive comprehensible input.	STARTALK 90% target language principle	STARTALK principles Target language during micro-teaching	Participants will pre-teach target vocabulary while micro-teaching.
(LE5) I provide opportunities for my students to acquire language in meaningful contexts.	Use of authentic materials in teaching target language.	Tri-fold poster Markers Photos Articles	Prepare target language tri-fold poster used in micro-teaching.
(PF3) I provide my students opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.	Rubrics Proficiency levels LinguaFolio	Rubrics ACTFL proficiency levels LinguaFolio online	Completed rubrics used in micro-teaching Participants will complete LinguaFolio self assessment in English and target language in preparation of using LinguaFolio with their own students.
	Rubrics	Rubrics	Participants wil create rubics to be used in micro-teaching.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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….	
(PF4) I routinely use internal and external assessment data to modify learning experiences.	Formative Assessment Summative Assessment Standards	ACTFL proficiency levels	Participants will observe heritage speaking instructors teach a lesson to heritage speaking students. Using an observation rubric, participants will evaluate and discuss the lesson presentation with emphasis on how the instructor presented to previously identified heritage students of differing proficiency levels.
(C4) I provide a variety of vehicles for regular two-way communication about the class/course/program c. I collaborate with colleagues in my department.	Collaboration TPEP requirements	TPEP rubrics and descriptions	Participants will engage in TPEP and Common Core classes during program.
(PR2) I maintain high levels of linguistic competence in both the target language and English. (a) I possess at least Advanced Low Proficiency (ACTFL scal) in both the target language and English.	ACTFL Proficiency Levels	OPIc and WPT Tests ACTFL proficiency levels	Participants will score Advanced Low or better on WPT and OPIc to be given during program.

Micro-teaching/Practicum

Each participant will create a space–themed STEM-based mini-lesson. The lesson will incorporate STARTALK principles presented in the classroomportion of the course. Participants will alsoproduce a tri-fold graphic poster and simple assessment to be used when teaching mini-lesson. Participants will teach the mini-lesson either in the UW STARTALK Russian student program or in a UW summer intensive class in Portuguese or Persian.

Program Outline and Schedule

No prior activities required.

TIMELINE	INSTRUCTIONAL TOPICS
July 9, 2014, Day 1	**Morning:** Class overview; techniques for maximum target language use; making input comprehensible; brief overview of history of WL methods in US; TPR; three modes of communication; **Afternoon:** technology training; Google Sites, MOODLE
July 10, 2014, Day 2	**Morning:** Eberly micro-teaching demonstration; backward design in lesson planning; theme-based lesson planning including STEM – connecting to content; previous STEM topics for practicum/micro-teaching lessons; proficiency guidelines; can-do statements **Afternoon:** Technology training; LinguaFolio;
July 11, 2014, Day 3	**Morning:** Museum of Flight visit; Aviation Learning Center **Afternoon:** MOF Challenger Learning Center; research STEM microteaching lesson topics
July 14, 2014, Day 4	**Morning:** Model STEM class (Abramova) and debrief; Standards based, communicative language teaching pedagogy; differentiating instruction to meet the needs of heritage language learners **Afternoon:** Technology; Google Sites, Moodle, TPR taping/recording
July 15, 2014, Day 5	**Morning:** Standards, Formative and Summative Assessment, Proficiency guidelines, 21st century skills map; rubrics: WA state teacher certification/endorsement requirements;

TIMELINE	INSTRUCTIONAL TOPICS
	Afternoon: Advocacy for Language Learning, Prof. Development by Dr. Bridget Yaden, Pacific Lutheran University ; ACTFL, ACTR and AATSEELS information
July 16, 2014, Day 6	**Morning:** Lesson plan formats; writing lesson plans; Common Core State Standards **Afternoon:** Teacher Evaluation (TPEP & World Languages) TPEP & WL In-Depth by Lynn Johnston (WAFLT)
July 17, 2014, Day 7	**Morning:** Micro-teaching demonstration (Eberly); debrief of lesson; formative rubic completion; TELL self-assessment **Afternoon:** Mock WEST-E (WA state teacher endorsement test); Prepare STEM lessons
July 18, 2014, Day 8	**Morning:** Go over mock WEST-E; relate mock WEST-E to TELL project; **Afternoon:** Prepare micro-teaching lessons.
July 21, 2014, Day 9	**Morning:** ACTFL Oral Proficiency Interview computer-based (OPIc) ACTFL Writing Proficiency Test (WPT) **Afternoon:** Prepare STEM lessons
July 22, 2014, Day 10	**Morning:** Prepare formative assessment instrument; observe STARTALK student class (Space Race lesson- Abramova); debrief; observe student technology lessons **Afternoon:** Prepare STEM lessons; lesson plans due
July 23, 2014, Day 11	**Morning:** Teachers practice presenting lessons to each other and observing and giving feedback; debrief; **Afternoon:** Final Preparation STEM lessons
July 24, 2014, Day 12	**Morning:** Micro-teaching lessons to student STARTALK program; debrief of lessons **Afternoon:** course evaluations; final technology requirement completion
July 25, 2014, Day 13	**Morning:** Presentation of technology - Google sites; completion of course requirements

TIMELINE	INSTRUCTIONAL TOPICS
	Afternoon: closing ceremonies

Particpants will be given the opportunity to participate in and receive university credit for RUSS 499 Practicum with further preparation and teaching in the UW Russian STARTALK Student Program. Participants will be invited to participate in the Dual-Language boot Camp presented by the WA state Office of Superintendent (OSPI) in August 2014. Participants will be invited to and encouraged to attend annual Washington Foreign Language Teachers (WAFLT) conference in Vancouver, WA inOctober 2014. Finally, particpants will be invited to and encouraged to attend the heritage Literacy Symposium to be held winter 2015 at the University of Washington.