BASIC PROGRAM INFORMATION

Host Institution:	University of Washington

Program Title:	Preparing Teachers for the 21st Century

Language(s):	Russian, Persian, Portuguese, Korean	University Credit:	☐ X **_Yes_** ☐ *No*

Program Setting:	*Residential:*	☐	**_Non-Residential_**:	X☐	*Distance/Online Component:*	☐	
	Other (Please specify):						

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

Curriculum designed by:	Bridget Yaden

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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

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?

This course is designed to prepare Russian, Persian, Portuguese, and Korean language speakers with a minimum competency of advanced-low in writing and speaking in the target language to teach their world language in the U.S., using STARTALK principles of effective language teaching. This includes backward-design thematic lessons, comprehensible input strategies for maximum target language use, strategies for working with Heritage learners, and proficiency assessments to track progress toward learning targets. 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. In other words, the candidates range from native speakers with little to no experience teaching K-12, to current teachers of both Heritage language schools as well as K-12 schools. The participants complete a short application in which they describe their previous experiences teaching. 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, Portuguese, or Korean. Novice teachers will also have multiple opportunities to observe experienced teachers and reflect using STARTALK TeacherFolio observation protocols. Emerging and advanced teachers will have options to micro-teach multiple lessons, in addition to observing others. During course activities, novice, emerging, and advanced teachers will be paired in both homogenous and heterogenous groups for a variety of activities. Participants can write their daily reflections in English or their native language, based on their comfort level. 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, as demonstrated by: micro-teaching (at least 1 lesson) with accompanying lesson plans using the STARTALK template, Linguafolio self-assessment, completion of ACTFL proficiency tests, daily reflections, STELLA portfolio, and successful completion of a mock West-E (Praxis) assessment similar to that required for World Language teaching endorsement.

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 *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.**

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Planning	**(P1) I plan learning experiences based on my local curriculum and state and national standards.**
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.**
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.**
Professionalism	**(PR3) I am a reflective practitioner.**

You may add additional rows as necessary.

Performance Assessment

What evidence will participants produce to demonstrate their understanding of the TELL criteria?

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.	Reflection on target-language use and culture-rich environment (Reflection #1 posted in Moodle); visuals and poster to accompany micro-teaching lesson.
(P1) I plan learning experiences based on my local curriculum and state and national standards.	STEM themed micro-teaching lesson using STARTALK template that incorporates at least 2 of the World-Readiness standards as well as one content standard (Math, Science, etc.). Reflection on standards-based instruction (comparing teachers' experience in home country to U.S. standards-based teaching - Reflection #2 posted in Moodle) .
(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.	Rubric placing heritage speakers in correct category based on proficiency level descriptors; Reflection on the unique needs of Heritage learners (Reflection #4 posted in Moodle); Observation of Russian course for Heritage learners and reflection using TeacherFolio observation protocols.
(P6) I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	Can-do objectives for micro-teaching lesson. Reflection on backward-design process compared to traditional ways of planning (Reflection #5 posted in Moodle). Notes on observations of other teachers, reflecting on use (or not) of performance objectives.
(LE4) I ensure that students receive comprehensible input.	Video recording of a short demonstration of using TPR, realia, and other skills to make input comprehensible. Micro-teaching experience - use of and then reflection on use of 90% or more target language as well as effective strategies for making input comprehensible. Reflection on target language use (Reflection #3 posted in Moodle).

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
(LE5) I provide opportunities for my students to acquire language in meaningful contexts.	STEM based lesson (written and demonstrated) supplying students wih new vocabulary and information in target language in a theme.
(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 submitted to course instructor. Reflection on how participants would use a tool like LinguaFolio with their students (Reflection #6, posted in Moodle).
(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.	Completion of ACTFL WPT and OPIc in the target language.
(PR3) I am a reflective practitioner.	Daily reflections on the course topics posted in Moodle (including Reflection #7 on life-learning learning, professional organizations, and TPEP). Completion of TELL self-assessments.

You may add additional rows as necessary.

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 2015) for sample learning activities and resources.

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; Products, Practices, Perspectives	▪ STARTALK Principles; Annenberg video collection of language classroms	Participants will complete virtual or physical walk-throughs of classrooms that reflect authentic culture and language and describe what they see (Products, Practices, Perspectives). Participants will reflect on their classroom design and explain what makes their classroom culturally authentic. Participants will create graphics and a target language rich tri-fold poster for use in a mico-teaching lesson that represents a snap-shot of what a culture-rich classroom would look like. Since teachers will micro-teach in a classroom that is not their own, they will bring the "culture-rich" environment with them through the graphic and poster that accompanies their lesson.

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	Need to know….	Will use….	
			Particpants will view language class samples as well as teach mini-lesson using target language 90% or more of the time.
(P1) I plan learning experiences based on my local curriculum and state and national standards.	World-Readiness Standards; CCSS; modes of communication	Standards for Foreign Language in the 21st Century Web link for state standards	Participants will match described activities found in lesson plans to the 5 Cs in order to determine which standards are being addressed and how. Participants will discuss key connections between the World-Readiness Standards, 21st Century Skills, and Common Core State Standards. They will consider how their units and lessons incorporate and integrate the various standards. Participants will cite specific examples of how the interpersonal, interpretive, and presentational modes are addressed in various tasks included in the ACTFL 21st Century Skills Map. Participants will explain connections between the STARTALK-Endorsed Principles for Effective Teaching & Learning and other standards. Participants will create a STEM themed micro-teaching lesson using STARTALK template that

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	Need to know….	Will use….	
			incorporates at least 2 of the World-Readiness standards as well as one content standard (Math, Science, etc.). Reflection on standards-based instruction (comparing teachers' experience in home country to U.S. standards-based teaching - Reflection #2 posted in Moodle)
(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; differentiation	ACTFL proficiency levels; UCLA STARALK resources for teaching Heritage learners	Participants will selects a piece of culturally authentic material and design a task that is appropriate for different levels and/or abilities. Participants will examine profiles of students with different learning needs. Participants will then choose which activities (from a provided list) they would use to plan a learner-centered lesson that would meet these students' individual learning needs. Participants will complete rubric placing heritage speakers in correct category based on proficiency level descriptors.
(P6) I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	UBD/backwards design; performance objectives; can-do statements;	STARTALK template for lesson plans; TeacherFolio including	Participants will analyze a lesson plan by reviewing the performance objective and standards and examining the order of activities in order to determine how the teacher prepares

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	Need to know….	Will use….	
	Lesson plan formats; ACTFL proficiency levels	annotated lesson plan; Professional Learning Processing Guide for Performance-Objectives from STARTALK; ACTFL-NCSSFL can-dos; Keys to Planning book	students to meet the lesson goals. Participants will take the ACTFL-NCSSFL can-dos statements and re-write based on STEM themes. During observations, participants will look for presence or absence of performance objectives (explicit or implicit). Participants will write performance objectives in student-friendly language for their micro-teaching lesson.
(LE4) I ensure that students receive comprehensible input.	STARTALK 90% target language principle; TPR; realia	STARTALK principles; STARTALK resource on checking for comprehension; IRIS module online - an ELL sample with and without comprehensible input	Participants will experience a short language lesson (in a language unfamiliar to them) and then reflect on how the teacher made the input comprehensible while staying in the target language. Participants will view the presentation on comprehensible input, "STARTALK Teacher Development: Checking for Comprehension," by Mimi Met and Greg Duncan. Participants will prepare a video recording of a short demonstration of using TPR, realia, and other skills to make input comprehensible. Participants will model two demo lessons in a target language other than their own. One lesson should have limited comprehensible input,

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	Need to know….	Will use….	
			and the other should have appropriate levels of comprehensible input. Participants will discuss the implications of appropriate levels of comprehensible input and the variety of strategies used to ensure student understanding both in the videos viewed as well as their observations of other teachers. Participants will demonstrate use of and then reflection on use of 90% or more target language as well as effective strategies for making input comprehensible during their micro-teaching experience.
(LE5) I provide opportunities for my students to acquire language in meaningful contexts.	Authentic materials ; context-based instruction	21st Century Skills Map; Annenberg video collection (Japanese lesson Promoting Attractions of Japan)	Participants will define and understand characteristics of meaningful contexts for language learning by examining scenarios found in ACTFL standards documents and in the ACTFL/P21 Skills Map. Participants will compare and contrast using a meaningful context approach with using a decontextualized grammar-based/vocabulary approach. Participants will view sample Japanese lesson and

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	Need to know….	Will use….	
			describe how the teacher provided a meaningful context for language learning. Participants will develop lesson for micro-teaching that is contextualized (STEM).
(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 NCSSFL-ACTFL can-dos.	Participants will review can-do statements found in LinguaFolio and NCSSFL-ACTFL global benchmarks and discuss the value of using can-dos for student self-assessment. Participants will develop a self-assessment tool for their students as part of their lesson plan and determine how time for student reflection and self-assessment could be incorporated into the lesson activities. Participants will complete LinguaFolio self assessment in English and target language in preparation of using LinguaFolio with their own students. Participants will reflect on how they can use LinguaFolio with their students.
(PR2) I maintain high levels of linguistic competence in both the target language and English. (a) I possess at least Advanced Low	ACTFL Proficiency Levels; definition of proficiency	OPIc and WPT Tests ACTFL proficiency levels	Participants will score Advanced Low or better on WPT and OPIc to be given during program.

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	Need to know….	Will use….	
Proficiency (ACTFL scale) in both the target language and English.			
(PR3) I am a reflective practitioner.	Life-long learning; teacher beliefs	TELL self-assessments; TeacherFolio observation protocols.	Participants will work in small groups to communicate why they choose to teach, how they hope their teaching will impact others, how they will measure their success, what they anticipate will challenge them, and how they will try to respond to feedback from students or professional colleagues on their performance. Participants will engage in TPEP, Common Core, Professional Organizations and Advocacy sessions during program. Participants will complete TELL self-assessments. Participants will pick one area of TELL and reflect on one way they can continue their learning in that area once this course ends. Particpants will use TeacherFolio rubrics to peer and self assess as they observe lessons and debrief.

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.

Each participant will create a space–themed STEM-based mini-lesson. The lesson will incorporate STARTALK principles presented in the classroom portion of the course. Participants will also produce a tri-fold graphic poster and simple assessment to be used when teaching the mini-lesson. Participants will teach the mini-lesson first to each other, for peer feedback using the TeacherFolio observation protocols. The Russian teachers will also teach their STEM mini-lesson in the UW STARTALK Russian student program. The Korean, Portuguese, and Persian teachers may teach their STEM mini-lesson, if appropriate, in a UW summer intensive class in Korean, Portuguese or Persian. Participants in these 3 languages may choose to teach a culture-based lesson in the UW summer intensive language course instead, as negotiated with the UW faculty of those courses, based on the best fit for their micro-teaching with students. Participants will get feedback on their teaching by the STARTALK instructor as well as the UW instructors, as well as self-asses their teaching, using the TeacherFolio observation protocols.

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?

No prior activities required.

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 8, 2015, 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:** Model STEM class (Abramova) and debrief; technology training; Google Sites, MOODLE
July 9, 2015, Day 2	**Morning:** Yaden micro-teaching demonstration; backward design in lesson planning; theme-based lesson planning including STEM –

TIMELINE	INSTRUCTIONAL TOPICS
	connecting to content; previous STEM topics for practicum/micro-teaching lessons; proficiency guidelines; can-do statements **Afternoon:** Technology training; LinguaFolio;
July 10, 2015, Day 3	**Morning:** Lesson plan formats; writing lesson plans; Common Core State Standards **Afternoon:** Abramova presents lesson plans for microteaching in STARTALK student program
July 13, 2015, Day 4	**Morning:** Museum of Flight visit; Aviation Learning Center **Afternoon:** MOF Challenger Learning Center; research STEM microteaching lesson topics
July 14, 2015, Day 5	**Morning:** Prepare Microteaching themes and lesson outline; Observe STARTALK students or UW intensive classes **Afternoon:** Reflect on observations, prepare microteaching, STEM lessons
July 15, 2015, Day 6	**Morning:**; Standards based, communicative language teaching pedagogy; differentiating instruction to meet the needs of heritage language learners **Afternoon:** Teacher Evaluation (TPEP & World Languages) by Lynn Johnston (WAFLT)
July 16, 2015, Day 7 (SITE VISIT)	**Morning:** Teachers practice presenting lessons to each other and observing and giving feedback; debrief; interview with STARTALK Site Visitors **Afternoon:** Preparations for Microteaching
July 17, 2015, Day 8	**Morning:** Formative and Summative Assessment, Proficiency guidelines, 21st century skills map; rubrics: WA state teacher certification/endorsement requirements; **Afternoon:** Prepare micro-teaching lessons.

TIMELINE	INSTRUCTIONAL TOPICS
July 20, 2015, Day 9	**Morning:** Microteaching **Afternoon:** Reflect on observations and microteaching
July 21, 2015, Day 10	**Morning: ACTFL OPIc and WPT Proficiency Assessments** **Afternoon:** Work on STELLA portfolio pieces
July 22, 2015, Day 11	**Morning:** Prepare formative assessment instrument; Accompany students to Museum of Flight **Afternoon:** Work on STELLA portfolio pieces
July 23, 2015, Day 12	**Morning:** Micro-teaching lessons to student STARTALK program and/or observations; debrief of lessons **Afternoon:** Mock West-E; Advocacy for Language Learning including professional organizations
July 24, 2015, Day 13	**Morning:** Share STELLA Portfolio; Review Mock West-E **Afternoon:** Reflections on morning lessons and closing ceremony

You may add additional rows as necessary.

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

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 and encouraged to attend annual Washington Foreign Language Teachers (WAFLT) conference in Wenatchee, WA in October 2015.