



**Professional Development Program for Teachers*
of Mandarin Chinese Language and Culture**

**July 9, 10, 11, 12, 14, 15, 2008
Stanford University**

Funded by a STARTALK Grant Administered by the

National Foreign Language Center

and

Co-Sponsored by the

**California Foreign Language Project
Stanford University School of Education
Palo Alto Unified School District**

**Deadline for Applying
March 15, 2008**

* Includes credentialed or those wishing to pursue a credential to become certified teachers of Mandarin Chinese

Mandarin Chinese Language and Culture Program

Program Goals

Participating teachers will:

- Acquire theoretical and practical skills to more effectively teach Mandarin Chinese language and culture.
- Develop instructional strategies and lesson plans that are research-based and proven to assist students to gain linguist proficiency.
- Teach actual lessons in the program and be coached by mentor teachers in the process.
- Learn proficiency-oriented assessment strategies and tools in order to assess students' language competency.
- Gain access to professional development networks/resources and receive specialized guidance and assistance in the future on how to pursue certification if needed.
- Elect to earn 4-quarter units of Stanford continuing education academic credit. (If you elect to earn academic credit the cost to participants is estimated to be \$100)
- Receive a \$400 stipend upon successful completion of the 40-hour program.

Eligibility Criteria for Program Participation

Teachers who meet the following criteria will be consider for Participation:

- Teach or plan to teach Mandarin Chinese in either a public or private school in grades 6-12.
- Hold an academic degree in Mandarin Chinese language and literature, but those having academic majors in other fields of study will be considered.
- Commit to long-term engagement in professional activities that will support the teaching and learning of Mandarin Chinese language and culture.
- Able to participate in the full six days (40 hours) professional development program on July 9, 10, 11, 12, 14 and 15, 2008.
- Agree to participate in the program's evaluation plan and to provide the required data needed to successfully evaluate the outcomes of the project.

Professional Development Program for Teachers of Mandarin Chinese Language and Culture Participant Application

Applicant:

Name: _____

Address _____

Telephone Number(s) _____

Emergency Contact(s) _____

Email address _____

(Only for the purposes of notifying you of your application status)

Are you currently teaching Mandarin Chinese? Yes No:

If yes, please provide the name of the school(s): _____

Are you a native speaker of Mandarin Chinese? Yes No:

Participant Commitment to Program Goals:

I/ _____,

do hereby agree to fully participate in the STARTALK Professional Development Program for Teachers of Mandarin Chinese Language and Culture Program and to be video-taped/recorded while engaging in learning or presenting activities for the purpose of documenting and evaluating the overall success of the STARTALK project.

Signature(s): _____

Date: _____

Deadline for Application Submission: March 15, 2008

Please respond to the questions on page 4 and 5 of the Application

Professional Development Program for Teachers of Mandarin Chinese Language and Culture Participant Application/Self-Inventory

Please self-assess your current level of knowledge in the areas listed below. Please note, that your responses will not be a decisive factor regarding your acceptance into the program and are only intended to assist the planners to design a program that closely meets the participants professional development needs.

On a Scale of 1-5, please rate yourself regarding your awareness and knowledge level on each of the items below. 1 indicates minimum awareness, and 5 substantial knowledge about the topic.

To what extent are you familiar with the:

1. "National Standards for Foreign Language Learning in the 21st. Century" and with standards based language teaching?

1 2 3 4 5

2. "California Foreign Language Framework" (2003)

1 2 3 4 5

3. "Language Learning Continuum" and with Second Language Acquisition Theory?

1 2 3 4 5

4. Organizing principles of lesson design and effective instructional planning?

1 2 3 4 5

5. Proficiency-oriented assessment tools and strategies for assessing students' oral and written linguistic competency?

1 2 3 4 5

6. Concepts of differentiating instruction to meet students' diverse learning styles and abilities in the language classroom?

1 2 3 4 5

