



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

**July 12, 13, 16, 17, 18, 2007
Stanford University**

**Funded by a STARTALK Grant from 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
June 1, 2007**

* 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 \$500 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 literature¹, 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 five days (40 hours) professional development program on July 12, 13, 16, 17 and 18, 2007.
- Agree to participate in the program's evaluation plan and to provide the required data needed to successfully evaluate the outcomes of the project.

¹ This criteria relates to the certification requirements to obtain or maintain a teaching certificate in California.

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: June 1, 2007

Please Respond to the questions on page 3 and 4 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 your 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

