2017 Virginia STARTALK Chinese Teacher Academy Self-Assessment Checklist (Pre-Program and Post-Program)

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Instructions: The 2017 UVa STARTALK has adopted **WIZIQ** as the online platform to deliver daily online instruction. The self-assessment checklist is intended for you to reflect on your experience in teaching Mandarin Chinese **ONLINE through WIZIQ**. For each criterion, choose the appropriate number and <mark>write 1, 2, or 3 in the parentheses to indicate how well you can do in <mark>ONLINE</mark> teaching.</mark>

<div align="center">

1: I can do this well
2. I can do this
3. This is my goal

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A. Summative reflections that are keys to the success of ONLINE teaching
Pre（ 2 ）**Post**（ 1 ）1. Fulfill instructional objectives through effective teaching.
Pre（ 1 ）**Post**（ 1 ）2. Help students generate expected language output.
Pre（ 1 ）**Post**（ 1 ）3. Total amount of time for **student's** talk is more than **teacher's** talk.
Pre（ 1 ）**Post**（ 1 ）4. Total amount of time for **student-centered activities** is more than **teacher-centered instruction**.

B. Implementing a standards-based and thematically organized curriculum
Pre（ 2 ）**Post**（ 1 ）5. Plan and implement activities in 3 communicative modes (interpersonal, interpretive, presentational) for my class.
Pre（ 2 ）**Post**（ 1 ）6. Plan and implement instruction to help students understand practices, products, and perspectives of Chinese cultures.
Pre（ 3 ）**Post**（ 3 ）7. Connect instructional topics with different disciplines (such as math, arts, social science, etc.).
Pre（ 2 ）**Post**（ 1 ）8. Plan and implement tasks for students to acquire new information in the target language.
Pre（ 3 ）**Post**（ 2 ）9. Plan and implement teaching activities to help students compare Mandarin Chinese and their native language.
Pre（ 2 ） **Post**（ 1 ）10. Plan and implement teaching activities to help students compare Chinese culture and their own culture.
Pre（ 3 ）**Post**（ 2 ） 11. Plan and implement activities **within and beyond** the school setting.
Pre（ 3 ）**Post**（ 2 ） 12. Help students to develop lifelong interests in learning Chinese language and culture.

C. Facilitating a learner-centered classroom (create at least 3 student-centered tasks during 1-hour teaching)
Pre（ 3 ）**Post** （ 2 ） 13. Manage and control time for student-centered activities.
Pre（ 2 ） **Post**（ 1 ）14. Give clear instructions for student-centered activities.
Pre（ 2 ） **Post**（ 1 ）15. Model student-centered activities prior to pair or group work.
Pre（ 1 ）**Post** （ 1 ）16. Provide opportune assistance and monitor student-centered activities.
Pre（ 2 ） **Post**（ 1 ）17. Apply effective strategies to group and regroup students for student-centered activities.
Pre（ 1 ）**Post** （ 1 ） 18. Help students to engage and participate in student-centered activities.
Pre（ 2 ） **Post**（ 1 ）19. Help students to generate satisfactory language output in student-centered activities.
Pre（ 1 ）**Post**（ 1 ）20. Help students to achieve learning objectives through student-centered activities.

D. Using target language and providing comprehensible input (to generate productive language output)
Pre (1) **Post** (1) 21. Use the target language (Mandarin Chinese) almost all the time in class.

Strategies for making language comprehensible
Pre (2) **Post** (1) 22. Modify and simplify language (Mandarin Chinese) to make it comprehensible for students.
Pre (1) **Post** (1) 23. Help students to comprehend materials through contextual clues.
Pre (2) **Post** (1) 24. Model activities for pair/group work in Mandarin Chinese.
Pre (1) **Post** (1) 25. Use age-appropriate Mandarin Chinese to make it comprehensible for students.
Pre (1) **Post** (1) 26. Use level-appropriate Mandarin Chinese to make it comprehensible for students.

Teacher Scaffolding in other aspects
Pre (2) **Post** (1) 27. Distinguish three types of drills (mechanic/meaningful/communicative) and teach vocabulary and grammar meaningfully and communicatively.
Pre (1) **Post** (1) 28. Frequently invite students to give responses.
Pre (2) **Post** (1) 29. Use effective strategies to correct errors that students make.

E. Integrating culture, content, and language
Pre (2) **Post** (2) 30. Appropriately use cultural products in different content areas across levels.
Pre (2) **Post** (1) 31. Appropriately address cultural practices in different content areas across levels.
Pre (1) **Post** (1) 32. Help students understand cultural perspectives in different content areas across levels.

F. Adapting and using age-appropriate authentic materials
Pre (2) **Post** (1) 33. Adapt and use different types of authentic materials for teaching.
Pre (1) **Post** (1) 34. Adapt and use age-appropriate materials for teaching.
Pre (1) **Post** (1) 35. Adapt and use level-appropriate materials for teaching.
Pre (1) **Post** (1) 36. Adapt and use authentic materials to meet instructional objectives.

G. Conducting performance-based assessments
Pre (1) **Post** (1) 37. Frequently check for students' understanding.
Pre (1) **Post** (1) 38. Conduct different types of in-class formative assessments.
Pre (1) **Post** (1) 39. Conduct different types of after-class assessments.
Pre (2) **Post** (1) 40. Create assignments that connect to real life experiences.

H. Through the learning tools, have the instructional objectives been achieved?
Pre (1) **Post** (1) 41. Use a variety of learning tools to help learners ACCESS language, culture, and content to meet performance objectives in three modes.
Pre (1) **Post** (1) 42. Use a variety of applications to help learners PRODUCE language and interact with culture and content to meet performance objectives in three modes.
Pre (3) **Post** (1) 43. Use available technologies, via the **WIZIQ** platform, to help learners engage and meet performance objectives.

Following is a comprehensive list of interactive technology tools in WIZIQ:

Interactive whiteboard   recording   live screen/application sharing   integrated media player
live polls and surveys   test and assessment   insights and analytics   chat/conversation panel
breakout rooms   hand-raising   teaching tools   Emoji/symbols

Instructions: Feel free to use either English or Chinese to respond to the following questions in order to fully express your thoughts.

I. Please describe your area of strength in teaching Mandarin Chinese ONLINE BEFORE you participate in the UVa STARTALK program. 请写下自我在参加 UVa STARTALK 培训之前中文网上教学的强项。

I haven't done any online teaching, I don't have any experience. However, I think my strength is my knowledge of Chinese language and culture and my four years of classroom experience.

I. Please describe your area of strength in teaching Mandarin Chinese ONLINE AFTER you have participated in the UVa STARTALK program. 请写下自我在参加 UVa STARTALK 培训之后中文网上教学的强项。

II. Please describe the area of professional growth that you envision in teaching Mandarin Chinese ONLINE THROUGH the UVa STARTALK program. 请写下自我于 UVa STARTALK 培训期间对中文网上教学专业成长的期许。

I expect to learn more strategies, activities can retain students interest.
Also, I expect to learn online teaching tools, and how to engage students.

III. Do you agree that the following SIX principles for effective teaching and learning should be applicable for face-to-face, hybrid, and online courses?

YES　　　　NO　　　　**Please state WHY and WHY NOT?**

1. Implementing a standards-based and thematically organized curriculum
2. Facilitating a learner-centered classroom
3. Using target language and providing comprehensible input for instruction
4. Integrating culture, content, and language
5. Adapting and using age-appropriate authentic materials
6. Conducting performance-based assessment (authentic tasks & rubrics)

WHY: The six principles are general for all types of learning and teaching. The main point is to give students input and guide them to practice, and help them produce achievement.

IV. Please list at least **THREE** major differences that you can think of between a face-to-face/hybrid course and an online course.

1. Teacher can't fully observe students directly for online course.
2. Teacher must keep students busy doing certain meaningful work.
3. Online course should be more flexible (can record for future re-use)

V. Please list **ALL** challenges or difficulties for teaching an online Chinese language course that you can think of based on your understanding or experiences.

1. It is more difficult to build relationship between teacher and students
2. It is more difficult for students to participate via touch or feel authentic prompts
3. It is more challenge for teacher remaining students interest for online course.
4. It has more technology difficulties.
5. It needs more time to develop online lesson plan, PowerPoint.

VI. Please give **an example of an activity** designed to facilitate interaction between students that could be used in a face-to-face/hybrid foreign language classroom but **CANNOT** work in a completely online course.

If students are not physically together, their interactive activities (such as musical chair, wind blow, run and dictate, etc.) will be limited.