

Goals Worksheet:

Long- and short-term goals

The following are initial questions to help guide the planning committee in setting long- and short-term goals for the Chinese language program.

Long-term goals

What language proficiencies will students attain in Chinese by the time they have completed the program?

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How long (how many instructional hours) will it take to acquire those proficiencies?

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In what grade should the program begin and how will the program extend from one grade to another in order to produce the desired proficiency level?

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Will these courses enable students to earn credits and enable them to continue their study of Chinese in higher education?

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Short-term goals

What specific language performance indicators will be the focus for each year of the program?

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What instructional approaches seem to hold the highest promise for achieving the targeted proficiencies?

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What materials and technological tools will be used for teaching and learning?

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What in-house and external measures of assessment will be used to determine student and program growth toward targeted proficiencies?

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How will teachers of other subjects support the program by incorporating content on China into their classes?

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How will members of the local Chinese-speaking community be tapped to enrich teaching and learning?

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