



## **STARTALK Teacher Program Curriculum Template**

**Program Title:** Expanding Chinese in the New Jersey World Languages Classroom-The Rutgers/NJ School District School Summer Project

**Number of Hours:** 80 hours (Two-week Summer Program)

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### **Brief Description of Program:**

This two-week program offers participants a supervised field experience in a Chinese world language education summer camp. Teacher candidates will observe certified teachers and high school students engaged in world language teaching and learning. Over the course of the practicum, they will conduct several mini-lessons. The course instructor will lead participants in guided reflection upon how key components of the Standards for Foreign Language Learning and the New Jersey Professional Standards for Teachers and School Leaders can be put into practice. Upon completion of the practicum, participants will set goals for their continuing professional development plans.

### **Enduring Understanding (EU):**

*Teacher candidates will understand that...*

- *Language learning occurs through meaningful, authentic activities in the target language;*
- *Language teaching should prepare learners for successful intercultural communication; and*
- *Becoming a successful language teacher is a life-long learning process in which one must take an active role.*

### **Essential Questions (EQs):**

Our practicum syllabus is organized around essential questions (EQs) to help frame the teaching and learning that will take place within the program. Teacher candidates will be asked to reflect upon the following EQs and consider what they mean for their future teaching and on-going professional development plan:

1. How does a teacher go about beginning instruction and setting up a classroom?
2. In what ways can subject matter knowledge be made accessible and meaningful to all students?

3. How can instruction be adapted given students' special needs, diverse backgrounds, ages, and individual differences?
4. What strategies and materials do teachers use as they plan instruction?
5. In what ways can teachers build relationships beyond the classroom?
6. In what ways can teachers foster interpretive modes of communication?
7. In what ways can teachers foster interpersonal modes of communication?
8. In what ways can teachers foster presentational modes of communication?
9. What strategies do teachers use to manage their classrooms?
10. In what ways do teachers integrate the teaching of culture?
11. In what ways is student achievement assessed?
12. What are your needs for your long-term professional development?

**Program Content:**

**STARTALK TEACHER PROGRAM: Program Topics and Duration**  
 Expanding Chinese in the New Jersey World Languages Classroom-The Rutgers/NJ School  
 District School Summer Project  
 Two-week Program July 21-July 28

Category/Foundation Work	Menu of Suggested Topics	Curricular Objectives Teacher candidates can...
Approaches and Methods	<ul style="list-style-type: none"> <li>• History of Language Teaching Approaches</li> <li>• Performance-based, proficiency-based, standards-based communicative approach</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the spectrum of approaches</li> <li>• Articulate the National Foreign Language Standards and ACTFL guidelines and their role in language learning and teaching</li> </ul> <p>[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.]</p>
Curriculum and Lesson Design	<ul style="list-style-type: none"> <li>• Lesson plan development</li> <li>• Thematic-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Create a lesson plan with clear sequence and focus</li> <li>• Design appropriate thematic units</li> </ul> <p>[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.]</p>
Instructional Planning and Strategies	<ul style="list-style-type: none"> <li>• Target-language instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Use the target language for instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehensible input</li> <li>• TPRS</li> </ul>	<ul style="list-style-type: none"> <li>• Use various strategies that help students comprehend input through gestures, visual aids, technology</li> <li>• Use TPRS</li> </ul>
Materials Development and Adaptation	<ul style="list-style-type: none"> <li>• Material development, adaptation and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Search and explore new materials</li> <li>• Adapt and transform materials to be age-appropriate and relevant</li> <li>• Find culturally authentic, age-appropriate materials</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• ACTFL Proficiency Guidelines and K-12 Performance Guidelines</li> <li>• Backwards Curriculum Design</li> <li>• Formative and Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Use ACTFL proficiency guidelines and K-12 Performance guidelines in designing a performance-based assessment</li> <li>• Design a thematic unit with integrated performance-based assessments</li> <li>• Explain and give examples of the differences between formative and summative assessments</li> </ul>
Structure of the target language/ pedagogical grammar	<ul style="list-style-type: none"> <li>• Relationship between Form and Function</li> <li>• Sequencing Language Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that grammar should not be taught in isolation</li> <li>• Develop appropriate teaching activities to present target linguistic features in context</li> </ul>
Second Language Acquisition	First Language Acquisition Individual characteristics	Understand how language acquisition occurs in natural, meaningful contexts See the value of creating and providing learning tasks that have students use language in meaningful ways Recognize that individual differences

		(in motivation, heritage versus non-heritage learner, age, etc...) influence language learner and that instruction must be adapted to best serve individual learners' needs
US Educational Systems and Classroom Mgmt	<ul style="list-style-type: none"> <li>• WL Program Options in NJ</li> <li>• NJ and District-wide Laws and Regulations</li> <li>• Classroom Management Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the types of WL programs in NJ</li> <li>• List laws and regulations that teachers must abide and understand where to find more information for specific districts or questions</li> <li>• Use positive strategies to manage my classroom</li> <li>• Use target language to address minor classroom disturbances</li> <li>• Provide a comfortable and friendly learning environment</li> </ul>
Technology	Computer-based teaching strategies	<ul style="list-style-type: none"> <li>• Use a computer properly</li> <li>• Burn CD's and DVD's</li> <li>• Search for appropriate supplementary material on the internet</li> <li>• Recognize the importance of <ul style="list-style-type: none"> <li>○ Online research, scanning of Chinese language newspapers and television reports</li> <li>○ Photo Story presentations</li> <li>○ Email exchanges</li> <li>○ Podcasts</li> <li>○ Creating a webpage</li> </ul> </li> </ul>
Reflective Practice and Leadership	<ul style="list-style-type: none"> <li>• Teaching Journal</li> <li>• On-going Professional Development</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a teaching journal</li> <li>• Recognize the value of self-reflection and making time to reflect upon my teaching</li> </ul>

	Organizations (ACTFL; FLENJ; CLASS)	<ul style="list-style-type: none"> <li>• Create a long-term professional development plan</li> <li>• Name professional organizations in my field</li> </ul>
Pathway to Certification	<ul style="list-style-type: none"> <li>• State Requirements</li> <li>• Certification Process</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the state requirements</li> <li>• Know Rutgers resources to assist in the certification process</li> </ul>

### **Technology Integration:**

Teacher candidates will learn to

- Properly operate a computer
- Burn CD's and DVD's
- Add and use Chinese in their PC's
- Create a Power Point presentation
- Search for appropriate supplementary materials on-line
- Use computer and internet resources in their instruction

Teacher candidates will observe the following use of technology in the classroom:

- Online research, scanning of Chinese language newspapers and television reports
- Photo Story presentation of Olympic venues in China
- Email exchange
- Podcasts to 'teach' fitness/training routines
- Creating of a webpage to post information for the Olympic trials

### **Assessments:**

Through the following contributions, we will assess teacher candidates' knowledge, skills and dispositions:

1. Participation (60% of course grade):
  - a. Participants will observe classroom instruction and engage in guided reflections focusing on specific instructional strategies and issues.
  - b. Participants will conduct several mini-lessons in which they are responsible for planning and leading class activities.
2. Reflective Journal (20% of course grade):

Participants will keep a daily journal. Each day, participants will focus on a selected topic. Journals are to be written as homework each evening and handed in to the course instructor each morning. Each journal entry will respond to a prompt focused on that daily topic according to the syllabus schedule, and participants will answer the following additional questions:

1. What three things did you find interesting about today's activities? Why?
2. What two things will you apply in your future teaching? Why?
3. What would you like to learn more about?
4. What is one (or more) question you have in response to today's activities?

3. Final Paper (20% of course grade):

Participants will write a reflection paper about their experience during the practicum. In the paper, participants will focus on three key learning experiences and what these experiences will mean for their future teaching. Participants must draw upon concepts from readings and discussion in their methodology and other courses, making links to research and scholarship. Participants must include how this practicum experience has helped them set goals for their long-term professional development plans. The final paper should be a minimum of 6 double-spaced typed pages. The paper is due at the post-practicum meeting.

**Required Resources (including textbooks):**

Curtain, Helena and Dahlberg, Carol Ann. (2008). *Languages and Children: Language Instruction for an Early Start, Grades K-8 (4th Edition)* Boston, MA: Allyn and Bacon.

**Differentiation of Instruction:**

The program is designed from a sociocultural perspective, relying heavily on the theoretical framework of Vygotsky, in which learning is facilitated through social interactions. In this model, we learn through scaffolded interactions with expert others. We have designed the program to maximize interpersonal learning opportunities by using an activity based model for teacher learning, while ensuring time for intrapersonal reflection in the morning, mid-day, and at the end of the day for the veteran and novice teachers. We have found that this structure allows veteran teachers the opportunity to assume leadership roles, and novice teachers benefit from the many available role models. The day is structured so that the certified, expert teachers introduce the day's materials and activities, and then gradually the teacher candidates are able to engage in carefully designed instruction with small group activities.

Last year, we discovered that several of the teacher candidates who were non-native speakers of English needed to improve their English proficiency. This year we will have non-native Chinese teacher candidate participants for the first time. To foster the linguistic objectives of both groups, we are highlighting the importance of the language teachers' proficiency in the target and native languages of the students. For the non-native English speakers, we are requiring that course assignments must be submitted in English, and the practicum instructor will assess and give feedback to each participant with regard to long-term professional development needs in terms of English language proficiency. For the non-native Chinese speakers, the practicum instructor will also assess and give feedback with regard to long-term professional development needs in terms of Chinese language proficiency. Our goal in the two-week program is to help

teacher candidates determine their individual professional development needs so that they can create a professional development plan unique to their situation.

### **Instructional Strategies:**

During the practicum, the teacher candidates focus on one of the EQs daily. They are prompted to use this focus to direct their observations and guide their journal writing. At the end of each day, the practicum instructor will lead a guided reflection upon the days events and observations. She will then tell them the next focus (EQ) for the following day. Throughout the program, and especially at its conclusion, the practicum instructor will reinforce the connection between the EQs and our goals for enduring understanding through large-group discussions and in her feedback to teacher candidates' journals.

### **What do they already know that will help them learn new information?**

We will administer the STARTALK Teacher Pre-survey to assess participant's background knowledge. In addition, participants in the Practicum Course are required to have taken the 16:617:500 Methods of Teaching Foreign Languages Class. Many of our participants have also taught in heritage language schools in the U.S., or some have taught other content areas in China or Taiwan, so they draw upon that experience as well.

### **Links to relevant web sites:**

[K12chinese.rutgers.edu](http://K12chinese.rutgers.edu)

### **Daily instructional plan**

See attached syllabus for course 15:253:523 Practicum in Language Education.