

**STARTALK Rutgers Chinese Language Teacher Program
Leadership, Empowerment and Global Perspectives
Practicum in Language Education
语言教学实习与实践
Course Syllabus 2016
15:253:623: F1**

General Information 重要日期

Instructor: Mary Curran

Email address: mary.curran@gse.rutgers.edu

Pre-practicum Planning Meeting Time and Location:

Saturday, June 18th from 9-12 noon

Graduate School of Education

10 Seminary Place, New Brunswick, NJ 08901

Practicum Time and Locations:

July 7, July 11-14; July 18-21

8:30 am to 4:30 pm, Monday through Thursday

Highland Park Middle School

330 Wayne Street

Highland Park, NJ 08904

July 5 – 6, July 8, July 15 and 22nd (Friday Meetings)

8:30 am – 4:30 pm

Rutgers, Graduate School of Education,

Room 124, Lecture Hall

10 Seminary Place, New Brunswick, NJ 08901

Post-practicum Reflection Meeting:

Date to be determined

Graduate School of Education

10 Seminary Place, New Brunswick, NJ 08901

Course Description 课程概要

Our 2016 program focuses on Leadership, Empowerment and Global Perspectives. Through the implementation of a summer language program, participants will engage in a supervised field experience designed to focus on thematic unit design and implementation, integrating technology in language instruction, and putting culturally responsive classroom management into practice. Participants will observe certified teachers engaged in Chinese world language teaching and over the course of the practicum, participants will conduct several mini-lessons. Participants will develop their leadership skills through creating and delivering professional development to their peers. The course instructors will lead participants in guided reflection upon how key components of the *World Readiness Standards for Language Learning* and Danielson *Framework for Teaching* are put into practice. Upon completion of the practicum, participants will possess a portfolio documenting their competencies and set goals for their continuing professional development. Course sessions will be conducted in Chinese and English; course assignments will be completed in English for teaching portfolios.

At the end of the course, participants will be able to:

- Explain the value of standards-based, thematic instruction;
- Create standards-based activities;
- Employ strategies to provide comprehensible input in order to teach in the target language;
- Adapt lessons for diverse students;
- Create materials;
- Select culturally authentic materials;
- Use technology to support their lessons;
- Put culturally responsive classroom management into action;
- Design thematic units;
- Construct a professional development plan that includes specific strategies for developing leadership skills;
- Advocate for world language and global education.

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| Course Texts 课程书目 |
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Required Texts:

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.

Sanborn, Mark. *You Don't Need a Title to Be a Leader: How Anyone, Anywhere, Can Make a Positive Difference*. NY: Crown Business.

Required Resources:

The Teacher Effectiveness for Language Learning Framework available at <http://www.tellproject.org/framework/>*

The Danielson Group *Framework for Teaching*, free download available at <https://danielsongroup.org/framework/>*

World Readiness Standards for Language Learning, available at www.actfl.org*

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| Course Member Contributions 分项评估 |
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1. Participation (60% of course grade):
 - a. Participants will actively participate in the practicum and professional development activities and discussions.
 - b. Participants will observe and engage in classroom instruction and be actively involved in guided reflections focusing on specific instructional strategies and issues.
 - c. Participants will conduct several Chinese language mini-lessons in which they are responsible for planning and leading class activities, and they will plan and lead several professional development activities for colleagues.

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 submitted via e-mail to the course instructor each morning by 6:00 am. Each journal entry will respond to a prompt focused on that daily topic (see schedule below), and participants will answer the following additional questions:
 1. *What was your proudest accomplishment today?*
 2. *What was the most challenging thing you experienced today?*
 3. *What was one new thing that you learned today?*
 4. *What did you find interesting or important about today's topic for your future teaching?*
3. Portfolio Development and Professional Development Plan (20% of course grade):
 Participants will document their learning experiences by archiving their work: learning plans; learning episodes; students' work; materials created; etc. The final portfolio item will be a Professional Development Plan (PDP) The long-term PDP will be due at the post-practicum meeting (more specific details for the portfolio and PDP, and an evaluation rubric will be shared during the practicum). Short term PDPs will be submitted weekly.

More detailed descriptions and expectations for the contributions will be given to you during the course of the practicum.

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| Grading Scale 成绩换算表 |
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95-100 A
 90-94 B+
 85-90 B
 80-84 C+
 75-79 C

Please refer to your student handbook for regulations regarding plagiarism and appropriate student conduct. Students needing special accommodations should speak to me or contact the Office of Disability Services at 732-932-2847.

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| Tentative Course Schedule 课程日程表 |
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June 18th, Pre-practicum Planning Meeting Meet at RU

Introduction to Program, Each Other, and Course Expectations

Program Overview

*Prior to July 5th: Be familiar with the World Readiness Standards, TELL Framework and Danielson Framework for Teaching. Visit Highland Park to get a sense of the community, especially its global connections.

Week 1

Meet at RU

Day One- July 5 (Tuesday)

Main Focus:

Planning and Preparation

Standards and Best Practice: Global Highland Park Thematic Unit

Using Stories in the Language Classroom

Planning for “Global New Jersey” Thematic Unit

Professional Responsibilities

Leadership and Advocacy: Lunchtime Book Presentation and Discussion

Day Two- July 6 (Wednesday)

Meet at RU

Main Focus:

Instruction

Supporting Instruction with Technology

Online Instruction

Classroom Management in Action

Planning for “Global New Jersey” Thematic Unit

Professional Responsibilities

Leadership and Advocacy: Lunchtime Book Presentation and Discussion

Day Three- July 7 (Thursday)

Meet at HPMS/HS

Main Focus:

Classroom Environment

We will prepare classroom for instruction

Classroom Management in Action

Planning for “Global New Jersey” Thematic Unit

Professional Responsibilities

Leadership and Advocacy: Lunchtime Book Presentation and Discussion

Day Four- July 8 (Friday)

Meet at RU

Main Focus:

Planning and Preparation and Instruction

Preparing for Thematic Unit, “Global Highland Park”

Professional Responsibilities

One-on-one meetings.

Leadership and Advocacy: Lunchtime Book Presentation and Discussion

Week 2

Day Five- July 11 (Monday)

Practicum with High School students

Main Focus:

Instruction

Focus on how teachers get to know their students; and how teachers implement instruction in order to make language comprehensible and meaningful to support staying in the target language and developing interpretive and interpersonal modes of communication.

Day Six- July 12 (Tuesday)

Practicum with High School students

Main Focus:

Instruction

Focus on how teachers integrate cultural products, practices, and perspective into their instruction and develop lesson plans using communicative-based strategies infused with culture.

Day Seven- July 13 (Wednesday)

Practicum with High School students

Main Focus:

Instruction

Focus on how students are setting and monitoring their goals.

Day Eight- July 14 (Thursday)

Practicum with High School students

Main focus:

Instruction

Focus on how teachers capture students' energy and commitment; and on how to prepare community members for communicative learning episodes with students.

Day Nine - July 15 (Friday)

Meet at RU

Main Focus:

Professional Responsibilities

Building a Professional Learning Community

What are our long and short-term goals for professional growth?

One-on-one conferences with directors for job interview and career advice and suggestions for professional development.

Presentation: How to Get and Keep a Job

Week 3

Day Ten- July 18 (Monday)

Practicum with High School students

Main Focus:

Instruction

Focus on field trip planning and implementation to support language and culture learning.

Day Eleven- July 19 (Tuesday)

Practicum with High School students

Global Highland Park Festival

Main Focus:

Instruction

Focus on how WL teachers build connections to the local and global community to support and encourage language and culture learning, and how to advocate for WL learning.

Day Twelve- July 20 (Wednesday)

Practicum with High School students

Main focus:

Instruction

Focus on technological tools that support language and culture using over the course of the program.

Day Thirteen - July 21 (Thursday)

Practicum with High School students

Main Focus:

Instruction

Focus on the global competencies developed through instruction in our Global New Jersey theme.

Day Fourteen - July 22 (Friday)

Meet at RU

Main Focus:

Instruction

Focus on how teachers apply formal and informal assessment techniques in the classroom and use effective performance based assessment that is linked with the learning objectives.
Professional Responsibilities

What are our new short and long-term goals for professional growth?

One-on-one conferences with directors for job interview and career advice and suggestions for professional development.

Post-practicum Reflection Meeting:

Date to be determined

Main Focus:

Professional Responsibilities

Portfolio Presentations

Reflection upon Practicum Component of the Program

What is teacher leadership? How can you put leadership in action?