



## Teacher Program Curriculum

### Basic Program Information

<b>Host Institution:</b>	Hunter College, Research Foundation of The City University of New York
<b>Program Title:</b>	Chinese Teacher Training Program: A Blended Model
<b>Curriculum Title:</b>	Hunter College Summer STARTALK Program Teacher Curriculum
<b>Language(s):</b>	Chinese
<b>University Credit:</b>	Graduate;
<b>Program Setting:</b>	Residential
<b>Program Type:</b>	Blended
<b>Duration:</b>	30 Days

**Contact Hours:** 120 Hours

## **STAGE 1: What will learners be able to do with what they know by the end of the program?**

### Overview

Our program enrolls 10-15 participants. Most of the participants will be students at Hunter College who are enrolled in the MA program in the Teaching of Chinese leading to initial certification that is offered by the state of New York. Additionally, we recruit pre-service and in-service teachers at Grade 7-12, as well as current and prospective tutors for the Chinese Flagship program at Hunter College. Our program utilizes a blended model, which features teacher training in the traditional classroom setting as well as in online instruction. The training includes three components: (1) three full-day workshops that focus on intercultural communication and classroom management, task-based online teaching, and teaching in the target language respectively; (2) a three-day seminar that introduces and practices STARTALK-endorsed principles for effective teaching and learning, and guides the program participants to design and draft lesson plans for their student teaching in the subsequent practicum; (3) a four-week micro-teaching and classroom-based practicum. During the micro-teaching and practicum, participants will observe the lead teacher of our STARTALK student

program, teach two 50-minute lessons to high school students, and conduct daily tutorial sessions with the students. Participants will first present their lesson plans and rehearse them to get feedback from the lead teacher and their peer participants. The teaching will be videotaped with follow-up critique sessions. During the training for online instruction participants will put into practice the STARTALK principles in the online environment. The lead teacher will observe the online tutorial sessions conducted by teacher trainees with a follow-up discussion session. Participants will also discuss with their peers questions and problems in planning and delivering lessons through the online mode. As described above, the teacher training is closely integrated with the student program, teacher participants benefit directly from the frequent interactions with the learners in the student program through such activities as planning and teaching lessons in the classroom and online settings, and discussing and analyzing their teaching experiences with the lead instructor and peer participants. By the end of the program, participants will be able to 1) plan their lessons using backward design; 2) conduct classes that meet the state and national standards; 3) establish learning objectives that reflect specific proficiency targets; 4) use performance-based assessments that involve three modes of communication; 5) design pair and/or small group activities supported by meaningful contexts; and 6) create learner-centered classrooms in the target language with comprehensible input. Eligible participants can earn 3 graduate credits (CHND712 Methods) during the summer program. The post-summer program takes the form of two semester-long graduate-level pedagogy courses (CHIN701 Chinese Phonology; CHIN703 Chinese Orthography and Lexicology). Participants can take one or both of the courses to earn 3 to 6 additional graduate credits. Those credits can count toward the MA degree and the New York State teacher certification.

Learning Goals

What do you hope participants will be able to do after the program ends? Use the Teacher Effectiveness for Language Learning (TELL) Framework to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

<b>No.</b>	<b>TELL Domains</b>	<b>TELL Criteria Statements</b> The criteria statements identified here will be transferred to Stages 2 & 3.
1	Planning	P1. I plan learning experiences based on my local curriculum and state and national standards.
2	Planning	P6a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.

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3	The Learning Experience	LE4a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.
4	The Learning Experience	LE4c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
5	The Learning Experience	LE4e. I frequently check for understanding in a variety of ways throughout the lesson.
6	The Learning Experience	LE4f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.
7	The Learning Experience	LE5b. My students engage in language learning opportunities anchored in the modes of communication.

8	The Learning Experience	LE5d. My students engage daily in pair and/or small group activities.
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**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

Performance Assessment

No.	TELL Criteria Statements The criteria statements here are identified in Stage 1.	Evidence/Product And Brief Description
1	P1. I plan learning experiences based on my local curriculum and state and national standards.	<ul style="list-style-type: none"> <li>• Participants will specify what national standards are targeted in each learning plan they make.</li> <li>• Participants will write an edTPA planning commentary to discuss how their learning plans reflect the national standards.</li> </ul> <p>(Note: The edTPA is a teacher performance assessment adopted by New York State. One of its components asks</p>



		<p>teacher candidates to analyze their teaching by writing commentaries on lesson planning, classroom instruction, and assessment.) • Participants will present the learning plans and receive comments and suggestions from their peers and the lead instructor.</p>
<p>2</p>	<p>P6a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.</p>	<p>• Participants will specify performance objectives (e.g., can-do statements) in each learning plan they make, and will indicate how well learners fulfill the objectives and if they are reaching proficiency targets (e.g., vocabulary, accuracy, text type). • In the learning plans, participants will construct meaningful contexts that aim to help learners understand and carry out specific language tasks and functions. • In the edTPA planning commentary, participants will discuss how the constructed learning contexts could effectively enable learners to move towards achieving the learning objectives. • In the daily reflections</p>

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		<p>posted online, participants will share their thoughts about their learning planning design experience with their peers. They will discuss what they have learned in terms of setting and meeting objectives and how such learning can be applied to their own classrooms.</p>
<p>3</p>	<p>LE4a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.</p>	<ul style="list-style-type: none"> <li>• Participants will teach the lessons in a real classroom setting with STARTALK high school students. Instructional effectiveness is assessed by whether at least 90% of the class is conducted in the target language in a comprehensible and meaningful way.</li> <li>• Clips of the teaching videos will be played at the critique sessions. Participants will present their thoughts about target language use in the lesson taught and whether they successfully maximized learners' target language output.</li> <li>• Every day participants will observe their peers' teaching</li> </ul>

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		and the student program lead teacher's teaching, and write observation reports to assess target language use.
4	LE4c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.	<ul style="list-style-type: none"> <li>• At the critique session that follows student teaching, participants will study the video clips and teaching observation reports and discuss strategies to provide comprehensible input that facilitates target language use.</li> <li>• Participants will also analyze strategies to produce comprehensible input in combination with target language use. In their daily reflections, participants will discuss how the comprehensible input strategies have affected the effectiveness of their own teaching and their colleagues' teaching, and how they may apply such learning to their own classrooms.</li> </ul>
5	LE4e. I frequently check for understanding in a variety of ways throughout the lesson.	<ul style="list-style-type: none"> <li>• In addition to target language use and comprehensible input, the teaching videos will also reveal the subsequent</li> </ul>

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		<p>strategies adopted by the participants to check for understanding at various stages of the lesson. • Participants will submit observation reports to address how often the teacher checks for learning and what follow-up instruction was provided based on students' comprehension results. • Participants will be asked to reflect upon and exchange comments and suggestions for timely, sufficient, effective ways to check for understanding and to perform follow-up instruction. • Participants will post their discussions on checking for understanding while maximizing target language instruction in their daily reflections.</p>
6	LE4f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.	<ul style="list-style-type: none"> <li>• With the evidence demonstrated in the video clips, participants will brainstorm at the critique sessions on how to minimize teacher talk and maximize student opportunities to produce the target language. • Participants</li> </ul>

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		<p>will discuss the strategies and effects of minimizing teacher talk, in conjunction with target language use, in the edTPA commentaries and daily reflections.</p>
<p>7</p>	<p>LE5b. My students engage in language learning opportunities anchored in the modes of communication.</p>	<ul style="list-style-type: none"> <li>• Participants will indicate in their learning plans which activity reflects which mode of communication. Each class should have one interpersonal activity and one interpretive activity.</li> <li>• In their observation reports, participants will comment if these activities are conducted effectively.</li> <li>• Participants will submit edTPA instruction and assessment commentaries that analyze how their instruction engaged students in developing communicative proficiency with a focus on three modes of communication, and that note the proficiency gains achieved as a result of their instruction.</li> <li>• In their daily reflections, participants will discuss methods to involve all three modes of communication in teaching Chinese.</li> </ul>

8	LE5d. My students engage daily in pair and/or small group activities.	<ul style="list-style-type: none"><li>• Participants will include pair and group activities in each learning plan they design.</li><li>• At the critique session and in their observation reports, participants will comment if a variety of activity types (e.g., pair and group) have been effectively employed, and suggest any improvements or changes that could be implemented.</li></ul>
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**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

Learning Plan

No.	<p align="center"><b>TELL Criteria Statements</b></p> <p align="center">The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows</p>
1	P1. I plan learning experiences based on my local curriculum and state and national standards.
2	P6a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.
3	LE4a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.

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4	LE4c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
5	LE4e. I frequently check for understanding in a variety of ways throughout the lesson.
6	LE4f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.
7	LE5b. My students engage in language learning opportunities anchored in the modes of communication.
8	LE5d. My students engage daily in pair and/or small group activities.

<b>Day #</b>	<b>Learning Targets</b>	<b>Checking for Learning</b>	<b>Instructional Resources</b>
Each day should have multiple learning targets. Use a separate row for each learning target.	Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression	Describe how participants will demonstrate what they can do with what they know for each learning target.	Identify the major resources participants will use to work with the topics identified in column 2.



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	that will allow a participant to meet the learning goal expressed by the TELL Criteria.		
<p>June 23, Day 1 (Workshop on Effective Communication in the American classroom) FOCUS: Minimizing Teacher-Talk</p>	<p>I can spot instances of incomprehensible teacher-talk and discuss its impact on teacher-student communications in the classroom.</p>	<p>o Participants watch video clips that capture classroom moments when teacher-student communications break down. Working in groups, participants identify instances of incomprehensible teacher talk in the clips, and discuss how they impact the effective communication between the teacher and the students. o Participants present their ideas</p>	<p>Classroom videos featuring student teachers</p>

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		to the workshop leader and receive feedback.	
<p>June 23, Day 1 (Workshop on Effective Communication in the American classroom)            FOCUS: Minimizing Teacher-Talk, Comprehensible Input</p>	<p>I can reduce the amount of teacher talk and make the target language input comprehensible.</p>	<p>o Referring to the instances of incomprehensible teacher talk spotted in the video clips, participants work in groups to maximally reduce the amount of teacher talk, and design strategies to make the input comprehensible. o Participants demonstrate and compare the comprehensible input strategies designed by different groups and obtain feedback from the workshop leader.</p>	<p>Classroom videos featuring student teachers</p>

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<p>June 23, Day 1 (Workshop on Effective Communication in the American classroom) FOCUS: Checking for Understanding</p>	<p>I can identify moments of instruction when checking-for-understanding is missing, and discuss its impact on the flow of communication between teacher and students.</p>	<p>o Participants watch a different set of videos that capture moments of communication gaps between the teacher and the students in a Chinese classroom. Working in groups, participants identify stages of teaching in the video clip where checking-for-understanding should have been done but was not implemented, and discuss its consequences.</p>	<p>Classroom videos featuring student teachers</p>
<p>June 23, Day 1 (Workshop on Effective Communication in the</p>	<p>I can enrich the strategies of checking-for-understanding for</p>	<p>o Focusing on the steps of teaching where checking-for-understanding is missing in</p>	<p>Classroom videos featuring student teachers</p>

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<p>American classroom) FOCUS: Checking for Understanding</p>	<p>better communications with the students.</p>	<p>the videos, participants work in groups and design strategies of checking-for-learning to keep the students engaged.</p> <ul style="list-style-type: none"> <li>o Participants present the strategies to the workshop leader and receive feedback.</li> </ul>	
<p>June 24, Day 2 (Workshop on Task-based Online Teaching) FOCUS: Learning Objectives</p>	<p>I can write can-do statements for my online tutoring sessions.</p>	<ul style="list-style-type: none"> <li>o Based on the lesson they are going to teach during the online practicum, participants work in pairs and brainstorm can-do statements that suit the online tutoring setting.</li> <li>o Participants present the can-</li> </ul>	<p>STARTALK Student program learning packet</p>

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		do statements to the workshop leader for feedback.	
June 24, Day 2 (Workshop on Task-based Online Teaching) FOCUS: Meaningful Context	I can construct meaningful context(s) for the lesson I tutor online.	o With the learning objectives (can-do's) established, participants construct meaningful context(s) that involves the features of the virtual environment to support the delivery of the learning objectives. o Participants present the contexts they construct to the workshop leader for feedback.	STARTALK Student program learning packet

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<p>June 24, Day 2 (Workshop on Task-based Online Teaching)          FOCUS: Assessment and Modes of Communication</p>	<p>I can plan formative assessments for my online tutoring session in three modes of communication.</p>	<p>o With the learning objectives and meaningful contexts constructed, participants brainstorm in groups about formative assessments to be carried out in the online setting, including three modes of communication, and present the assessments to the workshop leader for feedback. o Choosing one mode of communication from the assessments designed, participants prepare the teaching materials (e.g., PPT slides) that are friendly to the</p>	<p>STARTALK Student program learning packet</p>
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		virtual environment, present them to the workshop leader and receive feedback.	
June 24, Day 2 (Workshop on Task-based Online Teaching) FOCUS: Checking for Understanding	I can adopt different strategies to check for learner's understanding of my instruction through my online tutoring session.	<ul style="list-style-type: none"> <li>o Using the materials designed for the assessment, participants demonstrate tutoring the materials with their peers, adopting at least three strategies of checking for understanding that would work in the online setting.</li> <li>o The workshop leader will observe the demonstrations and provide feedback to the participants.</li> </ul>	STARTALK Student program learning packet

<p>June 25, Day 3 (Workshop on Teaching in the Target Language) FOCUS: Target Language Use and Comprehensible Input</p>	<p>I can use comprehensible input strategies to present new language forms to the learners.</p>	<ul style="list-style-type: none"> <li>o Picking a new language form (e.g., a set of words, a grammar construction, an expression) from the lesson they are going to teach during the face-to-face practicum, participants work in groups and design a comprehensible input strategy (e.g., using pictures, props, body movements) to present the new form to the learners.</li> <li>o Participants demonstrate the strategy in front of the peers and workshop leader and obtain feedback from them.</li> </ul>	<p>STARTALK Student program learning packet</p>
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<p>June 25, Day 3 (Workshop on Teaching in the Target Language) FOCUS: Checking for Understanding</p>	<p>I can adopt different strategies to check for learner's understanding of my presentation of new language forms.</p>	<ul style="list-style-type: none"> <li>o Following the presentation of the new language forms in the target language, participants continue to work in groups and brain storm strategies to reinforce the learning of the new forms and check for learners' understanding (e.g., TPR, natural approach, Gouin Series).</li> <li>o Participants pick a strategy and demonstrate it.</li> <li>o The workshop leader will observe the demonstrations and provide feedback to the participants.</li> </ul>	<p>STARTALK Student program learning packet</p>
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<p>June 25, Day 3 (Workshop on Teaching in the Target Language) FOCUS: Assessment and Modes of Communication</p>	<p>I can assess the learning of new language forms in three modes of communication.</p>	<p>o With the new language forms they picked, participants work in groups and design three assessments in interpretive (e.g., reading authentic material), interpersonal (e.g., making a phone call) and presentational (e.g., making a poster) modes of communication. o Participants discuss the assessments with the workshop leader and receive feedback.</p>	<p>STARTALK Student program learning packet</p>
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<p>June 26, Day 4 (Seminar) FOCUS: Learning Standards</p>	<p>I can identify the 5C's of World-Readiness Standards in a curriculum.</p>	<p>o Working in pairs, participants match the 5C's to a selection of randomized learning tasks in the STARTALK high school curriculum.</p>	<p>o World-Readiness Standards o STARTALK Student program curriculum</p>
<p>June 26, Day 4 (Seminar) FOCUS: Learning Objectives</p>	<p>I can establish can-do statements based on the learning activities designed for a lesson.</p>	<p>o With its original can-do statements removed, participants read the learning activities in a sample lesson plan designed for the STARTALK student program, and establish can-do statements for these activities.</p>	<p>Sample lesson plan for the STARTALK high school program</p>

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		o Participant s match the can-do statements to the 5C's.	
June 26, Day 4 (Seminar) FOCUS: Meaningful Context	I can identify the meaningful context(s) constructed in a lesson.	o With the 5C's and learning objectives (can-do's) identified, participants identify the meaningful context(s) constructed in the sample lesson plan to support the delivery of the learning objectives and the reflection of the 5C's.	Sample lesson plan for the STARTALK high school program
June 26, Day 4 (Seminar) FOCUS: Learning Objectives	I can write can-do statements for my lesson plan.	o Working in groups, participants create can-do statements and draft the first	STARTALK lesson plan template

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		<p>stage (learning objectives) of their own lesson plans to be used for micro-teaching. o Participants submit the draft to the lead instructor for feedback and approval.</p>	
<p>June 26, Day 4 (Seminar)  <b>FOCUS: Learning Standards, Objectives and Meaningful Context</b></p>	<p>I can construct meaningful context(s) for my lesson.</p>	<p>o Based on the first stage of their lesson plans, participants work in groups and construct meaningful context(s) for their lessons to support the achievement of the learning objectives. o Participants present the meaningful context(s) to the lead instructor for feedback and explain</p>	<p>N/A</p>

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		how the context(s) reflect the learning objectives and the 5C's.	
<p>June 27, Day 5 (Seminar)            FOCUS: Modes of Communication</p>	<p>I can identify the three modes of communication in a lesson plan.</p>	<p>o Working in pairs, participants match the three modes of communication to the corresponding learning and assessment tasks in the sample lesson plan designed for the STARTALK high school program.</p>	<p>Sample lesson plan for the STARTALK high school program</p>
<p>June 27, Day 5 (Seminar)            FOCUS: Assessments and Modes of Communication</p>	<p>I can incorporate three modes of communication in my lesson plan.</p>	<p>o Based on the first stage of the lesson plans they designed in the previous day, participants</p>	<p>STARTALK lesson plan template</p>

		<p>work in groups and develop the second stage (performance assessment) of their lesson plans, incorporating three modes of communication.</p> <p>o Participants present their second stage to the lead instructor for feedback and approval, indicating how the assessments reflect the first stage of their lesson plan, as well as the meaningful context constructed for the lesson in the previous day.</p>	
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<p>June 27, Day 5 (Seminar)                  FOCUS: Assessments and Checking for Understanding</p>	<p>I can plan formative assessments throughout my lesson that checks learners' understanding of my instruction.</p>	<ul style="list-style-type: none"> <li>o Based on stage 2 of their lesson plans, participants brainstorm in groups about formative assessments to be implemented in stage 3 (learning episodes) of their lesson plans, with a special attention to the practices of checking for understanding.</li> <li>o Choosing one learning episode from their lesson plans, participants present their formative assessments to the lead instructor for feedback and approval, addressing how</li> </ul>	<p>STARTALK lesson plan template</p>
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		checking for understanding is carried out.	
<p>June 27, Day 5 (Seminar)                  FOCUS: Assessments and Modes of Communication</p>	<p>I can check and discuss the assessments I designed against state standards (edTPA).</p>	<p>o Using the stages of the lesson plans they have developed for their micro-teaching, participants respond to questions related to learning objectives, assessments and three modes of communication in their edTPA assessment commentary. o Participant s present the draft of the edTPA assessment commentary to the lead instructor for feedback and approval.</p>	<p>Sample edTPA assessment commentary</p>

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<p>June 28, Day 6 (Seminar)  <b>FOCUS: Target Language Use and Comprehensible Input</b></p>	<p>I can identify strategies used by an instructor to make target language input comprehensible.</p>	<p>o Participants watch a video clip featuring a novice-level STARTALK Swahili class, with no captions provided. Participants discuss how much Swahili they have learned from this short lesson, and list the strategies that are used by the instructor in the video clip that helped them comprehend Swahili instructions and learn the Swahili expressions.</p>	<p>STARTALK Classroom Video</p>
<p>June 28, Day 6 (Seminar)  <b>FOCUS: Target Language</b></p>	<p>I can identify practices of checking for understanding in a class.</p>	<p>o Participants watch the same Swahili class video again and</p>	<p>STARTALK Classroom Video</p>

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<p>Use, Comprehensible Input, Checking for Understanding</p>		<p>list practices of checking for understanding they noticed.</p>	
<p>June 28, Day 6 (Seminar) FOCUS: Target Language Use, Comprehensible Input, Checking for Understanding</p>	<p>I can practice checking for understanding with comprehensible input in my teaching.</p>	<p>o Using the learning episode they picked in the previous day from stage 3 of their lesson plans, participants flesh out the episode with activities that demonstrate checking for understanding. o Participants demonstrate three strategies for checking-for-understanding and explain what they would do if students do not show comprehension.</p>	<p>STARTALK lesson plan template</p>

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<p>June 29 – July 2, Day 7                  – Day 10 (Face-to-Face Practicum, Week 1) FOCUS:                  Minimizing Teacher-Talk</p>	<p>I can minimize teacher-talk in the class I teach.</p>	<ul style="list-style-type: none"> <li>o Participants rehearse part of the lesson they are going to teach in front of their peers and the lead instructor, being consciously limiting their teacher talk to no longer than thirty seconds to one minute.</li> <li>o Participants teach a lesson to the STARTALK high school students, consciously limiting their teacher talk. Instead of answering for the learners, participants ask learners to give answers.</li> </ul>	<p>N/A</p>
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<p>June 29 – July 2, Day 7 – Day 10 (Face-to-Face Practicum, Week 1) FOCUS: Minimizing Teacher-Talk</p>	<p>I can spot instances of unwarranted teacher-talk in a class and discuss its impact on the learners.</p>	<ul style="list-style-type: none"> <li>o Participants observe their peers' rehearsals and tally the number of times teacher-talk happened and indicate whether it is necessary or not, and go over them with the peer teachers and the lead instructor after the rehearsal.</li> <li>o Participants observe classes taught by their peers and complete observation reports that ask such questions as the amount and necessity of teacher talk and learners' reactions.</li> </ul>	<p>Participants' teaching videos and observation notes.</p>
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<p>June 29 – July 2, Day 7 – Day 10 (Face-to-Face Practicum, Week 1) FOCUS: Minimizing Teacher-Talk</p>	<p>I can discuss how to minimize my teacher-talk for my future teaching.</p>	<p>o At the discussion sessions following the rehearsal and the teaching, participants reflect on their teacher-talk with their peers: what strategies have been attempted to reduce teacher talk; whether or not the strategies were successful, and why. o Participants discuss how to reduce unnecessary teacher talk. If the student teacher teaches again the next day, observers will note whether s/he shows any improvement in this aspect.</p>	<p>Participants' teaching videos and observation notes.</p>
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<p>July 5 – July 8, Day 11 – Day 14 (Face-to-Face Practicum, Week 2) FOCUS: Target language use and Comprehensible Input</p>	<p>I can teach a class with 90% of my input in the target language that is comprehensible to the learners.</p>	<p>o Participants will rehearse part of the lesson and evaluate whether the target language used to teach is comprehensible. o Participants will teach a lesson with 90% of the instructional input in the target language that is comprehensible to the learners.</p>	<p>N/A</p>
<p>July 5 – July 8, Day 11 – Day 14 (Face-to-Face Practicum, Week 2) FOCUS: Target language use and Comprehensible Input</p>	<p>I can identify strategies used by an instructor to make target language input comprehensible.</p>	<p>o Participants observe rehearsals and classes taught by their peers, and discuss if the teacher input (questions and instructions) was comprehensible. o Partici</p>	<p>Participants' teaching videos and observation notes.</p>

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		<p>participants make note of teacher input that is beyond students' comprehension and simplify such input.</p>	
<p>July 5 – July 8, Day 11 – Day 14 (Face-to-Face Practicum, Week 2) FOCUS: Target language use and Comprehensible Input</p>	<p>I can discuss how to improve the comprehensibility of my target language input for my future teaching.</p>	<ul style="list-style-type: none"> <li>o Participants submit daily reflections on their target language use in and outside the classroom with students.</li> </ul>	<p>Participants' teaching videos and observation notes.</p>
<p>July 11 – July 21, Day 15 – Day 24 (Face-to-Face Practicum, Week 3&amp;4) FOCUS: Checking for Understanding</p>	<p>I can check for understanding throughout my lesson in a variety of ways.</p>	<ul style="list-style-type: none"> <li>o Participants rehearse part of their lessons using at least 3 strategies of checking for understanding.</li> <li>o Participants teach a lesson</li> </ul>	<p>N/A</p>



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		to the STARTALK high school students, demonstrating a variety of methods for checking for understanding.	
<p>July 11 – July 21, Day 15 – Day 24 (Face-to-Face Practicum, Week 3&amp;4) FOCUS: Checking for Understanding</p>	<p>I can identify practices of checking for understanding in a class.</p>	<p>o Participants observe rehearsals and classes taught by their peers and tally how often the teachers check for understanding. o Participants note down signs of learners' inability to follow instructions due to insufficient or ineffective checking-for-understanding by the teacher.</p>	<p>Participants' teaching videos and observation notes.</p>

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<p>July 11 – July 21, Day 15 – Day 24 (Face-to-Face Practicum, Week 3&amp;4) FOCUS: Checking for Understanding</p>	<p>I can discuss how to implement checking-for-learning more effectively for my future teaching.</p>	<p>o After teaching, participants reflect with peers on the moments they encountered during the teaching when learners could not follow the instructions due to insufficient or ineffective checking-for-understanding. o Based on such moments, participants demonstrate adjustments they can make to enhance their check-for-learning.</p>	<p>Participants' teaching videos and observation notes.</p>
<p>July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching</p>	<p>I can minimize teacher-talk in the online tutorial session I teach.</p>	<p>o Participant teaches a tutorial session online to a STARTALK high school student where</p>	<p>N/A</p>

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<p>in an Online Environment: Revisit Minimizing Teacher-Talk</p>		<p>students speak meaningfully 90% of the class time. The tutorial session will be observed by the lead instructor and peers.</p>	
<p>July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching in an Online Environment: Revisit Minimizing Teacher-Talk</p>	<p>I can discuss how to minimize my teacher talk in the online tutorial setting.</p>	<ul style="list-style-type: none"> <li>o Peer observers record the amount of teacher talk in the lesson taught, and discuss with the teacher in what ways the teacher talk can be minimized.</li> <li>o Participants discuss their virtual teaching experience in their daily reflections, comparing its difference from teaching a group class in the face-to-face setting, and how</li> </ul>	<p>N/A</p>

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		to minimize teacher talk in the online environment.	
July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching in an Online Environment: Revisit Target language use and Comprehensible Input	I can teach an online tutorial session with 90% of my input in the target language that is comprehensible to the learner.	o Participant teaches a tutorial session online to a STARTALK high school student, with 90% of the instructional input in the target language that is comprehensible to the learner. The tutorial session will be observed by the lead instructor and peers.	N/A
July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching	I can discuss how to improve the comprehensibility of my	o At the post-tutorial online discussion session, the participant will discuss with	N/A

<p>in an Online Environment: Revisit Target language use and Comprehensible Input</p>	<p>target language input in the online tutorial setting.</p>	<p>the lead instructor and the peer observers about target language use in the lesson taught, and in what ways s/he can improve the comprehensibility of the instructional input in the online setting. o Participants discuss their virtual teaching experience in their daily reflections, comparing strategies of comprehensible input with those adopted in the face-to- face group class setting.</p>	
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<p>July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching in an Online Environment: Revisit Checking for understanding</p>	<p>I can check for understanding in different ways throughout my online tutorial session.</p>	<p>o Participant teaches a tutorial session online to a STARTALK high school student, demonstrating efforts of checking for understanding in the online setting. o The tutorial session will be observed by the lead instructor and some peers to evaluate whether there is enough checking for understanding.</p>	<p>N/A</p>
<p>July 25 – July 29 (Day 25 – Day 29) (Online Practicum, Week 5) FOCUS: Teaching in</p>	<p>I can discuss how to implement checking-for-learning more effectively in the online tutorial setting.</p>	<p>o At the post-tutorial online discussion session, the participant will discuss with the lead instructor and</p>	<p>N/A</p>

<p>an Online Environment: Revisit Checking for understanding</p>		<p>the peer observers about specific actions s/he has taken in an effort to check for understanding, and how the learner reacted to such actions.</p> <p>o Participants discuss their tutoring experience in their daily reflections, addressing how checking-for-learning differs in the online setting and what their learning is to make it more effective.</p>	
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Micro-teaching/Practicum

Each participant will have the chance to teach two 50-minute classes. Participants will be teaching high school students enrolled in our student program. Participants will write lesson plans, revise them, rehearse part of their teaching, further revise their lesson plans based on the rehearsal, and finally teach the lessons in the real classroom. This cycle of learning and practicing will make sure that participants will have plenty of experience applying the new knowledge and skills they learn during the program. Additionally, participants will conduct one-on-one tutoring with the high school students both in the face-to-face mode and online mode throughout the program every day. This is another chance for the participants to apply their learning.