

Sharing Responsibilities for Tomorrow's Teachers Today: "Gown" and "Town" Meet

A Symposium

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Presenters:

Dr. Paul A. García

Visiting Associate Professor, Foreign/Second Language Education
Director, Second Language Acquisition/Instructional Technology Doctoral Program
University of South Florida
pagarcia@ku.edu

Dr. Jennifer Eddy

Assistant Professor, World Language Education
Queens College, City University of New York
WorldLanguageEd@aol.com

Dr. Mary Curran

Assistant Professor of Language Education
Graduate School of Education
Rutgers University
mary.curran@gse.rutgers.edu

Dr. Marcela van Olphen

Assistant Professor, Foreign/Second Language Education
University of South Florida
Vanolphen@coedu.usf.edu

Symposium Abstract:

The basic challenge of teacher preparation that we raise is, "How do we get 'there' from 'here.'" In this session, we formulate this matter of "Town meets Gown" by offering experiences in shared responsibilities for pre-service and in-service language teacher education between IHEs and LEAs. Representatives of the ACTFL Teacher Development SIG and the National Association of District Supervisors of Foreign Language (NADSFL) will argue the case for committing resources and faculty research time to the development of a variety of demonstration projects that are based upon but go beyond the traditional triad of college supervisor, district staff, and pre-service/in-service teacher. Dr. García will formulate the proposition for change through a review of the implications of NCATE and NADSFL; how such benchmarks mandate change in language, literature, and culture courses for the language major; the matter of university supervisor responsibility in the development of training teachers for FLES, immersion, and secondary school assignments. Professors Curran, Eddy, and van Olphen will each offer insights into their local responses, and present, respectively, an overview of practicum activities for Chinese language teachers, Backward Design and supervisory follow-up, and the role of technology for assisting both the pre-graduation major and the graduate in-service teacher. Each contributor will pose a specific answer to "How do we get 'there.'" Audience reaction is invited as we create the desiderata for demonstration projects as the varied responsibilities of divergent language teaching models for K-12 lead us away from attempting to "cover almost everything" in a 3 (or even 6-credit) methods sequence.