

# Teacher Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	Human Assistance & Development International - CLASSRoad
<b>Program Title:</b>	Advancing TELL Online with Comprehensible Input
<b>Curriculum Title:</b>	Summer 2016 Teacher Course
<b>Language(s):</b>	Arabic; Chinese; Persian;
<b>University Credit:</b>	Undergraduate; Graduate; Continuing Education Unit;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Online
<b>Duration:</b>	75 Days
<b>Contact Hours:</b>	240 Hours



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

### **Overview**

CLASSRoad's 2016 fully-online STARTALK program will provide an opportunity for sixty (60) intermediate and master Arabic, Chinese and Persian language teachers to focus on the TELL Learning Tools LT1 (a-c) criteria, building their ability to identify, design and deliver online lessons that use comprehensible input strategies to stay in the target language for 90% of instructional time, while utilizing suitable digital tools to implement planning steps and activities. Prior to selection for this course, all interested applicants will take assessments designed to elicit information on their ability to make effective use of web resources. We will provide participants scaffolded, collaborative activities to prepare them for 3 major applied learning experiences. These are designed to give them applied practice in the application of the TELL Learning Tools LT1 (a-c) criteria. They are: 1) peer microteaching in cross-language pairs to practice understanding and skills related to digital media and comprehensible input, the five C's of the World Readiness Standards and the three modes of communication; 2) language-specific, online, synchronous co-teaching to California State University, San Bernardino language students; and 3) the development of a personal growth plan to further professional practice in online teaching environments.

## 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	Learning Tools 1 (a)	Learning Tools 1 (a): I provide my students with comprehensible input through the use of a variety of digital and print media.
2	Learning Tools 1 (b)	Learning Tools 1 (b): My students and I use realia, props, manipulatives and other resources to make input comprehensible.

3	Learning Tools 1 (c)	Learning Tools 1 (c): My students and I use classroom learning aids as tools to facilitate learning.
4	Professionalism 3 (a)	Professionalism 3 (a): I use processes that allow me to analyze and reflect on my current practice.
5	Professionalism 3 (c)	Professionalism 3 (c): I create a plan for my professional growth based on my reflections.

## 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	Evidence/Product And Brief Description
	The criteria statements here are identified in Stage 1.	
1	Learning Tools 1 (a): I provide my students with comprehensible input through the use of a variety of digital and print media.	To practice application of digital learning tools to provide learners with comprehensible input designed to keep at least 90% of instructional input in the target language using age-appropriate, authentic materials, participants will create and teach a synchronous learning episode (peer microteach) to a program peer who does not speak the language of instruction. As part of a culminating

		<p>lesson delivered synchronously to students at CSUSB, participants will co-teach a live synchronous online standards- and culture-based lesson focused on the 3 modes of communication and 21st century world language skills. They will demonstrate their ability to use digital learning tools to keep at least 90% of instructional input and 90% of student output in the target language.</p>
<p>2</p>	<p>Learning Tools 1 (b): My students and I use realia, props, manipulatives and other resources to make input comprehensible.</p>	<p>To practice application of realia, props and other resources to provide learners with comprehensible input designed to keep at least 90% of instructional input in the target language using age-appropriate, authentic materials, participants will create and teach a synchronous learning episode (peer microteach) to a program peer who does not speak the language of instruction. As part of a culminating lesson delivered synchronously to students at CSUSB, participants will co-teach a live synchronous online</p>

		standards- and culture-based lesson focused on the 3 modes of communication and 21st century world language skills. They will demonstrate their ability to use digital learning tools to keep at least 90% of instructional input and 90% of student output in the target language.
3	Learning Tools 1 (c): My students and I use classroom learning aids as tools to facilitate learning.	Participants will integrate Can-Do statements and create checks for understanding to provide California State University, San Bernardino (CSUSB) students multiple opportunities to assess their progress during the synchronous online sessions.
4	Professionalism 3 (a): I use processes that allow me to analyze and reflect on my current practice.	Reflective Practice — Participants will record a Think Aloud reflection of their peer microteaching experience with a focus on their application of the Learning Tools 1a-c criteria in an online environment. Participants will integrate



		peer and instructor feedback on their peer microteaching and CSUSB teaching experiences.
5	Professionalism 3 (c): I create a plan for my professional growth based on my reflections.	Personal Growth Plan —Participants will develop a personal growth plan to plan for their future online learning teaching using the TELL My Personal Growth Plan document. Participants will convene in two follow-up web conferences in fall 2015 and spring 2016 to discuss and reflect on their personal growth plan.

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Plan	
No.	TELL Criteria Statements
	The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows
1	Learning Tools 1 (a): I provide my students with comprehensible input through the use of a variety of digital and print media.
2	Learning Tools 1 (b): My students and I use realia, props, manipulatives and other resources to make input comprehensible.
3	Learning Tools 1 (c): My students and I use classroom learning aids as tools to facilitate learning.

4	Professionalism 3 (a): I use processes that allow me to analyze and reflect on my current practice.
5	Professionalism 3 (c): I create a plan for my professional growth based on my reflections.

<b>Day #</b>	<b>Learning Targets</b>	<b>Checking for Learning</b>	<b>Instructional Resources</b>
<p>Each day should have multiple learning targets. Use a separate row for each learning target.</p>	<p>Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</p>	<p>Describe how participants will demonstrate what they can do with what they know for each learning target.</p>	<p>Identify the major resources participants will use to work with the topics identified in column 2.</p>
April-June 1	I can perform basic website navigation (LT1c)	Working individually, participants will take a multiple-choice pre-course assessment designed to identify participants	CLASSRoad-created basic website navigation quiz

		possessing the requisite basic web skills to be successful in this program.	
April-June 1	I can verify I have the necessary equipment, schedule and mindset to participate fully in this program. (LT1c)	Working individually, participants will complete a "Conditions of Participation" agreement document that stipulates technology requirements, time commitment and near future application of course skills and knowledge to an online teaching environment.	CLASSRoad-created "Conditions of Participation" agreement document
June 6-11	I can use the online learning platform to introduce myself	Participants will engage and connect with course colleagues	Moodle Discussion Thread 3-2-1 Ice Breaker Activity

	and meet my colleagues and course staff. (LT1c)	in an online discussion thread, practicing the behaviors they will model for their language students. This activity supports the Communities and Communication Standards.	
June 6-11	I can describe my teaching and technology experiences for language learning and teaching. (PR3a)	Participants will complete a background survey on language teaching, technology experiences, and current location. Program facilitators will use this information to group participants heterogeneously for small and large group activities.	CLASSRoad-created teacher background survey

<p>June 6-11</p>	<p>I can identify the three main growth mindset attributes and the three TELL core beliefs that are integral to this program. (PR3a)</p>	<p>Participants will view and discuss recorded videos to understand and identify Growth Mindset and TELL principles, domains, criteria, tools &amp; resources.</p>	<p>TELL Framework Video segments on growth mindset, TELL Principles, domains, criteria, tools &amp; resources. Moderated Moodle Discussion Forum Quiz on Growth Mindset attributes and TELL core beliefs</p>
<p>June 6-11</p>	<p>I can recognize the TELL Learning Tools 1a-c criteria and the TELL Professionalism PR3 a and c criteria that will guide my individual and collaborative work in this program. (LT1a-c and PR3a and c)</p>	<p>Working individually, participants will complete the self-assessment for TELL Learning Tools 1 a-c and Professionalism a and c.</p>	<p>TELL Learning Tools Self-Assessment for LT1 a-c <a href="http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_LT.pdf">http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_LT.pdf</a> TELL Professionalism Self-Assessment for PR3 a and c <a href="http://www.tellproject.org/">http://www.tellproject.org/</a></p>

			wp-content/uploads/2014/05/TELL_SelfAssessment_PR.pdf
June 6-11	I can participate via video, audio and text in program web conferences and platforms. (PR3a)	Working individually, participants install all necessary plug-ins for required course technologies.	Moodle module with text and video how-tos, checklists, glossaries. Online tech support
June 12	I can identify the course learning targets, learning experiences and instructional resources. (PR3a)	Participants will engage in real-time checks for learning on course learning targets, learning experiences and instructional resources.	Welcome web conference to introduce course learning targets, learning experiences and instructional resources, specifically: course requirements and assignments, web conference topics, dates and times, how to navigate

			<p>the course LMS and web conferencing system, and who and how to contact for technical and pedagogical questions.</p> <p>Variety of polling quizzes in Adobe Connect.</p>
<p>June 13-15</p>	<p>I can identify strategies that provide learners with comprehensible input and keep 90% or more of instructional time in the target language.</p> <p>(LT1a-c)</p>	<p>Participants will make a connection between what they learned and observed and their own future online classroom experiences, sharing these connections with their peers.</p> <p>Participants will assess their understandings via a quiz</p>	<p>Selected questions from Using the Target Language &amp; Providing Comprehensible Input Processing Guide</p> <p><a href="http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_ProcessingGuide.pdf">http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_ProcessingGuide.pdf</a></p> <p>Using the Target Language &amp; Providing Comprehensible Input Overview by</p>



that incorporates annotated  
feedback

Helena Curtain [http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning\\_TargetLanguage\\_Overview\\_Using the Target Language & Providing Comprehensible Input Infographic](http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_Overview_Using_the_Target_Language_&_Providing_Comprehensible_Input_Infographic) [http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning\\_TargetLanguage\\_Infographic\\_Segments from Making Meaning in the Immersion Classroom: Oral Communication](http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_Infographic_Segments_from_Making_Meaning_in_the_Immersion_Classroom:_Oral_Communication): <https://startalk.umd.edu/public/videos/MakingMeaningInTheImmersionClassroom?st=1> Using the Target

			<p>Language &amp; Providing Comprehensible Input Feedback Form <a href="http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_FeedbackForm.pdf">http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_FeedbackForm.pdf</a></p> <p>Moderated Moodle Forum</p> <p>Comprehensible Input Quiz</p>
<p>June 13-15</p>	<p>I can identify strategies that provide learners with comprehensible input and keep 90% or more of instructional time in the target language. (LT1a-c)</p>	<p>Working in groups and using the Using the Target Language &amp; Providing Comprehensible Input Feedback Form, teachers will compare observations of the strategies they noted in</p>	<p>Making Meaning in the Immersion Classroom: Oral Communication: Input 5 video: <a href="https://startalk.umd.edu/public/videos/MakingMeaningInTheImmersionClassroom?st=1">https://startalk.umd.edu/public/videos/MakingMeaningInTheImmersionClassroom?st=1</a> Using the Target Language &amp; Providing</p>

		a recorded CI demonstration lesson.	Comprehensible Input Feedback Form <a href="http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_FeedbackForm.pdf">http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_FeedbackForm.pdf</a> Moderated Moodle discussion forum
June 13-15	I can identify strategies that provide learners with comprehensible input and keep 90% or more of instructional time in the target language. (LT1a-c)	Working in groups, participants will share CI strategies they observed in the Startalk videos which they think they could use in synchronous online environments. Beginning this week and continuing throughout the program, participants will be able to connect online with our	Moderated Moodle discussion forum. Language specialists' online office hours via Google Hangouts

		Arabic, Chinese and Persian language specialists to ask questions regarding course content and requirements and get feedback on their work.	
June 16-18	I can identify strategies that provide learners with comprehensible input, keep 90% or more of instructional time in the target language and address the three modes of communication. (LT1a-c)	Participants will explore and evaluate strategies for using visuals to interpret, negotiate and make meaning as learners consider the messages and stories told by images.	Web Conference with Laura Terrill "The Power of the Image" World Readiness Standards for Learning Languages <a href="http://www.actfl.org/publications/all/world-readiness-standards-learning-languages">http://www.actfl.org/publications/all/world-readiness-standards-learning-languages</a>
June 16-18	I can identify strategies that provide learners with	Working in groups, teachers will list the strategies that make	Lily Bueno - Portuguese Language Learning 101 <a href="https://">https://</a>

	comprehensible input and keep 90% or more of instructional time in the target language. (LT1a-c)	use of visuals and props that they observe in a recorded CI demonstration lesson.	startalk.umd.edu/public/videos/bueno_portuguese101?st=1 Padlet
June 16-18	I can backwards design a student learning plan from an existing lesson that uses digital media, props and learning aids to help learners access language, culture and content to meet performance objectives. (LT1)	Participants will explore the NCSSFL-ACTFL Can-Do Benchmarks to identify novice and intermediate levels and sublevels across the communication modes. Participants will identify the NCSSFL-ACTFL Can Do Statements that apply for Lily Bueno's "students" proficiency levels. Participants will identify the Standards addressed in	NCSSFL-ACTFL Can-Do Benchmarks World Readiness Standards for Learning Languages <a href="http://www.actfl.org/publications/all/world-readiness-standards-learning-languages">http://www.actfl.org/publications/all/world-readiness-standards-learning-languages</a> Startalk Annotated Student Learning Plan Lily Bueno - Portuguese Language Learning 101 <a href="https://startalk.umd.edu/public/videos/bueno_portuguese101?st=1">https://startalk.umd.edu/public/videos/bueno_portuguese101?st=1</a>

		<p>Lily Bueno's learning episode</p> <p>Participants will create a learning plan of Lily Bueno's Portuguese Language Learning 101 video demonstration. In groups, they will each share and discuss an aspect of their learning plan.</p>	<p>Moderated Moodle Forum</p> <p>Language specialists' online office hours</p>
<p>June 20-22</p>	<p>I can explain how to use images to provide students access to language, culture and content to meet performance objectives. (LT1)</p>	<p>Participants will post questions on the use of digital media to address the 3 modes of communication, culture and student performance levels.</p>	<p>Moderated Moodle Forum</p> <p>Short video and text responses by Laura Terrill Language specialists' online office hours</p>

<p>June 20-22</p>	<p>I can effectively use realia, props, and digital media in synchronous, online instruction to facilitate comprehensible input.</p>	<p>Participants will identify the techniques for effectively integrating realia, props, and digital media as demonstrated in a recorded demonstration.</p>	<p>Choosing and using digital media for meaningful synchronous instruction (Instructional Video) Realia and Props: How to bring life to your synchronous, online lesson (Instructional Video) Online quiz</p>
<p>June 20-22</p>	<p>I can plan a short learning episode that uses digital resources and realia to help learners access language, culture and content to meet performance objectives. (LT1)</p>	<p>Participants will create a short learning episode they will deliver to a cross-language peer.</p>	<p>Cross-language peer microteaching activity sign-up sheet NCSSFL-ACTFL Can-Do Benchmarks World Readiness Standards for Learning Languages <a href="http://www.actfl.org/publications/all/world-readiness-standards-">http://www.actfl.org/publications/all/world-readiness-standards-</a></p>

			<p>learning-languages TELL Learning Tools LT1 <a href="http://www.tellproject.org/wp-content/uploads/2014/05/TELL_Framework_LT.pdf">http://www.tellproject.org/wp-content/uploads/2014/05/TELL_Framework_LT.pdf</a></p> <p>Startalk Annotated Student Learning Plan</p>
<p>June 23</p>	<p>I can identify descriptive and effective peer and student feedback that advances learning. (PR3a)</p>	<p>Through synchronous discussions and formative checks for learning, participants will make connections between Growth Mindset and TELL principles, domains and criteria.</p>	<p>Web conference with Professor Andrea Guillaume on effective peer and student feedback and growth mindset. Checking for Understanding Overview by Helena Curtain <a href="http://www.tellproject.org/wp-content/uploads/2015/05/AdvanceLearning_CheckingForUnderstanding">http://www.tellproject.org/wp-content/uploads/2015/05/AdvanceLearning_CheckingForUnderstanding</a></p>



			<p>Checking for Understanding Infographic <a href="http://www.tellproject.org/wp-content/uploads/2015/05/AdvanceLearning_CheckingForUnderstanding">http://www.tellproject.org/wp-content/uploads/2015/05/AdvanceLearning_CheckingForUnderstanding</a></p> <p>Checking for Understanding video <a href="https://www.youtube.com/watch?v=Ljqm00HvNiU&amp;feature=youtu.be">https://www.youtube.com/watch?v=Ljqm00HvNiU&amp;feature=youtu.be</a></p> <p>Growth Mindset video: <a href="https://www.youtube.com/watch?v=arCdzdBhCcc#t=79">https://www.youtube.com/watch?v=arCdzdBhCcc#t=79</a></p>
June 24-25	I can use a variety of digital learning tools to teach a	Participants will teach a learning episode using CI strategies in an online	<p>Startalk Annotated Student Learning Plan Google</p> <p>Hangouts Guide Google</p>

	learning episode to my peers. (LT1a-c)	environment in cross-language pairs.	Hangouts Language specialists' office hours
June 24-25	I can provide supportive, actionable feedback to my peers on their synchronous, online cross-language peer microteaching activity. (PR3a)	Participants will use a feedback form to reflect on their peer's application of LT1a-c in a cross- language peer microteaching activity.	Using the Target Language & Providing Comprehensible Input Feedback Form <a href="http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_Feedba">http:// www.tellproject.org/wp- content/uploads/2016/03/ AdvanceLearning_TargetLanguage_Feedba</a>
June 27-29	I can use peer feedback on my online peer microteaching experience to help analyze and reflect on my current and future practice. (PR3a and c)	Participants will create and post a recorded Think Aloud reflection, explaining what they learned from their Peer Microteaching experience and peer feedback.	Screencast-O-Matic YouTube Think Aloud Guide and Rubric Model Think Aloud video exemplars Instructor-completed annotated feedback (meets

			expectations, areas for growth, areas of strength)
June 27-29	I can develop a standards-based, culturally-focused lesson that uses digital media, realia and props to make input comprehensible. (LT1a-c)	Working in small language teams, participants will start work on preparing a sequence of learning episodes they will teach to summer language program students at CSU, San Bernardino.	STARTALK Learning Plan Template Startalk Learning Plan Checklist NCSSFL-ACTFL Can-Do Benchmarks World-Readiness Standards for Learning Languages Language specialists' online office hours Online tech support
June 27-29	I can identify key co-teaching considerations when developing a collaborative learning episode.	Participants will watch a video on co-teaching considerations and take an assessment. Teaching teams will share on a	Co-teaching video by Andi Guillaume Check for learning assessment Moderated Moodle Forum

		collaborative forum one key co-teaching consideration they will incorporate into their learning planning and why.	
June 27-29	I can give and incorporate feedback into a learning episode. (PR3)	Participants, individually and in teaching teams, share aspects of their upcoming learning episodes for feedback.	Startalk Learning Plan Feedback Web Conference with Laura Terrill, Bobby Hobgood and Barbara Lindsey
June 30-July 2	I can collaboratively craft Can-Do Statements that communicate student learning targets in a synchronous, online learning experience.	Working with their co-teachers, participants will integrate student-centered Can-Do statements into their learning episode.	NCSSFL-ACTFL Can-Do Benchmarks Language specialists' online office hours

<p>July 4-July 8 (Prep week for CSUSB co-teaching)</p>	<p>I can develop a standards-based, culturally-focused lesson that uses digital media, realia and props to make input comprehensible. (LT1a-c)</p>	<p>Working in small language teams, participants will continue to prepare a sequence of learning episodes they will teach to summer language program students at CSU, San Bernardino. Participants receive feedback from program language specialists.</p>	<p>STARTALK Learning Plan Template Startalk Learning Plan Checklist NCSSFL-ACTFL Can-Do Benchmarks World-Readiness Standards for Learning Languages Language Specialists online office hours</p>
<p>July 5-9 (Prep week for CSUSB co-teaching)</p>	<p>I can make effective use of an online conferencing system to facilitate student learning. (LT1c)</p>	<p>Working in their teaching teams, participants practice delivering their learning episodes in Adobe Connect.</p>	<p>Adobe Connect Online tech support</p>

<p>July 11-13</p>	<p>I can deliver an online learning episode that uses comprehensible input strategies and digital media and realia to stay in the target language for 90% or more of instructional time. (LT1a-c)</p>	<p>Participants will collaboratively demonstrate their skills, knowledge, and dispositions through delivery of a synchronous online learning activities with California State University, San Bernardino summer program language students.</p>	<p>Startalk Learning Plan            Template Startalk Learning Plan Checklist Adobe Connect            Web Conferencing Platform</p>
<p>July 11-13</p>	<p>I can provide supportive, actionable feedback to my peers on their synchronous, online microteaching experience. (PR3a)</p>	<p>Participants will observe a peer team online learning episode and submit feedback to their peers.</p>	<p>Using the Target Language &amp; Providing Comprehensible Input Feedback Form <a href="http://www.tellproject.org/wp-">http://www.tellproject.org/wp-</a></p>

			content/uploads/2016/03/ AdvanceLearning_TargetLanguage_Feedba
July 11-13	I can use peer feedback on my online teaching experience to help analyze and reflect on my current practice. (PR3a)	Participants will use the peer feedback from the online microteaching experience to inform the development of their TELL Growth Plan.	Comprehensible Input Feedback Form <a href="http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_Feedba">http://www.tellproject.org/wp-content/uploads/2016/03/AdvanceLearning_TargetLanguage_Feedba</a> TELL Learning Tools Self-Assessment for LT1 a-c TELL Professionalism Self-Assessment for PR3 a and c TELL Simple Growth Plan <a href="http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf">http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf</a>

<p>July 14-17</p>	<p>I can use the TELL Growth Plan to guide my professional development. (PR3c)</p>	<p>Participants will anonymously respond to live polls and will share aspects of their Growth Plan as they discuss and predict actionable next steps.</p>	<p>TELL Growth Plan Wrap Up and Debrief with Professor Andrea Guillaume TELL Learning Tools Self-Assessment for LT1 a-c TELL Professionalism Self-Assessment for PR3 a and c TELL Simple Growth Plan <a href="http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf">http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf</a></p>
<p>July 14-17</p>	<p>I can use a TELL Growth Plan rubric to provide actionable and supportive feedback to a colleague's growth plan. (PR3)</p>	<p>Participants will provide one peer with actionable and supportive feedback on two of</p>	<p>TELL Simple Growth Plan <a href="http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf">http://www.tellproject.org/wp-content/uploads/2014/07/TELL_GrowthPlan_simple.pdf</a></p>



		the following growth plan items: timeline, steps and resources.	Growth Plan Feedback Rubric Moderated Moodle Forum
Fall 2016	I can reflect on my personal growth plan and identify strategies to achieving identified growth goals. (PR3c)	Prior to the web conference, participants will complete a survey designed to gauge their progress on their growth goals. Participants will reflect on and identify strategies in support of their growth plan. Participants will provide each other specific, supportive feedback on their growth goals' progress.	Pre-conference survey Web conference on personal growth plans with Professor Andrea Guillaume
Spring 2017	I can reflect on my personal growth plan and identify	Prior to the web conference, participants will complete a	Pre-conference survey Web conference on personal growth

	<p>strategies to achieving identified growth goals. (PR3c)</p>	<p>survey designed to gauge their progress on their growth goals. Participants will reflect on and identify strategies in support of their growth plan. Participants will provide each other specific, supportive feedback on their growth goals' progress.</p>	<p>plans with Professor Andrea Guillaume</p>
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**Micro-teaching/Practicum**

Firstly, participants will create and teach a synchronous learning episode to a program peer who does not speak the language of instruction. This will be their peer microteaching experience and will take place during the second week of instruction. This is designed to give participants practice in using digital learning tools to provide learners with comprehensible input. The goal will be to keep at least 90% of instructional input in the target language. In another part of this experience, they will practice giving effective peer feedback on the peer microteaching experience. Participants will also participate in several web conferences focused on using images to provide

comprehensible input, and using digital media and realia to interpret, negotiate and make meaning for and by learners as well as view and reflect on a video on co-teaching principles and practices. Participants will then co-teach one 60 minute standards- and culture-based lesson involving the three modes of communication to summer school students of Arabic. These students are high school and college-aged students who will also participate in our Chinese and Persian lessons at the novice level. These will be live or synchronous online lessons held during the final week of our program, during which participants will demonstrate their ability to use digital learning tools to keep at least 90% of instructional input and 90% of student output in the target language. Course participants engage in two of these sessions -- co-teaching in one session, and observing peer co-teachers in the second. In the second case, participants will demonstrate their understanding of effective feedback by providing peer feedback on this co-teaching experience, using the Using the Target Language & Providing Comprehensible Input Feedback Form to complete checklists assessing the amount and kind of target language comprehensible input provided, and the effective use of learning tools to achieve performance objectives. This activity will help participants produce real, effective lessons that they can use as a basis for further curriculum development in their courses. Finally, participants will demonstrate continued professional growth through the development of a personalized growth plan as well as through their feedback on a peer's growth plan.