



## 2014 TEACHER Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

### BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	Associated Colleges in China (ACC) at Hamilton College, 198 College Hill Road, Clinton, NY 13323							
<b>Program Title:</b>	Hamilton ACC STARTALK K-12 Chinese Language Teachers' Program for Non-Native Speakers							
<b>Language(s):</b>	Chinese			<b>University Credit:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Program Setting:</b>	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Non-Residential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>	<input checked="" type="checkbox"/>		
	<i>Other (Please specify):</i>							
<b>Duration:</b>	<i>Weeks/Days:</i>	2wks	<i>Total Contact Hours:</i>		<i>Hours online:</i>		<i>Hours on onsite:</i>	
<b>Curriculum designed by:</b>	Hong Gang Jin, Ph.D., Erica Pollard, Xiaoming Hou, Dana J. Gaska							
<b>Email:</b>	<a href="mailto:hjin@hamilton.edu">hjin@hamilton.edu</a> ; <a href="mailto:edieselman@gmail.com">edieselman@gmail.com</a> ; <a href="mailto:xhou@hamilton.edu">xhou@hamilton.edu</a> ; <a href="mailto:danaigaska@gmail.com">danaigaska@gmail.com</a>							

### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

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

### Overview

In a paragraph, describe your target audience. Who will your participants be? How will you know what the needs of your participants will be? What do you hope that your participants will be able to do as a result of this program?

This two-week residential and Chinese-only immersion program at Hamilton College is specifically designed for pre-service and in-service K-16 non-native Chinese language teachers. Based on the needs analysis before and during the program, the program sets out to achieve its dual goals of providing language training at the professional level as well professional development on standards-based instruction. By the end of the program, participants in the Hamilton STARTALK Teachers' program will further advance their Chinese language proficiency through a 24/7 language pledge, intensive language studies, and daily Skype sessions with professional teachers in China. Participants will also apply knowledge gained from pedagogical workshops, presentations, and discussions on the following topics: standards-based instruction, backward design, thematic unit design, comprehensible input, and performance assessment. Additionally, participants will observe classes for middle school Chinese language learners and will conduct micro-teaching for a week to a group of students. Participants will engage in daily reflection documenting their professional growth. A six-week online professional discussion prior to the face-to-face program will provide the participants with the information about the content of the program and micro-teaching procedures.

### Program Goals

What do you hope participants will be able to do after the program ends? Use the *Teacher Effectiveness for Language Learning* (TELL) Framework ([www.TELLproject.com](http://www.TELLproject.com)) 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.

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
PLANNING	P1: I plan learning experiences based on local curriculum and state and national standards.
PLANNING	P3: I use units based on proficiency targets and backward design principles.
THE LEARNING EXPERIENCE	LE4: I ensure that students receive comprehensible input.
THE LEARNING EXPERIENCE	LE5: I provide opportunities for my students to acquire language in meaningful contexts.  c. I equip students with strategies that enable them to stay in the target language.

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
THE LEARNING EXPERIENCE	LE7: I provide opportunities for the students to become more effective communicators.
PERFORMANCE & FEEDBACK	PF1: My students demonstrate growth through performances that are reflective of their learning experiences.
PERFORMANCE & FEEDBACK	PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

*You may add additional rows as necessary.*

## STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

### Performance Assessment

What evidence will participants produce to demonstrate their understanding of the TELL criteria?

<b>TELL CRITERIA STATEMENTS</b> <i>Number the Criteria statements here and then transfer to Stage 3.</i>	<b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b>
P1: I plan learning experiences based on local curriculum and state and national standards. (Day 1: Standards-Based Language Teaching)	<b>In small groups, participants will create 2 theme-based lesson plans – family and food- which are based on National Standards across three communicative modes and will be taught during the practicum phase.</b>
P3: I use units based on proficiency targets and backward design principles. (Day 2: Backwards Curriculum Design and Thematic Unit)	<b>In small groups, participants will create 2 standards-based lesson plans centering around the themes of “family” and “food” using backward design principles and the STARTALK endorsed lesson plan template to be taught to students during the practicum phase.</b>
LE4: I ensure that students receive comprehensible input. (Day 3: Target Language Teaching and Comprehensible Input)	<b>During micro teaching, participants will use a variety of strategies to make input in the target language comprehensible, ensuring 90% of materials are in the target language.</b>
LE5: I provide opportunities for my students to acquire language in meaningful contexts.  c. I equip students with strategies that enable them to stay in the target language. (Day 5: Second Language Reading Strategies)	<b>In small groups, participants will create 4-6 interpretive and interpersonal tasks, using authentic materials and multimedia tools such as Google Maps, Toondoo, and GoAnimate based on the thematic units of “family” and “ food.”</b>
LE7: I provide opportunities for the students to become more effective communicators. (Day 4: Effective Teaching Strategies & Day 8: Interactive Teaching Strategies and Effective Output)	<b>As part of the lesson plan, participants will discuss and select the language structures necessary to meet the performance objectives into 4 to 6 tasks which will be used in micro-teaching.</b>
PF1: My students demonstrate growth through performances that are reflective of their learning experiences. (Day 6 & 7: Performance Assessment)	<b>As part of the lesson plan, participants will create 4 sets of performance-based assessment tasks in the 3 communicative modes for the 2 thematic units of “family” and “food” at novice high level.</b>
PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target. (Day 9: Corrective Feedback)	<b>Participants will create appropriate rubrics for each task, and work out feedback strategies.</b>

*You may add additional rows as necessary.*

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

### Learning Experiences

In this section, list the major learning experiences from the beginning through the end of your program. If your program has a component prior to the start of the program, include the major learning experiences for that portion of the program also. Complete the first column with the TELL criteria identified in Stage 1. In the second column, indicate the instructional topics that participants will need to know and the resources they will use in order to engage in the major learning experiences described in the third column. You may wish to consult the STELLA documents (on STARTALK website in early April 2014) for sample learning activities and resources.

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
P1: I plan learning experiences based on local curriculum and state and national standards. (Day 1: Standards-Based Language Teaching)	• Standards-based instruction	<ul style="list-style-type: none"> <li>• 《以标准为本的语言教学》</li> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). Standards for foreign language learning: Preparing for the 21st century.</li> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). World-readiness standards for learning languages.</li> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (2011, March). 21st century skills map for world languages.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read the National Standards and STARTALK endorsed principles in Chinese</b></li> <li>• <b>Attend a workshop by Erica Pollard, a master K-12 teacher, to gain a deeper understanding of standards-based instruction.</b></li> <li>• <b>Identify and plan activities across three communicative modes</b></li> <li>• <b>Work in groups to design lesson plans incorporating at least 2 of the 5 C's.</b></li> </ul>
P3: I use units based on proficiency targets and backward design principles. (Day 2:	<ul style="list-style-type: none"> <li>• Backward design</li> <li>• Thematic unit design</li> </ul>	<ul style="list-style-type: none"> <li>• 《主题单元与反向课程设计》</li> <li>• Clementi, D., &amp; Terrill, L. (n.d.). Chapter 2: Unit planning. The keys to planning for learning: Effective curriculum, unit, and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attend a workshop by Xiaoming Hou to gain knowledge of the principles of backward design and thematic unit design.</b></li> <li>• <b>Working in groups, write the essential questions and</b></li> </ul>

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
Backwards Curriculum Design and Thematic Unit)		lesson design. <ul style="list-style-type: none"> <li>STARTALK Global Village Academy. (2009). Step 1: Objectives. In Chinese immersion: Lesson-planning in the content-based classroom. STARTALK multimedia teacher workshop collection. [Online module].</li> </ul>	<b>proficiency targets for the two thematic units to be used in the Student Program the following week.</b> <ul style="list-style-type: none"> <li>Develop “can-do statements” (from general to specific) for each of the 4 micro-teaching lesson plans.</li> <li>Using the sample lesson plans from the previous year, identify acceptable learning evidence based on the ACTFL performance descriptors.</li> <li>Compare the goals set in the sample lesson with one’s own lesson plans in terms of appropriate proficiency level and performance tasks across 3 communicative modes.</li> </ul>
LE4: I ensure that students receive comprehensible input. (Day 3: Target Language Teaching and Comprehensible Input)	<ul style="list-style-type: none"> <li>Target language</li> <li>comprehensible input</li> </ul>	<ul style="list-style-type: none"> <li>《目标语教学与可理解输入》</li> <li>Met, M., &amp; Duncan, G. (2012). STARTALK teacher development: Checking for comprehension. [Video file].</li> <li>STARTALK Concordia Language Villages. (2009). Talking with Dr. Carol Ann Dahlberg. Module 2, Segment 6: Magic. STARTALK multimedia workshop: Staying in the target language. [Video file].</li> <li>Long-Crowell, E. (n.d.). Using wait time in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Only use target language with instructors as well as other participants throughout the program.</li> <li>Attend a workshop by Diane Neubauer on using TPRS to create comprehensible input and effective classroom interaction with authentic materials.</li> <li>Attend a workshop by Lucy Lee, an expert in the field of K-12 Chinese Teaching, on learner-centered instruction and effective instructional strategies.</li> <li>Use a checklist to observe head instructors’ classes and identify effective strategies used in class for giving comprehensible input, learner-centeredness, and pushed output.</li> <li>Using micro-teaching sample video, analyze and identify examples of effective teaching strategies, such as frequency of comprehension checks, use of teaching aids, frequency of input adjustment, use of clarification requests, and frequency of student</li> </ul>

<b>TELL CRITERIA STATEMENTS</b> <i>Participants can ...</i>	<b>INSTRUCTIONAL TOPICS &amp; RESOURCES</b> <i>Participants need to know ...</i> <i>Participants will use...</i>		<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
			<b>negotiation of meaning, etc.</b> <ul style="list-style-type: none"> <li>• <b>Participate in simulated micro-teaching sessions to rehearse and modify one’s lesson plans.</b></li> </ul>
LE5: I provide opportunities for my students to acquire language in meaningful contexts.  c. I equip students with strategies that enable them to stay in the target language. (Day 4: Second Lanugage Reading Strategies)	<ul style="list-style-type: none"> <li>• Meaningful context</li> <li>• Authentic materials</li> <li>• Apply technology in class activities</li> </ul>	<ul style="list-style-type: none"> <li>• 《第二语言阅读策略：以中文为例》</li> <li>• Annenberg Foundation. (n.d.). Teaching foreign languages K-12: Communicating about sports (Chinese). Segment 20:26–21:52. [Video file].</li> <li>• STARTALK OneWorld Now! (2009). STARTALK Classroom Video- OneWorld Now! (Chinese). Segment 15:42–17:19. STARTALK classroom video collection. [Video file].</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attend a workshop by Michael Everson, PhD, on reading strategies for Chinese as a second language.</b></li> <li>• <b>Attend technology workshops by Dr. Hsinsi Lin on using Google Maps, Toondoo, and GoAnimate to create meaningful and authentic multimedia tasks and activities to be used in micro-teaching lessons.</b></li> <li>• <b>Work with the coordinator of the Student Program to examine profiles of students with different learning needs and modify activities according to students’ backgrounds and their interests.</b></li> </ul>
LE7: I provide opportunities for the students to become more effective communicators. (Day 5: Effective Teaching Strategies & Day 8: Interactive Teaching Strategies and Effective Output)	<ul style="list-style-type: none"> <li>• Learner-centered classroom</li> <li>• Effective teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 《有效教学策略》</li> <li>• 《教学互动策略与有效输出》</li> <li>• ACC – STARTALK mirco teaching demonstration:  <a href="http://www.hamilton.edu/china/startalk/2012-videos">http://www.hamilton.edu/china/startalk/2012-videos</a></li> <li>• ACC – STARTALK 5 – min presentation:  <a href="http://www.hamilton.edu/china/startalk/2013-videos">http://www.hamilton.edu/china/startalk/2013-videos</a></li> <li>• Cheesman, K. (2005, November 12). Methods of engaging students at the start of class: Encouraging students to be involved in their own learning. Society of College</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pair in-service and pre-service teachers to engage in dialy peer mentoring and peer critiques on how to design interesting and meaningful performance tasks and activities.</b></li> <li>• <b>Analyze a variety of rubrics used in the field to become familiar with the advantages and disadvantages of different types of rubrics.</b></li> <li>• <b>Deliver a 5-minute presentation on pedagogical theories and their classroom implementation at the end of the program.</b></li> <li>• <b>Discuss teaching theories and implimentation with all participants during the pedagogical forum.</b></li> </ul>



TELL CRITERIA STATEMENTS <i>Participants can ...</i>	INSTRUCTIONAL TOPICS & RESOURCES <i>Participants need to know ...</i> <i>Participants will use...</i>		MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Participants will experience &amp; demonstrate ...</i>
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know....	Will use....	
		Science Teachers. <ul style="list-style-type: none"> <li>Shrum, J. L., &amp; Glisan, E. W. (1994). <i>Teacher's handbook: Contextualized language instruction</i>. Boston: Heinle &amp; Heinle.</li> </ul>	
PF1: My students demonstrate growth through performances that are reflective of their learning experiences. (Day 6 & 7: Performance Assessment)	<ul style="list-style-type: none"> <li>Performance assessment</li> <li>Formative assessment</li> <li>Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>《语言应用能力测试》</li> <li>ACC-STARALK classroom observation checklist</li> <li>Center for Applied Linguistics. (2009). <i>Assessment for language instructors: The basics</i>. STARTALK multimedia teacher workshop collection.</li> <li>STARTALK Global Village Academy. (2009). <i>Step 2: Assessment</i>. In <i>Chinese immersion: Lesson-Planning in the content-based classroom</i>. STARTALK multimedia teacher workshop collection .</li> </ul>	<ul style="list-style-type: none"> <li><b>Score student work in skits, homework, and digital lab using collectively designed rubrics. Discuss how to improve rubrics.</b></li> <li><b>Participants use a self-evaluation rubric to assess their own teaching effectiveness.</b></li> </ul>
PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target. (Day 9: Corrective Feedback)	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>《第二语言教学中的纠错反馈》</li> <li>eLearnerEngaged. (2012, March 3). <i>How-to give feedback to students the right way</i>. [Video].</li> <li>Wiggins, G. (2012, September). <i>Seven keys to effective feedback</i>. <i>Feedback for learning</i>. <i>Educational Leadership</i>, 70(1), 10–16.</li> <li>Jefferson County Public Schools. (2011, August). <i>Jefferson County Public Schools world languages: Performance assessment rubric</i>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Participants review rubrics for 5 minute presentation and micro-teaching ahead of time to be clear on the expectations and requirements.</b></li> <li><b>Instructors and participants meet 4 times to give feedback to participants on their 5 minute presentations.</b></li> <li><b>Head instructors and participants meet daily for teaching reflection sessions and to give feedback to participants on micro-teaching.</b></li> </ul>

*You may add additional rows as necessary.*

## Micro-teaching/Practicum

Will the participants engage in a micro-teaching or practicum experience? If yes, describe the teaching experience that your participants will complete.

Hamilton's ACC-STARTALK is a combination of teacher and student programs. The one-week student program overlaps with the two-week teacher program. In order to ensure the quality of micro-teaching, participants will go through a three-stage process. First, all participants will engage in online discussions of the principles of micro-teaching during our pre-program orientation. Second, participants will attend 5 planning sessions of micro-teaching during the first week of the on-site program. All sessions will be led by head instructors and master teachers to design and implement standards-based performance tasks and instructional strategies. Meanwhile, participants will have 3 team work sessions with a partner to prepare micro-teaching in the afternoons during the first week. Finally, during the second week, participants will first observe a student program class taught by a head instructor. They will then conduct their own micro-teaching, which is observed by a head teacher. A reflection/discussion session will follow in the afternoon to reflect on the teaching and to make necessary adjustments for the next day.

## Program Outline and Schedule

Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will those learning experiences support the onsite experiences?

There is a 6-week online discussion starting from May 13 to June 21. Topics include program goals, language learning strategies, micro-teaching preparation, and program logistics. Participants are expected to become familiar with program themes and micro-teaching procedures, decide their 5-minute presentation topic and complete the first draft. They will also complete STARTALK pre-program online survey.

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

TIMELINE	INSTRUCTIONAL TOPICS
June 29, 2014, Day 1	<ul style="list-style-type: none"><li>• Entrance Exam</li><li>• Orientation</li><li>• Campus Tour</li></ul>
June 30, 2014, Day 2	<ul style="list-style-type: none"><li>• 3 Language Classes (Theme: Standards-based Instruction)</li><li>• Pedagogy workshop: Standards-based Instruction and Thematic Unit Design</li><li>• Team Work with a Partner to Prepare for the Micro Teaching</li><li>• Daily Reflection</li><li>• Evening Skype Tutorial</li></ul>

TIMELINE	INSTRUCTIONAL TOPICS
July 1, 2014, Day3	<ul style="list-style-type: none"> <li>• 3 Language Classes (Theme: Backward Design and Lesson Plan)</li> <li>• Pedagogy Workshop: Unit Design and Lesson Plan</li> <li>• 5-Minute Presentation Practice</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 2, 2014, Day4	<ul style="list-style-type: none"> <li>• 3 Language Classes (Theme: Target Language and Comprehensible Input)</li> <li>• Pedagogy Workshop: Comprehensible Input and TPRS</li> <li>• Team Work with a Partner to Prepare for the Micro Teaching</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 3, 2014, Day5	<ul style="list-style-type: none"> <li>• 3 Language Classes (Theme: Effective Teaching Strategies)</li> <li>• Pedagogy Workshop: Comprehensible Input and Negotiation of Meaning as Teaching Strategies</li> <li>• 5-Minute Presentation Practice</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 4, 2014, Day6	<ul style="list-style-type: none"> <li>• 3 Language Classes (Theme: Reading Strategies)</li> <li>• Pedagogy Workshop: Reading Strategies</li> <li>• Team Work with a Partner to Prepare for the Micro Teaching</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 5, 2014, Day7	
July 6, 2014, Day8	<ul style="list-style-type: none"> <li>• Meet with the Student Program Students</li> </ul>
July 7, 2014, Day9	<ul style="list-style-type: none"> <li>• A Language Class (Theme: Performance Assessment: Designing a Meaningful Task Chain)</li> <li>• Class Observation</li> <li>• Micro Teaching</li> <li>• Participate in the Student Program: Speed Interview</li> <li>• Technology Workshop: Task-based Learning and Technology</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
	<ul style="list-style-type: none"> <li>• Team Work with a Partner to Discuss Micro Teaching on the Day and Rehearse for Tomorrow</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 8, 2014, Day10	<ul style="list-style-type: none"> <li>• A Language Class (Theme: Performance Assessment: Rubrics)</li> <li>• Class Observation</li> <li>• Micro Teaching</li> <li>• Participate in the Student Program: Speed Interview</li> <li>• Technology Workshop: Digital Storytelling and Chinese Language Teaching</li> <li>• 5-Minute Presentation Practice</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 9, 2014, Day11	<ul style="list-style-type: none"> <li>• A Language Class (Theme: Comprehensible Input and Pushed-out Output)</li> <li>• Class Observation</li> <li>• Micro Teaching</li> <li>• Participate in the Student Program: Speed Interview</li> <li>• Pedagogical Forum: Teaching Materials Sharing</li> <li>• Team Work with a Partner to Discuss Micro Teaching on the Day and Rehearse for Tomorrow</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 10, 2014, Day12	<ul style="list-style-type: none"> <li>• A Language Class (Theme: Corrective Feedback)</li> <li>• Class Observation</li> <li>• Micro Teaching</li> <li>• Participate in the Student Program: Speed Interview</li> <li>• Pedagogy Forum: Organized by Participants</li> <li>• 5-Minute Presentation Rehearse</li> <li>• Daily Reflection</li> <li>• Evening Skype Tutorial</li> </ul>
July 11, 2014, Day13	<ul style="list-style-type: none"> <li>• Exit Exam</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
	<ul style="list-style-type: none"><li>• <b>Program Evaluation</b></li><li>• <b>5-minute Presentation</b></li><li>• <b>Attend Student Program Final Skit Performance</b></li></ul>

*You may add additional rows as necessary.*

What will participants do to extend their learning after the program ends?

- **Post-program online discussion**
- **Facebook group to facilitate continued professional collaboration and development**
- **10 free Skype sessions with ACC Beijing teachers**
- **Online webinar in November**
- **Opportunities to go to the 6-week ACC-K12 program in China next summer**