



## 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>	Yinghua Academy							
<b>Program Title:</b>	<b>STARTALK IMPACT (Immersion Mandarin Professionals Acquire Coaching and Training)</b>							
<b>Language(s):</b>	Chinese			<b>University Credit:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
<b>Program Setting:</b>	<i>Residential:</i>	<input type="checkbox"/>	<i>Non-Residential:</i>	<input checked="" type="checkbox"/>	<i>Distance/Online Component:</i>	<input type="checkbox"/>		
	<i>Other (Please specify):</i>							
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>4 weeks</b>	<i>Total Contact Hours:</i>	<b>150 Hours</b>	<i>Hours online:</i>		<i>Hours on onsite:</i>	<b>150 hours</b>
<b>Curriculum designed by:</b>	Dr. Luyi Lien							
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### 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?

The Yinghua Academy STARTALK IMPACT Program builds professional capacity by providing practical immersion teaching strategies and classroom solutions for new and novice Chinese immersion language teaching professionals. The 20 participants learn immersion teaching theory combined with practical teaching methods and benefit from a clinically-rich training and practicum experience delivering content-based instruction with summer camp students. The 2014 teacher training focuses on immersion teaching with in-depth exploration of developing students' Chinese literacy, vocabulary, and Chinese language arts fluency. The program is characterized by collaborative learning, mentorship and guidance regarding teaching practices, feedback toward improved student achievement and integration of language, culture and content, and continual team reflection and refinement. After the program, the participants will gain a strong foundation of immersion teaching theories and will use them to plan their lessons. The participants will be able to create content-based, theme-based, and task-based lessons in accordance with best practices of language immersion teaching and language acquisition research.

### 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>
Environment	E1: I build appropriate relationships with my students to promote a safe and positive learning environment.
	E2: I collaborate with my students to promote a safe and supportive learning environment.
The Learning Experience	LE1: My students and I demonstrate respect for individuals, rules, routines, and procedures.
	LE2: I use the daily performance objectives to capture my students' energy and commitment.
	LE3: I share the sequence of learning experiences with my students.
	LE4: I ensure that students receive comprehensible input.
	LE5: I provide opportunities for my students to acquire language in meaningful contexts.
Planning	P1: I plan learning experiences based on my local curriculum and state and national standards.
	P3: I use units based on proficiency targets and backward design principles.

TELL DOMAINS	TELL CRITERIA STATEMENTS <i>Number the Criteria statements here and then transfer to Stage 2.</i>
	P6: I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.
	P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.
	P8: I plan lessons that contain learning experiences designed to keep all students engaged all the time.
Professionalism	PR3: I am a reflective practitioner.

*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?

<p style="text-align: center;"><b>TELL CRITERIA STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p style="text-align: center;"><b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b></p>
<p><b>E1: I build appropriate relationships with my students to promote a safe and positive learning environment.</b></p>	<p>Action Plan for Struggling Readers:</p> <ol style="list-style-type: none"> <li>1. Participants will be involved in discussions and will write their reflections during the “Reading Intervention for Struggling Readers” and “Experienced Teachers Panel” they attend.</li> <li>2. Participants will identify and plan to use at least one strategy they learn to support struggling readers during their internship.</li> </ol>
<p><b>E2: I collaborate with my students to promote a safe and supportive learning environment.</b></p>	<p>Create and Set up a Classroom for Summer Camp Students:</p> <ol style="list-style-type: none"> <li>1. Participants will work with experienced classroom teachers to create a safe and supportive learning environment.</li> <li>2. During the internship in the student program, participants will work with the lead teachers to create a culture-rich classroom to support the performance objectives and to encourage the use of Chinese language. Some topics for promoting a culture-rich environment may include: classroom decorations, seating arrangements, poster displays, flash cards, and appropriate resources in the classroom. Participants will support the classroom lead teachers to collect and display students’ work as part of the classroom decoration.</li> <li>3. During the daily reflection sessions, participants will reflect on and write about what they’ve learned regarding how an immersion classroom should look, and will be able to specifically plan their classroom settings accordingly. Participants will draw a draft plan of their own ideal classrooms and list ways to make the environment a safe and supportive learning place.</li> </ol>
<p><b>LE1: My students and I demonstrate respect for individuals, rules, routines, and procedures. I use the daily performance objectives to capture my students’ energy and commitment.</b></p>	<p>Establishing Rules, Routines, and Procedures</p> <ol style="list-style-type: none"> <li>1. Participants will draft the schedule for their own first day of school.</li> <li>2. Participants will share their schedule plan with experienced teachers and ask their advice and suggestions.</li> <li>3. During the internship, participants will demonstrate a set of clear procedures for an activity.</li> </ol>

<p style="text-align: center;"><b>TELL CRITERIA STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Criteria statements here and then transfer to Stage 3.</i></p>	<p style="text-align: center;"><b>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</b></p>
<p><b>LE2: I use the daily performance objectives to capture my students' energy and commitment.</b></p>	<p>Start-up Activity: Participants will plan and demonstrate at least one start-up activity during their internship.</p>
<p><b>LE3: I share the sequence of learning experiences with my students.</b></p>	<p>Communication of Class Objectives with Students: Participants will script what to say to communicate class objectives to students and will share this with their mentor teachers at least once during the internship.</p>
<p><b>LE4: I ensure that students receive comprehensible input.</b></p>	<p>Discussion and Practice "Comprehensible Input": 1. Participants will write a reflective journal after reading articles and discussing with groups the topic of "comprehensible input". 2. Participants will use at least three comprehensible input strategies in one of their internship lessons.</p>
<p><b>LE5: I provide opportunities for my students to acquire language in meaningful contexts.</b></p>	<p>Performance Assessment in a meaningful context: 1. Participants will examine a lesson plan the summer camp has used in the past to see if the students would be able to acquire language in meaningful contexts.</p>
<p><b>P1: I plan learning experiences based on my local curriculum and state and national standards.</b></p>	<p>Standards-Based Thematic Unit Lesson plans: 1. Participants will work with mentor teachers to design a thematic unit. 2. Participants will write two lesson plans which will list standard items that meet local, state, and national standards.</p>
<p><b>P3: I use units based on proficiency targets and backward design principles.</b></p>	<p>Proficiency and Backward Design Principles: 1. Participants will learn to use the backward design process to plan their two demo lessons during the internship. 2. They will set daily performance objectives focused on Chinese language proficiency, content requirements, and culture-specific activities in their lesson plans.</p>
<p><b>P6: I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.</b></p>	<p>Performance Objectives: 1. Participants will gain the knowledge of how to use formative, summative, and performance-based assessment. They will design a performance assessment task in their lesson plans. They will also participate in the final performance-based assessment during their internship. 2. Participants will reflect on how backward design will help them to meet their teaching goals during one of their internship lessons. 3. Participants will write and reflect on why teaching order impacts student learning after their experience during one internship lesson..</p>
<p><b>P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.</b></p>	<p>Content-Based Instruction and Lesson Planning: 1. During the internship, participants will design standard-based units, integrating Chinese Language Arts, math and/or science content with second language acquisition methods. The lesson plans will show the activities are</p>

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	<p>contextualized, connect to prior learning, and require attention to meaning.            2.They will also integrate technology and target language objectives in their lesson plans. The trainers (teacher program) and the lead teachers (student program) will assess their lesson plans and give feedback.</p>
<p><b>P8: I plan lessons that contain learning experiences designed to keep all students engaged all the time.</b></p>	<p>Lesson Plan/Practicum:            1. Participants will design a set of activities in their lesson plans and use Bloom’s taxonomy to identify what level of thinking each activity is.            2. Participants will review their own demo lesson video and discuss this with their mentor teachers to evaluate the level of student engagement and learn from the mentor teachers strategies to keep all students engaged all the time.</p>
<p><b>PR3: I am a reflective practitioner.</b></p>	<p>Reflective Journal and Daily Reflection Meetings:            1. Participants will keep their daily logs/journal with the use of an iPad provided by Yinghua during the camp. They will record their own reflections, including questions, suggestions or experiences, to illustrate their learning/growth for that day. This will be part of the portfolio that will be assessed by trainers .            2. During the internship, participants will also participate in the daily reflection meeting with the lead teachers and reflect on their learning for that day.</p>

*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.
	Need to know....	Will use....	
E1: I build appropriate relationships with my students to promote a safe and positive learning environment.	<ul style="list-style-type: none"> <li>• Key factors in creating a positive classroom</li> <li>• Strategies to build appropriate relationships with students</li> <li>• Strategies for working with special needs students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Committee for Children. (2012, August). <i>Key factors in creating a positive classroom climate</i>. Committee for Children e-newsletter.</li> <li>▪ Responsive Classroom website</li> <li>▪ Armstrong, T. (2012, October). <i>First, discover their strengths. Students who challenge us.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre-Reading material with reading log will prepare participants for learning this topic.</li> <li>▪ Observing the student camp classroom and discussing topics related to creating a safe and positive learning environment with the lead teachers will help participants learn this criteria.</li> <li>▪ One of the lecture sessions on “helping struggling readers” will address some of the topics of special needs students and provide strategies to support struggling readers.</li> </ul>
E2: I collaborate with my students to promote a safe and supportive learning environment.	<ul style="list-style-type: none"> <li>• Effective classroom set up</li> <li>• Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Zakrzewski, V. (2013, August 21). How to create positive school climate.</li> <li>▪ Doug Lemo (2010). <i>Teaching like a champion</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre-Reading material with reading log will prepare participants for learning this topic</li> <li>▪ A half-day workshop during the training/preparation sessions on “classroom management” will help participants to learn the basic concepts for effective classroom set up.</li> <li>▪ During the student summer camp preparation, participants will assist the summer camp leaders to set up the camp classrooms.</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>
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	Need to know....	Will use....	
			<ul style="list-style-type: none"> <li>▪ Observe summer camp class lead teacher’s classroom management strategies.</li> <li>▪ Post-observation discussion with the lead teachers on classroom management will support participants to meet this TELL criteria.</li> </ul>
LE1: My students and I demonstrate respect for individuals, rules, routines, and procedures.	<ul style="list-style-type: none"> <li>• Methods of establishing rules, routines, and procedures</li> <li>• Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>• Wong, H. (n.d.). <i>Classroom management.</i></li> <li>• Wong, H. (2013, April 24). <i>Discipline and procedures.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on classroom management will address this topic.</li> <li>• Participants will write a schedule plan for their own first day of school.</li> <li>• Participants will share their schedule plan with experienced teachers and ask for their advice and suggestions.</li> <li>• During the internship, participants will demonstrate a set of clear procedures for an activity.</li> </ul>
LE2: I use the daily performance objectives to capture my students’ energy and commitment.	<ul style="list-style-type: none"> <li>• Meaning of performance objectives</li> <li>• How to get students engaged</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bambrick-Santoyo</a> article Bambrick-Santoyo P. (2010): <i>Data-Driven Classroom Best Parctice: Increasing rigor throughout the lesson: Data-Driven Class Best Practice</i></li> <li>• <i>Teacher’s handbook: Contextualized language instruction</i></li> </ul>	<ul style="list-style-type: none"> <li>• A lecture session on how to write clear, strong performance objectives will be provided.</li> <li>• During the training sessions, participants will work with classroom teachers to write daily performance objectives on the white board.</li> <li>• Reflective meetings will help participants to review their learning in this area</li> </ul>

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	Need to know....	Will use....	
<b>LE3:</b> I share the sequence of learning experiences with my students.	<ul style="list-style-type: none"> <li>• Learning goals and how to communicate the goals with students</li> </ul>	<ul style="list-style-type: none"> <li>• Clementi, D., &amp; Terrill, L. (n.d.). Sample lessons. <i>The keys to planning for learning</i></li> <li>• An Existing Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• A lecture session on how to write clear, strong performance objectives will be provided.</li> <li>• During the training sessions, participants will work with classroom teachers to post necessary learning goals on the white board and communicate with students.</li> <li>• Develop a draft plan for introducing objectives and share with mentor teachers before teaching.</li> </ul>
<b>LE4:</b> I ensure that students receive comprehensible input.	<ul style="list-style-type: none"> <li>• Second Language Acquisition (SLA)</li> <li>• Immersion teaching strategies</li> <li>• Comprehensible input and output</li> </ul>	<ul style="list-style-type: none"> <li>• Met, M., &amp; Duncan, G. (2012). <i>STARTALK teacher development: Checking for comprehension.</i> <ul style="list-style-type: none"> <li>• Immersion check list (CARLA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading material on comprehensible input and reflective log will be required.</li> <li>• A session on Comprehensible Input by an experienced immersion teacher will be provided.</li> <li>• A practice session on “comprehensible input” will be arranged and led by experienced teachers to support participants’ learning.</li> </ul>
<b>LE5:</b> I provide opportunities for my students to acquire language in meaningful contexts.	<ul style="list-style-type: none"> <li>• Meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (2011, March). <i>21st century skills map for world languages.</i></li> </ul>	<ul style="list-style-type: none"> <li>• An existing lesson plan with specific performance assesment tasks will be provided for participants to discuss how students will acquire language in meaningful contexts.</li> <li>• During the training sessions, participants will work with classroom teachers to provide oppourtunities for students to acquire language in meaningful contexts.</li> </ul>

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	Need to know....	Will use....	
P1:I plan learning experiences based on my local curriculum and state and national standards.	<ul style="list-style-type: none"> <li>• Local curriculum standards</li> <li>• State curriculum standards</li> <li>• National standards</li> <li>• Language National standards</li> </ul>	<ul style="list-style-type: none"> <li>• Core Knowledge Sequence</li> <li>• MN academic standards</li> <li>• ELA Common Core standards</li> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). <i>Standards for foreign language learning: Preparing for the 21st century.</i></li> <li>• American Council on the Teaching of Foreign Languages (ACTFL). (2011, March). <i>21st century skills map for world languages.</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading material and online links will be provided for participants to use for completing their specific assignments</li> <li>• In training sessions, instructors will guide the participants on how to review standards and use these standards to direct their daily lesson plans.</li> </ul>
P3:I use units based on proficiency targets and backward design principles.	<ul style="list-style-type: none"> <li>• Units planning</li> <li>• Proficiency targets</li> <li>• Backward design principles</li> </ul>	<ul style="list-style-type: none"> <li>• Clementi, D., &amp; Terrill, L. (n.d.). Chapter 2: Unit planning. <i>The keys to planning for learning: Effective curriculum, unit, and lesson design.</i></li> <li>• McTighe, J., &amp; Wiggins, G. (2012). Introduction: What is UbD™ framework? <i>Understanding by Design® framework.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A training session on backward design with specific examples for meeting proficiency targets and units planning will be given. Participants will have the opportunity to discuss the provided examples to understand the concepts.</li> <li>• During the internship sessions, participants will use the backward design concepts and proficiency targets to design two lesson plans within units with the mentor teachers.</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>
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	Need to know....	Will use....	
P6:I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.	<ul style="list-style-type: none"> <li>• Backward design Process</li> <li>• Lesson Plan process</li> <li>• Unit performance Objectives</li> <li>• Incorporating and adapting authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>• Clementi, D., &amp; Terrill, L. (n.d.). Chapter 2: Unit planning. <i>The keys to planning for learning: Effective curriculum, unit, and lesson design.</i></li> <li>• McTighe, J., &amp; Wiggins, G. (2012). Introduction: What is UbD™ framework? <i>Understanding by Design® framework.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A training session on backward design with specific examples on meeting proficiency targets and units planning will be given. Participants will have the opportunity to discuss the provided examples to understand the concepts.</li> <li>• During the internship sessions, participants will use the backward design concepts and proficiency targets to design two lesson plans within units with the mentor teachers.</li> </ul>
P7:I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.	<ul style="list-style-type: none"> <li>• Content –based instruction (CBI)</li> <li>• Effective teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Center for Advanced Research in Language Acquisition (CARLA). (2014). <i>Content-based second language instruction: What is it?</i></li> </ul>	<ul style="list-style-type: none"> <li>• During the training sessions on literacy strategies, a few specific CBI lesson plan examples will be given to participants; the participants will have the opportunity to discuss the provided examples to understand the concepts.</li> <li>• During the internship sessions, participants will design their CBI lessons and discuss the lessons with mentor teachers.</li> </ul>
P8:I plan lessons that contain learning experiences designed to keep all students engaged all the time.	<ul style="list-style-type: none"> <li>• Differentiation of instruction</li> <li>• Learner-centered instruction</li> <li>• Learning center concept</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, B. (2013). <i>How do we know when students are engaged?</i></li> <li>• Overbaugh, R. C. &amp; Schultz, L. (n.d.). Bloom’s taxonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will create lesson plans that use varied level- and age- appropriate activities to meet learners’ needs.</li> <li>• A session on questioning skills will be conducted and examples of how to use Bloom’s taxonomy to promote higher level of thinking and learning as well as increased language output will be provided.</li> <li>• Participants will be able to practice their planned lessons during their internship. The mentor teachers will provide feedback to them.</li> </ul>

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	Need to know....	Will use....	
PR3: I am a reflective practitioner.	<ul style="list-style-type: none"> <li>Professional growth/development</li> <li>Teacher evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Effectiveness for Language Learning Project. (n.d.) <i>Teacher effectiveness for language learning (TELL)</i></li> <li>Donald Schoen (1983) <i>The Reflective Practitioner: How professionals think in action.</i> London: Temple Smith.</li> <li>Donald Schoen (1987) <i>Educating the Reflective Practitioner.</i> San Francisco: Jossey-Bass,</li> </ul>	<ul style="list-style-type: none"> <li>Learn to write daily reflections on what they learn each day from lectures, discussion, workshops, observations, teaching demonstrations, hands-on activities, learning centers, and application of technology in language learning.</li> <li>Develop a plan for further professional growth and development.</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.

Trainees will be assigned to teach in a real summer camp classroom and play real teaching roles. The program director, trainers, and lead teachers will closely monitor, supervise, and guide the trainees' teaching performance, helping them to complete daily class preparation and write detailed lesson plans prior to actual teaching. Participants will begin to discuss lesson plans with lead teachers and will work on this with their mentor teachers during week 1. They will start writing their lesson plans at the beginning of week 2. By the end of week 2, participants should have made appointments with the summer camp's lead teachers and mentor teachers to discuss and revise lesson plans. The two internship teachings will occur during week 3 and week 4. The participants will receive immediate feedback about their internship teaching from lead teachers and mentor teachers.

Each trainee will teach two lessons, forty-five minutes each, during their internship. Before teaching, the trainees will work with their

lead teachers and trainers on their lesson plans and classroom instruction. During teaching, one trainer and one lead teacher will observe the teaching demonstrations and the demo teaching of each teaching demonstration will be video-taped. Trainees will receive timely feedback from the program director or trainers and the lead teachers. Trainees will also conduct self-critiques to help themselves improve their teaching. In addition, group discussion with their trainers, lead teachers, and peers after teaching will provide another channel for trainees to learn from each other.

## 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 the those learning experiences support the onsite experiences?

Pre-reading material and online links will be provided before the onsite sessions. Participants will be expected to review these materials and online links in order to be equipped with certain prior knowledge and be ready to immerse themselves in the training sessions.

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
<p><b>July 21, 2014, Day 1</b></p>	<p><b><u>Theme of The Day: All About Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Overview of the program goals, objectives, and activities</li> <li>• Overview of immersion education National Standards for Foreign Language Learning (5Cs) and Minnesota State standards</li> <li>• Three Communicative modes from ACTFL</li> <li>• Content-based Instruction and language learning: Introduction of content, language, and cultural objectives</li> <li>• Performance-based assessment: content, language, and cultural perspectives</li> <li>• Daily learning reflection</li> </ul>
<p><b>July 22, 2014, Day 2</b></p>	<p><b><u>Theme of The Day: Backward Design, Unit Plan, and Lesson Plan</u></b></p> <ul style="list-style-type: none"> <li>• Technology in teaching and learning</li> <li>• Backward design concepts, examples, and analysis</li> <li>• Introduction of Second Language Acquisition (SLA)</li> <li>• Introduction of immersion education strategies</li> <li>• Lesson Plan overview</li> <li>• Daily learning reflection</li> </ul>
<p><b>July 23, 2013, Day 3</b></p>	<p><b><u>Theme of The Day: Early Literacy and Student Learning</u></b></p> <ul style="list-style-type: none"> <li>• Overview of English literacy: The 5 pillars</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
	<ul style="list-style-type: none"> <li>• English Language Arts and Common Core Standards</li> <li>• Essential skills in literacy</li> <li>• Guided reading and early literacy skills</li> <li>• Daily learning reflection</li> </ul>
July 24 <sup>th</sup> , Day 4	<p><b><u>Theme of The Day: Literacy - Fostering Thoughtful Readers</u></b></p> <ul style="list-style-type: none"> <li>• Reading interventions for struggling readers</li> <li>• Reciprocal teaching</li> <li>• Thoughtful readers</li> <li>• Reading and vocabulary</li> <li>• Reading and comprehension</li> <li>• Introduction of writing Process</li> <li>• Daily learning reflection</li> </ul>
July 25 <sup>th</sup> , Day 5	<p><b><u>Theme of The Day: Chinese Literacy Development</u></b></p> <ul style="list-style-type: none"> <li>• Early literacy skills in Chinese teaching and learning</li> <li>• Knowledge of the structure of Chinese language</li> <li>• Vocabulary learning and development strategies</li> <li>• Promoting Chinese literacy through Math and Science Stories</li> <li>• Daily learning reflection</li> </ul>
July 28, Day 6	<p><b><u>Theme of The Day: Integration Teaching - Literacy in Math and Science</u></b></p> <ul style="list-style-type: none"> <li>• Promoting Chinese literacy through Math and Science lessons</li> <li>• Meeting each lesson’s objectives</li> <li>• Story telling and play for promoting literacy</li> <li>• Meeting your students’ needs—setting appropriate learning objectives including academic language and functional language</li> <li>• Daily learning reflection</li> </ul>
July 29, Day 7	<p><b><u>Theme of The Day: Essentials of Lesson Planning</u></b></p> <ul style="list-style-type: none"> <li>• Practice and discussion sessions: student program design and preparation work, review the materials and plan the camp environment</li> <li>• Comprehensible input and language output</li> <li>• Gardner’s Theory of multiple intelligences: concept of learning centers</li> <li>• Daily learning reflection</li> </ul>
July 30, Day 8	<p><b><u>Theme of The Day: Maximize Students’ Content and Language Learning</u></b></p> <ul style="list-style-type: none"> <li>• Questioning Skills and higher level of thinking</li> <li>• Error Corrections</li> <li>• Performance-based Assessment</li> <li>• Finalizing daily lesson plans for the student program</li> </ul>

TIMELINE	INSTRUCTIONAL TOPICS
	<ul style="list-style-type: none"> <li>• Discuss Sessions with summer camp Mentor/Lead teachers</li> <li>• Preparing student-learning centers: computer games, resources, hands-on activities and assessments</li> <li>• Daily learning reflection</li> </ul>
<b>July 31, Day 9</b>	<p><b><u>Theme of The Day: Effective Teaching and Classroom Management</u></b></p> <ul style="list-style-type: none"> <li>• Safety issues: Creating a fun and safe learning environment</li> <li>• Classroom management topics</li> <li>• How to prepare for your first week of school</li> <li>• Preparation with summer camp teachers</li> <li>• Discussion Sessions with summer camp Mentor/Lead teachers</li> <li>• Daily learning reflection</li> </ul>
<b>Aug. 1, Day 10</b>	<p><b><u>Theme of The Day: Learning and Teaching, Plus Practicum</u></b></p> <ul style="list-style-type: none"> <li>• Preparation for practicum</li> <li>• Daily learning reflection</li> </ul>
<b>Aug. 4 – August 15, Day 11-20</b>	<p><b><u>Theme of The Weeks: Learning and Teaching, Plus Practicum</u></b></p> <ul style="list-style-type: none"> <li>• Participating in student program as teaching assistant</li> <li>• Daily group reflection meeting with camp classroom teachers</li> <li>• Meeting with trainers individually for their learning experiences and lesson plans</li> <li>• Meeting with trainers and lead teachers for feedback on their teaching demonstrations</li> <li>• Keeping self-reflection journals on iPad</li> </ul>

*You may add additional rows as necessary.*

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

Yinghua Academy's IMPACT training program involves blended and distance learning opportunities, long-term follow-up and ongoing mentorship for trainees. For those trainees who will be employed at Yinghua Academy in 2014-15, this is easily achieved by the aggressive program of professional development which continues during the school year for all staff, including the onsite availability of training program instructors and mentors, and the development of Professional Learning Communities by grade level.

Yinghua will also provide blended learning experiences and ongoing mentorship to trainees who are not employed at the school, with ongoing monthly communication through email for the purpose of continued coaching, mentor support, and problem-solving. Yinghua will create an online blog during the program, and maintain the sharing of classroom practice ideas and strategies online in this blog community. Participants will also receive emails regarding the latest research on best practices in immersion throughout the year, which they can read and reflect on together in the online blog community during and after the program. All participants will be invited to a professional development follow-up workshop in October 2014, with the opportunity to meet face-to-face together to share experiences, challenges and successes from their classrooms, and to review and discuss strategies. The blog community, October meeting,



and ongoing communications and mentor relationships all contribute to fostering continued learning and development of collegial dialogue focused on professional growth, shared practice, and improved student language learning.

For teachers who are serious about their desire to be classroom immersion teachers at the elementary or middle school level in Minnesota, Yinghua Academy will also strongly recommend their continued learning by enrollment in an approved, accredited teacher licensure program. Having completed IMPACT, they will have met the classroom observation requirements (20 hours of classroom observation) that some programs, such as the University of Minnesota, require before they will consider an applicant. The early literacy workshop is provided by a professor at the College of St. Scholastica. The workshop is a preview of the literacy course for a teaching licensure program. Teachers may be able to receive credit toward future study if they choose to enroll in the literacy course. Yinghua Academy will provide resources and information so that those who wish to will pursue a certification pathway. Immersion teachers are often confused about what kind of licensure they may need in Minnesota, and IMPACT will provide a workshop session for teachers to talk about educational choices, enrollment options, and the rationale and importance of getting a US teaching license.