

Project: Liu_Stillman_FLT817 Program Evaluation

Report created by Toni Stillman on 3/22/2022

Code Report

All (18) codes

● Community Advocacy

4 Quotations:

6:1 p 1 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

he purpose of the ACCA is to support the teaching of Chinese language and culture in our region, and one of our main focus areas is on helping promote teaching in K-12 in our public schools in the

6:25 p 1 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

We also work with Emory University We also work with Emory University We also work with Emory University We also work with Emory University lie near our main campus site, wanting us to offer the enrichment classes, so the parents can have going out. We are getting more and more important for the community, taking multiple roles, not only as a language school. lie near our main campus site, wanting us to offer the enrichment classes, s

9:21 ¶ 33 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Community support is essential in helping our school thrive

9:35 ¶ 32 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

community support for the school

0 Codes

● Curriculum-Standards

1 Quotations:

1:9 ¶ 33 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

For us, the most basic standard for designing Chinese class is the World-Readiness Standards, or the National Standards in Foreign Language Education, by ACTFL.

0 Codes

● Interview Lightbulb Quotes

4 Quotations:

1:11 ¶ 36 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

It's a good use of technology to kind of provide information as students are consuming that information passively. But learning can also be introspective. You can actually have your students create something,

1:12 ¶ 36 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

Students can actually use technology to become interactive learners

6:7 p 3 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

But after few weeks, they were able to communicate with me in simple Chinese sentences. They were able to write few Chinese characters and, they were able to recognize a majority of basic characters.

6:16 p 5 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

t. We're not robots. We know that we're not robots, but sometimes we communicate in a way that feels robotic to students. And that's especially true when we use text.

0 Codes

● Interview Questions

21 Quotations:

1:1 ¶ 10 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

could you please introduce the Atlanta Contemporary Chinese Academy? Like the mission, or goals.

1:6 ¶ 26 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

In your opinion, what is the most challenging part for moving a traditional class online, in terms of a language class? How is the design of curriculum different from traditional class structure?

1:8 ¶ 34 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

How is the activities and assessment of a course changed after you're moving from an in-person environment to an online environment?

1:13 ¶ 37 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

How do you guide your teachers while selecting the video and audio material from internet for students?

6:3 p 1 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

s. What makes you love ACCA so much

6:4 p 3 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

. How long have you worked at ACCA? What was your initial position? Have you ever taught a class here?

6:8 p 3 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

Besides the Dual Language Immersion program, what other programs does ACCA offer

6:9 p 5 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

Was there any difficulty at the beginning of this transition, under the impact of pandemic? I

6:12 p 5 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

Did you give specific instruction on this point

6:19 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

Is there anything else that bother teachers during this transition, besides the technology issue

6:22 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

. Do you follow any standards while designing the curriculum? Is there any different between private institution and public schools, regarding the standardization requirement

9:1 ¶ 12 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

how long have you been teaching Chinese? What did you do before you were a teacher?

9:4 ¶ 15 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

how did you decide to become a teacher?

9:8 ¶ 17 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

what are the qualities that make a good teacher?

9:13 ¶ 21 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

what is your favorite part about teaching your current students?

9:15 ¶ 23 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

What do you like about middle school-age students?

9:18 ¶ 27 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Have you ever taught Chinese to native Chinese speakers, or only to non-native speakers?

9:20 ¶ 30 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Do you think it is important for the school to be involved in the local community?

9:38 ¶ 38 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Like, is there any cultural exchange program for teachers? is there any cultural exchange program for students?

9:39 ¶ 40 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

When you apply for this job, have you ever had any related training to help teachers adapt to the foreign culture and society?

9:42 ¶ 47 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Is there a specific online curriculum or learning plan in place that you may follow?

0 Codes

● **Interview Responses**

16 Quotations:

1:16 ¶ 38 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

you can find videos relating to them so that there is no objection in their video aligns with your learning objectives of your life and making sure that it is indeed going to further the learning process.

6:5 p 3 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

We had two classes, one in the morning, one in the afternoon and around right before noon time. Children in this program, use both Chinese and English to learn other subjects, like math and science. Languages are used interchangeably.

6:6 p 3 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

t the first few weeks, there was some struggles. They want to use their own native language, and they feel a little, you know, sad, that they couldn't communicate with the teachers, not allowed to speak English to teachers.

6:10 p 5 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

It was really hard. At that time, for the public safety, closing schools and transitioning to online learning is critica

6:11 p 5 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

We were not mentally, neither technically prepared for this situation. The only thing I was certain about is that the old lesson plan and curriculum design, could not fit into this new virtual teaching environment.

6:13 p 5 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

. I gave teachers more freedom in designing their own classes, but I required them to video record the lesson with their face in the video

6:20 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

the past, for traditional in-person teaching, teachers have the equal access to resources and equipment, as I said earlier. But when the shut down occurred, teachers were all at home

9:2 ¶ 13 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I'm not a traditional single-subject teacher. I can teach English, Chinese, and musical instrument, like the piano. But I haven't had any job other than teaching.

9:3 ¶ 14 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Then, I asked myself, why don't I become a real teacher. I think teaching is something I truly love and I'm really good at it. So, I took the teacher certification exam, acquired the certification, and became a real teacher, after my daughter went to kindergarten.

9:5 ¶ 16 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

first held an interest in teaching many years ago when I was fortunate enough to have a fantastic teacher, who was both inspiring, motivational, and passionate about his subject, natural science.

9:10 ¶ 20 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I want to be a teacher because I have a lifelong passion for learning.

9:16 ¶ 24 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

It's a beautiful thing that they are able to open themselves up to the world and say what they are truly feeling. I love this instant feedback. It helps me to improve my lesson from time to time.

9:19 ¶ 29 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I have never taught language classes to native speakers.

9:21 ¶ 33 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Community support is essential in helping our school thrive

9:38 ¶ 38 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Like, is there any cultural exchange program for teachers? is there any cultural exchange program for students?

9:40 ¶ 41 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So basically, we already know what we would face when we arrive in the U.S. After new teachers arrive, we were offered a 2-week homestay with a host family. We learn how to live in the U.S. with the host family and gradually start our teaching.

0 Codes

● **Lesson Plan**

Comment: by Toni Stillman

| *Curriculum approaches*

9 Quotations:

6:2 p 1 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

director of curriculum design and development

9:17 ¶ 26 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Adult learners do not desire to learn about material that doesn't fit into their lives, and they do not usually want their learning to be abstract either. The thing I like most about adult learners is that they are eager to learn, at least, for most of them I mean.

9:24 ¶ 48 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

The supervisor of each division offers teaching tips, tools, and resources on blogs and social media for instructors. There are also plenty of practical examples of assignments to use in the online class. The supervisor also makes at least one video about one lesson plan, how to deal with moving all of the in-class coursework online, as an example for our reference.

9:25 ¶ 53 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

And so I wanted to make sure that I was giving them activities, not necessarily all the activities every single day but giving them activities for, is a different situation.

9:43 ¶ 49 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So basically our subject matter guides like I don't even know what they technically are. So I just the way that my brain works because I already lesson plan on a unit level and then on a weekly level, it really didn't make sense for me to do classwork for anyone by the day. It made sense to me to do it by the week.

9:44 ¶ 50 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

It doesn't make sense at the beginning. We all struggle for one week or two before we could create a satisfactory lesson plan.

9:46 ¶ 52 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

ay, OK, well, I normally have approximately 30 kids and we do this activity, but if they're doing it on their own, it's going to take them a third of the time. So I'm going to give them three times as much work as I normally would have. That just didn't really seem fair to me. It also was not going to be sustainable the amount of work that I would have to come up with and then like correct and give corrections for and check in on and all of that. So I decided to basically stick with my rough lesson plan.

9:47 ¶ 53 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I had trouble with creating lesson plans for my HSK classes as well. Basically, HSK needs to meet the expectation of four main competencies and there are technically five. But like the kind of all falls into one of these four.

9:49 ¶ 55 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So the idea is that the work that I'm having them do, I am not grading every single thing. I'm basically giving them work and then I will. Then the following week, send out the corrections. I might have a couple of things that I check on individually. So ultimately, I'm going to have some kind of a grade four. Did you actually do the work? Not. Did you get it all right? But did you actually do the work? And it's not going to be something like really big? You know, I think it's probably going to end up being something like five or 10 points per week

0 Codes

● **Online Training**

6 Quotations:

9:24 ¶ 48 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

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9:41 ¶ 46 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I don't think we had any training. It happened all of sudden. One day you woke up and received an email, telling you that all the in-person classes were canceled, and everyone had to stay at home, prepare for moving their own classes, their current lessons online. So, to your question, I think the answer is, no.

9:43 ¶ 49 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

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0 Codes

● **Program Ecology**

Comment: by Toni Stillman

The Ecological perspective: The teachers and faculty have very different roles; but both are components of the program ecology. Their skill sets (or skill level) add to tangible program assets.

8 Quotations:

9:23 ¶ 34 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

. One disadvantage of private language institutions is that schools can exist in a sort of bubble, disconnected from the local community.

9:28 ¶ 13 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

. I'm not a traditional single-subject teacher. I can teach English, Chinese, and musical instrument, like the piano. But I haven't had any job other than teaching.

9:29 ¶ 14 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

. I took online classes and taught myself knowledge of child education. I wanted to help my daughter learn better and have a better childhood.

9:30 ¶ 16 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I realized I had an abundance of natural skills and qualities that would enable me to become a competent teacher.

9:31 ¶ 20 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I taught myself the knowledge of education and I passed the certification examination by myself. I'm a good learner.

9:32 ¶ 22 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

In fact, the majority of my 10 years of teaching have been at the middle school level.

9:33 ¶ 26 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Teaching adult learners can be very rewarding, but very challenging as well. The teacher of adults has a different job from the one who teaches children. Adult learners are usually mature and self-confident enough to know how they learn best, what their areas of strength and weakness are, and how to go about learning.

9:34 ¶ 28 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I only taught non-native speakers. I taught English to English L2 learners, I taught Chinese to Chinese L2 learners.

0 Codes

● Program Ecology - Intangible Assett

1 Quotations:

9:37 ¶ 33 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Community support is essential in helping our school thrive. ACCA opens its doors to local non-profit groups and community activities, to get involved in community projects. We are more than a language school now. We are more like an activity center for the local community. We had many activities that were open to the local neighborhood. Both parents and students could pay a visit and have fun together.

0 Codes

● Program-MissionVision

5 Quotations:

1:2 ¶ 11 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

the purpose of the ACCA is to support the teaching of Chinese language and culture in our region, and one of our main focus areas is on helping promote teaching in K-12 in our public schools in the Atlanta area.

9:23 ¶ 34 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

. One disadvantage of private language institutions is that schools can exist in a sort of bubble, disconnected from the local community.

9:24 ¶ 48 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

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9:34 ¶ 28 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I only taught non-native speakers. I taught English to English L2 learners, I taught Chinese to Chinese L2 learners.

9:41 ¶ 46 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I don't think we had any training. It happened all of sudden. One day you woke up and received an email, telling you that all the in-person classes were canceled, and everyone had to stay at home, prepare for moving their own classes, their current lessons online. So, to your question, I think the answer is, no.

0 Codes

● Program-ProficiencyGoals

2 Quotations:

6:23 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

There is not much different. It is expected that schools follow the same standard of curriculum. A major reason for aligning the curriculum was so it would be a smoother transition for students to continue their study in any type of school.

9:51 ¶ 58 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

The test is held by the Office of the Chinese Language Council. And it is a public institution directly under the Ministry of Education of China. As a government entity, it was also known for its Confucius Institute programs. So the higher the HSK level of the candidate, the more points are earned. The more points you have, the more likely you are to obtain a work visa in China.

0 Codes

● Program-SchoolContext

6 Quotations:

1:3 ¶ 23 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

Dual Language Immersion is sort of like, the iconic product of our brand. Also, for students without or with limited Chinese language background, we offer Bilingual Chinese classes from Level 1 to 6, which are all taught in English. We also provide a variety of enrichment classes for kid

6:14 p 1 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

'm proud because the school started from one classroom or two, until now, four campus locations, thousand of students, and officially awarded by the Overseas Chinese Affairs Office of the Chinese Council. We also work with Emory University to offer immersion class. We have received so much positive feedbacks and keep expanding the classes and programs,

6:15 p 3 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

. We did a very small program 30 minutes a day at the North Saturday site, which we should point out about during the year that we offered our little mini 30 minutes of Mandarin a day program. I

6:24 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

The only difference is that many teachers in private institutions didn't have easy access to the state education department's conferences and workshops like public school teachers did, so curriculum guidance came mainly from national association.

6:27 p 3 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

We are expanding our horizon, and not limited to a language school. And we also have classes for adult learners, working adults and college students, test preparation and private tutoring. And now, most of the language classes, which used to be in-person language classes, provide flexibility to make up classes online. If students can't make it to on language classes, provide flexibility to make up classes online.

9:23 ¶ 34 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

. One disadvantage of private language institutions is that schools can exist in a sort of bubble, disconnected from the local community.

0 Codes

● Program-Stakeholders

3 Quotations:

9:22 ¶ 34 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

We are trying our best to give back to our local communities. I think schools also have a sort of social responsibility, just like a company.

9:51 ¶ 58 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

The test is held by the Office of the Chinese Language Council. And it is a public institution directly under the Ministry of Education of China. As a government entity, it was also known for its Confucius Institute programs. So the higher the HSK level of the candidate, the more points are earned. The more points you have, the more likely you are to obtain a work visa in China.

9:52 ¶ 59 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

We are closely supported by the Ministry of Education of China, financially and politically.

0 Codes

● Teacher and Leader Administration

5 Quotations:

9:45 ¶ 52 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So I just wanted to make sure I was very clear on how much work I was giving them per week.

9:46 ¶ 52 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

ay, OK, well, I normally have approximately 30 kids and we do this activity, but if they're doing it on their own, it's going to take them a third of the time. So I'm going to give them three times as much work as I normally would have. That just didn't really seem fair to me. It also was not going to be sustainable the amount of work that I would have to come up with and then like correct and give corrections for and check in on and all of that. So I decided to basically stick with my rough lesson plan.

9:48 ¶ 53 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

A student mentions, hey, I don't think you did this. We could go back and change the plan. See the exact date or something did or did not occur. Doing this also lets you look back and see any patterns you didn't even notice in your teaching style as the semester went along.

9:49 ¶ 55 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So the idea is that the work that I'm having them do, I am not grading every single thing. I'm basically giving them work and then I will. Then the following week, send out the corrections. I might have a couple of things that I check on individually. So ultimately, I'm going to have some kind of a grade four. Did you actually do the work? Not. Did you get it all right? But did you actually do the work? And it's not going to be something like really big? You know, I think it's probably going to end up being something like five or 10 points per week

9:50 ¶ 56 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I didn't grade everything either. and keep track instead. I have learned to use much technology during the transition to deal with students' struggles. All my classmates were working adults, so it makes me easier to connect them with Google Apps. The first is to have Google Hangouts, which Google has made freely available due to the many schools that are forced to be closed by the COVID 19 virus outbreak.]

0 Codes

● TeacherDev-Belief

5 Quotations:

9:9 ¶ 18 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

strong communication skills, organizational and planning capabilities, positive work values and ethics, integrity, and determination to ensure the students I'm teaching get the opportunity to learn and develop in a safe, unfulfilling environment.

9:14 ¶ 22 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I like to think I am making a significant impact on the lives of children, this job completely fulfills me.

9:17 ¶ 26 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Adult learners do not desire to learn about material that doesn't fit into their lives, and they do not usually want their learning to be abstract either. The thing I like most about adult learners is that they are eager to learn, at least, for most of them I mean.

9:31 ¶ 20 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I taught myself the knowledge of education and I passes the certification examination by myself. I'm a good learner.

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So basically, we already know what we would face when we arrive in the U.S. After new teachers arrive, we were offered a 2-week homestay with a host family. We learn how to live in the U.S. with the host family and gradually start our teaching.

0 Codes

● TeacherDev-HowTeach

15 Quotations:

1:5 ¶ 25 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

We kept adding new videos and tips for our teachers. These included an overview of different forms of online learning and how to choose which ones are best for you a particular scenario.

1:10 ¶ 36 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

Maybe you used to have an essay assignment, now you can have students create a blog. It might be the same words, but now you can ask students to do more, to add pictures

and video and other people can view and alignment on those efforts. So, it's amplifying that opportunity for students, but still kind of the same thing.

1:14 ¶ 38 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

We'll see a video maybe from older learners, and you can decide if that's appropriate for your students.

6:17 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

I showed teachers how to create videos with what they already have. So, I didn't create videos to teach them how to use professional studio software.

6:18 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

. For those who have interests in making better video, I show them some tools that they can use, that are totally free, that will actually allow you to record your screen and then create a video and you can be in the corner while talking to your students.

6:21 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

I told them to look at it another way and think about: What do I have? What do I have in my house? So of course, you can just go around your house, and you have many things, right?

6:29 p 7 in

Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

quick example, instead of having students handwriting on a paper, you're digitizing what you've always done, you're replacing them with technology.

9:24 ¶ 48 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

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9:27 ¶ 13 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I have taught in different capacities. I have taught preschool English class, uh, I have taught middle school music class, and I also taught middle school English class, when back in China. I think I have taught English longer than I taught Chinese

9:34 ¶ 28 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I only taught non-native speakers. I taught English to English L2 learners, I taught Chinese to Chinese L2 learners.

9:39 ¶ 40 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

When you apply for this job, have you ever had any related training to help teachers adapt to the foreign culture and society?

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ay, OK, well, I normally have approximately 30 kids and we do this activity, but if they're doing it on their own, it's going to take them a third of the time. So I'm going to give them three times as much work as I normally would have. That just didn't really seem fair to me. It also was not going to be sustainable the amount of work that I would have to come up with and then like correct and give corrections for and check in on and all of that. So I decided to basically stick with my rough lesson plan.

9:47 ¶ 53 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I had trouble with creating lesson plans for my HSK classes as well. Basically, HSK needs to meet the expectation of four main competencies and there are technically five. But like the kind of all falls into one of these four.

9:49 ¶ 55 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So the idea is that the work that I'm having them do, I am not grading every single thing. I'm basically giving them work and then I will. Then the following week, send out the corrections. I might have a couple of things that I check on individually. So ultimately, I'm going to have some kind of a grade four. Did you actually do the work? Not. Did you get it all right? But did you actually do the work? And it's not going to be something like really big? You know, I think it's probably going to end up being something like five or 10 points per week

0 Codes

● TeacherDev-Role

5 Quotations:

9:6 ¶ 16 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

he had a natural ability to explain a difficult topic or subject in very simple terms

9:7 ¶ 16 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I want to be a teacher because I am passionate about helping my students achieve their full potential, like what my chemistry teacher did for me.

9:11 ¶ 20 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

I particularly enjoy passing on my knowledge to others.

9:12 ¶ 20 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Teaching and guiding others gives me a sense of achievement and fulfillment. Being a teacher means you have a huge amount of responsibility to not only teach your students in a manner that is easy to understand and enjoyable but to also encourage students to reach their full potential,

9:40 ¶ 41 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

So basically, we already know what we would face when we arrive in the U.S. After new teachers arrive, we were offered a 2-week homestay with a host family. We learn how to live in the U.S. with the host family and gradually start our teaching.

0 Codes

● TeacherDev-Supervision

6 Quotations:

1:4 ¶ 25 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

Teachers were a little overwhelmed and not sure where to begin. I have to admit that we were far behind in teacher training and students supports, at the beginning of the transition, from face- to- face class, to entire online instruction.

1:7 ¶ 27 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

I appreciated for their efforts, but I did not expect every teacher could do that, because not everyone is good at technology.

1:15 ¶ 38 in Stillman_Liu_FLT817_Phase1_LocalPeer_Supervisor.docx

You're doing it because sometimes I see a video in getting people and then something pops up that's not appropriate for a learner

6:28 p 5 in Stillman_Liu_FL817_Phase2_LocalPeer_Supervisor_Comments.pdf

hese included an overview of different forms of online learning and how to choose which ones arebest for you a particular scenari

9:26 ¶ 53 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

we are asked to keep a teaching journal for each online class and share it with other instructors.

9:33 ¶ 26 in Stillman&Liu_FLT817_ProgramTeamInterview.docx

Teaching adult learners can be very rewarding, but very challenging as well. The teacher of adults has a different job from the one who teaches children. Adult learners are usually mature and self-confident enough to know how they learn best, what their areas of strength and weakness are, and how to go about learning.

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