Join us for an Engaging & Inspiring Summer Proficiency Institute with Greg Duncan
June 24, 25, 26 Via Zoom 9:00-1:30
Launch ~ Explore ~ Summarize

Launch: 9 am with a presentation by Greg
Explore: 10-12:15 Independent work time & Breakout sessions with facilitators
Summarize: 12:45-1:30 Share work and questions with Greg

With all of the challenges that learning opportunities have faced this year, our plan is to continue the yearly Summer Proficiency Institute online so as to end the year with meaningful learning and professional connection. The design of the Institute has been shifted to three days to accommodate our need to not have too much screen time in a single day. There will be a scheduled lunch break in-between full group, pairs, and small group sessions to meet all needs via Zoom. The cost of the workshop is $100 and we will continue the work of last year’s Institute. All language educators are welcome to join, regardless of having attended in the past three years. This year’s program will be limited to the first 85 participants. We sincerely hope that this allows us to continue our growth, while also providing time to examine best practices for lesson design for both face-to-face and the distance learning. The tradition of the Proficiency Party will continue this year with each person bringing their drink of choice Thursday evening to allow us to bond as friends and colleagues in celebration of the work we are doing. Registration is live at www.CTCOLT.org
Stay healthy, Lea Graner Kennedy

Agenda:
A Focus on the Lesson Plan: For Synchronous and Asynchronous Learning

Of all of the ways that teachers are involved in planning, none is more important than lesson planning. And since what students are able to do is a direct result of our daily plans, they take on heightened significance.

This 3-day experience will devote itself entirely to developing the most effective—and interesting—lesson plans that deliver results of useful language proficiency and intercultural competence. Participants will

• Heighten their understanding of the necessity of daily learning targets/Can Do Statements;
• Learn how to develop daily learning targets from Unit-level targets;
• Use new information to select vocabulary, grammar, and culture to support daily learning targets;
• Identify tasks that students will engage in to demonstrate that they have met the daily learning targets;
• Access and utilize brain research suggesting that where certain activities are placed in a lesson affects outcomes;
• Explore what constitutes “engaging” activities.

As participants learn the information delineated above, they will be deploying it as they create actual lesson plans connected to a unit of their choice.