

EMPOWERING PROFESSIONALS

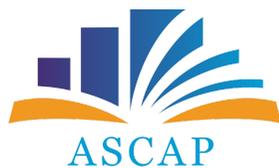
A practical manual for
English Language Teacher Trainers



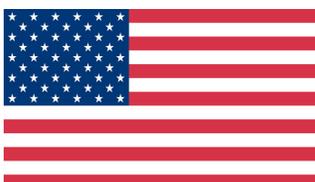
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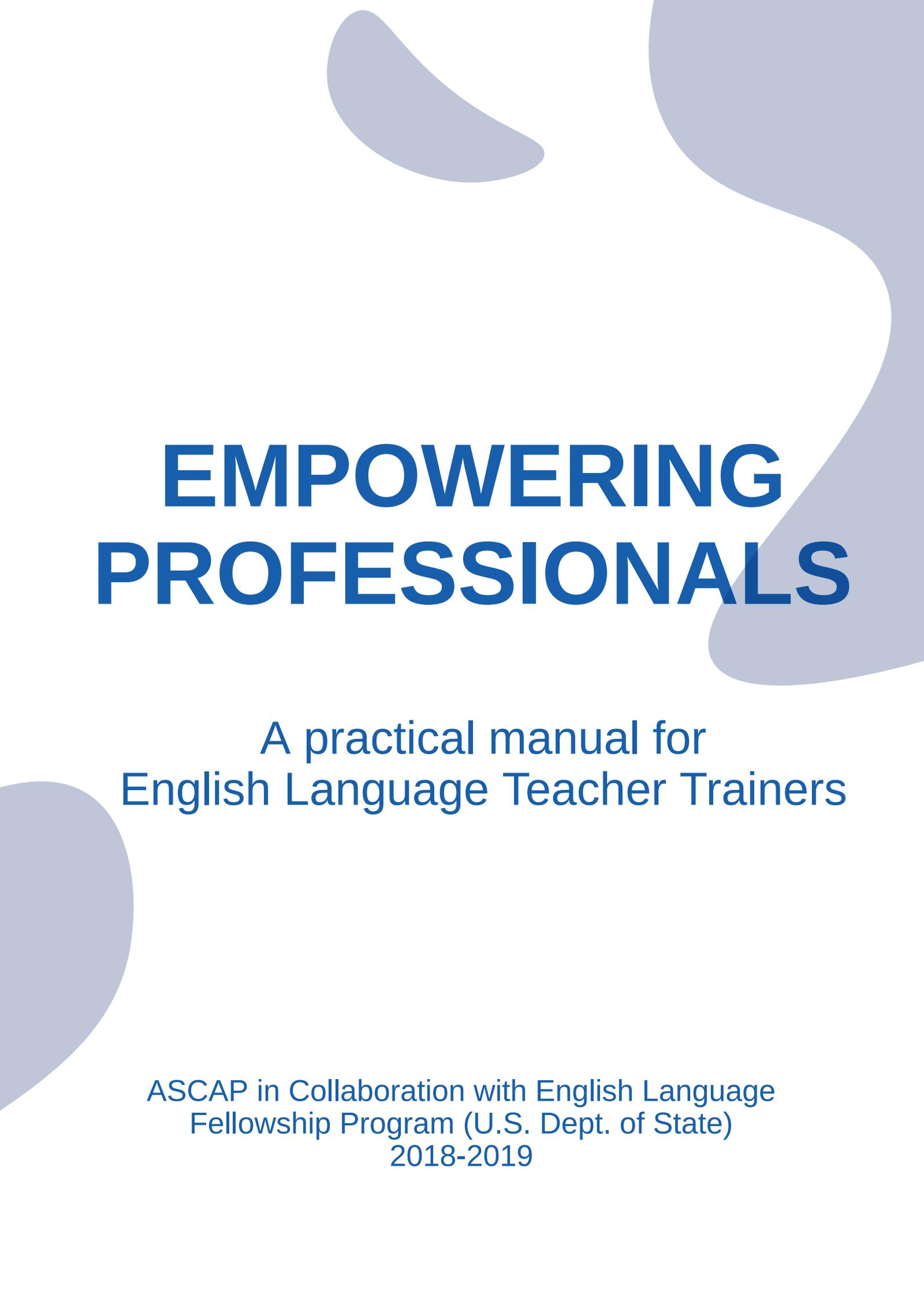
Embassy of the United States of America
Tirana, Albania



**ENGLISH
LANGUAGE
PROGRAMS**

*The World is
Your Classroom*

A E AMERICAN ENGLISH



EMPOWERING PROFESSIONALS

A practical manual for
English Language Teacher Trainers

ASCAP in Collaboration with English Language
Fellowship Program (U.S. Dept. of State)
2018-2019

WELCOME!

This Training of Trainers (ToT) Manual contains nine topics that are closely aligned with the corresponding teacher training professional development modules. This ToT Manual is a step-by-step guide, designed to assist in the advancement of training of trainers, who will facilitate professional development training and support for all teachers throughout Albania. This manual is based on the principles of a **competency-based, student-centered approach** to teaching and learning.

This ToT Manual is to be used by trainers who have teaching experience and are capable of being flexible and adapting these materials to the specific needs of each group of teacher trainees.

The intent of this manual is to provide professional development training opportunities in both a practical and sequential manner. The topics that are included are grouped by closely aligned subject areas to facilitate the preparation of those who will provide the training and support to practicing teachers. The following topics are clustered in order of presentations/modules:

- Qualities of a Trainer
- Developing Management Skills
- Developing Presentation Skills
- Developing Observational Skills
- Providing Feedback
- Mentoring Skills
- Determining the Needs of Teachers (Needs Analysis)
- Providing Instructional Support (Scaffolding)
- Designing Training Modules

*Session descriptions can be found within this manual.

The structure of these session modules are as follows:

- Expected Learning Outcomes
- Description and Rationale
- Practical Application Activities
- Summary
- Handouts
- Websites and Resources

Within each session sub-topics can be found auxiliary materials such as presentation notes, suggested reflective group and individual activities, and special considerations regarding presented concepts and skills.

It is the hope of all involved in the development of this manual that the training topics and suggested strategies are relevant to those who have taken on this very important role as educational professional development trainers. The trainers and trainees ongoing feedback will provide an opportunity for continuous evaluation and any needed revision of this manual.

Thanks, and gratitude throughout Albania goes out to the many teachers, professional network leaders, Ministry of Education, Sport and Youth, Quality Assurance Agency of Pre-University Education and related organizations. A special word of appreciation for their insights, guidance and support, needs to be extended to Gerti Janaqi, Director of Quality Assurance Agency of Pre-University Education, Ludmilla Stefani, Specialist in **Curricula and Teacher Qualification Department** Sector at the Quality Assurance Agency of Pre-University Education, as well as Public Affairs staff at the U.S. Embassy, Tirana.

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Tirana, Albania, 2017

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SESSION DESCRIPTION

I. Qualities of a Trainer

The demands of the role that the educational professional development trainer needs to possess are many. This session stresses that trainers develop strategies to motivate teachers to take part in their own professional development. Trainers need to find a connection between the actual training and the trainee's professional goals. This session examines that individuals learn best when what they feel the lessons taught is going to be useful. It is noted that a trainer must be insightful, passionate, have exceptional communication skills, as well as understand the required components of competency-based/student centered instruction. This session is a general overview of topics covered in greater detail in subsequent ToT sessions.

II. Developing Management Skills

This session identifies specific skills that are characteristic of the most effective managers. Developing management skills is one of the most critical considerations of a trainer. This session studies current management skills and strategies. The development of these skills helps to sharpen the trainer's focus on various management topics. The intent of this session is to build a solid foundation in assessing the needs of those participating in professional development activities. An in-depth examination of specific management skills including problem solving, interpersonal communication and motivation will take place.

III. Developing Presentation Skills

Presenting information clearly and effectively is an important skill to acquire. Presentation skills are required in almost every field, including educational professional development. Many people feel terrified when asked to make a public presentation, but these initial fears

can be reduced by valuable preparation. This session will focus on the essential steps towards an effective presentation. The outcomes for this session include the process to effectively structure a presentation, utilizing both verbal and non-verbal cues, and to communicate clearly as to allow for participant participation

IV. Developing Observational Skills

Increasingly, coaches and mentors are conducting non-evaluative classroom observations as part of the professional development process. This can consist of groups of teachers who work together to improve their instructional skills. There are a variety of classroom observation methods, such as *learning walks* and *peer coaching*, which will be discussed during this session. These non-administrative observations are intended to improve instructional quality and teaching. In this session, observational skills to measure the effectiveness of teaching strategies will also be discussed.

V. Providing Feedback

The focus of this session is on the use of feedback as a means of information about how teachers are doing in their efforts towards competency-based, student centered instruction and learning. Helpful feedback that is outcome-based, ongoing, timely and specific, as discussed in this session, is essential. This approach will ultimately build greater academic success and teacher confidence. Evidence has shown that various forms of feedback are among the major influences on learning and achievement.

VI. Mentoring Skills

As detailed in this session, there are a number of areas which are essential to both mentor and learner, such as using reflective practice. It is also helpful to understand that mentoring will change over time and that different skills are important at different stages of the mentor/mentee relationship. Also discussed is that feedback by the mentor is helpful for professional growth and can inform the educator's pedagogical development. The effective mentor understands that good mentoring requires time and commitment and is willing to share professional resources that provide additional support to the mentee.

VII. Determining the Needs of Teachers (Needs Analysis)

Effective academic training and development depends on knowing what is required. Effective teacher needs analysis is particularly vital in today's 21st century educational environment. This session delves into how those involved in the teaching profession are often responsible for the training and development of teachers, and should, therefore, have an understanding of training needs analysis and how to implement it successfully. Effective needs assessment development involves systematic planning, analysis and coordination. This session will provide training in the process of needs analysis usage and collaborative implementation of determined educational practice. Discussion on the importance of anticipating future needs through the use of a needs assessment will take place.

VIII. Providing Instructional Support (Scaffolding)

Instructional scaffolding, as discussed in this session, is a process through which support is provided to teachers in order to enhance learning and aid in the mastery of instruction. The provider of support, in this case the coach or mentor, systematically helps in building upon the teacher's experiences and knowledge as they are learning new competency-based, student-centered skills. This support is adjustable and temporary and, therefore, gradually removed. Scaffolding can be applied and properly analyzed to any academic task, as noted in this session.

IX. Designing Training Modules

Designing modules, as explained in this session, identifies the standard elements required of a training program and how it relates to a competency-based, student-centered curricular focus. By the development of a consistent approach to module design the abilities of the trainer as well as the intended academic outcomes can be better realized. This session will also focus on module design and training materials development by analyzing the needs for those being trained. Taking into account the different requirements of the audience along with the varied educational contexts that make up the teaching profession is an essential component of this session.

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I - QUALITIES OF A TRAINER

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Gain skills necessary to perform teacher training
- Determine the prior knowledge and experiences of trainees
- Learn expected needs of trainees
- Encourage trainees to discuss and develop the various instructional practices related to the training topic.
- Have the ability to develop a range of training materials

A. DESCRIPTION & RATIONALE

To provide the background and rationale for Teacher Training, we must first define what is “training”, in this context. Training may be defined as a structured process that provides participants with the knowledge and skills to perform duties and equips them with the necessary competencies. The “trainer” is the person who performs the primary duties of: Coaching, Critiquing, Giving Feedback, Mentoring, and Teaching.

A trainer must also possess “facilitation skills”, “pedagogical knowledge”, “rich experience”, “good understanding of the participants’ expectations”, “confidence” and “self-regulation of emotion” are the most essential skill competencies and the psychological needs of teacher trainers. A range of “critical abilities” and ‘reflective attitudes’ would also ease the anxieties raised from the trainers’ changing roles during their transitions from subject teachers, to teacher trainers, because teacher training is a more complex and demanding job (Ng & Lam, 2015). Additionally, a good trainer should keep up to date on relevant literature, theory and practice; continuously developing themselves. The more a trainer can learn from more experienced trainers’, gain mentorship skills, and continually reflect on their trainings, the more he/she will be prepared, as a trainer.

Core tasks of Trainers

Many teacher trainers/mentors/educators, no matter how different their settings, find they are all involved with certain core tasks such as: helping teachers with lesson planning; observing teachers at work; giving feedback on observed lessons; and supporting teachers while they process new knowledge and experience, map the new onto what they knew before, and draw their own conclusions. There are parallels between some of these teacher training core tasks and ordinary teaching. Thus, it could be said that giving feedback on observed teaching is similar to giving a language student feedback on an in-class oral presentation. Some skills – such as using tact, providing support and giving data-based commentary – can transfer from the language classroom to the teacher training setting. Nevertheless, the core tasks of language teaching are fairly distinct in some ways and so their content and process, their what and how, need to be learned and practiced.

In becoming a teacher trainer, one is set apart –from their colleagues, the teachers who have chosen *not* to become trainers. This will have implications that depend on the culture and context in which one works. In some cultures, it will immediately give a sense of pride, respect and support. Trainers, thus, need to anticipate both reaction and acceptance from their trainees.

Additionally, working with adults, differentiates teacher training from traditional teaching, for most classroom teachers. If a trainer normally teaches children or teenagers, then they must get some practice working with adults. Adults may differ from young people in their pace, concentration spans, sense of humor, ability and willingness to bring in their longer life experience, their motivation and their desire to know why you are asking them to do various tasks.

Qualities of a trainer

Teacher trainers need to possess numerous skills necessary to train effectively. These skills will be covered in detail as part of this training. The skills include such areas as professionalism, serving as a role model and being able to mentor other teachers. A quality teacher trainer also needs to have strong communication skills for coaching, critiquing, and giving feedback, which includes being able to actively and sensitively listen to teachers' felt needs. Interpersonal skills

are very important for nurturing and empathizing with given situations. Being a ‘team player’, with a positive attitude is also valuable.

Organizational skills are extremely important in order to balance responsibilities, to manage time effectively, and to be able to accommodate situations with flexibility and adaptability. A teacher trainer also needs to possess a strong commitment to continuous (life-long) learning, which can be demonstrated through:

- Participation in teacher training conferences (2 per year; internationally and nationally/locally)
- Continued research, evidenced through publications
- On-going collaboration with other teacher trainers, locally and internationally.

It is also very useful for trainers to have a good understanding and experience with competency-based student-centered pedagogical practice, which may be achieved through participation in teacher training conferences. Trainers should continually develop and demonstrate their knowledge through a continued cycle of learning and teaching others.

Teacher trainers must also have the ability to evaluate prior knowledge and address teacher trainees ‘needs, based on prior experiences of trainees. This may be accomplished through:

- Pre-assessments of teachers’ qualifications
- Visits to teachers’ schools and classrooms, to gain first-hand knowledge and understanding of classroom environments, teaching qualifications, and resources, etc.
- Meetings with teachers, prior to trainings, to assess and discuss “felt-needs”.

The trainer should have the ability to use evaluative measures to determine the skills and practical experience of teacher trainees, as well as to discern what are as the trainees need further training in and what will be expected of them to learn for use in their classrooms. This also may take place through school and district visitations. Finally, the ability to encourage the trainees to discuss and develop the various instructional practices, related to the training topic is very important. The trainer may support the trainees through having them talk about their educational background and experiences as well as developing a “group” forum for on-going

discussions, questions & answers. Trainers must, of course, also have the ability to develop a range of training materials.



Trainer Notes: How can I judge if I'm ready to be a teacher trainer?

Getting experience

To be useful to other teachers, you really need to get as much experience as possible with different class sizes, levels, types of student, types of course, materials, teaching contexts, and so on.

Getting 'macro-perspective'

It's just not enough to be able to teach any more. Trainers now have to have a good understanding of what they can do in a classroom, who with or to, when, how, and why. Trainers must develop 'macro' skills – actively reflecting on teaching on teaching methods, activities, and strategies, to provide insights for teachers. Trainers actualize this through mentoring other teachers. Teacher trainers should remain active within and outside of the language classroom, continually gaining micro and macro perspectives to train others.

B. PRACTICAL APPLICATION ACTIVITIES



Trainer Notes: Defining the qualities of a trainer is a valuable activity for teachers and trainers to differentiate between the two. Frequently, it is assumed that teachers can just become trainers. However, this negates an understanding of the different qualities needed for trainers. Having a clear understanding of these differences facilitates the overall actualization of trainings.



Activity 1 - Defining trainer qualities/skills

Brainstorming

- Venn Diagram (Teacher-Trainer) – Handout
- Each teacher completes the Venn Diagram, individually
- Compare diagrams in small groups
- Determine which skills are most important for ‘trainers’
- Determine ways teachers can develop ‘trainer skills’

Think-Pair-Share

- Write all the skills of a teacher and of a teacher trainer
- Consider different skills needed to train, educate or mentor other teachers
- Determine where skills overlap and what new skills a trainer needs to develop
- Discuss new skills needed and how to develop them



Trainer Notes: As in the business world, there are “soft skills” and “hard skills”. Trainers need to differentiate between *Technical Proficiency* and *Personal Support*, in order to effectively train teachers. Both are necessary, and as trainers clarify their differences, teachers will also gain deeper understanding of how they are distinguished, yet interrelated for their work to be successful.



Activity 2 - Good trainer equation

Technical Proficiency + Personal Support = Effective Training

Think-Pair-Share Activity

Define parts of the equation:

- What does *Technical Proficiency* mean/ “look like”? (write words/draw pictures)
- Define & explain
- What does *Personal Support* mean look like”? (write words/draw pictures)

- Define & explain
- Share definitions
- From shared definitions, collaboratively, determine qualities of an *Effective Trainer*



Trainer Notes: *One of the most practical and effective ways of training teachers is through demonstrating/modeling “best practices”. Thus, providing the opportunity for teachers to view, critique, and discuss videos of model teachers enables them to actualize these practices themselves.*



Activity 3 - View & critique teacher training videos

- As a group of trainees, choose a video from **Bridge TEFL Videos Teach English:** <http://www.teflvideos.com/> (A teacher training site with videos on how to work in a classroom)
- Discuss model teacher activities
- Determine which activities to learn and practice, as a group



Trainer Notes: *Gaining an understanding of the fundamental characteristics of effective trainers is essential. This activity helps teachers self-assess and discern which characteristics they possess and which ones they need to develop. It also facilitates a group discussion of “how to” develop new characteristics.*



Activity 4 - The calm & competent trainer

Characteristics of effective trainers - Criteria for Good Trainer: Professionalism

- In small groups of 3-4 teachers

- Choose 3-5 characteristics from the chart below that you would like to improve, as a teacher-trainer
- Determine and list specific ways you may improve these skills = (the “How”)
- Share as a large group, providing feedback and ideas for one another

The Calm & Competent Trainer – Characteristics of Effective Trainers

Know their subject matter.	They have researched their topic and are well informed; learners perceive them as credible.
Take the time to get to know their audience.	They demonstrate respect for, and listen to, the learners. They call learners by name, if possible.
Are nonjudgmental Demonstrate maturity and confidence	They validate everyone’s experiences and their right to their own perspective.
They respect differences of opinion and life choices.	They know that key learning can take place when people express different viewpoints and bring their own perspectives into the adult learning classroom.
Are culturally sensitive.	They are aware that their cultural background shapes their views and beliefs, just as the perspectives of learners are shaped by their own culture and life experiences.
Are self-aware and a good role-model	They recognize their own biases and act in a professional manner when their “hot buttons” are pushed.
Are inclusive and act as “team-players”	They encourage all learners to share their experiences and contribute to the group-learning process in their unique ways.
Are lively, enthusiastic and original.	They use humor, contrasts, metaphors and suspense. They keep their listeners interested and challenge their thinking.
Use a variety of vocal qualities	They vary their pitch, speaking rate, and volume. They avoid speaking in monotones.
Use “body language” effectively.	Their body posture, gestures, and facial expressions are natural and meaningful, reinforcing their subject matter.
Are flexible and adaptable.	They read and interpret learners’ responses—verbal and nonverbal—and adapt training plans to meet their needs. They are “in charge” without being overly controlling.

Make their remarks clear and easy to remember.	They present one idea at a time and show relationships between ideas. They summarize when necessary.
Illustrate their points.	They use examples, charts, and visual and audio aids to illustrate subject matter.
Understand group dynamics and are comfortable managing groups.	They are comfortable with conflict resolution and know how to facilitate an inclusive course or workshop, where everyone's participation is encouraged.
Are open to new ideas and perspectives.	They are aware that they do not know all the answers. They recognize that as well as offering their audience new knowledge or perspectives; they can also learn from course participants.
Technical proficiency	They are adept with technology; setting up equipment and connections. They are also adept at adapting to unforeseen technological changes/mishaps (lack of technology)
Are compassionate.	They understand that the topics addressed during training may have an emotional impact on learners. They are empathetic and understanding about learners' emotional reactions.
Are receptive to feedback and create supportive environment	They encourage co-trainers and learners to give them feedback, both informally and through formal evaluation. When they receive negative feedback about their performance, they critically analyze this feedback instead of becoming defensive.
Continuously work to improve their teaching and training.	Even the most experienced trainers can improve their training skills. Effective trainers seek out opportunities to learn new skills and use negative feedback as an opportunity to improve.
Are well organized; can balance responsibilities and time commitments.	
Demonstrates professionalism.	

C. SUMMARY

In summary, teacher trainers help teachers develop the knowledge and skills needed to train English language teachers, who are working in primary and secondary schools. Teacher trainers learn how to run training sessions, observe teaching and give feedback. As part of training, the trainer should encourage the trainees to discuss the various practices they use in their classrooms that support a competency-based, student-centered learning environment.

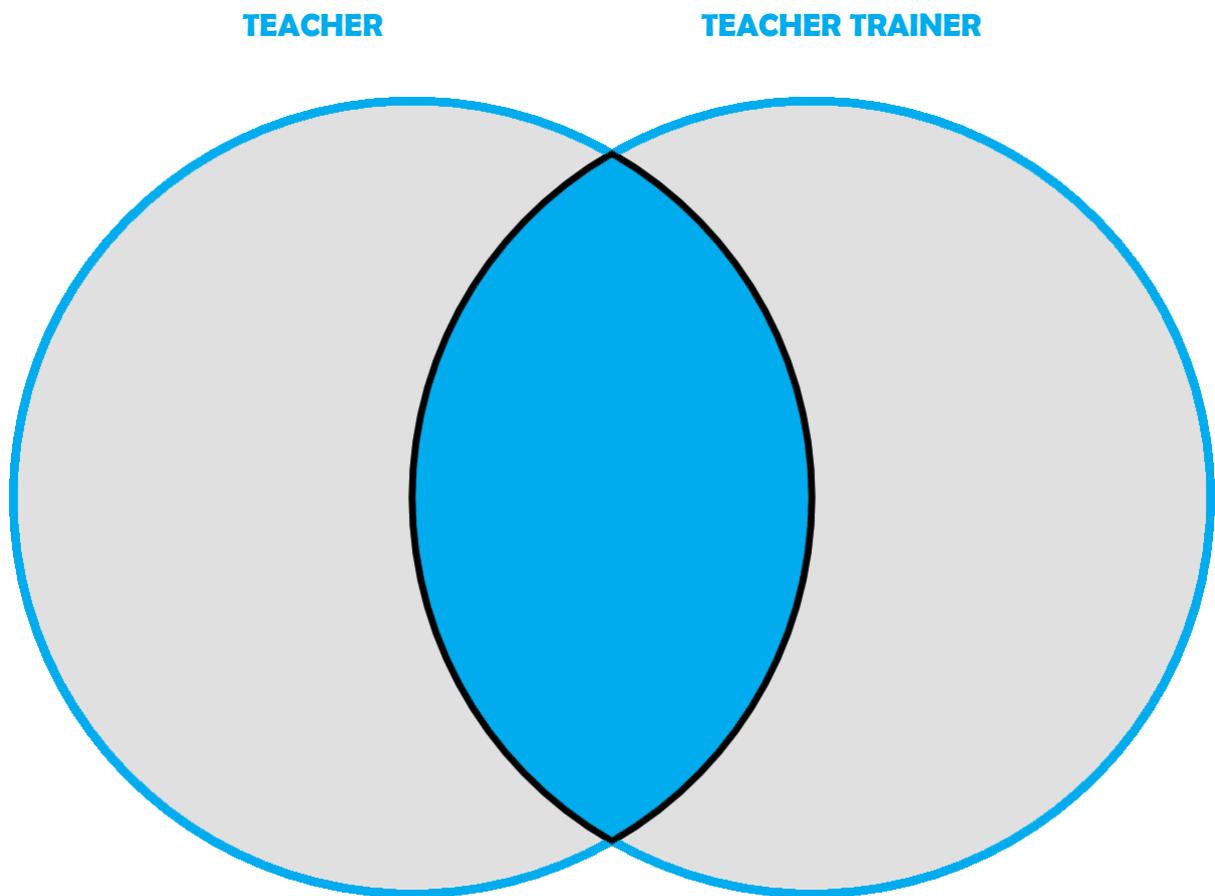
The trainer should also establish a clearly defined format/forum for on-going collaborations. For example, monthly meetings, with a designated time and place (allowing for Skype/other ways for teachers to participate, virtually). Training collaborations should be recorded, as Webinars, so that those who may not be present may still follow along. The trainer should incorporate “best practices” for instructional strategies into an on-going Google Doc, which teachers may access and add to, continually. A trainer should also develop and utilize key resources & handouts, as well as Website Links to further enhance training points of these sessions sub-topics. The trainer should guide further discussions on how these instructional strategies should become “best practices”. The benefits of these pedagogical approaches need to be clearly explained, in order to encourage the trainees, through practice and discussion, to adopt the new instructional methods. Monthly meetings should include practice and feedback of these skills. Along with the training of instructional strategies that support this focus on the development of competencies, ongoing specific referencing of an attitudinal shift, to a supportive and self-regulated classroom, environment needs to occur.

D.HANDOUTS

Handout for Venn diagram activity

Think-pair-share

- Write all the skills of a teacher and of a teacher trainer
- Consider different skills needed to train, educate or mentor other teachers
- Determine where skills overlap and what new skills a trainer needs to develop
- Discuss new skills needed and how to develop them



Handout for KWL chart activity

What do you Know	What do you Want to know	What did you Learn



Trainer Note: The KWL Chart is an excellent pre, during and post-assessment tool for any topic area. It is valuable to determine prior knowledge; what a student/teacher wants to know, and finally, as a post-assessment. Trainers may use this at the beginning and end of any session.

Discovering Background knowledge

K – W – L Chart

What do you KNOW? (*About music as a method for language acquisition)	What do you WANT to know? (*About music as a method for language acquisition)	What did you LEARN? (*About music as a method for language acquisition)
<ul style="list-style-type: none">• Music facilitates language acquisition...	<ul style="list-style-type: none">• Ways to integrate music into existing lessons	

E. WEBSITES AND RESOURCES

The following website links, resources, and references are provided as supportive resources for continued teacher training development. These resources serve to extend teachers' knowledge beyond training sessions, reinforce learning, and encourage their personal and professional development.

- American English (U.S. Department of State)
<https://americanenglish.state.gov/resources-0>
- Levels of Training Rubric
[file:///C:/Users/user/Downloads/07-07 15%20Levels of Learning%20Rubric.pdf](file:///C:/Users/user/Downloads/07-07%2015%20Levels_of_Learning%20Rubric.pdf)
- Links for Teacher Trainers
<https://www.tttjournal.co.uk/index.php?page=links>
<https://www.pilgrims.co.uk>
<https://www.tttjournal.co.uk>
<https://www.iatefl.org>
<https://www.teachingenglish.org.uk/article/posters-download>
<https://www.tesol.org>
<http://blog.tesol.org/call-is-resources-on-diigo-for-teacher-training/>
- CALL Resources for Teacher Training
- Bridge TEFL Videos Teach English: <http://www.teflvideos.com/> A teacher training site with videos on how to work in a classroom.
- Teacher Training Presentations – School of TEFL <http://teachers.schooloftefl.com>
Videos showing teachers at work in the classroom, leading games and activities, teaching vocabulary and grammar, assessing speech, co-teaching, etc.
- From Good to Outstanding | Teachers TV www.teachers.tv 26 Teacher training videos.
- TeacherTube Professional Development Videos: <http://www.teachertube.com/>
- BBC audio programs for teachers – Radio programmes: Innovations in Teaching
<http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/radio/innovations.shtml>
- YouTube – Shaping the Way We Teach English: Introduction

<http://www.youtube.com/watch?v=kLpwuQsNiLg> This is a teacher training series funded by the U.S. government titled, “Shaping the Way We Teach English, Successful Practices Around the World.”

- www.developingteachers.com

This web site gives weekly teaching tips, a newsletter, lesson plans and a few articles. Trainers could use it by reading, discussing and trying out the tips in teaching practice.

- Educational Training Center (Google for Education)

<https://edutrainingcenter.withgoogle.com/>

<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/webinars/>

- International Journal of Learning and Teaching Vol. 1, No. 1, June 2015

- Criteria for Good Trainer: Professionalism The Calm & Competent Trainer – Characteristics of Effective Trainers: This handout was created with the help of material from JHPIEGO’s *TrainingWorks!* 2003

(<http://www.reproline.jhu.edu/english/6read/6training/Tngworks/>), and K. Lawson’s *The Trainer’s Handbook*, 1998, Jossey-Bass/Pfeiffer. Note: * See *Ways of Working with Teachers*. Tessa Woodward. 2005. T W Publications. ISBN 0-9547621-0-X . *This article was first published in the Teacher Trainer Volume 20 Number 2, pp 7-10, and is reproduced here with the permission of the editor and author.*

- Characteristics of a Good Trainer:

<http://www.people.vcu.edu/~albest/EDGE/Session4.pdf>

- Train-the-Trainer: A Study of the Professional Skill Competencies and Psychological Qualities of Teacher Trainer by Ricky Yuk-Kwan Ng and Rechell Yee-Shun Lam; Centre for Learning and Teaching, Vocational Training Council, HKSAR, China

II - DEVELOPING PRESENTATION SKILLS

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- develop the process to effectively plan, structure and deliver a presentation
- Develop skills to use verbal (vocal quality) and non-verbal (body language) cues
- Learn techniques for communicating information clearly to an audience
- Acquire abilities to engage with the audience

A.DESCRPTION & RATIONALE

Presenting information clearly and effectively is an essential skill for teacher trainers to develop. Presentation skills are required in almost every field, including educational professional development. Many people feel intimidated when asked to make a public presentation, but these initial inhibitions can be reduced with valuable preparation by experienced trainers. This session will focus on the essential steps towards developing effective presentation skills. It will also discuss why these skills are fundamental to both teaching and to teacher training.

It is important to remember that there are many ways of presenting to students and other groups. Trainers often rely on PowerPoint presentations, which are effective, yet also need their preparation development, as well. This training will cover aspects of delivering a PowerPoint presentation, as well as overall presentation skills. Basic skills for all forms of presentations will be covered. All participants will have the opportunity to assess his/her own skills; determine areas for improvement; practice new presentation skills; and give and receive feedback, for one another's presentations. This will be a very practical, hands-on session, engaging participants in the application process. The outcomes for this session include the process to effectively structure a presentation, utilizing both verbal and non-verbal cues, and effective communication skills, for clarity and engaged participation.

Expanded description of presentation skill components

As the trainee develops the process of effective planning, structuring and delivering a presentation, he/she will learn the entire structure of presentation skills, to include: the purpose(why and what); the audience (who); knowledge of their subject content, and the development of their topic/theme, including the key concepts and points to convey to teacher trainees.

Openings and closings are essential parts of trainings. Trainees will learn how to initiate their presentations with powerful openings – starting strong with a “POW” = “Powerful Introduction” to capture their audiences’ attention. POW’s include stories, jokes, engaging images or props. Additionally, trainees will learn techniques for summarizing their objectives/learning outcomes, reviewing their main points and representations (visual aids; props; realia) of key points, for long-term memory.

Another important element of presentations is practicing their delivery. Trainees will develop skills to use verbal (vocal quality: vocal mannerisms and expressions) and non-verbal (body language) cues. They will also practice speaking, with *reference to* their presentation notes, versus *reading* their notes and speaking *to*, versus *at*, the audience. Speaking at a slower pace, clearly enunciating words, changing pitch, intonation, voice inflection are further skills which will be practiced with trainees. Making eye contact with the audience, appearing personable and conversational, conveying enthusiasm and audience engagement will be modeled and practiced. Trainees will learn skills for asking questions and how to actively engage audience participation in *demonstrating* points.

Finally, trainees will learn aspects of presenting with various formats, such as with power point presentations. Formats will be modeled for trainees, and then actualized as practice, giving trainees the opportunity to apply their new knowledge.



Trainer Notes: More than three quarters of communication is non-verbal. That means that as well as your tone of voice, your body language is crucial to getting your message across. Trainees will learn to make sure that they are giving the right messages with your body language.

Body language “DO’S & DON’T’S”

DO:

- Smile! Make contact in various ways, to build rapport with audience
- Walk to tables, down aisles, around parts of room; greet individually
- Encourage audience responses by walking over to them, as they speak

DON'T:

- Fidget or fiddle with hands, a pen, clothes, etc.
- Look tense or look down at the floor
- Cross your arms, hold your hands behind your back or in your pockets
- Pace the stage



Trainer Notes: Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act/flow like a story.

B. PRACTICAL APPLICATION ACTIVITIES



Trainer Notes: One of the best ways to learn presentation skills is through observing highly qualified practitioners; actively taking notes of their expertise (the most effective aspects of their presentations); and then practicing these techniques. This activity engages teachers and teacher trainers in this process. Trainers and teachers are encouraged to share other exemplary videos, of their choice, to compare and collaboratively analyze.



Activity 1 - Watch an Exemplary YouTube presentation

Ted Talk: Secret to Great Public Speaking

https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking/transcript?language=en#t-225448

- Individually, evaluate skills of the presenter (Presentation Feedback Form Below)
- As a class, discuss the effectiveness of the presentation skills
 - a. Which skills did he explain/model that were most the most effective and why?
 - b. What were his key points for effective presentation skills?

Presentation Feedback Form (1 is the lowest and 5 is the highest)

Presenter introduced the topic clearly and with a “POW” (Powerful Idea)	1 2 3 4 5
Presenter involved all participants in the discussion.	1 2 3 4 5
Presenter asked follow-up questions and clarified comments of participants.	1 2 3 4 5
Presenter asked relevant questions during the discussion.	1 2 3 4 5
Presenter concluded the discussion with a summary of the main ideas presented and discussed.	1 2 3 4 5
Presenter was enthusiastic and informative.	1 2 3 4 5
Presenter engaged audience through eye contact, body movement, and aural intonation.	1 2 3 4 5
Presenter incorporated visual aids; props; realia, etc.	1 2 3 4 5
Comments _____ _____	Total Score ____ /40



Trainer Notes: This activity is designed for teacher self-assessment. With this survey, teachers have the opportunity to consider various aspects of presenting; evaluate their own skills and discern personal areas for improvement. It offers individual reflection and group discussion for further presentation skill development.



Activity 2 - How good are your presentation skills?

https://www.mindtools.com/pages/article/newCS_96.htm

Take Survey (*Independently-as a Handout- Below)

- For each statement, write the word - from the row at the top - that best describes you.

- Please answer questions *as you actually are* (rather than how you think you should be).
- Highlight areas you need to improve.
- When you are finished, we will discuss each point in pairs, and then as a group to determine current practices and specific ways to improve presentation skills.

	Not at all	rarely	sometimes	often	very often
The visuals in my presentation match well with the information I'm communicating, and they help carry the speech.					
To prepare for my presentation, I think carefully about the message I want to send.					
Before I present, I become familiar with the room and the space in which I'll be speaking.					
I plan and practice my presentation until I can speak comfortably and fluently.					
I assume my audience knows very little, and then I give them all the information they need.					
I use an indirect, subtle approach, and I send a gentle message to my audience.					
Anxiety gives me stress, and brings negative energy to my presentation.					
I make sure that organizers or other staff prepare my equipment so that I can arrive right on time and start immediately.					
I encourage my audience to ask questions at the end of the presentation.					
I pay attention to my nonverbal behavior, like facial expressions and eye contact, to make sure I stay engaged with the audience.					
I use examples to support my points.					
My presentations sometimes take longer than planned.					
If I want to persuade an audience, I get them to think about what the future will be like if they continue without making changes.					
I focus on the main part of the presentation more than the beginning and end, because that's where most of the information is given.					



Trainer Notes: Quality presentation skills are essential for teacher trainers, to possess and to teach. Thus, the activity below is designed to help teachers to discern their personal areas for improvement and then have the opportunity to practice, in a 'safe' environment.

Note-this activity may be done over 2 sessions/2 days, to allow time to prepare & present

- Part 1: Prepare
- Part 2: Presentation & feedback



Activity 3 - 20 ways to engage and involve your audience

Part 1: Prepare

- As you read the list, choose 3-5 activities that are new for you, as a trainer
- Choose a topic to incorporate these new techniques into
- Prepare a short 5-10 minute presentation, to include 3-5 new techniques

Part 2: Presentation & Feedback

- Present to a group of trainees (explaining your new additions)
- Illicit feedback from trainees on your new techniques

20 Ways to Engage and Involve Your Audience

1. Plan an interactive opening using questions, asking for a show of hands, etc.
2. Ask participants to introduce themselves
3. Ask participants to write down their burning questions before you begin
4. Do a paper or online survey prior to meeting to engage them in thinking before they arrive
5. Focus on benefits to the audience, asking them to confirm the benefits that are important to them
6. Ask questions of the audience during the presentation

7. Welcome humor that happens (but avoid jokes or forced humor)
8. Enliven your slides with pictures you have taken of people, product, or locations (a great suggestion was using pictures of your team when presenting to customers)
9. Insert short video clips to hear from clients, experts, or leaders
10. Create a “Round Robin” discussion to hear from everyone, especially when brainstorming or seeking opinions
11. Ask listeners to discuss concerns or topics with one another or at tables
12. Tell a story to illustrate your points
13. Format your presentation like a story with a problem and solution
14. Ask listeners to guess certain facts or data or leave blanks on your slides and ask them to fill in the missing words
15. Set up a demonstration that audience members participate in
16. Ask for volunteers to write on a flip chart, track the time, or record action items
17. Give a quiz or a test, either at the beginning or end
18. Provide practice or application opportunities
19. Engage them physically by asking them to stand, raise hands, clap, etc.
20. Use slides only as a backup; the audience and you come before the slides



Activity 4 - Developing PowerPoint presentation skills

- Watch “Death by PowerPoint”: https://www.youtube.com/watch?v=-U_HN7H8n8E
- Take notes while watching
- Discuss points to include/not to include for presenter PowerPoint
- Create a PowerPoint presentation in small groups

*Remember the 10-20-30 Rule for Slides:

- ✓ Contain no more than 10 slides;
 - ✓ Last no more than 20 minutes; and
 - ✓ Use a font size of no less than 30 point.
- Present to class

- Practice “audience engagement skills”
- Evaluate and give feedback



Trainer Notes: Presenting PowerPoint presentations involves specific skills. In this activity, both PowerPoint formats and skills will be modeled for trainees, and then actualized as practice, giving trainees the opportunity to apply their new knowledge.

C. SUMMARY

As discussed in this session, presentation skills are essential for teachers and for teacher trainers to effectively convey their message and knowledge to their ‘audience’/students. This session was intended to help teacher trainers discover their skills, discern areas which needed further development; and practice these skills, in a collaborative format, such that teachers gained expertise as future trainers. As part of developing presentation skills, trainees learned the process for preparing and delivering presentations, including the selecting of key points, and organization of content. They learned how to factor in their audience needs, relating to the key message of the presentation. They also practiced presentation performance, in the form of word use and tone; body language, personal style, and reading the audience while presenting. The greatest ‘take-away’ of the presentation skills training is the practical, hands-on application of rehearsing, evaluating and receiving feedback for overall effectiveness of presentations, to actively engage the audience and convey knowledge.

D.HANDOUTS



Trainers Notes: The following handouts are intended to provide trainees and trainers a framework for reflecting on their trainer attributes. Although part of the NCRTI Training of Trainers (TOT) activities, they can also be used for self-assessment and reflection before and after the delivery of trainings. They are not intended as an evaluation tool.

Instructions: Place an “X” in the column that indicates your level of agreement with the following statements about your attributes. Once you have rated each attribute, consider how you can improve in these areas. (4- Strongly agree; 3- agree; 2- disagree; 1- strongly disagree)

Statement	Level of Agreement				How Will I Improve?
	4	3	2	1	
I am confident and fully prepared when I present—just nervous enough to keep alert.					
I know my subject matter. I have studied my topic and experienced the events about which I speak.					
I know my audience. I respect and listen to participants, and call them by name, whenever possible.					
I am neutral and nonjudgmental.					
I validate everyone’s experiences and their right to their own perspectives; I respect differences of opinion.					
I am culturally sensitive—aware that my own views and beliefs are shaped by my cultural background just as participants’ cultures shape their perspectives.					

Statement	Level of Agreement				How Will I Improve?
	4	3	2	1	
I am self-aware. I recognize my own biases and “hot-buttons” and act in a professional manner when they are pushed.					
I am inclusive. I encourage all participants to share their experiences and contribute to the group learning process.					
I am lively, enthusiastic, and original. I use humor, contrasts, metaphors, and suspense; I keep my listeners interested and challenge their thinking.					
I use a variety of vocal qualities. I vary my pitch, speaking rate, and volume; I avoid talking in a monotone.					
I am aware of my body when presenting; my body posture, gestures, and facial expressions are natural and meaningful, reinforcing my subject matter.					
I make my remarks clear and easy to remember. I present one idea at a time and show relationships between ideas, summarizing when necessary.					

Statement	Level of Agreement				How Will I Improve?
	4	3	2	1	
I enhance my delivery with illustrations and examples, such as charts, visuals, and audio aids.					
I understand group dynamics and the stages that all groups go through. I am comfortable with conflict resolution.					
I am flexible. I read and interpret my participants' responses (verbal and nonverbal), and adapt my plans to meet their needs.					
I am in charge without being overly controlling.					
I am open to new ideas and perspectives and am aware that I don't know all the answers.					
I recognize that I learn from participants as well as offering them new knowledge or perspectives.					
I am compassionate; I am empathetic and understanding when participants experience emotional reactions to training.					
I am interested in evaluating my work. I encourage co-trainers and participants to give me feedback.					

Evaluation Form for teaching and presentations

Guidance Notes



Trainer notes: This form can be used by anyone who is delivering a teaching event or presentation. Please note this form is for use by the audience. For those completing the form, please take the time to provide constructive feedback, to be most beneficial to the presenter/ teacher.

Detail of event (organizer to pre-fill this section for convenience):

Name of presenter/teacher:		
Session topic or title:		
Date:		
EVALUATION – please comment below		
Session setting, facilities, etc.		
Were the objectives of the session identified and were these met?		
Was the delivery effective and clear? If handouts were used, were these useful?		
What aspects of the session were useful i.e. were there learning and change of practice points?		
Any other comments		

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)

<https://americanenglish.state.gov/resources-0>

[https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides -
_final version for website 0.pdf](https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides_-_final_version_for_website_0.pdf)

- Sample Presentation Planning Worksheet

[https://www.businesstrainingworks.com/workshop_downloads_PDF/Presentation_Skills
_Planning_Worksheet.pdf](https://www.businesstrainingworks.com/workshop_downloads_PDF/Presentation_Skills_Planning_Worksheet.pdf)

- 20WaystoImproveYourPresentationSkills<http://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>

- Self-Assessment of Trainer Attributes

[http://www.rti4success.org/sites/default/files/ImplementerSeries_TOTTrainerSelfAsses
sment.pdf](http://www.rti4success.org/sites/default/files/ImplementerSeries_TOTTrainerSelfAssessment.pdf)

- Web: <http://www.rti4success.org>

- <https://www.jrcptb.org.uk/documents/evaluation-form-teaching-and-presentations>

- <http://www.visuwords.com>

- www.primaryaccess.org

- <https://stormboard.com>

- <http://www.englishforeveryone.org>

- www.glogster.com

- <http://creately.com>

- [https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides -
_final version for website 0.pdf](https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides_-_final_version_for_website_0.pdf)

- https://americanenglish.state.gov/files/ae/resource_files/meaningful_assessments_week_4_0.pdf
- Trainer Evaluation
- http://www.rti4success.org/sites/default/files/ImplementerSeries_TOTTrainerEvaluation_revised.pdf
- How Good Are Your Presentation Skills? (Online survey)

https://www.mindtools.com/pages/article/newCS_96.htm
- Death by Power point.

https://www.youtube.com/watch?v=-U_HN7H8n8EPresentation_Tools.PDF
- Ted Talk: Secret to Great Public Speaking

https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking/transcript?language=en#t-225448
- <https://www.jrcptb.org.uk/documents/evaluation-form-teaching-and-presentations>

III - PROVIDING INSTRUCTIONAL SUPPORT WITH SCAFFOLDING

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Prepare teachers for a competency-based, student-centered curricular focus, for instructional support of all students
- Identify appropriate instructional support/scaffolding strategies
- Provide specific guidelines on how to scaffold
- Clarify that scaffolding techniques can be similar for teachers and students
- Analyze the results of instructional support

A. DESCRIPTION & RATIONALE

Instructional scaffolding, as discussed in this session, is a process through which support is provided to teachers in order to enhance learning and aid in the mastery of instruction. *Scaffolding* refers to the support systems and instructional techniques teachers employ to help take students from where they are, to higher levels of academic achievement. The provider of support, in this case the coach or mentor, systematically helps in building upon the teacher's experiences and knowledge as they are learning new competency-based, student-centered skills. This support is adjustable, to ensure learning for all students. *Scaffolding* should be integrated into each lesson, and be written, as well as given as oral instructions.

The origins of scaffolding developed from Lev Vygotsky's theory, known as the *Zone of Proximal Development* (ZPD, 1932). ZPD refers to what students can do alone, versus what they can accomplish with the help of a more capable peer or teacher. Instruction should move from *teacher-led* (I do it), to *guided practice with students* (we do it), to *independent student practice* (you do it). Determining students' background/prior knowledge, based on the existing experiences students have had with a particular subject, helps with the scaffolding process.

The rationale for scaffolding is that a teacher needs to respond to the diverse learning needs of the students.

In any given classroom, students work at their individual level of readiness, toward essential outcomes at their own level. In a student-centered learning environment, students are given a choice on how and what they learn. As such, students seek help and support from each other as well as from the teacher, through scaffolding. Trainers help teachers to understand how students thrive when there is a connection between instructional materials, their own interests, and real-world experiences. Trainers also guide teachers with techniques to provide opportunities for hands-on experiences, to engage students as part of a student-centered approach to learning.

Trainers help identify appropriate instructional support/scaffolding strategies. For example, modeling a task; giving advice; providing coaching/mentoring; and tapping into student prior knowledge. It is helpful when trainers share their own experiences, and ideas about practices regarding teaching and learning.

Trainers should also coach teachers in ways to actively diagnose needs and understandings, and then provide ways to make adjustments, based on the individual student needs. The trainer should model, provide guidance, and then allow the trainees to actualize scaffolding activities, such that the activities become internalized. The trainer should show teachers how to simplify a task, and when necessary provide specific directions.

Trainers must also share the challenges of instructional scaffolding. For example, planning for and implementing scaffolds is a time-consuming and demanding process. It can also be challenging to select appropriate scaffolds that match the diverse learning and communication styles. Another challenge is knowing when to remove the scaffold, so the individual does not entirely rely on the support. Knowing one's students' cognitive and affective abilities is key to the scaffolding process. A trainer should clarify that the purpose of scaffolding techniques is to provide support, to facilitate learning for all.

Examples of scaffolding techniques include:

- Modeling teaching/learning strategies
- Assessing prior knowledge
- Utilizing Cooperative Learning activities
- Incorporating visual aids
- Checking for understanding
- Incorporating prompting questions
- Offering a motivational context
- Breaking a complex task into easier, more "do-able" steps
- Showing an example of the desired outcome before task completion
- Offering hints or partial solutions to problems.

B. PRACTICAL APPLICATION ACTIVITIES



Activity 1 - Effective scaffolding practices for teachers

Instructions:

- select 2 of the twelve scaffolding practices
- In pairs, model a short activity, incorporating these 2 practices, for other teachers
- Provide group feedback



Trainer Notes: An Example of "Focusing" can be seen below as a teacher's reference.

Focusing - coaching, tutoring, mentoring, flagging, redirecting, re-voicing, filtering
Teacher focuses on a specific gap (i.e. a concept, skill or strategy) that students need to

progress. Teacher maintains a joint collective focus and provides an opportunity for students to bridge the gap themselves.

Information Gaps: Visual Prompts and Oral Clues Expand

This week's information gap activity, "20 Questions with Picture Cards," asks pairs to use visual prompts as the basis for orally exchanging information. Some other examples of this type of information gap activity include:

- **Navigation activities:** students ask for and give directions to different locations on a map
- **"Spot the difference" tasks:** students ask each other questions to try and identify a certain number of differences between two similar images
- **"Partial image" activities:** students have similar images that are missing certain details, which they must discuss to create a complete set of information (images of partial shopping receipts with some items, prices, and store names missing; incomplete movie advertisement posters, etc.)

As with most information gaps, students can't show each other their visual prompts during these activities, which requires them to speak to each other to achieve the activity's goal. Teachers can design the visual prompts to review recently covered vocabulary, thematic content, or curriculum-based material. After reviewing this example activity, be sure to consider how you might use visual prompts to create information gap activities related to your curriculum content.

Level: Upper beginner and above

Language focus: Speaking and Grammar: Asking yes/no questions

Vocabulary: varies depending on picture card content

Goals: During this activity, students will:

- Orally ask about and share clues about the target image using yes/no questions
- Review and practice vocabulary and/or content knowledge related to the picture card set

Materials:

Teacher: Whiteboard, chalkboard, or large pieces of paper posted on the wall; Markers or chalk; A timing device (clock, watch, or timer)

Students: Pencils or pens and paper; Sets of picture card prompts, such the “Picture This!” cards from *Activate: Games for Learning American English*

Preparation:

- Copy, print out, or create sets of picture card prompts. Each student pair should have a set of at least 10 images.
- The picture card content will determine the activity’s level of difficulty in terms of the required vocabulary and content knowledge:
- Picture cards can relate to groups of recently learned vocabulary items (nouns). Teachers can create cards with basic line drawings, download images from the internet, or use pictures from print resources. This activity uses pre-made “Picture This!” cards.
- Teachers can also use internet images or pictures in print resources to create card sets around themes from the non-language curriculum, for example:
 - **History:** images of famous people or events
 - **Science:** images of endangered animals, images related to environmental problems (an oil spill, the greenhouse effect, flooding), images related to a process (stages of a butterfly’s lifecycle development)
 - **Literature:** images of characters or scenes from a story, book, play, or poem
 - **Art or Art History:** images of famous paintings or photographs

Procedures:

- Explain that students are going to work in pairs to play the game “20 Questions” using picture cards. In each pair of students, Player 1 will silently select a “secret image” from a card containing six images. Player 2 will ask up to 20 yes/no questions to figure out what the secret item is. If Player 2 guesses correctly, he or she gets a point. If Player 2 can’t guess the item within 20 questions, Player 1 gets a point. (Note: for lower levels or to speed up game play, you can modify the game to be “10 questions”).

- Review yes/no question format, if needed, by giving/eliciting example questions, such as:
- ***Does the secret item....?*** Example: *Does the secret item have four legs?*
- ***Is the secret item bigger/smaller [or other comparative adjective] than....?*** Example: *Is the secret item bigger than a city bus?*
- ***Can the secret item....?*** Example: *Can the secret item fly?*
- ***Is the secret item....?*** Example: *Is the secret item a duck?*
- Demonstrate game play with a student volunteer. Take on the role of Player 1:
- Player 1 chooses a card and doesn't show it to Player 2. Player 1 silently chooses one of the images on the card (from the side with pictures) and then reads the card's title, which describes a thematic topic, out loud.
- Player 2 asks yes/no questions to guess the item Player 1 chose. Player 1 answers "yes" or "no" and keeps track of the number of questions Player 1 asks.
- Each time Player 1 answers, Player 2 can guess what the item is or ask another question. Guesses count as one of Player 2's allotted number of yes/no questions. If the guess is correct, Player 2 gets a point, and the players switch roles with Player 2 drawing a new card and Player 1 asking questions.

Example

Player 1: The topic is "Time for School" [*has silently picked "chalkboard"*]

Player 2: Can you write on the secret item?

Player 1: Yes. [*Player 1 counts the question*]

Player 2: Is the secret item white?

Player 1: No. [*Player 1 counts the question*]

Player 2: Is the secret item bigger than a desk?

Player 1: Yes. [*Player 1 counts the question*]

Player 2: Do teachers use the secret item?

Player 1: Yes. [*Player 1 counts the question*]

Player 2: Is the secret item a chalkboard?

Player 1: Yes. [*Player 2 gets a point – only 4 questions asked*]

- Once everyone understands the rules, put students in pairs. Give each pair 5–10 Picture This! cards. Ask students to put the cards in a pile with the pictures facing down. Have pairs count off “1, 2, 1, 2...” or let pairs decide which player will be Player 1.
- Tell pairs that cards may be used more than once if time allows, but a new picture should be chosen each time a card is reused.
- Set a time limit for game play (~7-15 minutes); share the time limit with the class. Tell the students that the player in each pair with the most points when time is up wins.
- Direct students to begin playing. Remind students that all questions must be in yes/no format. Monitor their progress, watch the time, and provide assistance, as needed.
- If desired, when game play is finished, briefly recognize the winners in each pair with a round of applause. Ask students to share any vocabulary items or card content that they found challenging. Be sure to record these items to recycle in subsequent activities or lessons.

Variation:

For a group-based variation of this information gap activity, see Questions, Questions from *Activate: Games for Learning American English*

<https://americanenglish.state.gov/resources/teachers-corner-speaking-information-gap-activities#child-1944>

https://americanenglish.state.gov/files/ae/resource_files/activity_3_june_final.pdf

Effective Scaffolding Practices for Teachers

Excavating - *drawing out, digging, uncovering what is known, making it transparent*

Teacher systematically questions to find out what students know or to make the known explicit. Teacher explores children’s understanding in a systematic way

Modelling - *demonstrating, directing, instructing, showing, telling, funneling, naming, labelling, explaining* Teacher shows students what to do and/or how to do it. Teacher instructs, explains, demonstrates, tells, offers behavior for imitation

Collaborating - *acting as an accomplice, co-learner/problem-solver, co-conspirator, negotiating*

Teacher works interactively with students in-the-moment on a task to jointly achieve a solution. Teacher contributes ideas, tries things out, responds to suggestions of others, invites comments/opinions in what she/he is doing, accepts critique

Guiding - *cuing, prompting, hinting, navigating, shepherding, encouraging, nudging*

Teacher observes, listens, monitors students as they work, asks questions designed to help them see connections, and/or articulate generalizations

Convince Me - *seeking explanation, justification, evidence; proving*

Teacher actively seeks evidence, encourages students to be more specific. Teacher may act as if he/she doesn't understand what students are saying, encourages students to explain, to provide/obtain data

Noticing - *highlighting, drawing attention to, valuing, pointing to*

Teacher draws student's attention to particular feature without telling students what to see/notice (i.e. by careful questioning, rephrasing or gestures), encourages students to question their sensory experience

Focusing - *coaching, tutoring, mentoring, flagging, redirecting, re-voicing, filtering*

Teacher focuses on a specific gap (i.e. a concept, skill or strategy) that students need to progress. Teacher maintains a joint collective focus and provides an opportunity for students to bridge the gap themselves

Probing - *clarifying, monitoring, checking*

Teacher evaluates students understanding using a specific question/task designed to elicit a range of strategies, presses for clarification, identifies possible areas of need

Orienting - *setting the scene, contextualizing, reminding, alerting, recalling*

Teacher sets the scene, poses a problem, establishes a context, invokes relevant prior knowledge and experience, provides a rationale (not necessarily at the beginning of the lesson, but at the beginning of a new task/idea)

Reflecting/Reviewing - *sharing, reflecting, recounting, summarizing, capturing, reinforcing, reflecting, rehearsing* Teacher orchestrates a recount of what was learnt, a sharing of ideas and strategies. This typically occurs during whole class share time at the end of a lesson where learning is made explicit, key strategies are articulated, valued and recorded

Extending - *challenging, spring boarding, linking, connecting*

Teacher sets significant challenge, uses open-ended questions to explore extent of children's understanding, facilitate generalizations, provide a context for further learning

Apprenticing - *inviting peer assistance, peer teaching, peer mentoring*

Teacher provides opportunities for more learned peers to operate in a student-as-teacher capacity, endorses student/student interaction.

Researching numeracy approaches in primary schools (DEST, 2004) researched in Victorian primary schools



Activity 2 - Scaffolding part two: supporting language production



Trainer Notes: *Sometimes the only opportunity our students have to use the language they are learning is when they are in the language classroom. Therefore, it is important to provide many interactive practice activities during class time. However, beginner-level students often require structured practice to help them build their language confidence.*

Scaffolding with sentence starters and frames

Sentence starters and frames provide structure for producing oral and written language. The structures can be very simple (with one or two words missing) or more open-ended. Starters and frames can be used when posing questions for learners to answer. You can write the frame on the board and model a response before asking students to form their own responses. When using frames for writing, as students become more proficient, you can include additional sentence frames to help students add more details.

Instructions

- Review the chart below for some examples of sentence starters and frames and the types of responses learners may give
- Create your own “sentence starters” for your level of your students, related to a current lesson
- Compare/contrast with a partner
 - Add 2-3 ideas to each other’s charts

Topic/Vocabulary	Sentence Starter/Frame	Example Learner Response
Breakfast foods	Today I had _____ for breakfast.	Today I had eggs and toast for breakfast.
After-school activities	After school, I like to _____.	After school, I like to play with my friends.
Personal characteristics	My name is _____. I am ___ years old. I have _____ hair and ___ eyes.	My name is Sarah. I am 14 years old. I have brown hair and green eyes.
Ordering a meal	I would like the _____, with _____ to drink, please.	I would like the soup, with water to drink, please.



Activity 3 - Word Banks and Word Walls

Word banks and word walls are excellent tools to use, in conjunction with sentence frames, because they help students to connect vocabulary with language structures. As you teach a specific topic and related sentence starters and frames, create a word list, or a “word bank,” on the board or a poster. Include illustrations or pictures if possible. As students are asked to produce language using the sentence frames, they can refer to the word bank to help them recall the necessary vocabulary. Below are examples of word banks for the topics of the sentence frames discussed above.

Instructions:

- Review example of a Word Bank
- Choose your topic for the age group of your students
- Create Word Bank chart
- Practice with group of 3-4 ‘participants’
- Add words to Word Bank
- Make sentence strips
- Create a short-story with sentence strips
- Share stories

Topic/Vocabulary	Sentence Starter/Frame	Example Word Bank
Breakfast foods	Today I had _____ for breakfast.	Eggs, toast, rice, cereal, fruit, coffee, milk, juice
After school activities	After school, I like to _____.	Play, sleep, eat, read, watch TV, do homework
Personal characteristics	My name is _____. I am _____ years old. I have _____ hair and _____ eyes.	Number and color words
Ordering a meal	I would like the _____, with _____ to drink, please.	Restaurant foods: soup, hamburger, stew, pizza, sandwich, pie, rice Drinks: water, soda, juice, coffee, milk, tea

After a topic or lesson is completed, vocabulary can be displayed on posters on a “Word Wall,” organized by topic. Alternatively, each vocabulary word can be written on an individual card (or strip of paper) and then placed on the wall. (These vocabulary cards can be organized alphabetically, by topic, or by another method). Students can also use a notebook as a personal vocabulary journal and record the words by topic to use later during writing or speaking tasks.



Activity 4 - Think-Pair-Share Activities – Extensions



Trainer Notes: Think-pair-share may be a familiar classroom strategy, but it is especially useful with beginners. This strategy can also be used in conjunction with the other scaffolding activities. Teacher should model a Think-Pair-Share activity with an advanced student in the class, to begin, and then build the extensions of “writing” and “sharing with another pair”.

Instructions

- Choose a partner
- Each person poses a question
- Start with Basic Think-Pair-Share
- Add: Think-Pair-Write-Share
- Add: Think-Pair-Share with Another Pair
- Debrief additional activities

Basic Think-Pair-Share:

- 1. Think:** The teacher poses a question and instructs students to think about their ideas or responses. (A timer can be set if desired, or students can just be asked to think quietly for a minute.)
- 2. Pair:** The teacher pairs students (this can be done through pre-arranged assigned seats or randomly) and gives pairs a set amount of time to discuss their ideas or responses.

3. Share: Students stop talking and return their attention to the teacher and whole class. One at a time, pairs are given a chance to briefly share with the whole class, what they discussed.

This strategy is excellent to use with beginners for several reasons. First, the built-in “*think time*” helps beginning students gather their thoughts and ideas before they have to articulate them. Second, the “pair” portion allows beginners to process ideas and check their understanding with a peer before the final “share” with the group. The sharing portion also allows multiple students to be responsible for the information or idea being presented, which takes some of the pressure off of beginners.

The basic procedure for think-pair-share can also be adapted to include writing or to increase the number of students interacting in the group. Two variations are discussed below.

Think-Pair-Write-Share: This modification adds a writing step to the basic procedure. During the “pair” portion, students can work together to write out their response. Sentence frames and word banks can be helpful during this step if students need extra support. The teacher can move around to make sure students understand the task or to assist as needed. Writing out responses also allows for students to learn with and from their peers. Then, pairs can share their written response with the class.

Think-Pair-Share with Another Pair: For this variation, follow the basic think-pair-share procedure, but instead of sharing with the whole class, student pairs will share with another pair. When pairs are ready to share their ideas or responses, they join with another pair to form a small group. The pairs present their responses to each other and share ideas, and the teacher can move around the room to monitor students and to be sure everyone understands the task.



Activity 5 - Game -Part of speech

In *Part of Speech*, the teacher gives the students a specific pattern to use, and their sentences must follow this pattern. This activity is great for lower proficiency level students, as it provides scaffolding to help students generate a correct sentence. Groups should be given quite a few *Word Bricks* to ensure that they have examples of each type of word required by the pattern.



Trainer Notes: Use Word Brick Bank OR create your own Word Bricks;

Example of Word Bricks:

https://americanenglish.state.gov/files/ae/resource_files/about_word_bricks.pdf

Word Bricks



Instructions

- Have students (the players) sit in groups of 3–5, and ask each of the groups to choose a name for their team
- Make a column for each team on the board and write the teams' names at the top. Tell players that they will receive points for each *Word Brick* that they use in a complete sentence. Their points will be recorded on the board.
- Give each team a handful of *Word Bricks*. It is not necessary that teams receive exactly the same number or any particular combination of *Word Bricks*, but make sure that each team has at least one "Wild Card" and at least one -s brick.
- Tell players the pattern that you would like them to follow. For example, one pattern could

be: article — noun — verb — plural noun

- Instruct students to use their *Word Bricks* to make sentences related to the given pattern. Remind students that they will likely need their bricks.



Activity 6 - Designing your own techniques



Trainer Notes: All teachers have developed some of their own scaffolding techniques. This activity is designed for teachers to share and model “best practices” that have worked for them. When modeling, share all materials and ideas to include, such as pictures/photos/sketches; gestures; etc.

Instructions:

- In pairs, think of 1-2 more scaffolding techniques you have used in your classroom
- Model these teaching techniques to participants
- Define ages and levels for your activity
- Explain specific scaffolding techniques you are using and how they support student learning
- Solicit feedback from participants
- What worked well?
- What could be improved/ added?



Activity 7 - KWHLAQ Chart – 21ST Century style of KWL Chart



Trainer Notes: Many teachers are familiar with the KWL Chart. The expanded KWHLAQ - 21st Century Chart incorporates critical thinking and actions to take, for the implementation of learning.

Instructions

Teachers/participants record responses on their handout.

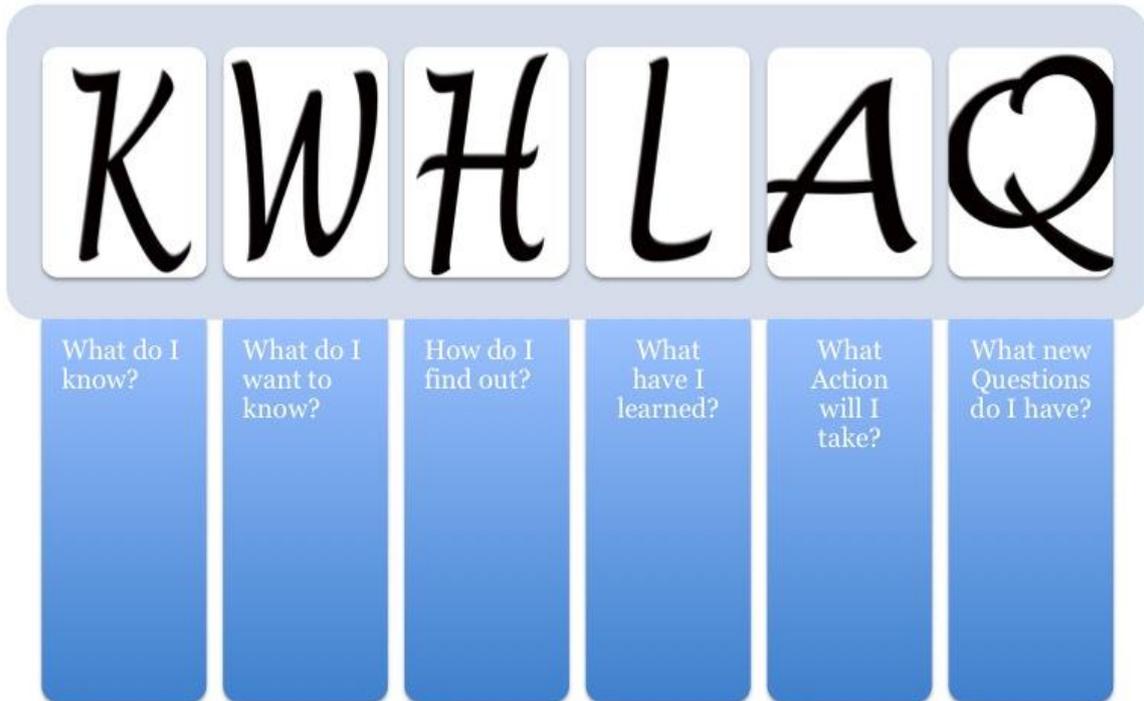
*Pre-Assessment (at beginning of session)

- What do you **KNOW** about scaffolding?
 - Define/describe
 - Draw a picture
- What do you **WANT TO KNOW** about scaffolding?
- **HOW** can you find out more about scaffolding?

*Post-Assessment (at end of session)

- What **DID I LEARN** about scaffolding?
- What **ACTION WILL I TAKE** to implement scaffolding in my class?
- What further **QUESTIONS DO I HAVE** about scaffolding?

KWHLAQ Chart - 21st Century Style



Example:

K	W	H	L	A	Q
I know scaffolding helps different levels of ELLs	I want to know specific techniques for beginners	I will talk with other teachers I will research online			

C. SUMMARY

Scaffolding, or instructional support, enables a teacher to respond to the diverse learning needs of their students. Scaffolding instruction motivates and engages individuals in the learning process. It individualizes instruction to meet the needs of all students, at different stages of learning. As they teach, teachers should remove scaffolds relatively slowly, utilizing *the gradual release of responsibility*, until the scaffolding is removed altogether. The teacher should monitor and adjust: through informative and formative assessments, observations and discussions. Educational research confirms that scaffolding is an effective support strategy for engaging all learners in their educational process.

It is important to take time to understand students' background/prior knowledge and experiences with the language, to facilitate and expedite the scaffolding process. Trainers should also coach teachers in this process, to accurately assist with ways to make adjustments, based on the diversity of individual student needs. As possible, the trainer should model, provide guidance, and then allow the trainees to actualize scaffolding activities, so that the activities become second-nature to teachers, to implement naturally and effectively in their own classrooms.

D.HANDOUTS

Handout for KWL chart

K	W	L

Handout for KWHLAQ chart

K	W	H	L	A	Q

Handouts for word bricks activity



E. WEBSITES AND RESOURCES

- Competency-Based Education

http://education.ky.gov/school/innov/documents/ky_cbe_final_hr1-10-13.pdf

- Educator Competencies for Personalized, Learner-Centered Teaching

<http://www.ccsso.org/Documents/Educator-Competencies-081015-FINAL.pdf>
Scaffolding

- PowerPoint(www.robdanin.com)

http://robdanin.com/sites/robdanin.com/files/resources/scaffolding_ppt_1.pptx

- Scaffolding Practices

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/maths/snmyprac.pdf>

- https://americanenglish.state.gov/files/ae/resource_files/word_bricks_cards_0.pdf
- <https://americanenglish.state.gov/resources/activate-games-learning-american-english-word-bricks#child-1799>
- https://americanenglish.state.gov/files/ae/resource_files/september_teachers_corner_week_3_final_1.pdf
- <https://americanenglish.state.gov/resources/english-teaching-forum-2012-volume-50#child-1092>
- <https://busyteacher.org/8916-practical-suggestions-scaffolding-esl-classroom.html>
- <http://esl.fis.edu/teachers/fis/scaffold/page1.htm>

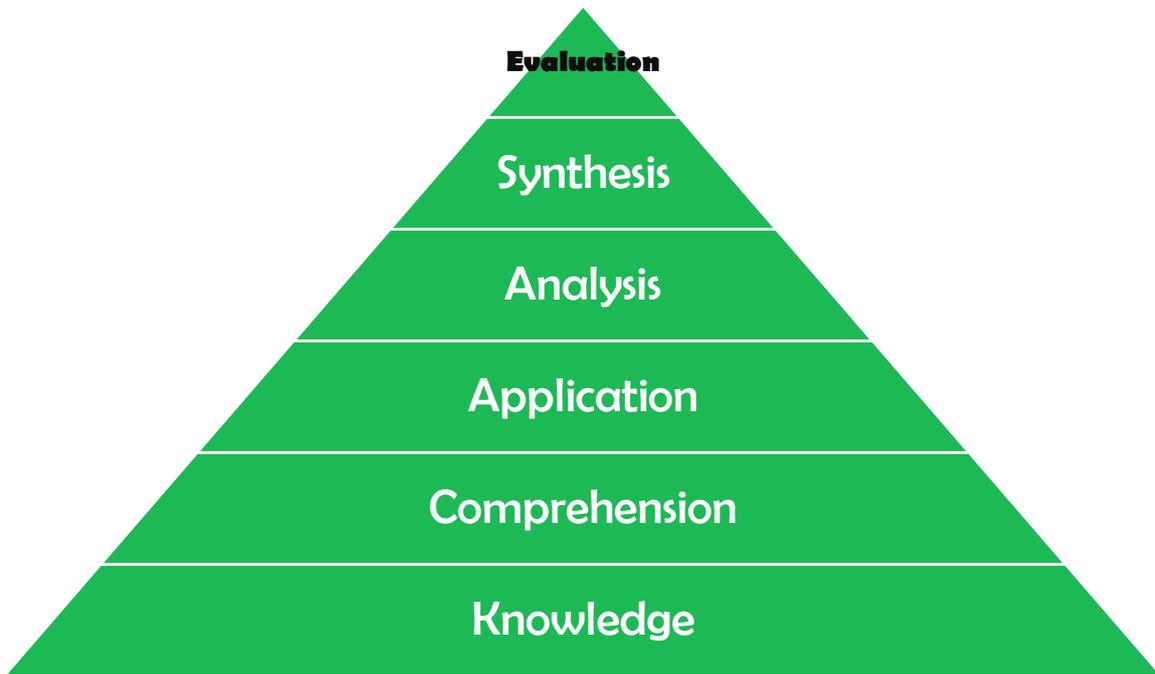
Competency Education Continuum

	Traditional	Emerging	Competency-based
School culture	Learning happens inside a traditional classroom with little to no accommodation of student interests and learning styles	Educators make limited accommodation for student interests and learning styles by incorporating real-world experiences and partners into the classroom	Students choose from a wide range of learning experiences at school, online, and in their community. Educators work with diverse partners and students to piece together individual learning pathways that accommodate student interests and learning styles
Learning progression	Students are expected to master grade level college and career ready standards	Students are expected to master grade level college and career ready standards and transferable skills	Students are expected to master competencies aligned to college and career ready standards. Each competency has clear, transferable learning objectives
Learning pace	Students advance at the instructor's pace regardless of whether they mastered the learning objectives or need additional time	Students may take accelerated courses if they demonstrate readiness. Students receive specialized support when they fall behind peers. Educators continually group students to encourage peer learning and maximize learning gains for all	Students receive customized supports and accelerated opportunity both in-school and out-of-school to ensure they stay on pace to graduate college and career ready
Instruction	Every classroom has one teacher who designs and delivers an instructional program with very little differentiation for	Educators engage in some collaboration across teams and content areas to align and differentiate instruction based on real-time feedback on student performance	Educators work collaboratively with each other, community partners, and students to develop a unique learning plan for every student based on student interests,

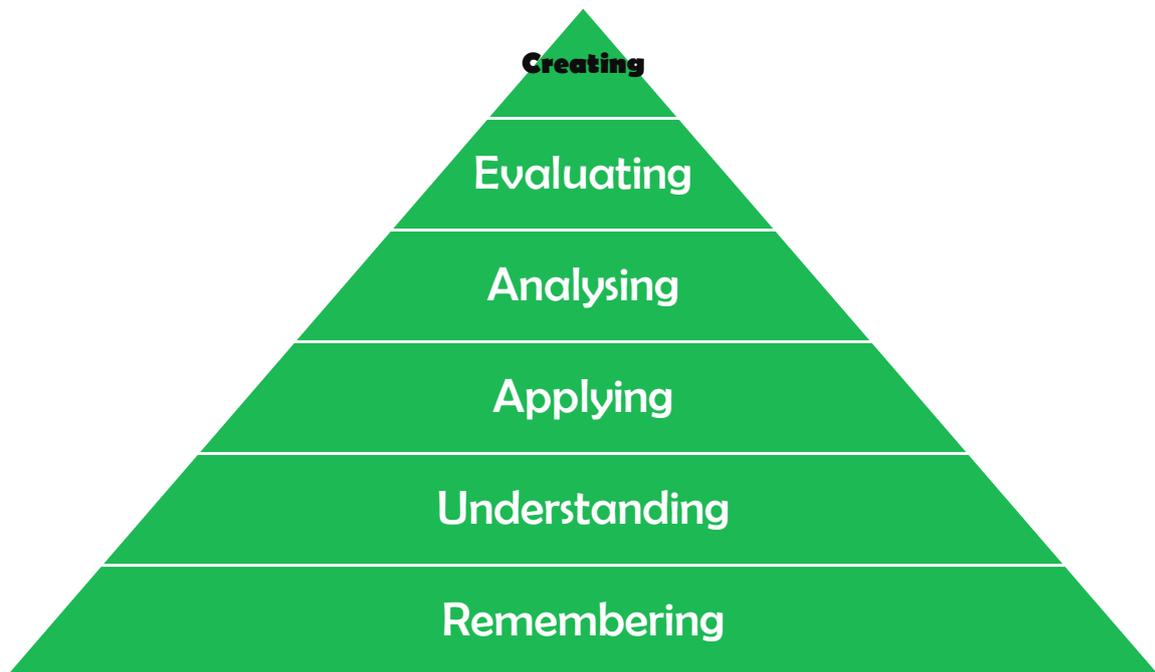
	individual students		learning styles, and real-time data
Assessment system	<p>Assessment instruments are used at set times to evaluate and classify students, not to guide instruction. Students have one opportunity to take the summative assessment at the end of the year</p>	<p>Educators use formative assessment instruments when they believe students are ready to demonstrate mastery.</p> <p>These assessments help educators tailor instructions when that more students are ready to master the summative assessment at the end of the year</p>	<p>A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction and student selection of customized learning opportunities.</p> <p>Summative assessments show mastery of competencies. Students take these assessments when they are ready and have multiple opportunities to demonstrate mastery</p>
Grading policies	<p>Grades are norm-referenced, reflect mastery of course standards, and are typically based on weighted quarters and a final exam</p>	<p>Grades reflect mastery of course standards and skills and are typically based on weighted quarters and a final exam or project. Students have multiple opportunities to demonstrate mastery of required course work</p>	<p>Grades reflect the degree of mastery of competencies ranging from advanced to not yet competent. When students do not earn course credit their record indicates competencies that need to be re-learned instead of the entire course</p>

(Gervais,2016)

Bloom's Taxonomy in the 21st Century



Original Version (Bloom, 1956)



21st-Century Version (Anderson & Krathwohl, 2001)



Trainer Notes: This above diagram shows current considerations in providing support (scaffolding) via Bloom’s Taxonomy. Teachers are encouraged to engage their students in “creating” for higher levels of learning.

Scaffolds for novice teachers

(Huh,2017)

A new teacher’s attention may be entirely on classroom management before he or she progresses in the planning for student-centered instruction as the chart below demonstrates.

Level	Goal	Suggested Class Structure
1	Teacher ensures classroom is stable and students are working	50minutes teacher-led instruction; 30minutes independent online work
2	Teacher develops classroom management as s/he introduces stations; monitors room during stations	50minutes teacher-led instruction; 15minutesreview/preview activities; 15minutes online work
3	Teacher transitions from monitoring to providing students with 1-on-1support as needed	40minutes teacher-led instruction; 20 minutes review/preview activities; 20minutes online work
4	Teacher starts to pull out small groups for targeted instruction based on assessment data	40 minutes teacher-led instruction; 20 minutes review/preview activities; 20minutes online work
5	Teacher routinely pulls out small groups for targeted instruction based on data	40 minutes teacher-led instruction; 20 minutes review/preview activities; 20 minutes online work

Here is a suggested timeline (may vary due to school year schedule) for when novice teachers should move on and introduce the next step in their move towards differentiation of instruction.

Level of Teaching Experience	Suggested Time line for Station Rotation Implementation
New/Struggling	Level 1 through November; Level 2 through April
Intermediate	Level 1 through end of September; Level 2 through November; Level 3 through April
Advanced	Level 1 through September; Level 3 through November; approaching 4 by April

IV - PROVIDING FEEDBACK

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Understand how feedback is an ongoing process
- Learn to provide feedback that is instructive and productive
- Learn how to develop recommendations for competency-based classroom instruction

A. DESCRIPTION & RATIONALE

The focus of this session is on the use of feedback as a means of information about how teachers are doing in their efforts towards competency-based, student centered instruction and learning. Helpful feedback that is outcome-based, ongoing, timely and specific, as discussed in this session, is essential for on-going professional development. This approach will ultimately build greater student academic success and teacher confidence. Evidence has shown that various forms of feedback are among the major influences on learning and achievement.

Feedback is an essential component of teachers training. Trainers must learn skills for both giving and receiving feedback to continually improve themselves and to effectively mentor teacher trainees. Giving feedback can be delicate, so gaining skills in this area enhances trainers overall effectiveness.

A part of giving feedback starts with evaluating lessons to ensure that the lesson objectives are:

- student-centered (the student takes ownership for his/her own learning)
- competency-based (clearly stating what the student will be able to do, related to their performance)

Trainers evaluate teachers' lessons to be sure there are clear indications of what the student is expected to learn as the result of the instructional activity. The trainer assesses the extent that learning behaviors (lesson objectives) indicate that instructional outcomes have been met. They also assist teachers in defining specific information, attitudes, knowledge and skills to be attained by the student, during the lesson.

One of the most important aspects of the feedback process is helping teachers understand that feedback is an ongoing process. As such, teachers will want to know what is expected of them and they will appreciate the trainer's/ observer's comments on their successes, as well as their areas for improvement. As feedback is an integral part of professional development, it is important to address strengths and successes, as well as areas for improvement. When feedback is provided in an instructive way, it increases teacher productivity, the quality of work and their effectiveness towards student achievement. Feedback and coaching, when provided pro-actively, can prevent problems from occurring. An on-going combination of informal and formal feedback is the most productive. It is also important, when providing ongoing feedback and coaching for improvement, to schedule a time to conference with the teacher, in a private setting, so as to help him/her feel safe and receptive to the trainers' feedback.

The trainer should help the teacher to understand the expectations (outcomes) of their instruction and how to live up to those expectations. A trainer's job is to help teachers believe they can attain their professional goals. The trainers should also expect teachers to direct the improvement of their own performance through continual self-reflection.

A trainer should also enable a teacher to have a say in how they do their work, reinforcing teacher involvement in decisions that affect them. This increases the chance that innovative ideas and solutions will surface, naturally, from the teacher. As a sign of strength, a trainer should ask teachers for their suggestions, so that teachers feel respected. Teachers are more willing to share responsibility, confront challenges, and adapt well to change when they feel included in the process.

Finally, a trainer needs to practice active listening with their trainees, to build trust and improve communication. Listening actively means to pay careful attention to what an individual is saying

and provide useful feedback, that is supportive, ultimately modeling how a teacher can give feedback to his/her students.

A part of giving feedback includes developing recommendations for competency-based classroom instruction. In this way, students can learn from one another and help determine when they are ready to take their learning to the next level. Teachers need to create a learning environment that allows their students to feel empowered and appropriately challenged. Teachers are encouraged to provide their students with opportunities to engage with content, in ways that are meaningful for them. Trainers need to provide instructional support and resources to teachers that address the appropriate depth of knowledge for all learners and their varied competencies.



Trainer Note: Below is a Feedback Chart, explaining how to deliver both informal and formal positive feedback. The chart also clarifies the differences between 'positive feedback' and 'constructive feedback'. As a teacher trainer, it is important to differentiate the two, and learn how to give both positive and constructive feedback.

Types of feedback

a) Positive Feedback

Positive feedback is the acknowledgment to performance that meets or exceeds expectations. It is a method of guiding employees to continue performing at the desirable level.

	Informal	Formal
characteristics	<p>Informal positive feedback is characterized by a brief conversation in a casual setting. It:</p> <ul style="list-style-type: none"> • should be given frequently throughout the performance management process • is most effective when given as close to the performance event as possible • should be documented in your supervisor notes. 	<p>Formal positive feedback is characterized by public recognition of the performance. It:</p> <ul style="list-style-type: none"> • may include recommending the employee for an incentive award • Is usually officially documented • May occur during performance and career development discussions.
steps	<ol style="list-style-type: none"> 1. Tell the employee what behavior you liked: <ul style="list-style-type: none"> • Acknowledge the employee's performance • Provide descriptive, objective comments about the employee's performance. 2. Tell the employee why you liked it: <ul style="list-style-type: none"> • Identify the importance of the behavior <p>Tie the behavior to the organizational goals.</p>	<ol style="list-style-type: none"> 1. Prepare to give the feedback: <ul style="list-style-type: none"> • Determine the most appropriate recognition method • Review the agenda and expectations for the presentation with the employee • Prepare or review any necessary documents. 2. Deliver the feedback: <ul style="list-style-type: none"> • State the objectives of the discussion • Tell the employee how his or her performance exceeded expectations • Identify the importance of the behavior • Tie the behavior to the work unit goals. 3. Follow up: <ul style="list-style-type: none"> • Document the circumstances and performance in writing and place the documentation in the employee's documentation file <p>Forward copies of your documentation to the employee</p>

b) Constructive Feedback

Constructive feedback is an explanation of how the performance did not meet expectations and steps that can be taken to correct or improve it.

	Informal	Formal
characteristics	<p>Informal constructive feedback is characterized by a brief conversation in an informal setting. The supervisor:</p> <ul style="list-style-type: none"> • Delivers this type of feedback for non-recurring issues that do not significantly impact the organization • Usually documents this type of feedback in his or her supervisor notes. 	<p>Formal constructive feedback is characterized by the need to analyze the performance issue to determine its significance and impact It:</p> <ul style="list-style-type: none"> • Is given when the issue is of such complexity or magnitude that it seriously impacts the work products or organization, or when the performance recurs even after informal constructive feedback has been given. <p>May lead to adverse action. Therefore, the supervisor should contact the director for guidance on documenting this type of feedback.</p>
steps	<ol style="list-style-type: none"> 1. Prepare for the discussion: <ul style="list-style-type: none"> • Set aside a time and place • Review the facts • Identify the impacts • Anticipate the tone • Plan follow-up or monitoring activities. 2. Conduct the discussion: <ul style="list-style-type: none"> • Set the climate • Open the discussion • Use Give, Get, Merge • Close the discussion. 3. Follow up <ul style="list-style-type: none"> • Document the discussion • Follow through on agreed upon responsibilities • Monitor performance. 	<ol style="list-style-type: none"> 1. Prepare for the discussion: <ul style="list-style-type: none"> • Set aside a time and place • Review the facts • Identify the impacts • Anticipate the tone • Plan follow-up or monitoring activities • Analyze the problem. 2. Conduct the discussion: <ul style="list-style-type: none"> • Set the climate • Open the discussion • Use Give, Get, Merge • Close the discussion. 3. Follow up <ul style="list-style-type: none"> • Document the discussion • Follow through on agreed upon responsibilities • Monitor performance

B. PRACTICAL APPLICATION ACTIVITIES



Activity 1 - Trainer's reflective activity

Instructions:

- Individually answer questions below.
- With a partner, share answers and offer ideas for one another to improve feedback
 1. What are your current strengths related to delivering effective, descriptive feedback?
 2. Which of the key components will you strive to improve upon as you deliver feedback?
 3. What do you anticipate will be your greatest challenge in delivering feedback to teachers?
 4. How will you overcome this challenge?



Activity 2 - Six steps to effective feedback

Instructions:

- **Watch:** <https://www.youtube.com/watch?v=EBBlhoFqwk#t=196>
- While viewing, write the six steps of effective feedback



Trainer Notes: (The Six Steps) Answers: 1. Praise; 2. Probe; 3. Identify the Problem & Create an Action Step; 4. Practice; 5. Plan Ahead; 6. Set a Timeline for Follow up

- **Take Notes:**

- a) What is the benefit of following a specific set of steps when delivering descriptive feedback?

- b)** What did you see in this video that differs from your current practice of giving feedback to teachers?
- c)** Communicating the six-step process to teachers before conducting feedback conversations can help ensure the feedback is used.
- d)** Determine how you will communicate the process?

- **Share (in small groups):**

- a)** Compare notes and reflect on effective feedback
- b)** Share times you have received ineffective and effective feedback
 - i.** Compare why/how feedback was given
 - ii.** Determine what you may do similarly/differently, as a trainer



Activity 3 - Observation & feedback video

Instructions:

- **Watch: “Observation &Feedback” video**

<https://www.youtube.com/watch?v=bBeNs1Q2kXk&feature=youtu.be>

(Uncommon Schools. (2012, June 23). Observation &Feedback: Probing to Identify the Problem.)

- Complete individual written reflections on the following:
 - 1.** What steps does the coach take to ensure that this feedback meeting results in a plan in which the teacher identifies her own next steps?

*Notice the timeliness with which this meeting results in action steps.
 - 2.** Determine what implications this has for your own meetings with teachers?
- Share reflections & implications in small groups



Activity 4 - When I give feedback to a teacher, it is...

Instructions:

Part 1:

- Review feedback criteria below
- Conduct Self-Evaluation of feedback style (20 mins—take-home)

Part 2:

- Observe a teacher’s mini-lesson activity
- Evaluate and provide feedback

Answer Choices	Responses
Summative (for promotion assessment, etc.)	
Formative (non-judgmental, to help the teacher improve his/her teaching)	
Both summative and formative (these cannot be done in the same observation)	
Please explain	

Are the teachers given constructive feedback (formative) by the observer?

(from *2014 Needs Analysis and Recommendations Report*)

Part 3:

- **Determine** ways to improve your feedback

Category	Expectation	Data and Comments	Rating
Objectives	Lesson objectives are specific, measurable, achievable, and guide the lesson.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Do Now	Do Now is meaningful and logically related to lesson. Do Now is completed in five minutes or less.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Lesson Opening & Closing	Lesson opens and closes by clearly conveying the purpose and importance of lesson and its relationship to the essential questions/enduring understandings of the unit. Time is allowed for closing procedures (writing HW & returning all class materials).	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Lesson Preparation and Resources	Lesson materials are neat, organized and prepared for class. Teacher has effective, well-developed and well-managed instructional materials.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Assessment of Objective	Students have an opportunity to demonstrate their mastery of the objective with an exit slip (or collected independent practice activity).	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

Lesson Cycle	Lesson follows the gradual release model and significant time is devoted to giving students the opportunity to practice the objective(s) independently.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Depth of Questioning and Response	Students are required to think and solve problems that involve higher order thinking. Students are expected to express their answers verbally (turn & talk or response to full-class) as well as in writing.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Special Needs	Teacher addresses special academic and language needs as appropriate, including use of accommodations and ELL strategies. Knowledge of student IEPs is evident.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

1. What are your current strengths related to delivering effective, descriptive feedback?
2. Which of the key components will you strive to improve upon as you deliver feedback?
3. What do you anticipate will be your greatest challenge in delivering feedback to teachers?
4. How will you overcome this challenge?



Activity 5 - Using observation forms



Trainer Note: The purpose of this activity is 2-fold; 1) to get teachers and mentors used to the ideas of using this kind of form for observations. 2) The second is to determine which may be most useful to a teacher and why. Note, responses may vary quite a bit.

Instructions:

- Observe a teacher, using the following **Classroom Observation Form**
- Provide feedback with use of the form
- Determine what aspects of form are most useful to you, as a teacher
- Determine how you may adapt the form for your own personal use

CLASSROOM OBSERVATION FORM

Teacher: _____

Observer: _____

Date: _____

Area(s) of Focus as Requested by Teacher Being Observed: _____

a) Lesson Planning; Lesson Delivery and Development

Category	Expectation	Data and Comments	Rating
<i>Pace</i>	Timing of activities is monitored. Lesson moves urgently, but never feels overly rushed. No time is wasted.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Checks for Understanding</i>	Teacher uses visual, verbal and written checks for understanding throughout lesson. Teacher adjusts lesson if necessary to address misunderstandings.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Circulation</i>	Teacher moves around the room extensively and strategically, authentically monitoring student work.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Efficient Transitions</i>	Transitions are prompt and smooth demonstrating clear directions and evidence of established routines and procedures.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Fostering Effective Communication</i>	Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

	and tone and encourages future questions / answers.		
<i>Student Engagement</i>	Teacher uses wait time, redirection, calling on students, cold call, call and response, and other strategies to engage all students. All students are participating in activities and answering questions. Students track the speaker.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Academic Instructional Techniques</i>	Teacher effectively and appropriately utilizes instructional techniques to hold students to high academic expectations: <ul style="list-style-type: none"> • No Opt Out • Stretch It • Break it Down • Right is Right • Ratio 	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Literacy across the Curriculum</i>	Teacher promotes cultural literacy in content areas through a rich and “thick” curriculum. Literacy strategies and techniques are employed to support students’ literacy.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

b) Classroom Management and School Culture

Category	Expectation	Data and Comments	Rating
<i>Clear and Consistent Classroom Procedures</i>	Teacher consistently uses and expects classroom and WDP procedures. Teacher clearly conveys high expectations for behavior.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Variety of discipline Strategies for Students</i>	Teacher refocuses and redirects students with looks, physical proximity, stopping speaking, asking for hands up, etc. (100% technique)	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Discipline Procedures</i>	Teacher consistently and proactively uses WDP discipline procedures, if necessary.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Positive Climate</i>	Teacher proactively recognizes and rewards positive behaviors in addition to any negative. As many Bonus Bucks as NAs.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Respect of Peers</i>	Class demonstrates appropriate body language, tone and language with each other. Students encourage each other to learn.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

Respect of Teacher	Class demonstrates appropriate body language, tone and language with teacher. Students follow teacher's signals and cues.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Professional	Class demonstrates professional attitude towards organization and note-taking. Classroom is neat, clean and organized.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Achievement	Students demonstrate pride in their learning. They believe they are and will be successful and will overcome any setbacks.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

c) Professionalism and Personal Growth

Category	Expectation	Data and Comments	Rating
<i>Modeling STRIVE Values</i>	Teacher models STRIVE values in all interactions with students and staff. Calm, positive, and pro-active demeanor is the norm.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Professional collaboration</i>	Teacher works respectfully and pro-actively with colleagues to ensure cross-subject collaboration, solution-oriented problem solving, and positive team culture.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Professional Development</i>	Teacher demonstrates core value of continual learning and consistent growth, though active participation in PD sessions, pro-active identification of PD resources, peer observations, and incorporation of feedback.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
<i>Advisory Responsibilities</i>	Teacher is an active advisor to his/her advisees: consistently communicating respectfully with families, doing one-on-one check-ins, fostering a sense of team in the advisory, and advocating on behalf of advisees.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

Enrichment Leader	Teacher consistently plans engaging enrichment classes that provide students with opportunities to learn about the world and practice the STRIVE values in action.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth
Reliable Team Member	Teacher is a reliable member of the WDP campus team: always on time for Advisory pick-up and break duty; packet keys turned in to Sped teacher(s); turning in objectives/exit tickets to Specialists in timely manner; and fulfilling all curricular responsibilities.	•	<input type="checkbox"/> Excellent <input type="checkbox"/> Area of Growth

Areas of Focus (Goals for Improvement)	Necessary Support(s)/Next Steps

Summary Observations:

The teacher's great strategies and ideas which should be shared with the rest of the staff include:

-



Activity 6 - Peer observations

Instructions:

- Create a mini-lesson related to the age and level of your students (10 minutes; may be individually or in pairs)
- Present to group of teachers
- Use form to provide feedback (from teachers)
- Determine what was useful; un-useful; and what may be added

C. SUMMARY

In summary, prior to giving feedback, the trainer helps the teacher to set learning objectives that are specific, yet not restrictive. Teachers learn how to communicate the learning objectives to students and parents. It is helpful for parents to know their students' objectives to better support their students at home. The trainer should also help on a macro-perspective, to connect the learning objectives from previous and to future learning. The more students are engaged in setting personal learning objectives, the more they will they personal ownership for their learning. Taking time to work with teachers, prior to observations facilitates successful feedback.

As part of the feedback, the trainer provides feedback that addresses what is appropriate and elaborates on what the teacher needs to do next. It is also important to engage the teacher in

the feedback process, so that the teacher becomes self-reflective, continually assessing and improving his/her teaching skills. Feedback should always be done in a timely fashion, to meet the teacher's needs, and offer opportunity to implement changes. The more specific, the better, so that it is clearly understood by the teacher, receiving it. It should always be delivered in a supportive climate and followed-up with an action plan. Feedback is a continual, on-going process of dialogue between teacher and trainer, with the goal of achieving excellence in student-centered, competency based education.

D.HANDOUTS

Handout for Six steps to effective feedback activity

Six steps to effective feedback	
1	
2	
3	
4	
5	
6	

Handout for peer observation activity

Teacher: _____ Observer: _____

Class: _____ Date: _____

Areas of Strength:

Areas for Improvement:

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)

<https://americanenglish.state.gov/resources-0>

- Providing Effective Feedback to Teachers

<https://education.wm.edu/centers/sli/events/LA%20Conference/Ldrshp%20Insti14-1.pdf>

- Observation and Feedback Resources “Toolbox”

<https://tntp.org/teacher-talent-toolbox/view/observation-and-feedback>

- Coaching for Change: Giving Feedback

<https://eleducation.org/resources/coaching-for-change-giving-feedback>

<https://tntp.org/teacher-talent-toolbox/view/observation-and-feedback>

- <https://education.wm.edu>

- <https://tntp.org/teacher-talent-toolbox/>

- <https://americanenglish.state.gov/resources/shaping-way-we-teach-english-successful-practices-around-world#child-286>

Reading resources

Criteria for Observation, Data Collection and Feedback: A document created by EL Education to outline the criteria for each component of support for the observation cycle, including descriptive feedback.

Seven Steps to Effective Feedback*: A post to Connected Principals in which Head of School Shira Leibowitz applies Grant Wiggins’ Seven Keys to Effective Feedback to the role of the instructional leader.

**Educational Leadership® (a/k/a EL®) is a publication of ASCD and in no way affiliated with EL Education*

Bambrick-Santoyo, Paul, and Brett M. Peiser. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass, 2012.

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010.

Teaching tool feedback resources:

Feedback Conversation Protocol—Coach/Principal Role: Excerpted from Myung, J. & Martinez, K. (2013 July). *Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

Feedback Conversation Protocol—Teacher Role: Excerpted from Myung, J. & Martinez, K. (2013 July). *Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.



Trainer Notes: *Trainer may use these questions to assess schools and guide future teacher trainers to consider these factors, as part of their trainings.*

For trainers/school leaders:

1. What structures do you have in place so that conversations about teaching and learning can occur regularly between teachers and instructional coaches?
2. How will you support the instructional coach in delivering feedback that is effective and descriptive?
3. What will you do to ensure teacher accountability for action steps determined as a result of feedback conversations?
4. What will you do to support a school culture in which feedback is welcomed, encouraged, and accepted as a means of positively influencing student learning?



Trainer Notes: The idea of “Look For’s” refers to aspects of teaching a lesson that a teacher and/or an observer should “look for” when assessing the lesson. Before the lesson, a teacher should ask themselves these questions and during the lesson, an observer should assess the extent to which the teacher incorporates these aspects into a lesson.

These perspectives can be “look-for’s” by the observer:

Lesson Purpose: **Student-Centered** Perspective

- Why is this important to learn?
- In what ways am I challenged to think?
- How will I apply, assess, or communicate what I’ve learned?
- How will I know how good my work is and can I improve it?

Tips for teachers in developing lesson objectives and providing student feedback

1. State learning objectives in simple language and in terms of knowledge rather than learning activities.
2. Relate the learning objectives to things that are personally relevant to students.
3. Model for students how to set their own learning objectives and provide feedback on the learning objectives that they set.
4. Periodically check student understanding of the learning objectives (e.g., ask them to write in their journals or on note cards about their understanding of the learning objectives).
5. Select content sources, discussion questions, activities, assignments, and assessment methods according to how well they help students achieve learning objectives.
6. Provide students with information about what good performance or high-quality work looks like well before an assessment.
7. Provide students with feedback as soon after the event as possible and throughout a

unit of instruction—not just at the end of a unit.

8. After providing students with feedback about what they did correctly and what they need to do to improve performance, provide opportunities for them to continue working on the task until they succeed.
9. Consider using technology to increase the rate of feedback, help organize it, and document it for further reflection.

V - MENTORING SKILLS

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Build and support effective collegial relationships
- Provide objective guidance and feedback
- Facilitate reflective thinking
- Help develop resources for teachers 'professional growth and learning

A.DESCRPTION & RATIONALE

As detailed in this session, there are a number of areas which are essential to both mentor and learner, such as using reflective practices. It is also helpful to understand that mentoring will change overtime and that different skills are important at different stages of the mentor/mentee relationship. Feedback by the mentor is helpful for professional growth and can inform the educator's pedagogical development as well. The effective mentor understands that good mentoring requires time and commitment and is willing to share professional resources that provide additional support to the mentee.

The purpose of mentoring is to build and support effective collegial relationships. A good trainer/mentor must have a serious commitment to the role of mentoring, which involves maintaining regular contact with a mentee (trainer-teacher). There are a number of areas for a mentor to be successful, which include being clear with expectations and boundaries, and setting up ground rules, to begin the relationship. It is very important for a mentor to build and develop a trusting relationship with their mentee. This comes from always being honest and respecting a mentee's confidentiality. It is helpful, as much as possible, to avoid being judgmental. A trainer/mentor must understand and support the teacher/ mentee's professional goals and needs. The trainer/mentor should be a role model with his/her

professional behavior and continuous learning. He/she should learn from others, including the mentee. He/she should provide instructional support, with objective guidance and feedback. It is helpful to develop relationships around the mentee's specific learning goals.

A trainer should regularly share noted progress towards the mentee's learning goals, challenges and successes, providing sincere praise, as well as offering constructive criticism. The feedback should focus on concrete actions for a teacher/mentee to implement, as soon as possible. It is also helpful for a trainer to discuss their own personal experiences, successes, challenges, and lessons learned, while "coaching" a mentee.

A mentor should also encourage mentees to ask for feedback from their students. This may be done with a class surveyor questionnaire. The mentor should model learning together with the mentee, yet, he/she should not do for the mentee that they can do for themselves, to avoid creating a co-dependent relationship.

A mentor should routinely ask their mentee to reflect on what they are learning from their actions and experiences, through asking open-ended questions. He/she should provide time for reflection on how to assess feedback, for future applications. Together they should work on scheduling time and techniques for mentee self-reflection. As a mentee acknowledges his/her strengths and opportunities for growth, the mentee should begin a reflective evaluative cycle, to include questions such as:

- *What am I doing?*
- *Why am I doing it?*
- *How effective is it?*
- *How are the students responding?*
- *How can I do better?*

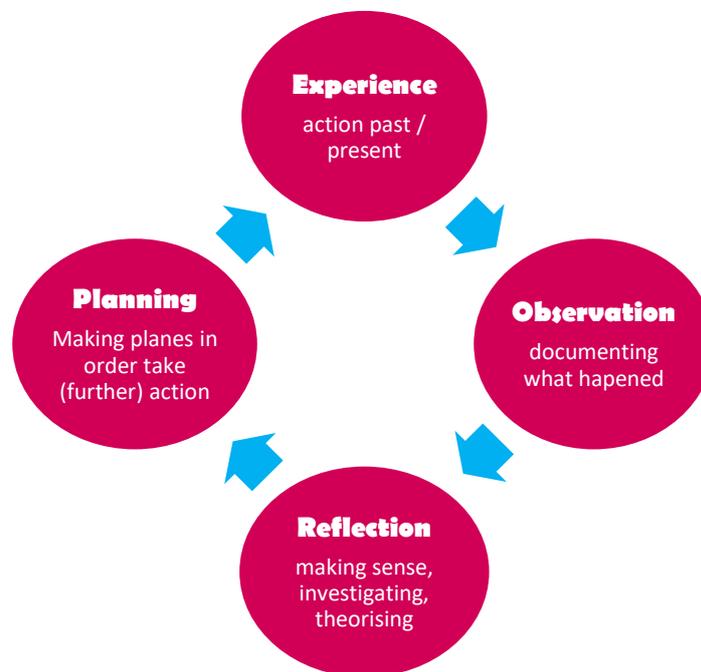
Another very important aspect of being a mentor is helping a mentee in accessing resources and expanding professional networks, as well as discussing the importance of maintaining professional relationships. To allow for collegial support, a trainer may provide access to other classrooms and teachers who are willing to share personal knowledge about new materials, planning strategies, curriculum development, and teaching methods. It is also extremely helpful

when a trainer provides information regarding on-going formal and informal professional development programs and other learning opportunities, and resources for teachers' professional growth and learning.



Trainer Notes: Trainer should demonstrate some Self-Reflection Tools, such as the Self-Reflection Worksheet, included in Resource Section, encouraging their use. While engaged in teacher training, it is useful to integrate these techniques, modeling best practices: [https://www.smore.com/440zf-reflective-teaching-practices--see\(see diagrams below\)](https://www.smore.com/440zf-reflective-teaching-practices--see(see%20diagrams%20below))

Kolb's reflective teaching cycle



B. PRACTICAL APPLICATION ACTIVITIES



Activity 1 - Defining mentor qualities & techniques

Instructions:

- Individually, write on a piece of paper the name of a person who has been an impactful mentor to you.
- On the back of your paper, write the qualities of your mentor and the techniques he/she used to mentor you.



Trainer Notes: The “mentor” may/may not be related to teaching/education. It is often more insightful to discuss mentors, outside of education, for different perspective of mentoring.

Example: *(See Handout Section)

Mentor Qualities	Mentor Techniques
<ul style="list-style-type: none">• My mentor is always very responsive when I need support.	<ul style="list-style-type: none">• My mentor returns phone calls/emails within the hour, as much as possible.

- In pairs, share your mentor qualities and techniques
- Create a Venn Diagram to compare qualities and techniques from your list (Examples of overlapping qualities may be: “My mentor listens attentively to me.” Attentive Listening, Responsiveness)
- Discuss which qualities and techniques would be most helpful to you and why



Activity 2 - Your mentorship

Instructions:

- Individually, write the name of someone you have mentored
- In small groups (3-4)
 - Discuss impacts of your mentoring
 - Discuss most effective techniques you implemented, as a mentor
 - Discuss ideas that are transferable to being a teacher-mentor



Activity 3 - Addressing teaching challenges

Instructions:

On a note-card/index card:

- Write one of the greatest teaching challenges you have had in your career
- Take turns in posing each challenge to a small group (5-6)
 - As a group, determine the most effective ways of addressing each challenge
 - Share back with larger group—the challenge and the solution



Trainer notes: Example: Challenge: “I can’t get my students’ undivided attention.” **Solution:** Have students work in pairs, to maintain attention. Assign students roles for group work, to ensure engagement and responsibility for work.



Trainer Notes: With a profession as challenging as teaching, self-reflection offers teachers an opportunity to think about what works and what doesn't work in their classrooms. Reflective teaching serves as a way to analyze and evaluate one's own practices, in order to focus on what works best.

Reflection is critical to continued growth as a teacher, whether through seeking student feedback, leaving oneself sticky notes after each lesson, or blogging one's thoughts for colleagues Continuous reflection generates on-going improvement. The Taxonomy of Reflection serves as a guide for lesson reflection. It may be adapted to fit classroom contexts.



Activity 4 - Taxonomy of reflection

Instructions:

- As a Mentor, share the 'Taxonomy of Reflection' with your mentee
- After teaching a lesson, the mentee should conduct a self-reflection
- Mentor should observe the same lesson
- Together mentor & mentee debrief the mentee's self-reflection

Taxonomy of Reflection *(See Handout Section)

- Remembering: What did I do?
- Understanding: What was important about it?
- Applying: Where/how could I use this again?
- Analyzing: Do I see any patterns in what I did?
- Evaluating: How well did I do?
- Creating: What should I do next?

(*Model developed by Peter Pappas)



Activity 5 - Teaching channel video - reflections of practice & growth

Instructions:

Watch: <https://www.teachingchannel.org/video/improve-teaching-with-video>

- Debrief some of the best practices of teachers reflecting on their classroom practice
- In small groups, discuss:
 - How does Ms. Wessling use notes, as a reflection strategy?
 - How does video enrich the coaching session between Ms. Wessling and her Principal?
 - How could you record your own practice and debrief with your mentor?



Trainer Notes: The terms, 'mentoring' and 'coaching' are often used interchangeably. This activity helps future mentors to distinguish the similarities and differences between the two and identify areas, for personal and professional improvement.



Activity 6 - Distinguishing Mentoring & coaching

Instructions:

- View video (as a large group): <https://www.youtube.com/watch?v=byMEoalk2E>
- In pairs, compare/contrast Mentoring & Coaching from chart below
- Highlight (in red) the 'key words' which distinguish each point
- Determine and underline (in purple) which aspects of mentoring you need to develop
- List ways to develop each area, professionally



Trainer Notes: Example: (*See Handout Section: The first 3 descriptions, below, have been completed, as examples; the complete Table may be found in the Handout Section).

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues

C. SUMMARY

It is important to distinguish mentoring from coaching. The terms, mentoring and coaching, are frequently confused; however, they are not the same thing. Both mentoring and coaching are necessary for professional growth. Mentoring is relationship-oriented; long-term; and is usually an informal relationship. Whereas, coaching tends to be task-oriented; short-term, and a more formal relationship.

For teaching/ training purposes, a mentor/trainer should create a learning plan with his/her mentee/trainee, which builds on strengths and areas needing further attention. A trainer should help the mentee to discover their own solutions to their teaching challenges. A trainer should also offer guidance for mentees, to meet the demands of the profession, as well as provide moral and emotional support. Encouraging self-assessment and reflection assists with offering supportive feedback, based on competency-based ideas and strategies. A good trainer should help a teacher develop self-reflective habits, to analyze what went well and what could be improved for their future lessons and on-going improved teaching.

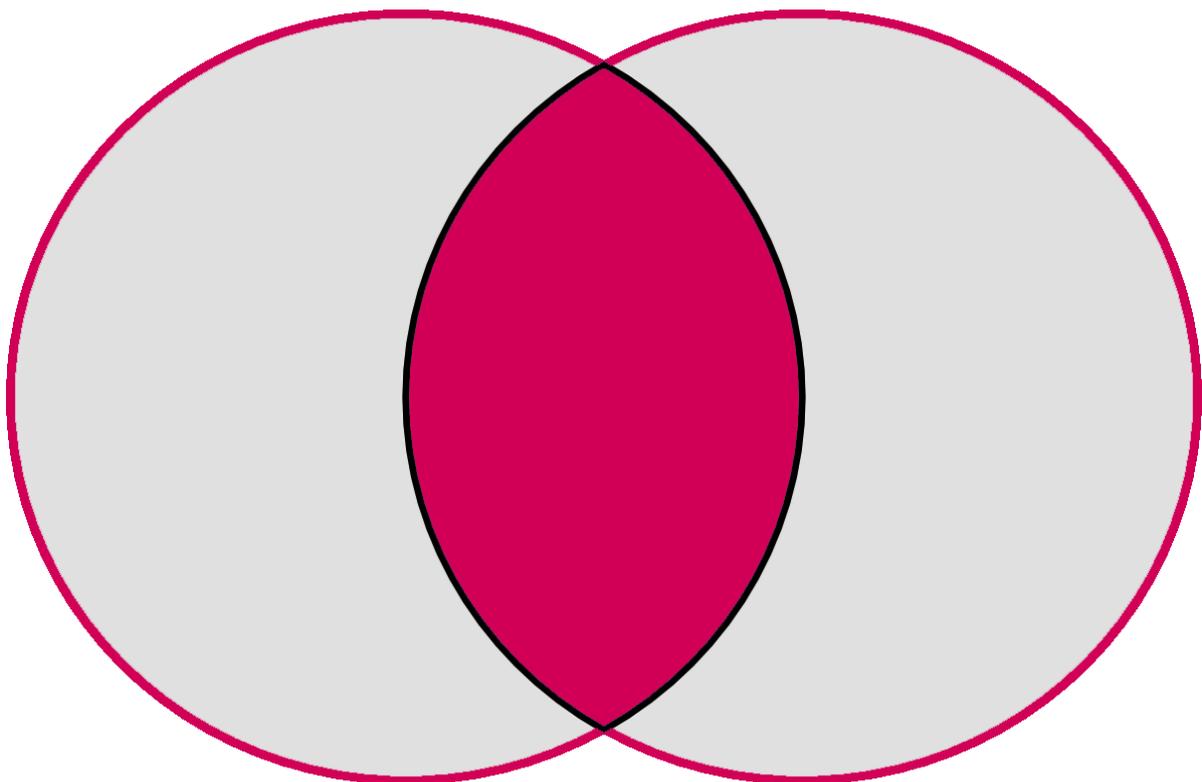
Finally, an important aspect of a mentor's role is to connect a mentee to other professional colleagues and resources. These connections may greatly impact a mentee's future employment and professional opportunities, as well as provide additional support for a mentee.

D.HANDOUTS

Handout for Defining mentor qualities & techniques activity

Mentor Qualities	Mentor Techniques

Handout for Overlapping mentor qualities/techniques activity



Handout for Taxonomy of reflection activity

Remembering	What did I do?
Understanding	What was important about it?
Applying:	Where/how could I use this again?
Analyzing:	Do I see any patterns in what I did?
Evaluating:	How well did I do?
Creating:	What should I do next?

**(Model developed by Peter Pappas)*

Handout for distinguishing mentoring & coaching activity

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organization who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professional's career	Coaching revolves more around specific development areas/issues

Self-reflection questionnaire/worksheet (*to be used for any lesson)

1. Consider the results

If you had a positive effect size and the confidence interval was “yes” ...

Why do you think the strategy worked well for this group of students?

What else was happening that may have helped the strategy work well (for example, another strategy or resources that you were using that may have also helped)?

If you had a negative effect size and the confidence indicator was “yes” ...

Why do you think the strategy did not work well for this group of students?

What else was happening, other than the strategy, that may have caused the result (for example, students were disengaged)?

If you had either a positive or negative effect size and the confidence interval was “no” ...

Do you think the strategy worked well with your class? What evidence do you have of this (for example, did you see an increase in student engagement)?

Do you think that the strategy did not work well with your class? What evidence do you have of this? What else was happening, other than the strategy, that may have caused the result (for example, a long break in the unit)?

2. Consider implementation

Do you feel you had a good understanding of how to implement the strategy? If not, what additional information did you need to implement the strategy?

Do you feel you implemented the strategy the way in which it was intended to be implemented? If not, what adjustments did you make?

Do you feel the strategy you chose was appropriate for the class or lesson? Why or why not?

3. Consider the characteristics of the assessments used

Were the content assessment questions clearly aligned to the learning objectives identified in the lesson or unit?

Were enough content assessment questions available that related to each of the learning objectives, indicating that the assessment captured the breadth of knowledge students needed to understand from the unit?

Was there enough time between the pre-test and post-test for students to learn the material?

Were the questions at an appropriate difficulty level to allow for increases in learning to be captured from pre-test to post-test?

4. Consider next steps: based on your responses to the reflection questions, what steps do you plan to take?

If you had positive results, will you:

Implement the strategy the same way in other classes?

Implement the strategy for a longer period of time?

Combine the strategy with other strategies?

If you had negative results, will you:

Adjust the strategy and try it again in the same or another class?

Test the strategy with different classes?

Adjust your assessments to better reflect your content?

Implement the strategy for a longer period of time?

Try a new strategy?

If you had positive or negative effect size results with no confidence, will you:

Look at other evidence of whether the strategy worked?

Test the strategy again in another class, because you believe the strategy worked well?

Adjust the strategy or try a different strategy because you do not think the strategy worked well?

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)
<https://americanenglish.state.gov/resources-0>
- Coaching and mentoring – The difference
http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html
- PD Activities for Professional Growth
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Teacher%20Professional%20Growth/Section%203/Pages/Professional%20Development%20Activities%20for%20Teachers.aspx#lesson-study>
- Performance and Development Toolkit for Teachers
<https://www.aitsl.edu.au/docs/default-source/professional-growth-resources/performance-and-development-resources/culture-cycle-resources-all.pdf>
- Resources for Mentoring Programs
<http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html>
- Building Relationships: A Guide for New Mentors
<http://educationnorthwest.org/sites/default/files/effective-strategies-for-providing-quality-youth-mentoring-in-schools2.pdf>
- Reflective Teaching Practices
<https://www.smores.com/440zf-reflective-teaching-practices>
- <https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=52>
- <https://americanenglish.state.gov/resources/teachers-corner-personal-learning->

[networks-plns#child-1954](#)

- <https://americanenglish.state.gov/resources/teachers-corner-personal-learning-networks-plns#child-1950>
- http://www.mint-mentor.net/en/pdfs/Papers_FischerAndel.pdf, Dietlind Fischer and Lydia van Andel, "Mentoring in Teacher Education - towards innovative school development".
- http://edu-mentoring.eu/attachment/EN/TTM_EN.pdf
- http://edu-mentoring.eu/attachment/EN/PPT/Presentation_MENTOR_1.1_B.pdf

VI - DEVELOPING OBSERVATIONAL SKILLS

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Learn to use a variety of classroom observation methods
- Analyze the indicators of effective teaching and learning
- Conduct classroom observations
- Analyze the effects of classroom observations

A. DESCRIPTION & RATIONALE

Increasingly, coaches and mentors are conducting non-evaluative classroom observations, as part of the professional development process. This can consist of groups of teachers who work together to improve their instructional skills. There are a variety of classroom observation methods, such as *learning walks* and *peer coaching*, which will be discussed during this session. These non-administrative observations are intended to improve instructional quality and teaching. In this session, observational skills to measure the effectiveness of teaching strategies will also be discussed.

Developing observational skills are very beneficial for trainers who will be overseeing teachers' performance throughout their careers. It is important to establish the benefits of classroom observations for the teacher trainers, as they can often be intimidating to a novice teacher. Trainers should skillfully explain these benefits, so as to alleviate pressure and create a supportive and welcoming professional development approach, for both novice and veteran teachers, knowing that someone is available to help, explain, and assist them, as needed. Ideally, observations should increase trust and collegiality among staff, creating a professional and collaborative learning community, which engages in reflective dialogue about overall classroom instruction, for the purpose of improvement of classroom practices and student

achievement. Classroom observations may benefit schools through increased collaboration among teachers and increased enthusiasm, support and motivation for the teaching profession. Trainers should highlight how observations offer opportunities for reflective dialogue, both with, and among teachers. They also create an increased sense of shared responsibility and focus on student achievement.

Trainers should model a variety of classroom observation methods for teachers to learn from. He/she should design a non-evaluative, peer coaching model for “*Teachers Observing Teachers*”. In this way, educators work together to discuss and share teaching practices, observe each others’ classrooms, and provide mutual support. Trainers should guide teachers with cognitive coaching skills, for both personal reflection and specific questioning skills. In this way, the teacher being observed has the opportunity to reflectively process their own teaching, before being given feedback by the observer.

There are several ways to implement observations:

1. Lesson Study, where teachers collaboratively develop a lesson, observe it being taught and then discuss and refine it.
2. Learning Walk/ Walkthrough, where fellow teachers visit colleagues’ classrooms to observe students’ work and instructional activities (preferably while students are in attendance). Observers then reflectively review what they observed in the classroom.
3. Clinical observations by the trainer through watching, listening, and recording.

Standard evaluation forms for general observations may be seen in the Resources and Handouts Section. These forms include places for where teacher competencies can be checked and commented on, with room for anecdotal notes and comments on the class and/or the lesson, as a whole.

It is very important, before the observation, to establish: who is observing; what are the observers’ qualifications; the purpose for observing; prior knowledge of the observer; and any additional background information the observer may need or want. The observer should determine if the focus is more on the teacher’s acts or the students’ responses, or a balance of both. In other words, to determine if the teaching effectiveness is measured by student

learning and skills ownership, or simply by teacher competencies, or something else. The observer should then encourage the teacher to “conduct business as usual”.

During the classroom observation, the observer should describe the observation in concrete terms, keeping the recording system as simple as possible. It is important to observe during different classroom settings and times.

After the observation, the observer should establish a post-conferencing session. Here, he/she should accurately present observational data, including observational analysis, conclusions, and recommendations, all of which are useful for informing, explaining, and mentoring. It also must be established what is done with the observer's assessment; how is it used; how often the teachers are observed and how the teachers are given constructive feedback (formative) by the observer. A trainer may choose to use one of several observational assessment tools to analyze the effectiveness of teaching and learning. These tools may include: Charts; Rating Scales; Checklists; Narrative Descriptions (anecdotal records); Rubrics; Student-Centered Observation Instruments, and instruments that assess authentic, critical-thinking and interactive practices.

Peer observations benefit both the observer and the observed teacher:

- Observers see new techniques in action, get new ideas for their teaching toolkits, and can reflect on their own assumptions, beliefs, and teaching practices, based on what they witness.
- Observed teachers benefit from analyzing the descriptive data the observer collects about classroom interactions and the class environment; they can also grow through discussions that result from observer questions and suggestions to improve learning outcomes.
- Based on their discussions and reflections, participants can develop action plans or action research projects to improve their teaching practice.
- Peer observations can also improve camaraderie, deepen collaboration, and increase self-awareness among participating teachers.

Finally, a trainer should help teachers/schools to establish “observational protocol”, which may include weekly, monthly, bi-annual observations, based on teacher’s years of teaching and

professional development. Establishing protocol for who conducts observations and how observations are conducted is an essential part of a trainers' role.

B. PRACTICAL APPLICATION ACTIVITIES



Activity 1 - Teacher self-assessment

Instructions:

- Complete the self-assessment below
- Review with a peer and collaboratively discuss ideas for your own improvement
- Determine 2-4 areas for improvement
- Determine how you would incorporate improvement ideas into a teacher observation



Trainer Notes: When trainers reflect on their own praxis, they will be more equipped to relate to their teachers. Trainers are encouraged to share their own areas, needing improvement, as a means to “bridge the gap” between trainers and teachers.

Carefully reflect on *your* teaching performance. Complete this self-assessment. Please be prepared to discuss this performance analysis with your administrator. This self-assessment can be used as a spring board for pre- and post-observation conferences.



Trainer Notes: Key:

A= Advanced (highly skilled), **P=** Proficient (has an above average understanding),

B= Basic (has a basic foundational understanding, but needs further refinement),

N= Needs to Improve (acknowledges areas that require greater support).

Lesson Planning and Instruction (check appropriate box)	A	P	B	N
Selects proper lesson goals/objectives				
Selects/creates appropriate instructional materials				
Provides an appropriate amount of time (pacing) to a lesson				
Manages classroom transitions				
Manages proper student behavior				
Maintains a friendly and respectful teacher-student relationship				
Secures students' attention				
Finds students engaged in their learning on an ongoing basis				
Provides for student participation				
Other:				
Other:				
Professional Responsibilities(check appropriate box)	A	P	B	N
Takes the time to reflect(self-evaluate) on teaching				
Maintains accurate records (lesson plans, progress reports, etc.)				
Follows personnel policies and regulations				
Performs assigned duties				
Communicates and collaborates effectively and professionally at all times with co-workers and administrators				
Is punctual for classes, meetings, and other scheduled activities				
Maintains a professional appearance				
Other:				
Other:				

Noted Areas of Strength	Suggested Growth Goals
Teacher communicated well with students and allowed for optimal STT	Teacher could add more scaffolding activities to ensure all learners are included.



Activity 2 -Teacher Observation

Instructions:

- Individually, determine, when you observe a teacher, what are your criteria for assessing whether the lesson is successful or not?
- Share your responses with a colleague
- Discuss pros/cons of criteria for assessing and add criteria together
- Share new criteria with larger group

Answer Choices	Responses
<p>Summative (for promotion assessment, etc.)</p> <p>*Example: Teacher was not completely successful as she neglected to scaffold her lesson, to include lower level language learners. Recommend further training.</p> <p>Formative (non-judgmental, to help the teacher improve his/her teaching)</p> <p>*Example: Teacher could add some visuals and TPR techniques to engage all learners; overall performance was well done.</p>	
<p>Both summative and formative (these cannot be done in the same observation)</p>	
<p>Please explain</p>	



Activity 3 - Pre-Observation Form

Instructions:

- Complete Pre-Observation Form (individually)
- Review with observer (prior to teaching)
- Teach a mini-lesson, with one primary focus to demonstrate
- Review with observer (post teaching)
- Teach to group/class
- Discuss process of being observed
- Discuss feedback techniques that would support constructive observations



Trainer Notes: Please use this form as a guide during a classroom observation. After completing, please share with your observer as part of a pre-observation conference. This completed form can then be used as a follow-up during a post-observation conference.

Date of Observation (please include day): _____ Time: _____

1. What will you be teaching?

Example: I will be teaching 'body parts' for a beginner level class. (head, shoulders, knees, toes)

2. What should your students know and be able to do as a result of your instruction?

Example: Students should know (both in written form and in ability to identify) the body parts taught in class.

3. Other items for discussion/ observation:

Teacher Observation Form

Teacher: _____ Content Area: _____

Observation Date: _____ Time: _____

Areas observed:

Next steps to consider:

Comments:



Activity 4 - Video to implement teacher observation check list:

<https://www.youtube.com/watch?v=hUrQr4GBg0g>

Instructions:

- Review checklist
- Add any other criteria
- Complete checklist while viewing video
- Debrief in small groups

Observation Check List: (Complete checklist while viewing video)

Applied a competency-based curricular approach	
Utilized a student-centered educational approach	
Wrote legibly, spelled correctly and used correct grammar	
Provided smooth transitions from one activity to another	
Began lesson promptly	
Distributed materials without a loss of instructional time	
Minimized time students spent waiting	
Maintained instructional pacing throughout the lesson	
Elicited student responses	
Returned students to task quickly	
Maintained student attention	



Activity 5 - Incorporating the review and assessment for observation

Instructions:

- Review Example
- In pairs (with similar ages/levels of students), think of your own course and a recent lesson you taught or are planning to teach
- Explain the evidence that your students could produce to demonstrate their achievement of the content and language objectives
- Provide examples which would be “observable” for a class observation

Example

Course: Nursing Assistant

Content concept: Categorization of illnesses

Content objective: Students will be able to differentiate among acute, chronic, and terminal illnesses

Language objective: Students will be able to use orally describe the differences among acute, chronic, and terminal illnesses using comparative structures such as “er,” “est,” “more,” and “most.”

Review/Assessment (evidence of mastery):

Given oral or written case studies of patients, students will be able to:

- a) identify whether the illness is acute, chronic, or terminal.
- b) state orally or in writing how they know this information: what symptoms described in the case study indicates that the illness is acute, chronic, or terminal

- After reviewing the prior example, in pairs (with similar ages/levels of students), think of your own course and a recent lesson you taught or are planning to teach
- Explain the evidence that your students could produce to demonstrate their achievement of the content and language objectives
- Provide examples which would be “observable” for a class observation

Your turn:

Course: _____

Content concept: _____

Content objective:

Language objective:

Review/Assessment:

(What would evidence of mastery look like?)

*Adapted from <http://www.cal.org/siop/pdfs/cal-siop-review-assessment-component-in-adult-ed-health-activity.pdf>

C. SUMMARY

Observations are an essential part of teaching and the professional development process. In this session teacher trainers learned about a variety of classroom observation methods. They also learned techniques for conducting classroom observations, to help teachers feel safe and supported. With this practice, trainers gain perspectives on the value and effects of classroom observations. They were exposed to a variety of classroom observation methods, such as *learning walks* and *peer coaching*. They also gained an understanding of how non-evaluative observations are intended to improve instructional quality and teaching.

Trainers learned skills for before, during, and after observations. They practiced self-reflection for teachers to practice. Trainers also discussed how observations may benefit not only individual teachers, but also their schools, through increased collaboration among teachers. Observations should increase enthusiasm, support and motivation for the teaching profession. Trainers should have gained insights into how observations offer opportunities for reflective dialogue with and among teachers, as well as creating an increased sense of shared responsibility and focus on student achievement.

D.HANDOUTS

Handout for teacher observation form

Answer Choices	Responses

Handout Pre-observation activity

Date of Observation (please include day): _____ **Time:** _____

1. What will you be teaching?

2. What should your students know and be able to do as a result of your instruction?

3. What are your expected outcomes? Why did you choose these as your lesson goals and objectives?

4. What instructional strategies will you use? Why?

5. What materials must you prepare? Why did you select these particular materials?

6. How will you assess the success of this lesson?

7. What particular aspects of the lesson and/or your teaching would you like the observer to focus on during this observation?

8. Other items for discussion/observation:

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State) <https://americanenglish.state.gov/resources-0>

- Teacher Observation Tool (Student-Centered)

https://tntp.org/assets/documents/TNTP_RatingATeacherObservationTool_Feb2011.pdf

- Classroom Observation Booklet

http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part1_single.pdf

<http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>

<http://www.cal.org/siop/pdfs/digests/sheltered-instruction-observation-protocol.pdf>

<http://www.cal.org/siop/pdfs/cal-siop-review-assessment-component-in-adult-ed-health-activity.pdf>

<https://www.youtube.com/watch?v=hUrQr4GBg0g>

https://americanenglish.state.gov/files/ae/resource_files/07-45-1-d.pdf

https://americanenglish.state.gov/files/ae/resource_files/peer_observation_handout.pdf

https://americanenglish.state.gov/files/ae/resource_files/webinar_14.1_re-recording_0.pdf



Trainer Notes: *The following forms are various examples, to be used as needed, by teachers/trainers, so that trainers and teacher may choose forms which are most appropriate and applicable to their context. All forms may be adapted accordingly, to teacher/trainer contexts.*

Teachers helping teachers: Peer observations

Teachers can collaboratively observe each other for professional development purposes. These peer observations are confidential and non- evaluative in nature.

Peer observation stages

- **Pre-observation meeting:** The observer meets with the teacher before the class to learn about the lesson's focus and objectives. The teacher should define a focus area, perhaps related to something s/he would like to improve upon or a problem that s/he is trying to solve. Make sure you are both in agreement about how the observation will be conducted (duration, seating, etc.) and when the post-observation meeting will occur.
- **Observation:** The observed teacher should inform students about the observation before the lesson. The observer should arrive a few minutes early and be as discreet as possible: sit in the back of the room; focus solely on the observation and observe the entire lesson (or agreed upon segment); be open-minded and make detailed descriptive records in preparation for the post-observation meeting.
- **Post-observation meeting:** This is the most important part of the observation process. Reflection before this meeting and the discussion about what happened in the classroom is when real learning for both the teacher and the observer occurs. Teachers should treat each other with respect and offer opinions in a kind and constructive way. Participants should set action plans/goals based on what they learn. Both teachers should walk away feeling like they have learned something new and will be better teachers because of it.

Sample peer observation schedule

Teacher Being Observed	Observer	Pre-Meeting Time & Date	Observation Time & Date	Post Meeting Time & Date	Completed (Signature of both teachers)

Observer considerations things to look for while you observe:

- What are the major lesson stages and the associated timing and interaction patterns?

Things to consider as you review your records and prepare for the post- observation meeting:

- What has the teacher done especially well?
- Were the students engaged? How did you know?
- Were there a variety of activities?
- Was there a lot of STT (student talk time)?
- What activities do you enjoy the most / find the most interesting?
- What questions do you need to ask about unobservable information?
- Do you have suggestions for improvement or alternative?
- What have you learned about your own teaching practices, beliefs, and assumptions based on this observation?

OBSERVER: OBSERVATION FORM

Teacher: _____ Observer: _____

Date _____ Time _____ Class/Level _____

Lesson focus /objectives _____

Observation focus areas _____

Time	Stage / Activity	What I saw – interactions, classroom environment	Questions, comments, reflections, suggestions

Overall Comments:

Reflection notes:

Observed teacher: Reflection Form

After your lesson, use the prompts below to make notes about the positive aspects and areas for improvement or desired changes. Complete this form before the post- observation meeting with your colleague. Be sure to bring these notes to the meeting.

Lesson Plan and Activities	
Did your lesson go as planned?	
Did you meet the lesson's objectives?	
Personal Qualities and Communication	
Were your activities effective and appropriate for this learner group?	
How was your time-management?	
Did you enjoy teaching and did you convey this to your students?	
How was your classroom management?	
Did the lesson include STT opportunities and varied interaction patterns?	
Where did you position yourself in the classroom?	
How did you react to students' responses, non-responses, and errors?	
Materials	
How well did your materials work in the lesson?	
Did you encounter any problems?	
How could you have improved the materials themselves or the way you used them?	
Observation Focus Areas	
Make notes about your performance in relation to the areas you asked your colleague to observe	
Summary	
How will you apply what you learned today to improve your planning and teaching of future lessons?	

https://americanenglish.state.gov/files/ae/resource_files/peer_observation_handout.pdf

LESSON PLAN RUBRIC

	Proficient	Developing	Basic
Planning the Lesson			
Curriculum standards correlate with the purpose of the lesson.			
Notes:			
Lesson Objectives			
Objectives align with Content Standards and Benchmarks			
Objectives are clear in describing what the students will know and/or be able to do during the lesson			
Objectives can be measured by stated evaluations/assessments			
Notes:			
Teaching the Lesson			
Informal and formal evaluation/assessments included			
Anticipatory Set is clearly stated			
Instructional strategies are described fully			
Check for understanding is specific			
Closure is clearly stated			
Notes:			
Reflection			
Reflective questioning is addressed			
Notes:			
General Comments:			

VII - DETERMINING THE NEEDS OF TEACHERS

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Make professional development (PD) more useful and engaging
- Cultivate teacher leadership and collaboration
- Update teachers' pedagogical knowledge
- Enable teachers to apply changes to curricula and other aspects of teaching
- Develop a systematic approach to the investigation of teacher training needs
- Identify the benefits of a needs analysis

A. DESCRIPTION & RATIONALE

Professional development (PD) is an essential component of teachers' on-going work. Yet oftentimes, PD could be more useful and engaging. The trainer's job is to utilize research-based, classroom-tested strategies, focusing on best practices (theory-based) approach to maximize 21st Century tools. A 'Needs Analysis' helps trainers to address specified needs of teachers, for their age group, socio-economic class, school environment, etc.

In collaboration with teachers, trainers should determine the methods of data collection, as part of the Needs Analysis, which may include a survey, focus groups, or other forms of assessment. The data analysis may include both qualitative and quantitative components, to analyze key pedagogical themes. Training programs key components should thus include:

- Analysis (needs assessment)
- Design of program, based on the analysis
- Development of program
- Implementation of program
- Evaluation of program

Trainers should also help teachers to identify the benefits of a needs analysis, which may include recognizing teacher performance goals and the knowledge, skills and abilities needed for success. Identifying gaps in training, as well as helping direct resources to areas of greatest priority, greatly assists with deciding the types of training needed, and anticipating future needs.

Trainers should discuss instructional strategies that can be immediately used in the classroom. Meaningful professional development should model the techniques being taught, scaffolding with new techniques. A trainer should also provide on-going support, beyond the training session, which includes time to reflect. Trainers need to cultivate teacher leadership and collaboration, where teachers may speak honestly, and feel an inclusive culture, and where diverse perspectives are welcomed. It is important for teachers to have a voice and choice in the PD offered. PD should also be innovative, creative, and most importantly, relevant for their students and classroom settings. Trainers must help to determine teacher-leaders (e.g., mentors, coaches), In a school, who can most effectively diagnose and address specific teacher needs; identify their school's particular areas of need, research effective solutions, and create systems of communication and trust among their colleagues. Collaboratively, a trainer should help to develop a professional learning community (PLC) in which teachers build relationships, as they learn together, share experiences, reflect and revise their curricula and teaching techniques.

PD should update teachers' pedagogical knowledge, encouraging teachers to reflect on why they teach specific content areas the way they do, while trying new instructional methods in their classrooms. Trainers should provide updated techniques for teachers to develop skills to respond to the diverse learning needs of students. Part of this process includes identifying and using varied and differentiated learning strategies, and applying appropriate technologies to differentiated learning strategies. Trainers should enable teachers to apply changes to curricula and other aspects of their teaching.

Trainers should also facilitate the analysis of student learning data, interpretation of results, and application of findings, to improve teaching and learning. Teachers need to see how ideas connect across content (thematic) and to everyday life (life-long learning skills). Teachers also need to know about curriculum resources and technologies to connect their students with

sources of information and knowledge for 21st Century learning skills. Teachers need to be able to analyze and reflect on their practice; assess the effects of their teaching; and to refine and improve their instruction, adapting their teaching to different student characteristics, by using diverse methods of teaching (e.g., learning styles). Trainers should guide teachers in this process, offering the use of various alternatives in the types of learning, with an integrated curriculum, such as:

- **Convergent** (e.g., technological innovations)
- **Multi-convergent** (e.g., learning styles, MI)
- **Divergent** (e.g., individually selected and often independently pursued student projects)
- **Guided divergent** (e.g., celebrations –presenting student work through various performances, presentations, exhibits, etc.).

Finally, trainers should develop a systematic approach in the investigation of teacher training needs, which may include determining various types of professional development, such as courses/workshops; education conferences, seminars; webinars; and/or observation visits to other schools. Trainers should help develop teacher participation in a PD network of teachers, both locally and regionally. Trainers may also encourage individual or collaborative action research on topics of professional interest. An essential part of this process includes on-going mentoring and/ or peer observation and coaching.



Trainer Notes: The PD Topic list below of teacher needs is based on the 2014 Needs Analysis and Recommendations Report. This activity is intended to offer the opportunity for teachers to build upon a 2014 list, evaluating and adding needs, related to current contexts.

B. PRACTICAL APPLICATION ACTIVITIES



Activity 1 - Topics for Professional Development (PD)

Instructions:

- Review the list of topics for PD below
- Highlight the top 5 topics of greatest professional interest
- Add any topics, not included in the list, to further enhance contextual PD
- Collaboratively, determine a timeline and plan for implementing 5 PD topics in your school district

Topics Teachers would like to see Addressed in Training

(*from *2014 Needs Analysis and Recommendations Report*)

- Lesson planning
- Time management (too much to cover in a short time)
- Developing teaching skills
- How to teach the four language skills, especially writing and how to correct it
- Teaching techniques
- Organizing the classroom
- How to manage large classes
- How to manage multiple levels in one class
- How to motivate students
- How to make grammar more interesting to the students
- How to engage all of the students in learning
- How to organize classes without the proper materials
- How to integrate digital technology into the teaching process
- How to teach listening, writing, reading and listening
- How to help students memorize vocabulary
- How to get away from having the textbook dictate the pace of the class
- Writing learning objectives /outcomes
- Student assessment, Error correction--oral and written interaction dynamics

- Board management
- Differentiated instruction strategies
- Textbook adaptation
- Reflective practice as a tool to improved and effective teaching

Example of timeline & implementation plan *(see handout)

TIMELINE	TOPIC	PLAN
September-December	Lesson Planning	Train teachers in 5-10 districts
December-June	Managing large classes	



Activity 2 - 21ST Century Professional Development Skills

Instructions:

- Based on the “21ST Century Professional Development Skills” list below, determine the top 3, which are most important to your school district and teachers
- Create a PD Action Plan *(see Table below and Handout Section) to provide PD in these areas for the academic year
- Consider what resources you may need
- Consider professionals, who you may invite (from the community), to conduct trainings in these areas
- Determine how to disseminate PD training materials/resources to colleagues across districts, ensuring all teachers may receive PD training materials.

21st Century Professional Development Skills Adaptability

- Confidence
- Collaboration
- Communication
- Continuous learning
- Leadership
- Organization
- Innovation
- Commitment
- Understanding of technology



Trainer Notes: Below is an example Action Plan to use for implementing a long-term Action Plan for individualized school districts.

*Example Action Plan

TOPIC/TASK	TIMELINE (BEGIN/END)	RESOURCES
Understanding of technology	September (beginning of classes) December (end of 1 st semester)	Wi-Fi/Internet connections Projector/Laptop/Speakers Online resources (TBD)

Action Plan		
Action Research Action Plan		
Tasks	Timeline (Beginning-Ending)	Resources



Activity 3 - Types of Professional Development

Instructions:

- Individually, list the types of PD you have participated in within the last 18 months
- Write which types of PD have been most useful to you and why
- Share lists as a large group
- Based on conclusions of group discussion, and in consideration of the list below, determine which types of professional development would be most useful for future PD in your district
- Collaboratively, create an implementation plan for your selected types of PD

Types of Professional Development
<ul style="list-style-type: none"> • Courses/workshops (<i>e.g.</i> on subject matter or methods and/or other education-related topics) • Educational conferences or seminars (at which teachers and/or researchers present their research results and discuss educational problems) • Qualification program (<i>e.g.</i> a degree program) • Observation visits to other schools • Participation in a network of teachers, formed specifically for the professional development of teachers in your region • Individual or collaborative research on a topic of professional interest • Mentoring and/or peer observation and coaching, as part of a formal school arrangement.



Activity 4 - MOOC is a Professional Development Tool

What is a MOOC?

The term “MOOC” stands for Massive Open Online Course. Essentially, a MOOC is an online course that is open to anyone who wants to enroll. Potential learners don’t need any sort of specialized degree or other qualifications to enroll in a MOOC. The average length of a MOOC is about four to six weeks, but some MOOCs are longer. MOOCs have a variety of learning components, such as videos, reading activities, lectures, and discussion platforms. Most MOOCs also have assessments, such as quizzes, tests, or peer-reviewed assignments. Successful completion of a MOOC generally results in a certificate.



Trainer Notes: For complete explanation, see:

<https://americanenglish.state.gov/resources/teachers-corner-what-mooc>

Where to Find MOOCs

Below is a list of some common MOOC providers. Keep in mind, however, that this list is continually growing as new MOOC providers enter the market.

- Canvas <http://www.canvas.net>
- Coursera <http://www.coursera.org>
- EdX <https://www.edx.org>
- Future Learn <https://futurelearn.com>
- Kahn Academy <https://www.khanacademy.org>
- OpenLearning <https://openlearning.com/courses>
- Udacity <http://www.udacity.com>
- American English Provides the Following MOOCs:
- English for Career Development
- English for Journalism

- English for Media Literacy
- English for Business and Entrepreneurship
- English for Science, Technology, Engineering, and Mathematics
- These MOOCs can be found at <https://americanenglish.state.gov/american-english-moocs>



Trainer Notes: MOOCs can be a great way to engage teachers in Professional Development. There are a number of MOOCs, specifically designed for English language teachers. These MOOCs can help teachers improve English language skills or learn new teaching techniques, and they can provide a platform for interacting with other English language teaching professionals around the world, sharing ideas and supporting learning goals. Successful completion of a MOOC or a series of MOOCs, which is called a specialization, can result in a certificate. Certificates for completion of individual MOOCs or specializations serve as evidence of dedication towards lifelong learning.

Instructions:

- Review list of MOOCs together: <https://americanenglish.state.gov/american-english-moocs>
- You may also choose from one of the other Websites above, such as:
Kahn Academy <https://www.khanacademy.org> 1st, See Overview:
<https://www.khanacademy.org/resources/teacher-essentials/our-content/v/overview-of-khan-academy-content?modal=1> 2nd, search for an applicable lesson:
https://www.khanacademy.org/resources/teacher-essentials/implementation/v/in-class-practice-khan-academy-teacher-training-2018?ref=resources_staff_picks
- Determine which MOOC would be most useful to your school and/or district
- Watch MOOC, as a large group
- Determine what aspects of the MOOC are most useful
- Determine best ways to share MOOC with teachers in your district

C. SUMMARY

Professional Development (PD) has many challenges and rewarding opportunities. Essential parts of ensuring successful PD include effective communication and collaboration with, and among teachers. Continuous monitoring and assessment of learning, as well as sharing of best practices within a community of educators is critical. This involves a serious investment, in terms of time and resources. An ongoing assessment of needs ensures relevant PD to meet ongoing educational challenges and innovations. A key for effective PD depends on how carefully teachers and trainers assess the needs, devise a plan, and successfully implement it. Mentoring and coaching support are a vital part of PD, for teachers to be well prepared and stay engaged. With effective PD, teachers are more likely to remain in teaching, and produce higher student achievement. Creating and engaging educators in professional development learning communities builds long-term and lasting impact.

Although some teachers are naturally more gifted than others, all effective teaching is a result of continued education, reflection on praxis, and dedicated work. Professional development is the avenue for teachers to gain new knowledge and to be inspired and motivated with new techniques, and collaborative support by fellow teachers and trainers. Working together, educators will be able to determine their teachers' and their schools' greatest learning needs and thus be able to tap into the best educational expertise. When trainers/leaders engage and inspire their teachers with professional development, the entire school and greater educational system becomes a center of continuous learning for all. Collaboration and professional development have proven to be two common characteristics that consistently appear in schools with substantial student learning improvement.

D.HANDOUTS

Handout for Topics for Professional Development (PD) activity

Timeline & implementation plan

TIMELINE	TOPIC	IMPLEMENTATION PLAN

Handout 21st Century professional development skills action plan activity

TOPIC/TASK	TIMELINE (BEGIN/END)	RESOURCES

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)
<https://americanenglish.state.gov/resources-0>
- Changing Teaching Practices (UNESCO)
<http://unesdoc.unesco.org/images/0013/001365/136583e.pdf>
- The Professional Development of Teachers
<https://www.oecd.org/berlin/43541636.pdf>
The Planning, Implementation and Evaluation of Professional Learning
<https://dese.mo.gov/sites/default/files/Professional-Learning-Guidelines-section-4-with-cover.pdf>
- <https://americanenglish.state.gov/resources/american-english-webinars#child-2458>
- https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides_-_final_version_for_website_0.pdf
- https://americanenglish.state.gov/files/ae/resource_files/march_teachers_corner_moocs.pdf
- <https://americanenglish.state.gov/american-english-moocs>
- Additional Sites for MOOCs
 - Canvas <http://www.canvas.net>
 - Coursersa <http://www.coursera.org>
 - EdX <https://www.edx.org>
 - Future Learn <https://futurelearn.com>
 - Kahn Academy <https://www.khanacademy.org>
 - Open Learning <https://openlearning.com/courses>
 - Udacity <http://www.udacity.com>
- <https://americanenglish.state.gov/resources/teachers-corner-professional-development-teacher-trainers>
- www.robdanin.com

VIII - DESIGNING TRAINING MODULES

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Design training modules that support competency-based, student-centered instruction and learning
- Provide ongoing program evaluative measures
- Have a clear understanding of the materials developed for the modules
- Customize modules for different audiences and contexts
- Keep in mind the skills and abilities of the module trainers

A. DESCRIPTION & RATIONALE

In order to design training modules that support competency-based, student-centered instruction and learning, trainers should formulate a check list for module development. It is important to work with local and regional educators and administrators to establish a clear consensus of the mission; create and prioritize goals and objectives; and identify related activities for each goal and objective.

Additionally, an essential part of designing training modules includes providing ongoing program evaluative measures. A trainer must continually assess and evaluate the module's effectiveness.



Trainer Notes: The Sample Checklist, below, for Module Evaluation. (Adapted from Hatfield, Susan, *Department Level Assessment: Promoting Continuous Improvement*, 1992).

- Brainstorm appropriate module evaluative measures
- Evaluate and select measures
- Identify appropriate assessment methods
- Develop a plan for collecting data
- Set timeline, milestones
- Implement assessment plan
- Use data to improve module components and processes

The trainer should have a clear understanding of the materials developed for the modules, which allows for adequate input from content experts. The trainer should state the module focus; define the module objectives; determine what the trainees should know (knowledge) and what they need to be able to do (skills), such as conduct needs assessments; and be able to provide constructive critiques, while encouraging teachers' success.

As a pre-assessment, the trainer must also find out what the trainees already know about the module topics, so as to build on the trainees' knowledge and skills. The trainer should then select and list the learning and teaching methods, in the most suitable order, to meet the module objectives. It is important to break training materials up into small "chunks" that are easier to take in and understand; to identify good resources and materials; and to plan a wide variety of teaching and learning techniques. Consideration of instructional text, visuals and a list of resources should be taken into account as well as the inclusion of as much hands-on practice or simulation as possible. Trainers should plan to customize modules for different audiences and contexts, identifying the needs of target populations.

Trainings should be designed for optimal engagement of all, using small group work, and various types of learning tasks. It is important to identify participants' knowledge and skills gaps, with an understanding of participant's teaching content areas and participants' prior knowledge. Trainings should include a blend of participant and instructor talk, providing opportunities for feedback, during trainings. Planning a quiet, reflective time for participants also facilitates effective trainings.

Trainers themselves should always keep in mind the skills and abilities of the module trainees and future trainers (*see *Qualities of a Trainer* session). They should all have appropriate and

up-to-date knowledge, as well as be skilled and competent in the training topics. Good communication and interpersonal skills are very important for being able to impart skills and knowledge to others. Finally, trainers should be willing to offer and receive advice and information regarding modules.

B. PRACTICAL APPLICATION ACTIVITIES

Activity 1 - Establishing the Mission Statement

Instructions:

- In collaboration with district administrators and lead teachers, establish overall mission statement
- Based on Mission Statement, determine overarching goals
- Based on goals, determine underlining objectives
- Based on goals and objectives, determine appropriate timeline for implementation
- Incorporate means of evaluation



Trainer Notes: This activity will take concentrated time to clearly formulate and revise editions. Thus it is important to allow for several meetings, as well as sharing versions of mission statements, both in-person and online, for adequate feedback and consensus, prior to finalizing.

Example: Mission Statement “Engage all teachers in communicative language teaching training techniques”.

GOALS	OBJECTIVES	TIMEFRAME	EVALUATION
Train teachers throughout the district with communicative teaching skills	Teach specific communicative skills such as TPR, to maximize STT	Fall semester Spring semester	Trainers observe teacher implementation of trainings at the end of each semester



Activity 2 - Establishing training module topics

Instructions:

- Provide a preliminary list of topic ideas
- Survey teachers to evaluate list and add their ideas
- Determine final list of Training Topics
- Determine timeline for trainings
- Determine implementation and observation guidelines
- Determine evaluation and follow-up procedures
- Example of training module topics table

TRAINING TOPICS	TIMELINE	IMPLEMENTATION & OBSERVATION	EVALUATE/ FOLLOW-UP
Student talking time	1 st 6 weeks of fall semester	2 nd 6 weeks of fall semester	Spring semester
4 language skills	2 nd 6 weeks of fall semester	1 st 6 weeks of spring semester	Spring and summer



Activity 3 - Piloting modules



Trainer Notes: When implementing training modules across school districts, it is often helpful to ‘pilot’ a module with a school, prior to training teachers across the district. This allows trainings to be evaluated and modified, as needed, in order to deliver the most productive and useful trainings for all.

Instructions:

- Get to know your audience
- Provide ‘sample’ list of training modules
- Survey teachers to rate the list (1-5); include discussion of “why”
 - a. Include space for teachers to add their own ideas
- Conduct a training, with the understanding these teachers are ‘piloting’ the module
- Solicit feedback (what activities were useful; what could be added)
- Discussion of plan, for disseminating training module to school district



Trainer Notes: Consider combining Activity 3 & 4, for self-reflection (as a trainer), feedback from teachers, and modifications for overall training.



Activity 4 - Self-assessment for trainers



Trainer Notes: This activity is designed for trainers to reflect on their training modules. After conducting training, complete the following sections (below). Use the following questions to help you reflect on your overall success in each area. At the end of each section, rate yourself on a 4-point Likert scale; consider your strengths and how you can improve in each area. At the end of the self-assessment, rate your overall performance and think about how you might conduct future trainings.

https://rti4success.org/sites/default/files/ImplementerSeries_TOTPosttrainingSelfAssessment.pdf *Complete Post-training Self-Assessment is in PDF.

Instructions:

- Conduct a training
- Immediately following training, conduct self-assessment
- Request feedback from a mentor/supervising trainer/colleague

Presenter: _____ Number of Participants: _____	
Module Content: _____	
Date: _____	
Location: _____	
Preparation	
Did the participants and I have the appropriate materials?	
Was the technology and other equipment set up correctly?	
Was the arrangement of the tables and chairs adequate for activities?	
Presentation Skills	
Was I generally cheerful and energetic?	
Did I use humor appropriately during the training?	
Did I maintain good eye contact with learners?	
Did I effectively use the slides and notes as guides as opposed to reading directly from them?	
Content Delivery	
Did I clearly state to participants the objectives and outcomes of the training?	
Did I make clear connections between the content and the intended outcomes?	
Content Accuracy	
Were the depth and breadth of content appropriate for participants' background?	
Did I accurately break down technical/complex concepts in a way participants could understand?	
Did I deliver the content as recommended in the training material?	
Did I highlight key points as outlined in the training material?	
Participant Experience	
Did I encourage and value the involvement of all participants?	
Did I encourage participants to generate ideas, questions, and connections?	
Did I build a climate of respect for participants' experiences, ideas, and contributions?	
Post-training Follow-up	
Did I follow up with the training site facilitator for feedback and to address any issues?	
Did I follow up with participants to address questions or issues as promised?	
Did I review feedback from post-training evaluations and identify ways to improve future trainings?	



Activity 5 - Adaptation of KWL - KWH

Instructions:

- Teacher's individually complete the KWH Chart
 - KWH – KNOW, WANT, HOW

What do you KNOW	What do you WANT to know	HOW can you learn more?
I know lots of teaching methods	I want to know more about large classroom management	I could attend a Webinar about large classroom management

- In pairs, share with fellow trainees, (partner based on your students' ages/levels)
- Share as a class/group, your "HOWs"

C. SUMMARY

In summary, a trainer must have clear reasons for module training, having explored training needs, based on teacher input and needs analysis. It is essential to know the audience in order to develop appropriate training goals/objectives, topics, contents of a training workshop. The trainer should take time, and careful planning, for the organization of the module framework.

Formulating a checklist for module development, with input from local and regional teachers facilitates the process of developing trainings and ensures "buy-in" from participants.

Additionally, pre-assessing participant knowledge base is essential to effective trainings, building on prior knowledge, which may vary significantly from rural to urban areas. Trainers should take the time to conduct accurate and informative pre and post assessments to ensure effectiveness of trainings for all participants.

Based on participants' background knowledge and experiences, designing the training sessions; developing clear and reasonable training materials; and developing basic training approaches, techniques and skills should be carefully considered for inclusion of all. Additionally, monitoring and evaluating of training workshops is critical, with ongoing module assessment and revisions. Finally, consideration of follow-up field work is very important for success. Follow-up should include assessing the extent of implementation of trainings, six months to two years, post-training. Future trainings should consider aspects of prior trainings which were successfully implemented and may be reviewed, as well as new methods and techniques which build upon and enhance prior trainings.

D.HANDOUTS

Handout for Mission Statement activity

GOALS	OBJECTIVES	TIMEFRAME	EVALUATION

Handout Activity 2: Establishing training module topics

TRAINING TOPICS	TIMELINE	IMPLEMENTATION & OBSERVATION	EVALUATE/ FOLLOW-UP

Handout for KWH chart activity

What do you KNOW	What do you WANT to know	HOW can you learn more?

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)

<https://americanenglish.state.gov/resources-0>

- Post-training/Module Development Self-Assessment

http://www.rti4success.org/sites/default/files/ImplementerSeries_TOTPosttrainingSelfAssessment.pdf

- Training Module Facilitator's Guide

<http://www.rti4success.org/sites/default/files/Training%20Module%20Facilitator%27s%20Guide.pdf>

- Program-Based Review and Assessment

http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf

- Training Material Development

Guide-ORANGE <https://www.msb.se/RibData/Filer/pdf/26433.pdf>

https://americanenglish.state.gov/files/ae/resource_files/3.2_presentation_slides_-_final_version_for_website_0.pdf

- https://americanenglish.state.gov/files/ae/resource_files/etf_07-45-1-d.pdf
- https://americanenglish.state.gov/files/ae/resource_files/10_october_teachers_corner_prof_dev_for_tt_week_4_final.pdf
- Empowering Teachers Through Professional Development

<https://americanenglish.state.gov/resources/english-teaching-forum-2010-volume-48-number-1#child-194>

- Teachers Helping Teachers: Peer Observation for Professional Development
<https://americanenglish.state.gov/resources/american-english-webinars#child-1790>
- <https://americanenglish.state.gov/resources/peace-corps-teacher-training-resources>



Trainer Notes: The following resources are compiled to serve as examples trainers may use, as part of their designing process. Complete description of Observation Tool:

https://americanenglish.state.gov/files/ae/resource_files/etf_07-45-1-d.pdf

Sample Observation Tool	
<i>Re active Teacher Observation Model for In-Service Teacher Trainees</i>	
Date _____ Class _____ Trainee _____ Time _____	
Observer _____	
Classroom Behavior	Observer's Comments
Organization/Clarity	
Enthusiasm/Motivation	
Interpersonal Relationships	
Instructional Skills	
Professional Characteristics	
Additional Notes: _____	



Trainer Notes: Complete explanation and guide may be found at:

https://americanenglish.state.gov/files/ae/resource_files/etf_52_2_28-35_0.pdf

SAMPLE Lesson Reflection Guide

Objective of lesson:

Brief description of lesson:

The objective is clear to learners. Yes No

Yes

No

Use the following scale to rate five lesson elements. Also provide an explanation and evidence. 1-not evident, 2-somewhat evident, 3-clearly evident

	1	2	3
<p>1. Language is at an appropriate level:</p> <p>Lesson reviews known and introduces unknown language.</p> <p>Explanation/Evidence:</p>			
<p>2. Learners talk quite a bit: Students spend most of the time in conversation.</p> <p>Explanation/Evidence:</p>			
<p>3. Participation is even: All students have equal opportunity to speak.</p> <p>Explanation/Evidence:</p>			
<p>4. Motivation is high: Lesson is interesting and challenging to students.</p>			

Explanation/Evidence:			
5. <i>Closure gives students feedback:</i> Students are aware of learning.			
Explanation/Evidence:			
Additional reflections:			
1. Time needed to prepare this lesson:			
2. Relationship to text or targeted test:			
3. Student accountability:			
4. Other:			



Trainer Notes: As there are numerous types of observation forms, this form is intended as a resource to consider when selecting an observation form for one's teachers/districts. It provides a form for both the observer and for the observed teacher to reflect.

Sample observer: Observation Form

Teacher: _____ Observer: _____

Date _____ Time _____ Class/Level _____ L

Lesson focus / objectives _____

Observation focus areas _____

Time	Stage / Activity	What I saw – interactions, classroom environment	Questions, comments, reflections, suggestions
Overall Comments:			
Reflection notes:			

Sample - observed teacher: reflection form



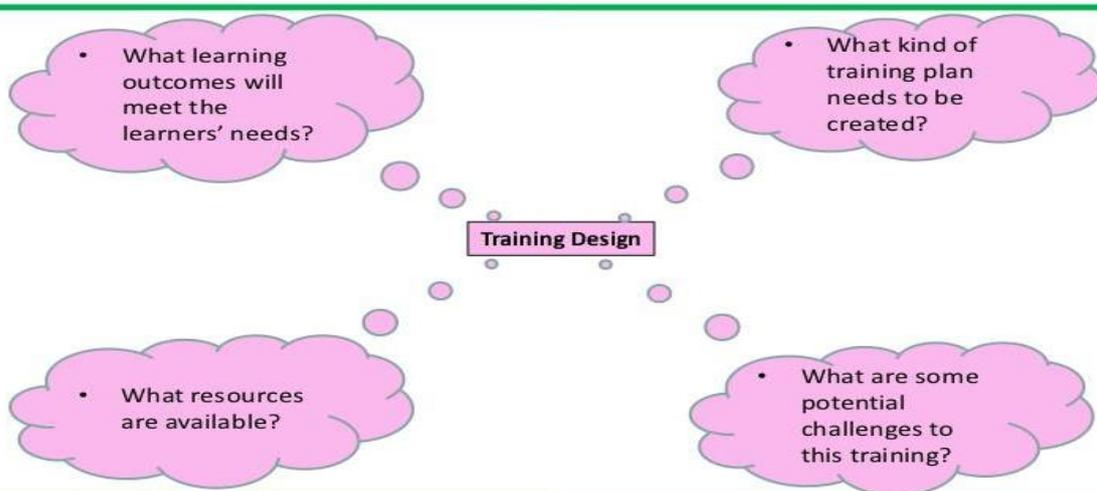
Teacher Notes: After your lesson, use the prompts below to make notes about the positive aspects and areas for improvement or desired changes. Complete this form before the post-observation meeting with your colleague. Be sure to bring these notes to the meeting.

Lesson Plan and Activities	
Did your lesson go as planned?	
Did you meet the lesson's objectives?	
Personal Qualities and Communication	
Were your activities effective and appropriate for this learner group?	
How was your time-management?	
Did you enjoy teaching and did you convey this to your students?	
How was your classroom management?	
Did the lesson include STT opportunities and varied interaction patterns?	
Where did you position yourself in the classroom?	
How did you react to students' responses, non-responses, and errors?	
Materials	
How well did your materials work in the lesson?	
Did you encounter any problems?	
How could you have improved the materials themselves or the way you used them?	
Observation Focus Areas	
Make notes about your performance in relation to the areas you asked your colleague to observe	
How will you apply what you learned today to improve your planning and teaching of future lessons?	

Designing a Training Module



Designing a Training Module



IX – DEVELOPING MANAGEMENT SKILLS

EXPECTED LEARNING OUTCOMES

The teacher trainer will:

- Identify the roles and skills of effective management
- Recognize the need for time management
- Acquire current management practices
- Assess the needs of the program participants and develop the ability to serve those identified needs
- Demonstrate the ability to work with others
- Develop the capacity to reflect and assess, in order to make necessary program revisions

A. DESCRIPTION & RATIONALE

This session identifies specific skills that are characteristic of the most effective managers. Developing management skills is one of the most critical considerations of a trainer. This session studies current management skills and strategies. The development of these skills helps to sharpen the trainer's focus on various management topics. The intent of this session is to build a solid foundation in assessing the needs of those participating in professional development activities, related to their own management skills. An in-depth examination of specific management skills including problem solving, interpersonal communication and motivation will take place, for enhanced classroom management.

A trainer helps to identify the roles of effective management, with consideration of what factors may place limits on one's effectiveness, and what may be done about such limitations. Trainers assist teachers in determining which factors impact their management most, such as

program-imposed demands; externally-imposed demands; system-imposed demands; participant-imposed demands; and/or self-imposed demands.

A trainer also identifies the personal/professional skills of effective management, consideration of one's ability to both lead and participate in various program areas, provide program direction, and support participants ability to make needed changes, while continually evaluating the trainee's progress is essential for trainers. Additionally, effectiveness in working with people, identifying and using effective resources, to achieve desired program results, is part of a trainer's role and obligations.

Recognizing the importance of time management, a trainer helps teachers identify non-productive tasks and develop more effective processes, which take less time. Trainers teach delegation skills and prioritization of work obligations, so as to develop an action plan for implementation.

Trainers need to plan from the start what will be measured, how it will be measured, for what purpose. He/she must demonstrate the ability to lead, coordinate and collaborate with others; the ability to work in a team fostered environment; and the capacity to deal with difficult people, tactfully. Additionally, adeptness at giving and receiving criticism in a positive manner is an important leadership skill, along with competence in facilitating group work, and the capability for understanding people and situations. Strong communication skills and active listening skills are essential.

Finally, developing the capacity to reflect and assess management styles, in order to make necessary program revisions, is very important. Classroom management is a key teaching component of the broader picture of trainer management. It can encompass numerous topics such as:

- Classroom administration, logistics, and routines
- The EFL classroom's physical layout
- Lesson planning
- Communication strategies
- Encouraging a positive atmosphere

- Maintaining discipline

While broad, all of these topics relate to creating a classroom environment that fosters successful language learning, using time and resources effectively, and ensuring both teachers and students feel motivated and engaged.

This module focuses on both overall management skills and classroom management techniques, related to establishing class routines, grouping students, and creating positive rapport with students. The training considers ways to involve students in classroom routines and processes, to create time efficiencies and encourage student responsibility for learning and time management. The training also explores several techniques for creating impromptu groups and pairs for collaborative activities and projects. When teachers acquire strong classroom management skills, these abilities transfer to the broader needs for school and administrative management.

B. PRACTICAL APPLICATION ACTIVITIES



Trainer Notes: *Effective Classroom Management = Establishing Effective Routines. Advice for using routines effectively: 1. Keep them simple (Harder work \neq better lesson); 2. Explain your expectations; 3. Reinforce student efforts*



Activity 1 - Classroom management & routines

Instructions:

- Write a short definition for a “classroom routine” (example below)
- List current routines you use in your classroom
- Write 3 ways routines assist with classroom management (examples below)
- Compare with a neighbor
- Compare with class

- In appropriate groups, according to ages/levels of your students, create a list of top routines you would like to incorporate this year, into your classroom.



Trainer Notes: Example of a definition: **A Routine** is any daily activity that students can complete, with little or no help from the teacher.

How routines help with classroom management:

1. Develop a predictable environment
2. Promote independent learning
3. Provide practice through repetition



Activity 2 - Scenario; for effective management

Instructions:

- Divide the class into 3 groups
- Assign 1 of the 3 scenarios to each group
- As a small group, write 3 solutions for the teacher
- Jigsaw—have one person from each group shift positions to a new group to share their solutions
 - Add any new ideas
- Jigsaw a 2nd time, so that each group rotates their discussion to a new scenario, with a member of that group scenario sharing their solutions
 - Add new ideas
- As a large group, share responses and compare answers
- Determine ‘best’ solutions for each Scenario

Scenario 1: New Teacher

You are working with a teacher who is in their first years of teaching. They are working very hard to do a good job, and you admire their energy and new ideas. You notice that they are spending hours each day planning their lessons, and they are very worried about finding new ideas to try. What advice can you give them?



Trainer Note: “Quote of the Day” = Thought for the day, usually an inspirational idea for students to contemplate, reflect upon, and respond to.

Scenario 2: A Lot to Do

You have implemented a “Quote of the Day” activity to help students work on their language fluency. Each day, you ask them to answer 3 questions about a quote. They must use at least five new vocabulary words in their answer, perform a grammar check, and conduct a peer edit. You like the routine, but it is taking too much time during the class. What can you do?

Scenario 3: Waste of Time?



Trainer Note: Mingle Activity = an activity which has students engage in small group conversations/interactions. Teacher counts students off from 1 to 5; all the 1’s in one group; all the 2’s in one group; etc. Then, the teacher asks a review question from the day for students to respond to in small ‘mingle groups’; and then share back with whole class. Teacher may assign roles for each student, such as “note-taker” and “reporter”, within the “mingle” groups.

You have implemented a “Mingle Activity” at the end of each class as a comprehension check, but students are not having meaningful discussions with each other. It seems like a waste of class time. What can you do?



Activity 3 - Cooperative learning activities for classroom management for large classes

Instructions:

- Individually, consider the following questions:
 - What makes managing large classes difficult?
 - What teaching techniques work best for large classes?
 - How can we maximize students’ participation in a large class?
- Divide into small groups, according to the level/age of your students (i.e. High school teachers in one group)
- Design a cooperative learning activity that specifically models effective classroom management for working with large classes

Example: Cooperative Reading and summarizing activity:

- Students work in groups of 4;
 - Assign roles for each group member
 - Reader = reads short passage aloud to group members
 - Note-taker = takes notes of key points while reader is reading
 - Summarizer = summarizes the main points to the passage
 - Speaker = shares the group summary aloud for the class
- Model this activity for the larger class
 - Include detailed explanation of techniques used for successful classroom management
 - In smaller groups, determine which 1-3 Cooperative Learning activities you could use this year as “best” practices for your students ages/levels



Activity 4 - The 4 principles of highly effective teachers

Instructions:

Part 1:

- Watch: <https://www.youtube.com/watch?v=jdTtnWMLVM>
- While watching, take notes on:
- The 4 Principles (both for a successful company manager and for teaching management)
- In small groups, discuss these principles and how they relate to teaching
- Discuss specific ways you may apply these principles in your class

Part 2:

- Individually, read quote from YouTube video:

*“True Leadership lies in guiding others to success; In ensuring that everyone is performing at their best; doing the work they are pledged to do, and doing it well”
(Bill Owens)*

- Individually, write a personal response to this quote.
- In small groups (within your school, as possible), discuss ways to actualize and support this quote, so as to build strong leaders and management in your classroom and in your schools
- Share responses as large group



Trainer Notes: Successful Principles for Management:

1. *Managers believe their team can achieve great results*
2. *They develop goals/vision for their company*
3. *They work towards those goals every day*
4. *They plan carefully, to achieve their objectives*



Trainer Note: Answers: the 4 Principles: 1. Believe in them; 2. Set measurable goals for them; 3. Invest in their lives; 4. Plan carefully; start backwards for success.

C. SUMMARY

Developing management skills is a life-long endeavor which top executive CEOs, business people, and administrators strive to perfect. Teachers also require training in management skills. These skills take time and dedication to develop, with the support of their entire team. For trainers and teachers, alike, there are similar principles which apply, to ensure effective management. Part of developing these skills comes through the process of taking the time to assess training/trainees' needs. Once needs have been established, it is important to set program goals and objectives. These goals need to be supported with daily steps, working towards them, with assessments to validate their achievement.

Several key principles for successful management include, believing in your 'team'—which may be fellow teachers and administrators. Managers must invest substantial time and energy in their team, to assess both program and individual results, while identifying any gaps for further development. Managers need to support their teaching team with on-going professional development, as well as follow-up and application of trainings. Additionally, trainers need to dedicate significant time to mentoring, as part of management, continually monitoring, revising, and building for continual improvement.

Classroom management skills transfer to the broader context for school and administrative management. Teachers, administrators, and trainers equally need to develop management skills, learning not only from one another, but also from effective managers outside of the school/education system. These skills are transferable across disciplines. They are often most effective when learned in contexts outside one's discipline, and then applied, within.

D.HANDOUTS

Handout for classroom management & routines activity

Classroom routine	definition	How it helps with classroom management

Handout for cooperative learning activities for classroom management for large classes

Difficulties with managing large classes	Why	Techniques to use

E. WEBSITES AND RESOURCES

- American English (U.S. Department of State)
 - <https://americanenglish.state.gov/resources-0>
- Program Needs Assessments
 - <https://explorance.com/2013/08/three-assessments-to-identify-your-organizations-training-needs-2/>
- Management Skills Inventory and Resources
 - <https://www.kent.ac.uk/careers/sk/skillsintro.htm>
- Program-Based Review and Assessment
http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf
- Training Material Development Guide
<https://www.msb.se/RibData/Filer/pdf/26433.pdf>
- <https://americanenglish.state.gov/resources/american-english-webinars#child-2410>
- Strategies for Managing Large Classrooms:
https://americanenglish.state.gov/files/ae/resource_files/presentation_slides_-_final_version_for_website_0.pdf
- https://americanenglish.state.gov/files/ae/resource_files/managing_large_classes_module_2006.pdf
- <https://americanenglish.state.gov/resources/teachers-corner-classroom-management>
- Effective Classroom Management and Teacher Planning
https://americanenglish.state.gov/files/ae/resource_files/2.2_presentation_slides_-_final_version_for_website.pdf
- Management Through Student Engagement Techniques:

[https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement - tc.pdf](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_tc.pdf)

- AE Webinar 4.2: Strategies for Engaging Young Learners
- AE Webinar: Making Learning Fun: Interactive Strategies to Student Motivation and Engagement in your Classroom
- AE Webinar 2.3: Tips and Tools to Strengthen Participation and Engagement in Online Learning Contexts
- Cooperative Classroom Management:

https://americanenglish.state.gov/files/ae/resource_files/1.5_presentation_slides.pdf

- “Creating a Peaceful Climate in Your Classroom & School Using Rituals: A Toolkit” retrieved May 2018.

http://www2.peacefirst.org/digitalactivitycenter/files/rituals_toolkit_10.30.2012_0.pdf

- Linsin, M. 2018. “A Lovely, Silent, Well-Behaved Way To End Each Day” retrieved May 2018. <https://www.smartclassroommanagement.com/2018/04/07/a-lovely-silent-well-behaved-way-to-end-each-day/>
- The 4 Principles of Highly Effective Teachers

https://www.youtube.com/watch?v=_jdTtnWMLV

