STUDENT CENTERED INSTRUCTION MANUAL

Practical guide for teachers and 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

STUDENT CENTERED INSTRUCTION MANUAL

Practical guide for teachers and teacher trainers

Welcome!

This teacher training module contains nine topics relating to best pedagogical practices to help in the support of all teachers throughout Albania in acquiring and strengthening their efforts in the classroom. The focus of this module is grounded on a **competency-based, student-centered approach** to teaching and learning. With the students at the center of their learning a greater opportunity **to create meaningful and, therefore, engaging lessons that promote life-long critical thinking skills** will take place. Students are expected to **take responsibility** for their learning through a successive process of **direct instruction and ongoing guidance by their teachers**.

The intent of this training module is to provide professional development opportunities in both a practical and sequential manner. The topics that are included are grouped by closely aligned subject areas. This instructional arrangement delivered by the teacher trainer starts with an overview of theory-to-practice educational strategies and follows a structure that builds on the previous set of training sessions.

Within each session sub-topics can be found that include trainer notes, suggested reflective group and individual activities, and special considerations regarding presented concepts and skills. Also, additional tips and ideas to enhance a productive instructional environment are located throughout these sessions.

It is the hope of all involved in the development of this module that the training topics and suggested strategies are current and useful in a competency-based curricular setting. That is our intent. The trainers and trainees ongoing feedback will provide continuous relevancy of what teachers and their students need in order to be prepared to contribute to the requirements of the 21st century.

Thanks and gratitude throughout Albania goes out to the many teachers, professional network leaders, Ministry of Education and Sport, Institute of Education Development and related organizations. A special word of appreciation for their insights, guidance and support needs to be extended to Gerti Janaqi, Director of Institute of Education Development, Ludmilla Stefani, specialist in Standards and Curricula Development Sector at the Institute of Education Development, as well as Public Affairs staff at the U.S. Embassy, Tirana.

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Teacher Training Session Descriptions

1. **Student-Centered Instruction**

Student-centered instruction refers to a wide variety of educational programs, learning experiences, and instructional approaches that are intended to address the distinct educational needs and interests of the learner. Also known as learner-centered education, these methods of teaching shifts the focus of instruction from the teacher to the student utilizing critical thinking skills. This session will include the use of classroom space as a means of supporting this form of instruction. This broad instructional category is the foundation for competency-based instruction.

2. **Differentiated Instruction**

This session provides instruction on methods in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs, teachers will discuss how to modify the content that is taught, the process on how it is taught, and how students demonstrate their understanding of what is being taught. Differentiated instruction involves effective teaching strategies. This approach is the basis for student-centered instruction. This session will particularly focus on the use of group work in providing one form of differentiated instruction.

3. **Learning Styles**

This session will focus on ways for educators to understand the differences in their students' learning styles. From this, implementation of specific learning style techniques can be incorporated into daily instructional activities, curriculum and assessments. An understanding of this approach can help to create effective classroom strategies based on strengths, weaknesses, and preferences of the student. The four learning styles (visual, auditory, verbal and kinesthetic) will be presented in detail.

4. **Lesson Planning and Delivery for a Competency-Based Curriculum**

A lesson plan is the instructor's" road map" of what students need to learn and how it will be taught. Early in this session the need to identify properly written learning objectives will be addressed. From there, designing appropriate learning strategies will be provided. This training session will focus on how successful lesson planning will integrate with the following components: lesson objectives, teaching/learning activities, and strategies to check student understanding (assessments). Included in this session will be techniques on teacher scaffolding (support), lesson management, pacing, transitions and the proper approaches to assigning homework.

5. **The 4 Language Skills**

Another way to describe language is in terms of the four basic language skills: listening, speaking, reading, and writing. In this session, these skills will be addressed. Consideration of methods to integrate these four

skills will be reinforced along with practical steps in helping students to develop these skills. Suggested instructional activities for all four language skills will be included in this session.

6. **EFL Teaching and Assessment**

A distinction between "test" and "assessments" is made in this session. The use of a combination of evaluative measures provides a balanced approach to judging student progress. Also covered during this session is the purpose tests and assessments serve as evaluative tools. During this session, an investigation into the rationale behind appropriate appraisal procedures, such as diagnostic testing and authentic assessments, will allow for a better understanding of classroom judgments regarding student achievement.

7. **Social-Emotional Learning (Emotional Intelligence)**

This session focuses on Social-Emotional Learning (SEL). SEL is the process through which teachers and students acquire and apply positive attitudes and skills necessary to understand and manage emotions which can create and achieve productive academic goals. The conceptual understanding of Emotional Intelligence/Emotional Quotient (EI/EQ) is applied during this time. The distinction between Emotional Quotient (EQ) and Intelligence Quotient (IQ) is made. This session recognizes that this topic is considered more of an altitudinal approach rather than providing specific instructional strategies.

8. **Reflective Teaching Practices**

This session acknowledges that reflective teaching practices are the ability to consider one's actions so as to engage in a process of continuous self-regulated learning. During this time, attention will be paid to teachers and students in developing the expertise necessary to analyze how skills are taught, improved upon and changed for better learning outcomes. Much attention will be given to the fact that reflective teaching means looking at what you do in the classroom, thinking about WHY you do it, and then thinking about if it works. Discussing and developing an educational philosophy, a highly reflective practice, will be included in this session.

9. **Project-Based Learning (PBL)**

The focus of this Project-Based Learning (PBL) session is both competency-based and student-centered. Through well designed instructional methodologies students become hands-on learners through the completion of educational projects via real-world learning experiences. This session encourages students to become more responsible in their education, as well as stressing ways to improve their cognitive skills by developing a project approach to learning with guidance by the teacher. Also discussed are the strategies that allow the teacher to serve as a coach and facilitator of inquiry and reflection practices for their students.

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I.   STUDENT-CENTERED INSTRUCTION

*"The ultimate goal for student-centered classrooms is for **students** to gain independent minds and the capacity to make decisions about their life-long learning."* (Brown, 2008)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ develops instructional strategies that support the understanding that the **student** is central to the learning experience.
- ✓ constructs course work that aligns with **student-centered** practices.
- ✓ assists **students** to consistently develop their own reasoning around concepts.
- ✓ provides **students** the opportunity to work in cooperative groupings in order to solve problems.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Student-Centered Learning

- o "Learning is not about passivity and order; it is about the messy process of discovery and construction of knowledge." (Johnston,2004)
- o Essential attributes to the student-centered learning environment:
  - Educator/student partnerships (*teachers and students work together in a cooperative learning environment)*
  - Metacognition
  - Construction of learning
  - Collaborative learning
- o These considerations help to determine and define the <u>curriculum development</u>, <u>materials development</u> and <u>instructional methodologies</u> used by educator.

> **Trainer Notes:** *Use this as a general introduction to student-centered approaches to learning. This pedagogical process is vital to competency-based instruction. The considerations above will be discussed during this and subsequent teacher training sessions.*

Student-Centered Instruction: important considerations

  - o Discipline (student self-control)

- Classroom dynamic (between students)
- Classroom subject matter
- Class size
- Room layout
- Teacher personality
- Continuous academic and professional development is paramount

> **Trainer Notes:** *In order for a student-centered approach to be effective the teacher'educational philosophy must align to these methods of instruction. Teachers new to this educational practice must develop these strategies cautiously. Proper teacher training and practice are necessary.*

> **Trainer Notes:** The following sections of this session can be found on www.robdanin.com under the *"Student-Centered Instruction"* link. These sections also have a separate link for use during training. Many of these can also be found in the *Resources & Handouts* section of this session.

Student-Centered Instruction: A comparison

TEACHER-CENTERED	STUDENT-CENTERED

o Teachers serve as the center of knowledge
   • *"Sage on the stage"*
o Less instructional differentiation
o Students progress at the "same rate"
   • Teaching to the middle (the norm)
o Lower order thinking skills stressed
   • Memorization, recall, identify, define
   • At times very appropriate
   Trainer notes: Discuss when
o Assessment takes the form of traditional exams
o Direct instruction
• At times very appropriate
	o Teacher acts as facilitator to help students access and process information
	• *"Guide on the side"*
	o Focus on effective learning strategies
	o Recognition that students learn in different ways and have different learning styles
	o Learning is recognized as an *active* and *dynamic* process
	o Students *construct* their own meaning of what they are learning
	• Higher order/critical thinking skills
	   o Practical and continuous feedback through authentic assessments
	• Self and peer assessment

💡 _**Student-Centered Instruction: What it may look like**_

The Four Quadrants of Teacher Directiveness (Mos,2002)

|	Teacher Centered	
High	**Teacher as Director** Quadrant 1 • function as task manager • design activities and tasks • select roles and objectives • select and arrange resources • engineer infrastructure • set quality and productivity goals • plan for performance improvement	**Teacher as Leading Learner** Quadrant 2 • function as a learning partner • deal with learning obstacles • attend to student diversity • remain vigilant and available • provide effective feedback • use assessment information to improve learning
Low	**Teacher as Nurturer** Quadrant 3 • function as a people leader • set tone of enthusiasm • provide encouragement • help students feel valued and connected • evaluate group cycles • encourage participation • acknowledge contributions	**Teacher as Facilitator** Quadrant 4 • function as resource • stimulate learning • help students become self-directed learners • guide learning activities and tasks • facilitate discussions • assist discovery • recognize areas of growth and need

Student Centered

> **Trainer Notes:** _This quadrant graphic above describes the continuum between teacher centered and student-centered instruction. Use this graphic to discuss when each of these forms of instruction would be appropriate (or not). Also, discuss how the teachers would interpret why Quadrant #2 is listed as High/High (a balanced approach)._

**Student-Centered Instruction: Managing Classroom Space (1)**

Method	Description	Benefits	Drawbacks
Random Assignment	Before the first day of school, tape a number on every desk (make sure all four sides are completely covered by tape). The numbers correspond to the number of seats in your class. Create a seating chart that labels the desks in the same fashion. Randomly hand students a number, written on a 3x5 card, as they enter class on the first day of school. Instruct students to sit in the seat that matches their card.	• Highly organized beginning to the school year. • Accommodates all students easily (whether on a master roster or not). • Encourages student mixing, but avoids student frustration at "engineering" on the part of the teacher.	• It may be necessary to monitor student trading of numbers. • Does not allow you to avoid what you think might be potentially problematic combination of students. • Will not help you learn their names more quickly.

Possible Classroom Configuration with Corresponding "Traffic Flow"
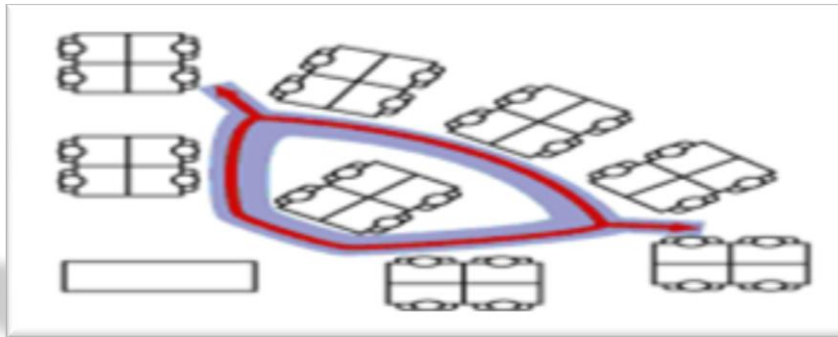
> **Trainer Notes:** *The physical set-up of a classroom, when possible, is an important but often forgotten aspect for teacher and student interactions. These adaptations of the instructional environment may not occur when teachers do not have the ability to make physical changes to their classrooms. Perhaps, then, a general discussion on why this form of classroom organization can contribute to a positive influence on student centered instruction (i.e., group work) could take place.*

Student-Centered Instruction: Managing Classroom Space (2)

Alphabetical Assignment	Create a seating chart that places students in alphabetical order, and place name tags on student desks, tape onto the desks an index card that lists each class period and the assigned student's name next to the class period.	• Alphabetical placement makes it easier for some teachers to learn students' names.	• Students may be more social because it is likely that they have been seated alphabetically in the past.
Student Choice	Students are free to choose their seats as they enter class. (freedom to choose one's seat can also be reward for positive behavior).	• Enables student choice, which may encourage a level of comfort in the classroom.	• Students may be more social because it is likely that they will seat with their friends. • It may be difficult to learn students' names quickly if they constantly choose new seats. • There will be no set chart for substitute teachers.

Teacher Assigned	Once you get to know students, you should create a seating chart that thoughtfully places individual students. Create and place nametags on the desks, according to your seating chart. If you have several different classes of students, tape an index card onto the desk that lists each class period and the assigned student's name next to the class period. Ask students to find their seats as they enter class.	• Allows teacher to be strategic about placement. • If you do this at the beginning of the year, it may help you learn their names more quickly, as you can note their names as you walk around the classroom.	• Doing this at the beginning of the year does not consider students entering class without being on the master list (to address this situation ask new students to create their own name card and sit at an open desk). • Students may interpret teacher's seating decisions as unfair.

Trainer Notes: *Teachers should have the opportunity to consider this aspect of classroom management. This chart can prompt discussions regarding the pros and cons of certain seating assignments. Ask the prompt: Do you have a preference in where students can sit in your classroom? Does it depend on the instructional activity?*

Group Activity #1:

Student-Centered Instruction: Your thoughts

Now it's your turn:

- o What is your willingness and ability to:
  - • implement these types of activities?
  - • base on this theoretical/pedagogical method for learning?
- o Under what educational context(s) would this instructional framework be appropriate)? When is it not?

Discussion Point - What are some things that prevent students from learning? How can we as teachers minimize these roadblocks?

Trainer Notes: *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompts with a partner. Then report the main ideas discussed to the whole group.*

Metacognition: Thinking About Thinking

- Students need to be taught how to create *higher-level questions* and how to answer them. (Peirce,2004)
- Cognitive strategies help students **"learn how to learn"**:
    - to identify the task on which one is currently working
    - to check on current progress of that work
    - to evaluate that progress
    - to predict what outcome of that progress will be
- Through this cognitive process a person learns about his/her own *style of learning*.

Metacognition: The Four Principles

- Principle 1:   The nature of the learning process
- Principle 2:   Goals of the learning process
- Principle 3:   Higher-order thinking
- Principle 4:   The construction of knowledge

Metacognition: What it looks like

"Autonomous Learning" is when students take responsibility for their own learning. (Holec,1981)
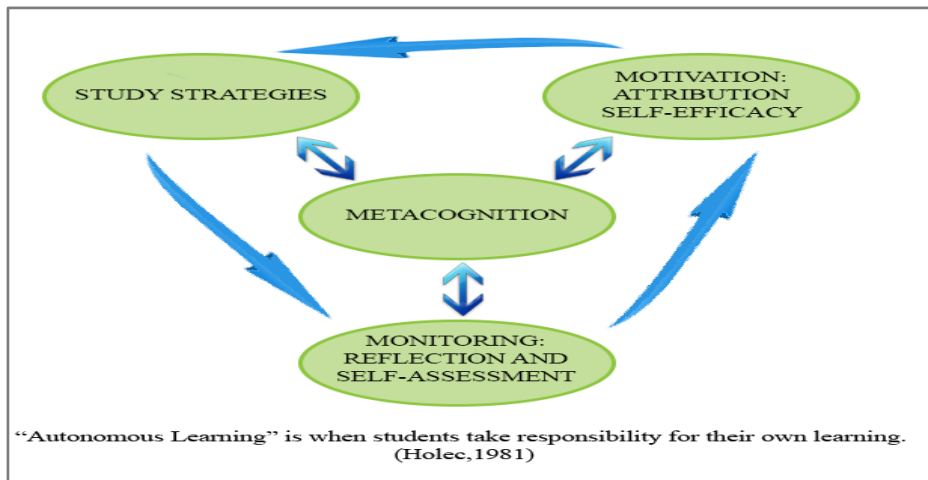
Trainer Notes: *This is a primary focus of student-centered instruction. The use of metacognition processes is core to higher level (critical) thinking skills, learning styles, and reflective teaching and learning. These approaches should match the tasks and expected outcomes of a particular lesson or unit. These topics will be ongoing concerns of the subsequent teacher training sessions.*

💡 *Higher Level Thinking Skills: Hots*

Maslow's Hierarchy of Needs   Bloom's Taxonomy

> **Trainer Notes:** *The two above graphics are ways of conceptualizing student-centered critical thinking skills or Higher Order Thinking Skills (HOTS). In relation to **Maslow's HoN** each stage relies on each 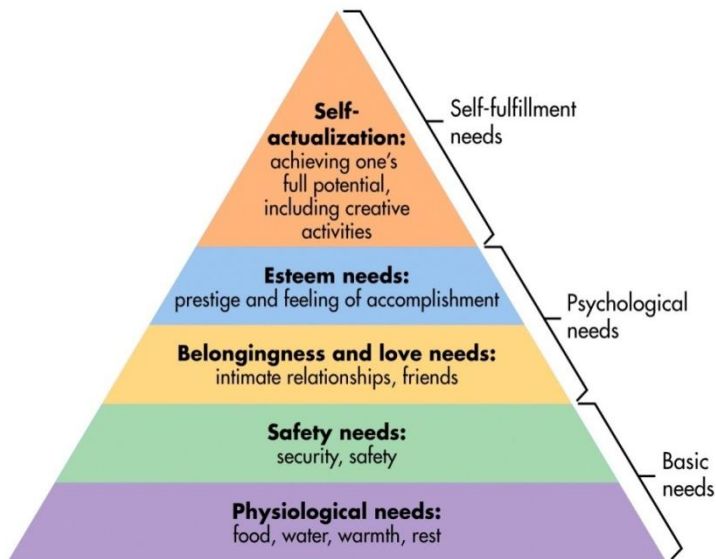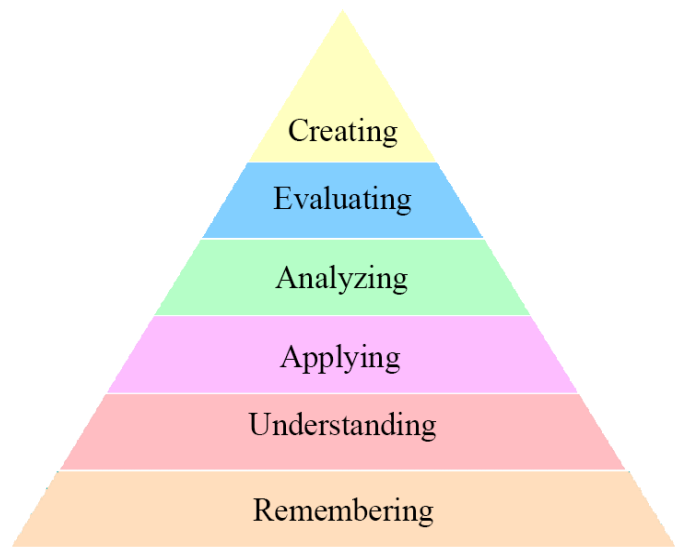other. The Esteem Needs stage can represent Emotional Intelligence; the Aesthetic and Cognitive Needs stage relate to metacognitive processes; and the Self Actualization stage is when HOTS can be fully realized. **Bloom's Taxonomy** coincides with Maslow's HoN. All of the levels are important to the effective use of student-centered instruction. The Remembering level relates to direct instruction (teacher-centered) up through the Analyzing, Evaluating and Creating levels. These correspond to reflecting, assessing and critical thinking skills respectively. All of these areas will be further addressed in the following teacher training sessions.*
> **Note:** *Please see a related extension activity in the Resources & Handouts section.*

💡 *Student-Centered Learning*

- o <u>Cognitive</u>- visual, auditory, or psychomotor learning
- o <u>Affective</u>-a personal approach to learning (socio-emotional)
- o <u>Physiological</u>- individual learning preferences (e.g., "Quiet" deep thought, reflection)
- o Students vary dramatically in the way they process and understand information.
- o These differences, called *"learning styles"*, refer to students' preferences for some types of learning activities over others.
- o A student's learning style has to do with the way he or she processes information in order to learn and apply it.
- o Students who understand their own styles are likely to be better learners.

Elements of the Student Centered Classroom

Ownership - Students take responsibility for their classroom. Students take ownership through choices of decor, differentiation, organization

Collaboration - Students work with one another and with the teacher to create their learning experience

> **Trainer Notes:** _This is a brief introduction to a competency-based perspective to learning as well as the forthcoming Learning Styles session. The last bullet listed is the "bottom line" to successful learning._

Student-Centered/Learning Styles Approaches

o **Multiple Intelligences (MI): Howard Gardner Frames of Mind (1983)**

- **Linguistic intelligence:** sensitivity to spoken and written language, the ability to learn languages.

- **Logical-mathematical intelligence**: capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

- **Musical intelligence:** involves skill in performance, composition, and appreciation of musical patterns.

- **Bodily- kinesthetic intelligence:** potential of using one's whole body or parts of the body to solve problems.

- **Spatial intelligence:** potential to recognize and use patterns.

- **Interpersonal intelligence:** capacity to understand the intentions, motivations and desires of other people.

- **Intrapersonal intelligence:** capacity to understand oneself.

o **Multiple Intelligences (MI): other possible intelligences**

- **Naturalistic intelligence:** enables human beings to recognize, categorize and draw upon certain feature of the environment.

- **Existential intelligence** (spiritual intelligence)**:** concern with "ultimate issues"

- **Moral intelligence:** adoption of any specific moral code regarding personality, individuality, will, character, and the realization of human nature.

> **Trainer Notes:** _The use of MI is a good approach for English for Special Purposes (ESP) instruction. Individuals can demonstrate more than one MI trait. The use of MI in the classroom is an effective a method to involve all students especially those that typically struggle in their learning. We all have strengths of some kind. Have the students provide additional traits in each of the MI categories (some of these additional traits may be listed in more than one category). MI materials are listed in the Resources & Handouts section of this session._

Teacher Reflection Activity #1:

MI Professional Development Considerations:

- Do you have an inclination towards any particular MI attribute(s)? If so, notice whether these influence your instructional approach. The same goes for Learning Styles. If so, in what ways?

- Create lessons that cultivate MI in the classroom.

> **Trainer Notes:** *This is a reflective group activity. Explain to the teachers not to try to include all MI areas in one lesson. This would be too cumbersome in lesson planning along with being too complex and confusing to the students. Students do, however, need to experience MI areas outside of their own strengths.*

Student-Centered/Learning Styles Approaches

o **Constructivism:**

Vygotsky,Piaget,Dewey,Vico,Rorty,Bruner

- **Interesting note:** *Constructivism* was an artistic and architectural philosophy that originated in Russia beginning in 1919. The movement was in favor of art as a practice for social purposes. (*From Wikipedia*)

- [Educational] *Constructivism* is founded on the premise that by reflecting on our experiences we develop our own understanding of the world we live in.

- Comprehension is *constructed* from background knowledge (prior knowledge).

Teacher Reflection Activity #2:

o What type of learning experiences have you had (as a teacher or student) that reflect a student-centered Constructivist approach (discovery learning)?

o What types of learning would Constructivist approaches would most likely be appropriate? Inappropriate?

o How can MI strategies be incorporated in a Constructivistic activity?

> **Trainer Notes:** *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompts with a partner. Then report the main ideas discussed to the whole group.*

💡 ***Student-Centered/Learning Styles Approaches***

o ***Collaborative Learning:*** method of teaching and learning in which students team together to further explore concepts learned, create meaningful projects, and the like and it is typically less teacher structured.

o ***Cooperative Learning:*** a form of collaborative learning. Student work <u>cooperatively</u> in small groups on more teacher structured activities. (Cooperative learning: Johnson & Johnson ,Slavin)

- Encourages collaborative behaviors among groups of individuals.
- Learning is highly social and influences the development of the brain. (Vygotsky, 1978)
- Students are <u>individually accountable</u> for their work. Also, whole group cooperation is assessed.

✏️ ***Teacher Reflection Group Activity #3:***

o Gifted students generally do not like this style of instruction. Some cultural groups also do not like this type of methodology. Why do you think?

3. **SUMMARY**

a) ***Student- Centered Instruction: In summary***

How to?	Examples
o Determine the ability level of your students o Align tasks and objectives to learning goals o Survey student interests/Learning styles • Interest Inventories, interview/Conference, respond to open-ended questions o What are your student's preferences and motivators? o Brain-based research o Know your students	o Use instructional materials at varying readiness levels o Put text materials on tape o Use Study Buddies o Meet with small groups to re-teach a concept or skill for struggling learners or to extend learning

> 🧑‍🏫 **Trainer Notes:** *This above chart ties into the following set of summary details with regard to the role of the teacher in student-centered instruction.*

b) _**Student - Centered Learning: The role of the teacher**_

o Focus on carful and strategic planning

o _Establish high expectations_: Let students know that you are challenging them because you recognize they have the ability to meet those expectations.

o _Create_ a _risk-tolerant learning zone_: make it clear that mistakes are to be expected and that we can all learn from them.

o _Give feedback that focuses on process_: Including students' effort persistence and proper cognitive strategies. Avoid "empty praises" for their "smartness".

o Introduce students to the concept of having an open mind to new forms of learning.

o Have fun learning alongside your students!

Trainer Notes: _A point of focus for each of the above bullets are listed in order:_

- _Stress the notion to "go slow to go fast"._

- _Teacher needs to provide the skill set in order to set high expectations._

- _We learn best from our mistakes._

- _Be specific and truthful when acknowledging the merits of the students. They know when you really mean it (or not). Better yet, have the students recognize themselves when they do well (self-assessment, reflective practices)._

- _A life-long skill._

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c) _**The Essence of Student - Centered Learning**_

o Please consider the following question:

- What are you doing in your classroom now that you could turn over to your students do themselves?
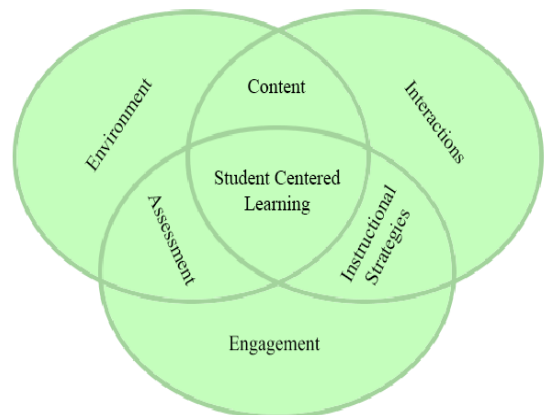
Trainer Notes: _This closing reflective exercise helps to internalize next steps for the teacher in developing a student-centered approach._

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4. RESOURCES & HANDOUTS

Note: *Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students. Additional resources related to topics discussed in this session may be found at* *https://americanenglish.state.gov**as well as* *www.robdanin.com.*

Student-Centered Instruction: Classroom organization

Checklist for classroom organization	yes	no
Can all students see the board?		
Do you separate active areas and quiet areas?		
Does your room have clear and safe traffic paths?		
Do you have areas devoted to enrichment?		
Have you considered where you will put your desk?		
Have you arranged the desks to enable quick and easy monitoring?		
Are the pencil sharpener and trash can accessible?		
Have you determined a seating chart?		
Do students have a place they can call their own?		

> **Trainer Notes:** *This checklist can be found as a separate resource on* *www.robdanin.com* *under "Student-Centered Instruction"(as well as listed below). This checklist can help teachers consider how to possibly lay out their classrooms (if this is a possibility) to enhance a student-centered teaching approach. Adaptation and additions to this checklist is encouraged.*

Do you have a display area for student work?

Questioning for Quality Thinking at Each Level of Bloom's Taxonomy		
Level	**Description**	**Question templates**
Knowledge	Identification and recall of information	Who, what, when, where, how? Describe _____.
Comprehension	Organization and selection of facts and ideas	Retell _____ in your own words. What is the main idea of _____?
Application	Use of facts, rules, principles	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?
Analysis	Separation of the whole into component parts	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web _____. How does _____ compare/contrast with _____? What evidence can you list for _____?
Synthesis	Combination of ideas to form a new whole	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____? What might happen if you combine _____with _____? What solutions would you suggest for _____?
Evaluation	Development of opinions, judgments, or decisions	Do you agree with _____? What do you think about _____? What is the most important _____? Prioritize _____. How would you decide about _____? What criteria would you use to assess _____?

Student-Centered	Teacher-Centered

Teacher as Director	Teacher as Leading Learner
Teacher as Nurturer	**Teacher as facilitator**

5. WEBSITE LINKS

Student-Centered Comparison Chart

http://robdanin.com/sites/robdanin.com/files/resources/comparison_chart.pdf

Student-Centered Quadrant

http://robdanin.com/sites/robdanin.com/files/resources/quadrant.pdf

Classroom Organizational Checklist

http://robdanin.com/sites/robdanin.com/files/resources/classroom_org.pdf

Managing Student-Centered Space1

http://robdanin.com/sites/robdanin.com/files/resources/managing1.pdf

Managing Student-Centered Space2

http://robdanin.com/sites/robdanin.com/files/resources/managing2.pdf

9 Questions to Improve Metacognition

http://blog.innerdrive.co.uk/9-questions-to-improve-metacognition

Multiple Intelligence Student Checklist

http://robdanin.com/sites/robdanin.com/files/resources/mi_checklist_for_assessing_students.pdf

Multiple Intelligence Inventory

http://surfaquarium.com/MI/inventory.htm

Choice board Video: https://www.youtube.com/watch?v=LnpICc0pLS4

II.   DIFFERENTIATED INSTRUCTION

"Becoming an expert at differentiation is a career-long goal.

One step at a time, you will get there."(Tomlinson, 2014)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ "[has] the opportunity, time, and support to develop and use their professional judgment for instructional purposes" (Albania Education Policy Review [UNESCO], 2017).
- ✓ incorporates instruction that is responsive to students' readiness, interests and learning preferences.
- ✓ uses flexible grouping as an approach to instruction.
- ✓ modifies instruction and assessments to meet individual student needs.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Effective Differentiation Principles

- o A differentiated classroom is flexible (such as whole-class, small-group, and individual class work).
- o Differentiation of instruction stems from effective and ongoing assessment of learner needs.
- o Students perform work with that is interesting and engaging.
- o Students and teachers are collaborators in learning.

Trainer Notes: These are essential principles that support differentiation of instruction in order to assist the teacher in the academic success of the learner. Stress with the teachers that they should approach the learning environment in their classrooms to allow their students to serve as critical partners in the teaching and learning process. In differentiated classrooms, teachers study their students and continually involve them in decision-making about the classroom. As a result, students become more independent as learners. As an Albanian teacher once stated, "Students perform their best reflection by working in pairs."

### *Where to Differentiate: Lesson Development*

- o Thinking Skill: The verb – What will the students be **doing**?
- o Content: The subject – What will the students be **learning**?
- o Resource: The information – Where will the students get **information**?
- o Product: The result – What will the students **create**?

Trainer Notes: To begin differentiating in the classroom, the teacher needs to develop an instructional sequence as that listed above. Discuss these sequential components of a lesson or unit of instruction.
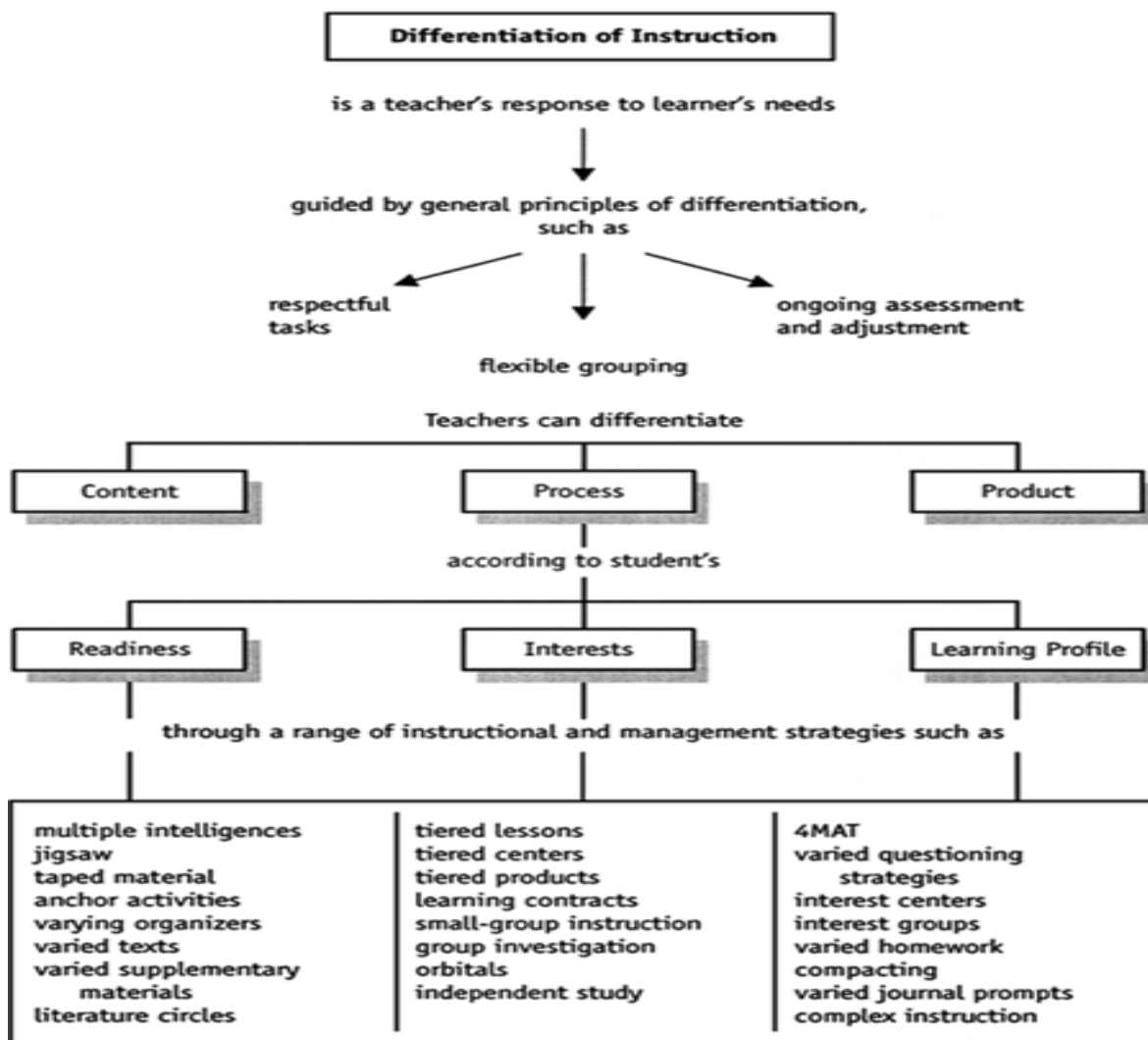
(Carol Ann Tomlinson and Susan Demirsky Allan, 2000)

Trainer Notes: *Teachers can create differentiated, personalized, or responsive classroom in a number of ways. The above figure presents a concept map for thinking about and planning for effectively differentiated classrooms. Note the varied instructional strategies listed at the bottom of this graphic that can be used by the teacher.*

Critical Thinking: The Foundation of Differentiated Instruction

o   Allow students to help design products around **essential learning goals**.

o   Encourage students **to express what they have learned in varied ways**.

- Allow for **various working arrangements** (for example, working alone or as part of a team to complete the product).
- Provide or encourage **use of diverse types of resources** in preparing products.

> ***Trainer Notes:*** *the aim of critical thinking is to promote independent (differentiated) thinking by the student. The above critical thinking principles will provide a classroom context for differentiated instruction. Please see the critical thinking handout that will help reinforce this skill in the Resources & Handouts section of this session.*

Teacher Reflection Activity #1:

Please respond to the following statement on how the students' use of critical thinking skills can have an impact on differentiated instruction:

"Student work should be appealing, inviting, thought provoking, and invigorating. Every student should be required to think at a high level."

Do you agree with this statement? Why or why not? What do you think this quote has to do with the use of differentiated instruction?

> ***Trainer Notes:*** *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.*

> ***Trainer Notes:*** *Since the topic of differentiated instruction is quite broad the main focus for this session will be on the use of group work as a means to address the diverse needs of the students. **Note:** It's been well established that many of the classrooms in Albania have up to 40 students per class. Also, the classrooms can be small in size with furniture that is hard or even impossible to rearrange. Therefore, the following training discussions should be within this context thereby allowing the teachers to share any modifications they deem appropriate.*

Group work: Student-Centered Approach

- **Cooperative Learning** (Johnson & Johnson, Slavin
  - A form of collaborative learning. Student work **cooperatively** in small groups on **more teacher structured activities.**
  - **Learning is highly social** and influences **brain development**. (Vygotsky)
  - Encourages **collaborative behaviors** among groups of individuals.
  - Students are **individually accountable** for their work. **Whole group cooperation is also assessed.**

![Activity pencil icon] ***Teacher Reflection Activity #2:***

Gifted students generally do not like this style of instruction. Some cultural groups also do not like this type of methodology. Why do you think?

> ***Trainer Notes:*** *This reflective activity is to help the teacher broaden their perspective regarding the use of teaching methodologies having certain limitations. In this case, many gifted students tend to be perfectionists thereby wanting to take control of the group assignment. Also, there are certain ethnic groups that are not used to working collaboratively in groups.*

➢ Benefits of Cooperative Small Groups

   o Provides a good opportunity for students to **share information and ideas** with each other.

   o Effective in developing students' **critical thinking and higher-order skills**.

   o Has a positive effect on **students' interpersonal relationships**.

      • Students of different races, ethnicities and academic abilities work together.

> ***Trainer Notes:*** *This discussion on small groups may help those teachers who feel they are not willing or able to use group work in their classrooms as noted in previous training notes. The notion of mixed groups helps strengthen the opportunities for students to work with classmates of varying abilities and backgrounds. Groupings of students will vary, some will work better independently and others will work in various group settings.*

![light bulb icon] ***The Teacher's Role***

   o Cooperative small groups in the classroom represents **a shift from direct to guided instruction and supervision** on the part of the teacher.

   o Be prepared **to let go**. **Ask questions** rather than direct behavior.

   o The students must learn to **solve problems for themselves**.

   o

> ***Trainer Notes:*** *The teacher as guide/facilitator. "Letting go" of some control with regard to instruction can be hard for some teachers in a student-centered curriculum. This would be a good time to discuss this. The benefits of allowing students to take more responsibility in their learning (the self-regulated learner) is noted in the last bullet.*

Student Participation

- o Some studies have found that **low-achieving students spend less time off-task** in cooperative small groups.

- o **Tasks:** Consider the type of instructional activities **based on the level of proficiency** by your students.

- o **Motivation:** Cooperative group work increases **students' motivation to help one another.**

Trainer Notes: Discussion regarding not only the teacher's role in effective group work but the students' responsibilities is necessary. Collaborative efforts by the learner have shown to increase cooperation and motivation. These two factors are common concerns of teachers and parents.

Feedback

- o It is essential for students working in cooperative small groups to receive **feedback from the teacher** on their **group products** and on the quality of the **group process.**

- o Students working in groups also give and receive **peer feedback** and need to be taught **how to respond constructively to one another.**

*Trainer Notes: The first bullet can be accomplished through the use of a rubric or other similar form of **authentic assessment** by the teacher. The second bullet can be used as an informal assessment through the use of **peer evaluations**. This will be discussed further in the EFL Teaching and assessment session.*

Student Accountability: Group Norms

- o See to it that everyone **participates** (roles)**.**

- o Keep the **group moving forward** on the task to meet the deadline (on-task).

- o Make sure that **students consider each other's opinions** and **listen to each other** (speaking/listening).

- o Make sure that **students give reasons** and **justify their arguments** (reflection).

Teacher Reflection Activity #3:

o Ask the teachers to take the above list of group norms and list in each section how they see their students demonstrating these rules.

o What behaviors would they exhibit?

 Trainer Notes: *Suggest teachers make copies of these group norms and have their own students do the same exercise. See related handout in the Resources & Handouts section of this session.*

Wrap-Up

o **Bring the class back together** after tasks are completed for **a performance or report by each group.**

o Be sure to **provide feedback** on **how well groups operated**, and **how each individual made contribution to the task.**

- teacher
- student
- classmates

 Trainer Notes: *The above suggestions will bring proper closure to student group work. Be specific in your feedback to the students. This should also include an assessment component (see sample rubric in the Resources & Handouts section of this session). Ask the teachers how they might specifically do this wrap-up session with their students.*

3. SUMMARY

a) *Working in Groups*

o Give students **training** on **how to work in a group**.

o Group Norms: Develop **rules** for cooperative behavior.

o Group Responsibility: Create **roles** within groups to enforce the norms and increase equal participation.

o Group Composition: Don't plan groups on the basis of friendships. Use a mixture of group members (community of learners).

- academic achievement
- gender
- ethnicity
- socioeconomic status

b) *Tips for Working in Groups*

o Accountability: Can be established in a variety of ways. For example:

- Each group member is responsible for a specific part of the task.
- Each group member produces an individual product using the group to help.

4. RESOURCES & HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students. Additional resources related to topics discussed in this session may be found at https://americanenglish.state.gov as well as www.robdanin.com.

Where to Differentiate: Lesson Development	
Name of lesson or unit	
Content area	
Thinking Skill List the verb:	What will the students be doing?
Content	What will the students be learning?

Describe the subject:	
Resource Describe the needed information:	Where will the students get information?
Product Describe the expected result:	What will the students create?

Please complete the chart below. Be ready to discuss.

	CRITICAL THINKING SKILLS			
1 **KNOWLEDGE** Identification and recall of information	define label name state fill in the blank locate recall tell list match spell underline identify memorize			
	Who _____? How_____? What _____? Describe _____. Where _____? What is_____? When _____?			
2 **COMPREHENSION** Organization and selection of facts and ideas	convert interpret restate summarize describe paraphrase retell in your own words trace explain put in order rewrite translate			
	Retell _____ in your own words. What differences exist between? What is the main idea of? Can you write a brief outline?			
3 **APPLICATION** Use of facts, rules and principles	apply demonstrate give an example show compute determine illustrate solve conclude draw make state a rule or principle construct find out operate use			
	How is __ an example of __? Why is _____ significant? How is __ related to ____? Could this have happened in _____?			

	Do you know of another instance where __?			
4 **ANALYSIS** Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect	examine infer specify distinguish
	What are the parts or features of? Classify ___ according to ____. How does ____ compare/contrast with _____ ? What evidence can you present for _____? Outline/diagram/map/web _____.			
5 **SYNTHESIS** Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from ____? What solutions would you suggest for ____? What ideas can you add to ___? How would you create/design a new ____? What might happen if you combined ____ with ___?			
6 **EVALUATION** Developing opinions, judgments or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. Prioritize ____ according to ___. What do you think about ____? How would you decide about __? What is most important? What criteria would you use to assess ____?			

Trainer Notes: Use the above Critical Thinking Skills chart as both a resource for the teacher to align these skills with Bloom's Taxonomy as well as an activity handout to be used with the students.

Student Accountability: Group Norms

Directions: Review these group norms and list in each section how you see students demonstrating these rules.

- See to it that **everyone participates (roles)**.

- Keep the **group moving forward** on the task to meet the deadline (**on-task**).
- Make sure that **students consider each other's opinions** and **listen to each other (speaking/listening)**.
- Make sure that **students give reasons** and **justify their arguments (reflection).**

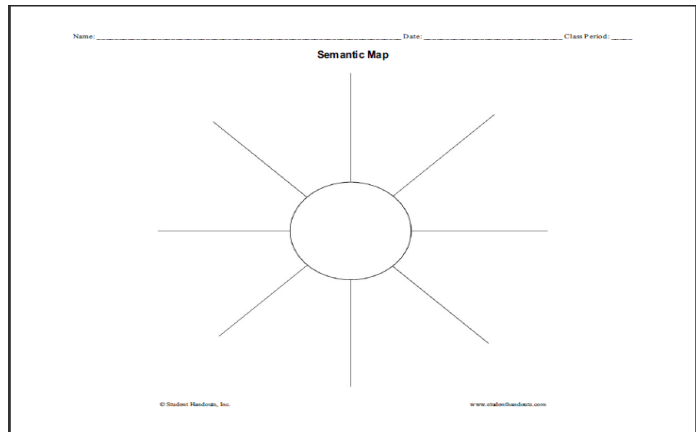| No	Name /surname	role	On- task	Speaking/listening	reflection

> *Trainer Notes: Some of the resources list directly below can be found on www.robdanin.com and the Website Links section of this session. Many of these suggested differentiated instruction activities can easily be found on the web.*

Differentiated Instruction
- Customised lessons in order to meet students' varied learning needs.
- Tiered activities
- Develop personal agendas for completion of work
- Self talk – "Here's my plan for how to complete this project."
- Manipulative (or) hands on supports
- Varying the length of time (pacing)
- Memorization
- KWL
- Reciprocal teaching
- Creating dioramas
- Constructiong mathematical models
- Debating
- Semantic webbing/graphic organizers

Suggestions for small group tasks

- o Pick an **interesting and intellectually** challenging task
- o Pick a task that is **real-world (authentic)** than ordinary classroom work.
- o Pick a task that involves a **variety of skills and activities**
  - group discussion
  - interviewing
  - role playing
  - manipulating
  - creating a model building
  - observing
  - reasoning

GROUP WORK RUBRIC				
Rubric for _____ Project				
Areas assessed	Great Work! 4	Good Job! 3	Getting There! 2	Not Quite! 1
Organization	All materials are neat and information is easy to understand.	Most materials are neat and most information is easy to understand	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand.
Content	Subject area mastery is demonstrated through end result project.	Subject understanding is demonstrated through end result project.	Basic understanding of subject area material is met through end result project.	End result project demonstrates lack of understanding of subject area.
Teamwork	Each group member made contributions to project materials and presentation.	Most group members contributed to project materials and presentation.	Some group members contributed to project materials and presentation.	Few group members contributed to project materials and presentation.
Presentation	Information is presented with	Information is presented with	Information is presented with	Information is unclear or lacking

	knowledge and creativity.	acceptable knowledge and creativity.	limited knowledge and minimal creativity.	and is presented with little creativity.
Name:_____			Final Score:_____	

Additional Differentiated Instruction Resources

By providing a wide range of differentiated instruction resources, you enable students to access the curriculum in deeper ways. Here is a partial list of varied reference sources:

- encyclopedias
- newspapers
- magazines
- internet sources
- expert interviews
- alternate textbooks
- non-fiction sources
- maps
- art

5. WEBSITE LINKS

Differentiation in Action!

http://www.pdst.ie/sites/default/files/Session%202%20%20Differentiation%20Resource%20_0_0.pdf

Reach Every Student through Differentiated Instruction

http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf

Strategies that Differentiate Instruction

http://education.ky.gov/educational/diff/documents/strategiesthatdifferentiateinstruction4.12.pdf

Integrating the 16 Habits of Mind

https://www.edutopia.org/blog/habits-of-mind-terrell-heick

Managing a Differentiated Classroom:

http://inservice.ascd.org/tips-for-configuring-your-classroom-for-differentiation/

Using Graded Readers:

http://erfoundation.org/wordpress/graded-readers/

III.   LEARNING STYLES

"Learning styles describe different ways of learning. [Students] can better…process information that is presented to them in a certain way." (Idler, 2012)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ reflects on their own learning style and that of their students.
- ✓ studies how to use learning style approaches in their instruction.
- ✓ determines which learning styles exist among their students.
- ✓ considers which teaching strategies will be preferred by visual, auditory, verbal and kinesthetic learners.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

By numbers

Rief (1993) says that students retain:

- 10% of what they **read**
- 20% of what they **hear**
- 30% of what they **see**
- 50% of what they **see and hear**
- 70% of what they **say**
- 90% of what they **say and do**

> *Trainer Notes: This is based on a study regarding the different modalities students use in the comprehension of concepts and skills. Certain learning styles, as well as learning styles combinations, show greater cognitive retention.*

Student Learning

- o Cognitive- visual, auditory, or psychomotor learning
- o Affective- a personal approach to learning (socio-emotional)
- o Physiological- individual learning preferences (e.g.,"Quiet" deep thought, reflection)
- o Students vary dramatically in the way they process and understand information. These differences, called "learning styles", refer to students' preferences for some types of learning activities over others. A student's learning style has to do with the way he or she processes information in order to learn and apply it. Students who understand their own styles are likely to be better learners.

Learning Styles

Teachers who understand their students' learning styles are better able to adapt their teaching methods appropriately. Most people exhibit some combination of learning style or prefer one style to another depending on the type of learning task they are undertaking.

- **Visual learners**- prefer to study graphs, look at models and pictures, and take notes to review later.
- **Auditory learners**- prefer to listen closely in class, read aloud when studying during lectures in class, or confer with peers in class to confirm information.
- **Verbal learners**- likely to absorb reading materials and lectures easily, prefer written materials over visual materials such as graphs and illustrations.
- **Tactile learners**- learn through moving, doing, touching (hands-on methods), manipulating materials and objects (realia).

Learning Styles: Teaching Methodologies

- Provide *a balance* of concrete information (facts, data, and experimental results) and abstract concepts (principles, theories, and models). Teaching as a science.
- *Balance* materials that emphasize practical problem-solving methods with materials that emphasizes fundamental understanding.
- Use **pictures, graphs**, and other **visual cues** before, during and after the presentation of **verbal** material.
- For the *auditory* learner, **paraphrasing** is a powerful strategy for making material meaningful.
- For the *tactile* learner, **role playing** is a useful comprehension strategy.

o <u>Bottom line:</u> only meaningful information is transferred to long term memory.

Teacher Reflection Activity #1:

Have the teachers get with a partner to brainstorm and write down additional teaching methods for each learning style they might use with their students.

> **Trainer Notes:** *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.*

> **Trainer Notes:** *The next advice segments are to be used by the trainer as a follow-up to the previous brainstorming activity regarding additional learning styles teaching methods. This is a way to reinforce the lists the teachers generated during the Think/Pair/Share activity as well as possibly coming up with additional strategies to be used by the teachers.*

Advice for Visual Learners
- Use **visual materials** such as pictures, charts, and maps.
- Use **color to highlight** texts and own notes
- **Take notes or use handouts**; look carefully at headings and patterns of topics.
- **Brainstorm** using illustrations, mind maps and models.
- Use **multi-media** where possible (computers; mind maps)
- Study in **a quiet place** away from visual disturbances.
- **Visualize** information as a picture.
- **Skim-read** to get an overview before reading in detail.

Advice for Auditory Learners
- **Participate** frequently in discussions and debates.
- Make **speeches and presentations**.
- Use a **audio recorder** if possible instead of (or as well as) making notes.
- **Read text aloud**.
- **Discuss** your ideas verbally.
- **Dictate** to someone else while they write your ideas down.
- **Speak onto an audio recorder** and listen to your own ideas played back.
- Create **musical jingles and mnemonics*** to aid memory

<u>*Advice for Tactile Learners*</u>

- o Take frequent **study breaks.**
- o **Move around** to learn new things (e.g., read while you are using an exercise bike; model in clay to learn a new concept).
- o **Stand up** to work.
- o Use bright colors to highlight reading material and turn it into **posters or models**.
- o **Skim-read** before reading in detail.

<u>*Strategies for Teaching Students with Special Needs*</u>

- o **Academic and Organization**
- Present information visually and verbally.
- Provide oral instruction.
- Use diagrams, graphics and pictures to support instructions.
- Use visuals to reinforce rules and routines. Have a set of pictures showing different parts of your lesson-listening (ear), speaking (mouth), writing (pen), reading (book).
- Provide regular quality feedback.
- Break learning tasks into small steps.
- Probe regularly to check understanding.
- Provide independent practice.
- Model what you want students to do.
- Provide frequent progress checks.
- Give immediate feedback.
- Make activities concise and short, whenever possible.
- Think about your learners' needs and have a seating plan. (*For example, hearing impaired learners will need to sit near the teacher, learners with ADHD need to seat away from distractions such as windows and radiators*).
- Don't be afraid to ask the learner. They will know what works.

> ***Trainer Notes**: These considerations demonstrate that most students learn best using the above teaching strategies, including students with special needs. Teachers should provide opportunities for <u>all</u> learners to present and practice language in different ways and with different senses (as noted by the highlighted bullets above). This is the basis for using varied styles of learning with the students. Please see additional resources for students with special needs in the Website Links of this session.*

Teacher Reflection Activity #2:

Ask the teachers to have an open and honest discussion regarding both their concerns and enriching inclusive opportunities in having students with special needs in their classroom. Then ask the teachers to discuss the ways they try to accommodate all of their student's needs. This "give and take" can be a collaborative opportunity for further professional development.

> *Trainer Notes: This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.*

3. SUMMARY

a) *Learning Styles: A Quick Review*

- **Personalized Instruction:** The effort to organize the learning environment to take into account individual student characteristics and needs and to make use of flexible instructional practices.
  - To help students recognize their cognitive strengths and weaknesses.
  - To adapt to the learning environment and instruction to learner's needs and interests.
- **Cultural differences:** learning occurs in social/cultural environments. Therefore, access to varied instructional resources to ensure multiple perspectives is vital.
- **Gender differences:** Cognitively "wired" to learn differently.
- Can be measured by a variety of assessments (e.g. "learning Styles Inventory")

> *Trainer Notes: "Personalized Instruction" (student-centered) is another way of recognizing learning styles. Teachers need to be aware that there is a need for students to also practice using their cognitive weaknesses since they can't always rely on their cognitive strengths. Some cultures stress certain styles of learning. This can also be the case regarding the gender of the student. Further investigation on these characterizations would be helpful for the trainer. See several resources regarding learning styles inventories in the Resources & Handouts section of this session.*

Teacher Reflection Activity #3:

Learning Styles Inventory

A great "ice-breaker" activity

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24- item survey is not timed. Respond to each statement as honestly as you can.

No		often	sometimes	seldom
1	I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2	I prefer to see information written on a board and supplemented by visual aids and assigned readings.			
3	I like to write things down or to take notes for visual review.			
4	I prefer to use posters, models, or actual practice and other activities in class.			
5	I require explanations of diagrams, graphs or visual directions.			
6	I enjoy working with my hands or making things.			
7	I am skillful with and enjoy developing and making graphs and charts.			
8	I can tell if sounds match when presented with pairs of sounds.			
9	I can remember best by writing things down.			
10	I can easily understand and follow directions on a map.			
11	I do best in academic subjects by listening to lectures and tapes.			
12	I play with coins or keys in my pocket.			
13	I learn to spell better by repeating words out loud than by writing the words on paper.			
14	I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15	I chew gum, smoke or snack while studying.			
16	I think the best way to remember something is to picture it in your head.			
17	I learn the spelling of words by "finger spelling" them.			
18	I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19	I am good at working and solving jigsaw puzzles and mazes.			
20	I grip objects in my hands during learning periods.			
21	I prefer listening to the news on the radio rather than reading the paper.			
22	I prefer obtaining information about an interesting subject by reading about it.			
23	I feel very comfortable touching others, hugging, shaking hands, etc.			
24	I follow oral directions better than written ones.			

Scoring procedures

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN -5 points   SOMETIMES- 3 points   SELDOM-1 point

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS-		APS-		TPS-	
VPS- Visual Preference		APS- Audio Preference		TPS- Tactile Preference	

Trainer Notes: It is suggested that the teacher take this inventory to better understand their own learning style(s). Then have the students take this inventory (can be adapted for various age levels and needs-see "Learning Styles Inventory: Student Perspective" in the Website Links below). This activity can serve as an "ice-breaker" (commonly presented as an activity to "warm up" the group by helping the members to get to know each other) especially at the start of the school term/year. This can also be used by the teacher as an informal assessment of their students' perceived learning styles. See additional ice-breaker activities in the Website Links of this session.

4. RESOURCES & HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students.

Additional resources related to topics discussed in this session may be found at

https://americanenglish.state.gov as well as www.robdanin.com.

The above learning styles inventory can also be accessed through the PDF format listed directly below in the Website Links which can be clearly printed out for use by the teacher and their students.

5. WEBSITE LINKS

Learning Styles Inventory (PDF)

http://robdanin.com/sites/robdanin.com/files/resources/learning_styles_inventory.pdf

Learning Styles Inventory

http://www.personal.psu.edu/bxb11/LSI/LSI.htm

Learning Styles Inventory: Student Perspective

www.webtools.ncsu.edu/learningstyles/

Learning Styles: White Paper

http://www.pearsoned.com/wp-content/uploads/INSTR6230_LearningStyles_WP-2.pdf

EFL Icebreaker Activities

http://www.reachtoteachrecruiting.com/blog/ten-icebreaker-activities-for-the-esl-classroom/

http://www.bridgetefl.com/top-five-icebreakers-for-the-efl-classroom/

Learning Styles Teaching Strategies for Students with Special Needs

http://robdanin.com/sites/robdanin.com/files/resources/teaching_strategies_for_students_with_special_needs.pdf

Effective Educational Strategies to Enrich Boys' Learning

http://robdanin.com/sites/robdanin.com/files/resources/effective_educational_strategies_to_enrich_boys.pdf

Learning Styles Activities (to include those students with special needs)

http://www.ascd.org/ascd-express/vol8/802-carr.aspx

http://www.eslkidstuff.com/blog/classroom-management/6-different-types-of-esl-learners-and-how-to-teach-them#sthash.8fFZK1g6.dpbs

http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

IV. LESSON PLANNING AND DELIVERY
FOR A COMPETENCY-BASED CURRICULUM

"Lessons start promptly and are delivered at a good pace, which promotes an enthusiastic response and a vibrant learning environment." (Office for Standards in Education, Children's Services and Skills,2014)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ writes lesson objectives for student learning that are observable and measureable.
- ✓ develops student-centered based teaching and learning activities.
- ✓ constructs strategies to check student understanding.
- ✓ aligns the assessments to the lesson's learning objectives.
- ✓ reflects on the outcome of the lesson to determine successful implementation of the lesson plan.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Lesson Planning

- o Lesson purpose from the 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 learnt?
- How will I know how good my work is and can I improve it?

Trainer Notes: Typically, this is what the students will be concerned about. It is important to know this as their teacher. This way these questions/concerns can be proactively addressed through proper lesson planning. Lessons need to be authentic to ensure that all students can make relevant connections. NOTE: It has been reported that as the students move up the levels, lessons become more teacher-centered and less engaging for the students. Also, there is greater emphasis now on teaching to the curriculum and not the textbooks(2014 Final Needs Analysis).

- o Lesson planning- Backward Design

Goals and Objectives- Why bother?

When developing a lesson plan the teacher has to determine what they want the student to learn. "Student will be able to " (SWBAT). G&'s help the teacher to determine if the students have learned what is taught. Learning objectives are also called instructional objectives or behavioral objective. They are necessary for the high-quality development of instruction (lesson planning). There is a difference between G&O's!

- o Instructional Goals
  - • Goals are broad, generalized statements about what is to be learned.
  - • Think of them as a target to be reached.
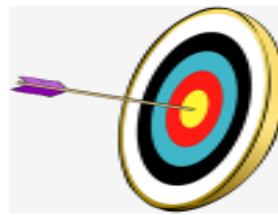
- o Examples of Instructional Goals:
  - • Students *will understand* how to identify a compound word.
  - • Students *will know* appropriate language variety, register and genre.
  - • Students *will learn* grammatically correct phrases.
- o Instructional Objectives

- Objectives are <u>specific and measurable</u>, rather than broad and intangible.
- Actions (use of verbs in writing objectives) that clearly answer the question: "What is the student doing?"

Tip: Never use words such as understand, appreciate, etc. in an objective. They are <u>too vague</u>, and do not measure a specific behavior. These are okay to use in <u>lesson goals</u>.

> ***Trainer Notes:*** *Instructional objectives are the specific steps in reaching the goals of the lesson (expected outcomes). These objectives are what gets measured (assessed). As noted, avoid the use of vague terms such as "understand" which are not measurable.*

- o Examples of Instructional Objectives:

    The "Student Will Be Able To" (SWBAT)

    The following examples relate to actual student performance (SWBAT); they are specific and measurable student outcomes:

    - write a resume
    - state three types of verbs
    - add two words together to make a compound word

> ***Trainer Notes:*** *Verbs such as write, state and add denote <u>observable</u> and <u>measurable</u> behaviors by the students and can, therefore, be assessed. This serves as a means of determining whether expected learning outcomes are met.*

Teacher Reflection Activity #1:

- o Have the teachers explain what the problem is with this example of a lesson objective:
    - *Students will be taught three types of verbs.*

> ***Trainer Notes:*** *Answer: This objective is too broad, and is concerned with the teaching process, not the <u>learning process (SWBAT).</u>*

Teacher Reflection Activity #2:

- o Instructional Objectives: Poor Examples

    Why are these poor examples?

    - Students will develop an appreciation of music.
    - The teacher will conduct a lecture on proper noun usage.

> ***Trainer Notes:*** *The answers are as follows:*
> - *"Appreciation" is not <u>specific and measurable</u>.*
>
> - *Focuses on the teacher, not the students. Objectives need to be <u>student-centered</u>.*

o   Instructional Objectives: Good Examples

o   Why are these good examples?

SWBAT

- Act out verbal phrases (e.g. Igor appears happy.)

- Write a letter

- Correctly solve at least 8 out of 10 true/false questions.

> **Trainer Notes:** *The answer is as follows:*
>
> *Act out, write and correctly solve [8/10] are <u>observable and measurable behaviors.</u>*

Instructional Strategies Descriptors - Direct instruction

The direct instruction strategy is highly teacher-directed and is among the most common used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

> **Trainer Notes:** *This is first in an instructional delivery sequence. Direction Instruction is an important method for teachers (even in a student-centered curriculum). This is the first stage in introducing foundational skills and concepts thereby allowing for later critical thinking skills to be applied to this introductory level of instruction.*

Teacher Reflection Activity #3:

An example of Direction Instruction:

 "Teaching relevant vocabulary in order to read a story during class".

- Can you think of other examples?

> **Trainer Notes:** *Have the teachers brainstorm other English language instruction in which Direct Instruction (DI) would be appropriate (e.g., teaching grammar and syntax).*

Instructional Strategies Descriptors - Inquiry

Inquiry learning provides opportunities for students to experience and acquire processes through which they can gather information about the world. Questioning is the heart of inquiry learning. Students become actively involved in the learning process as they:

- Act upon their curiosity and interests

- Develop questions

- Think their way through controversies or dilemmas

- Look at problems analytically

- Inquire into their preconceptions and what they already know

- Develop, clarify and test hypotheses

- Draw inferences and generate possible solutions

These are some examples in the use of critical thinking skills also known as Higher Order Thinking Skills (HOTS). Typically, there is no "right" or "wrong" answers. Inquiry skills are a strong indicator of comprehension by the student.

> *Trainer Notes: This is where the use of critical thinking takes place. This form of student-centered instruction has its basis in DI where basic skills and concepts can be expanded via Bloom's Taxonomy. Inquiry helps to determine student comprehension. When focusing on inquiry practices the most important question a teacher can ask their students is **"Why?"** This provides the learner to reflect and support their reasoning.*

Teacher Reflection Activity #4:

An example in the use of Inquiry in the classroom:

"Students are asked to support their opinion with facts and statistics".

- Can you think of other examples?

> *Trainer Notes: Have the teachers brainstorm other English language instruction in which Inquiry would be appropriate (e.g., creating research papers, surveys, action research).*

Instructional Strategies Descriptors – Guided Practice

After a skill or concept has been introduced through *direct instruction*, the teacher provides **guided support** (scaffolding) for the students as they learn. This strategy helps the teacher to **assess**, either informally or formally, if the students are ready for independent practice. Guided practice is a means for checking understanding.

> *Trainer Notes: The topic of "informal/formal assessments" will be addressed in the EFL Teaching and Assessment section of this session. Lessons and assessments should be adapted to meet the needs of all students. It is recommended that the trainer provide additional information to the teachers on "scaffolding" techniques.*

Teacher Reflection Activity #5:

An example of the use of Guided Practice in the classroom: " Students, individually or in pairs, work on drawing a picture incorporating characteristics they learned about in the lesson".

- Can you think of other examples?

Instructional Strategies Descriptors – Independent Practice

Independent Practice fosters the **development of individual student initiative**, self-reliance and self-improvement. The focus is on **planned independent practice** by students with very little, if at all, guidance or supervision by the teacher. Independent practice can include learning in partnership with another individual or as part of a small group. It can be used as a formal assessment.

Teacher Reflection Activity #6:

An example of the use of Independence Practice in the classroom:

"Students will complete a Venn Diagram (in English) categorizing the characteristics of plants and animals studied in class".

- Can you think of other examples?

Lesson Delivery: Pacing

Lesson Pacing is knowing when to move through instruction from slow to quickly.

- Slow pace when presenting for new information- instructional pacing should be slowed when the information is new or complex.
- Relatively brisk pace-with well understood instructional materials (as it can be tolerated by the student)
- Academic learning time- amount of time students spend actually learning the material

    Factors that can change the pace and structure of a lesson as it unfolds:

    - students' not understanding how the lesson is important to them
    - misjudgments by the teachers about readiness
    - students' not being able to comprehend the material or becoming confused
    - remaining questions by the students
    - students' lack of interest (motivation and engagement)
    - interruptions from student misbehavior/disruptive student

Lesson Delivery: Transitions

The following are some considerations on transitions:

- transitions should be quick, orderly and systematic

- link unit of instruction to provide continuity

- both the teacher and the student should know instructionally where they have been and where they are going at the end of each lesson

- avoid jumping from topic to topic-"smoothness"

- before a transition students must be certain about what they are about to do

- develop procedures for passing out materials quickly with a minimum of movement and disruption

- have materials ready for the next lesson

- plan transitions same way you'd plan a lesson.

Lesson Delivery: Start of the lesson

- o **anticipatory set**- includes the motivation and introduction (purpose) of your lesson; it is the attention getter for the lesson.

- o **"sponge activities"-** are created by teachers to take advantage of innovative non-graded activities that are both educational and enjoyable and serve as review or introduction of instruction. Some sponge activity themes are:

  - Dictionary sponge activity

  - Writing sponge activity

  - Spelling sponge activity

    - Math sponge activity

Lesson Delivery: End of the lesson

Teachers should include a proper "lesson closure" to the day's task.

o **Wrap-up** – a form of review of what the students were taught. It allows the teacher to see where the students are to assist in the planning of the next lesson.

Some lesson closure activities are:

- reviewing the key points of the lesson
- asking students to draw conclusions from the lesson
- asking students how they can use this new information
- previewing future lessons.

> **Trainer Notes:** *Focusing on the start and end of the lesson can be considered the instructional "book-ends". Proper attention to these two important, but typically ignored, factors with regard to lesson delivery keeps the entire instructional sequence organized. This can greatly contribute to student success and produce a well-structured educational setting for both the leaner and teacher. The "L" section (What I Have **L**earned) of the upcoming discussion on a KWL chart usually takes place during closure of the lesson. See the Website Links section of this session for further Sponge/Warm-Up resources.*

Lesson Delivery: Homework

Homework is another aspect of lesson planning and delivery that can be both controversial and overlooked "*Parents worry if you don't [give homework]*" (2014 Final Needs Analysis). The following explains the purpose and impact of providing effective homework assignments. Don't wait until the end of class to give homework. Important: the assigning of homework should be as purposely planned as the rest of the teacher's lesson.

o Why give homework?

- To enhance what a student has learned in the classroom through practice
- To provide the opportunity to deepen understanding and skills relative to what was previously learned
- Extends learning beyond the class session.

Note: It has been found that students typically need 24 study practices (not only homework, however) before they reach an 80% academic competency level.

> **Trainer Notes:** *This is another aspect of lesson planning and delivery that can be both controversial and overlooked "Parents worry if you don't [give homework]" (2014 Final Needs Analysis). The next set of graphics explain the purpose and impact of providing effective homework assignments. Don't wait until the end of class to give homework. Important: the assigning of homework should be as purposely planned as the rest of the teacher's lesson plan.*

o Purpose of homework

The purpose of homework should be identified as:

- Focused practice: targets particular skills that are familiar to the student (e.g. writing skills; sentence forming)
- Preparation: to begin thought process on a subject matter
- Elaboration: clarify a topic introduced (e.g. the study of idioms)

o Teacher Feedback

Effects of homework depend greatly on teacher feedback:

- Homework not commented on   = 28% effective
- Homework verbally commented on   = 78% effective
- Homework with written comments   = 83% effective

Therefore, if homework is assigned it should be commented by the teacher.

o Assigning Homework

- design homework assignments that are purposeful and with an expected outcome
- give homework for a reason
- plan for it as you would any other part of your lesson
- provide homework based on skills and concepts already taught in class, not new material
- vary the approaches to provide feedback (for example: verbal, written, peer, rubric etc.)
- determine the weight of the grade for out-of- class assignments
- establish and communicate a homework policy.

o Homework Policy

Having a homework policy will improve the likely-hood that the homework will have more of an impact and will enhance the student's learning. This policy should state the:

- purpose of the homework
- amount of homework that will be assigned
- consequences for not completing the homework
- description of the types of outside involvement that are acceptable

Teacher Reflection Activity #7:

Listed above are some sample homework policies. Ask the teachers if they can come up with any additional policies.

> *Trainer Notes: Have the teachers brainstorm other homework policies that would be appropriate.*

3. SUMMARY

a) *Instructional Strategies Overview*

- Direct Instruction (DI): Intro to new material
- Guided Practice(GP): Scaffolding
- Independent Practice (IP): Formal Assessment

> *Trainer Notes: This is a graphic summarization of an instructional sequence that has a respective teacher-centered and student centered emphasis. Tell the teachers to always plan more than they think is necessary. It is better to have extra lesson activities then too little!*

b) *Lesson Plan: Key Elements*

- Lesson Planning: involves the ability to organize and sequence instruction in a logical manner (a script)
- Proper lesson delivery begins with proper lesson planning
- The teacher organizes and collects needed materials when developing the lesson (don't wait)
- The teacher links students' personal experiences and prior knowledge to instruction
- Instruction should be directly relevant to the lesson goals and objectives
- Different students will have different abilities to learn the same material (accommodations)
- Approximate how long each segment of the lesson will take (pacing)

> *Trainer Notes: Proper lesson planning and delivery gets better over time!*

Summative Teacher Reflection Activity #8:

o Best/Worst lesson Activity: Think/Pair/Share

This oral discussion will provide a meta-cognitive (reflective) analysis as to why this lesson went well or not.

"Best" Lesson:

- Give a brief description

- Why was this a "Best" lesson?

"Worst" Lesson

- Give a brief description

- Why was this a "worst" lesson?

- How would you make this lesson better?

> **Trainer Notes:** *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompts with a partner. Then report the main ideas discussed to the whole group. The most important part of this activity is the "Worst" Lesson reflection. We learn best from our mistakes.*

c) *Homework Tips*

- make it relevant

- don't assign homework at the end of class

- provide feedback

  - ✓ correct it on your own as the teacher

  - ✓ go over it as a class

  - ✓ students can check their own or exchange papers

- teachers assign up to 10 minutes per night per grade

> **Trainer Notes:** *The trainer should explain the "10 minute homework rule". This rule-of-thumb states that the amount of time a student should spend on homework each night is no more than 10 minutes per grade level (NOT per class!).*

4. RESOURCES&HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this module. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students.

Additional resources related to topics discussed in this module may be found at

https://americanenglish.state.gov as well as www.robdanin.com.

Lesson Planning: Backward design
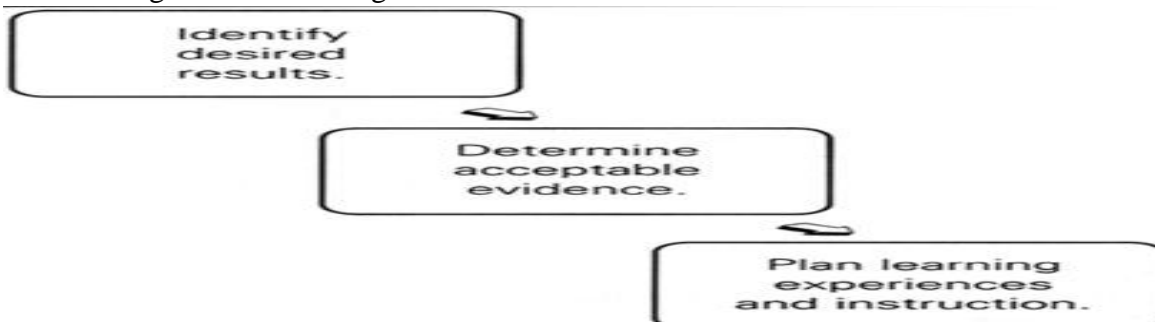
How to write Instructional Objectives

The ABCD's of Learning Objectives

A	Audience	Who?	Who is the instruction aimed at?
B	Behavior	What?	What do you expect the students to be able to do? This should be an observable behavior . If you can't observe it , you can't be sure your students really learned it.
C	Condition	How?	Under what circumstances will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
D	Degree	How much?	Must a specific set of criteria be met? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc? A common (and totally non-scientific) setting is 80% of the time.

Example: SWBAT prepare a four to six minute extemporaneous speech, given a maximum of six references.

Trainer Notes: The above graphic can be used as a handout to serve as a useful reminder on how to write measurable lesson objectives.

THE WORDING OF OBJECTIVES	
Common Ambiguous Words	"Better" Performance Words
▪ know	▪ choose (or select)
▪ understand	▪ solve
▪ really understand	▪ write
▪ determine	▪ identify
▪ appreciate	▪ state
▪ fully appreciate	▪ list
▪ grasp the significance of	▪ recite
▪ enjoy	▪ apply
▪ become familiar with	▪ sort
▪ believe	▪ assemble
▪ learn	▪ adjust
▪ have faith in	▪ build
▪ internalize	▪ align

▪ be happy ▪ value ▪ acquire ▪ develop	▪ compare ▪ contrast ▪ use ▪ perform ▪ execute ▪ classify ▪ draw ▪ construct

Trainer Notes: This handout can serve as a tool to help determine which word usage works best for writing lesson goals and objectives. The "better" performance words are both observable and measureable and can be used to assess the students' abilities to meet the lesson outcomes.

K.W.L CHART		
Name:_____ Date:_____		
Topic:_____		
What I Know	What I Want to Know	What I Have Learned

*Trainer Notes: The above KWL chart can be used as a handout. It is an effective inquiry-based instructional tool. The "K" stands for **K**nowledge (prior knowledge) of the learner, the "W" represents **W**hat the student wants to know (inquiry) and the "L" stands for what I have **L**earned (closure). This can be used as an assessment tool. See the website link below to access this as a printable handout*

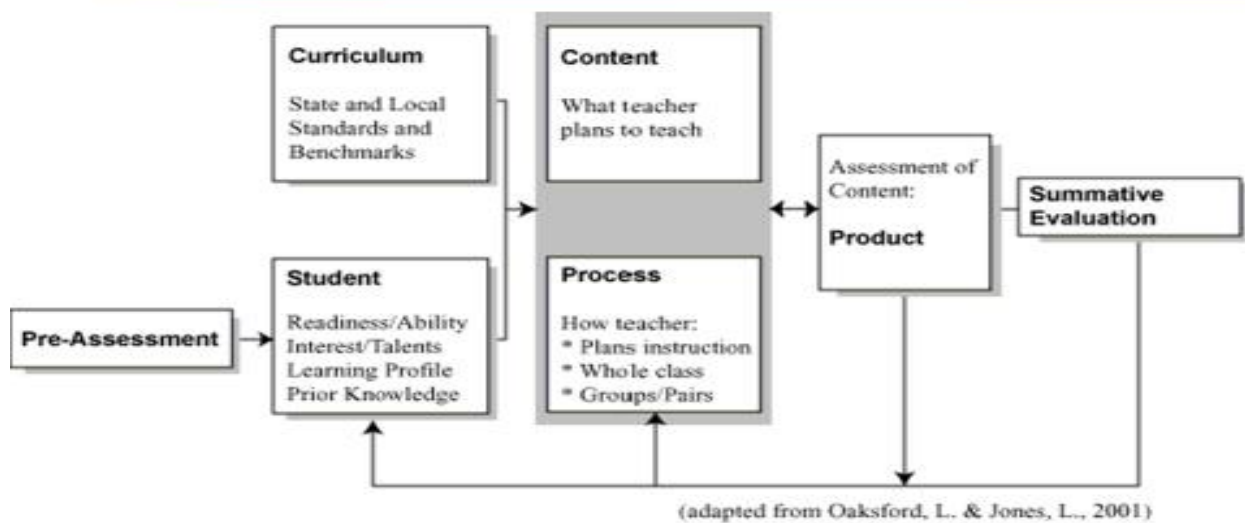| Lesson Plan: Rubric	proficient	developing	basic
Planning the Lesson			
1 Curriculum standards correlate with the purpose of the lesson			
Notes:			
Lesson Objectives			
1 Objectives align with Content Standards and Benchmarks			
2 Objectives are clear in describing what the students will know and/or be able to do during the lesson			
3 Objectives can be measured by stated evaluations/assessments			
Notes:			
Teaching the Lesson			
1 Informal/formal evaluation/assessments included			
2 Anticipatory set is clearly stated			
3 Instructional strategies are described fully			
4 Check for understanding is specific			
5 Closure is clearly stated			
Notes:			
Reflection			
1 Reflecting questioning is addressed			
Notes:			
General Comments:			

EFL Homework Suggestions:

o Learning vocabulary words:

- find out what part of speech they are

- find the translation of these words into their native language

- write a simple definition, without coping from the dictionary

- write a sentence using each one

- read the sentences aloud to someone

- read and record the sentences. Listen to the recording.

- Write a story using all the vocabulary words

- Read the story aloud to someone

- Read and record the story. Listen to the story.

o Relevant Homework Assignments:

- Creating a study schedule

- Listing their personal goals

- Making predictions about their after-school future

- Asking students to read an (online, newspaper, magazine) article, then tell the class about it and give their opinion on what they read

- Asking students to watch something (news, movies, interviews, YouTube, etc.) then share with the class what they remember or what their opinion is.

Trainer Notes: Can the teachers add to this set of relevant homework assignments?

Competency-Based Lesson Planning : Curriculum Development

Curriculum
State and Local Standards and Benchmarks

Content
What teacher plans to teach

Assessment of Content:
Product

Summative Evaluation

Pre-Assessment

Student
Readiness/Ability
Interest/Talents
Learning Profile
Prior Knowledge

Process
How teacher:
* Plans instruction
* Whole class
* Groups/Pairs

(adapted from Oaksford, L. & Jones, L., 2001)

Trainer Notes: The use of both formative and summative evaluations help shape/modify both the curriculum and related instruction.

5. WEBSITE LINKS

Lesson Plan

http://robdanin.com/sites/robdanin.com/files/resources/lp_template_1.pdf

Backwards Design Diagram

http://robdanin.com/sites/robdanin.com/files/resources/backward_design.pdf

The ABCD's of Learning Objectives

http://robdanin.com/sites/robdanin.com/files/resources/abcd_of_learning_objectives_ho.pdf

The Wording of Objectives

http://robdanin.com/sites/robdanin.com/files/resources/the_wording_of_objectives_ho.pdf

KWL Chart   http://robdanin.com/sites/robdanin.com/files/resources/kwl_chart_0.pdf

Sponge/Warm-up Activities

https://www.thoughtco.com/short-activities-for-the-esl-efl-teacher-1210496

http://ww2.kqed.org/mindshift/2016/03/10/lesson-study-theres-an-app-for-that/

http://ww2.kqed.org/mindshift/2015/09/14/lesson-study-technique-what-teachers-can-learn-from-one-another/
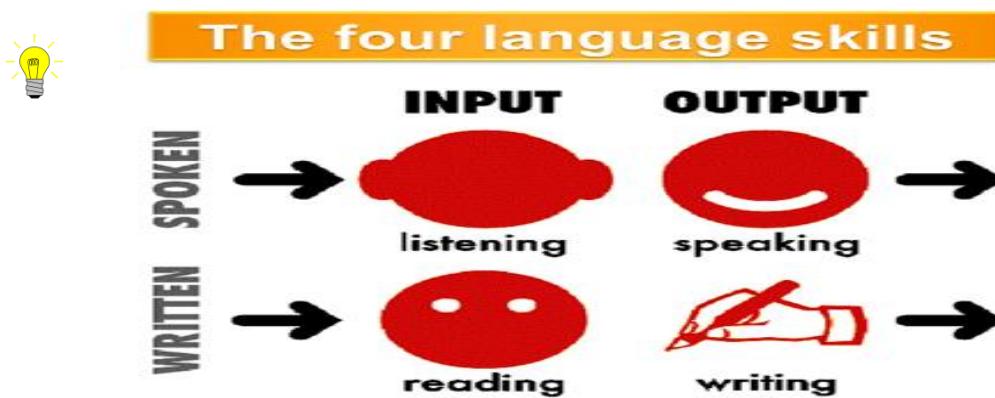
V.   THE 4 LANGUAGE SKILLS

"Facing a language you don't know is like returning to your infancy when your mother tongue used to be a foreign language to you".(Munia Khan, 2017)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ uses comprehensive language skills effectively to communicate information to the students.
- ✓ helps the students to meet the challenges to communicating in another language.
- ✓ interacts with academic content in speaking, listening reading, and writing with the students.
- ✓ supports the students in using the major concepts related to the acquisition of language.
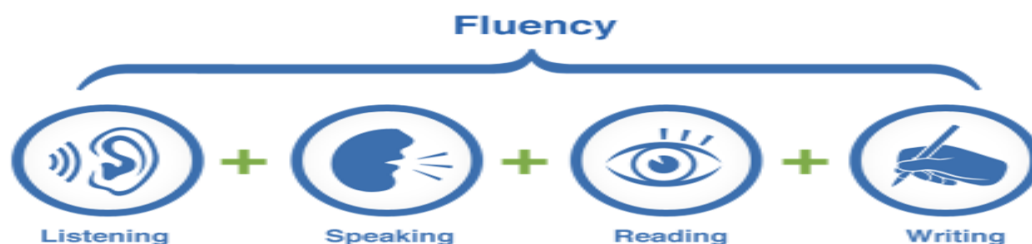- ✓ demonstrates student progress in the four language skills.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Trainer Notes: This is a general introductory overview. The four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills" which are like grammar, vocabulary and pronunciation. The four language skills are related to each other in two ways:

- *The direction of communication (in or out)*
- *The method of communication (spoken or written)*

Input is sometimes call "reception" and output is sometimes called "production". While spoken is also known as "oral". This graphic can be found as a handout in the Resources & Handouts section of this session

Teacher Reflection Activity #1:

Have the teachers discuss if there is importance to the sequence (see figure above) in which these fours skills should be introduced and taught to the students. Have them provide rationale for their answers.

Teacher Reflection Activity #2:

Some educators state that the language skills of listening and speaking are basically the same. Do you agree or disagree. What is your reason for your answer?

Teacher Reflection Activity #3:

Some educators state that foreign language teachers do not spend enough time teaching the students the language skills of listening and speaking. Do you spend time teaching these two skills? If so, how much emphasis do you place on these skills in your instruction?

Listening

Listening comprehension is a receptive skill in the oral mode. Effective listening skills mean actually listening and understanding what we hear.

- o Suggested instructional strategies in becoming a successful *listener*:
    - take notes on lectures
    - discuss and respond to the content of a lecture
    - identify speaker's purpose and tone
    - make inferences and predictions about spoken discourse
    - utilize digital literacy tools to develop listening skills
    - develop conclusions and predictions about spoken conversation

- o 7 ways to hear English everywhere:
    - listen to English radio
    - watch English television
    - watch/listen to English on the internet
    - listen to songs in English
    - go to English-language movies
    - watch videos for English listening practice
    - seek out native English-speakers.

- o Listening Activity. Directions:
    - Create two teams of students and set up both teams in lines. The end of each team line should be at the board.
    - Whisper a word or sentence to the student farthest away from the board, and then have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line.
    - The last student writes the message on the board. The winner is the team with the most accurate spelling, pronunciation and content, although bonus points for originality and hilarity may be awarded.

Speaking

Speaking is the productive skill in the oral mode. Effective speaking is being able to speak in a public context with confidence and clarity, and at the same time reflecting on one's personality.

- Suggested instructional strategies in becoming a successful *speaker*:
  - discuss and respond to content of a reading or listening passage
  - use communication strategies to participate in group and class discussions
  - select, compile and synthesize information for an oral presentation
  - use paraphrasing skills
  - use vocabulary appropriately
  - use grammatical structures appropriately
  - deliver an effective oral presentation
  - present information using digital tools

> *Trainer Notes: Use this list of instructional strategies to generate discussion on these approaches and how they may or have been specifically used in the teachers' classrooms. Ask for additional strategies not identified in the above list.*

To improve a foreign language learner's speaking skill, they should make every effort possible to find somebody to speak with. For instance:

- Where can you find people who can speak English with you?
- How can you practice speaking when you are alone?

> *Trainer Notes: Review and discuss. What other methods can be suggested by the teachers?*

- Activity: Find someone who …?

NAME	HINT= Do you …….? / Did you …..?
	drank tea this morning.
	sometimes wears glasses.
	watched television yesterday.
	played a sport last week? Which one?
	speaks more than two languages.
	took a trip last month.
	went shopping on the weekend.
	loves chocolates.
	has family members that are twins.
	was born in another country.

Reading

Reading is the receptive skill in the written mode. Reading develops independently of listening and speaking skills. It can help build vocabulary that helps listening comprehension at the later stage.

o Suggested instructional strategies in becoming a successful *reader*:

- scan/identify the details
- skim/identify the main idea(s)
- distinguish main idea(s) from supporting details
- use graphic organizers to better understand a text
- develop reading speed
- build academic vocabulary
- make use of contextual clues to infer meanings of unfamiliar words from context
- summarize and paraphrase information in a text
- distinguish main ideas from specific details
- distinguish facts from opinions
- make inferences and predictions based on comprehension of information in the text
- identify author's purpose and tone
- discuss and respond to content of the text orally and in writing
- produce academic vocabulary appropriately orally and in writing
- transfer information in the text into a graphic organizer
- utilize digital literacy tools to develop reading and vocabulary skills

o Types of reading materials to try:

- books (including children's books and graded readers), newspapers

- online news articles, online blogs about topics that interest you

- letters (personal and commercial)

- sub-titles on films

- short stories, poetry, proverbs

- cartoons and jokes

- recipes for cooking, advertisements and brochures

Trainer Notes: *Review and discuss. What other methods can be suggested by the teachers?*

o Reading Activity: Questions in the Bag Directions

- Divide your class into two groups and have them make two circles.

- Give a small object to one group and a bag of written questions to the other group. Play music.

- As long as the music is being played the students pass the object and the bag in their respective groups to the person next to them.

- When the music stops the student with the bag in his/her hand draws a question and asks it to the student in the other group who has the object in his/her hand.

- If the student with the object can answer the question asked he/she stays in their group and the student with the bag leaves the game. If the student cannot answer the question he/she leaves the game and the student with the bag stays in their group. The groups exchange the object and the bag.

- The activity continues until there are 3 or 4 students left in a group. The group with more students wins the game.

Trainer Notes: *This above is a suggested classroom enrichment activity the teacher can use with students to reinforce their reading (and other) skills. This activity can be used for all ages of learners. This activity can be found as a handout in the Resources & Handouts section of this session.*

Writing

Writing is the productive skill in the written mode. To write clearly it is essential to understand the basic system of a language, knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

o Suggested instructional strategies in becoming a successful *writer*:

- use pre-writing strategies to plan writing

- write effective and coherent paragraphs

- generate ideas from sources to develop content

- develop coherent content and support with relevant details

- use teacher feedback to edit writing

- give critical peer feedback

- build academic vocabulary

- use a variety of accurate sentence structures

- use grammatical structures accurately

- utilize digital literacy tools to develop writing and grammar skills

- write a paragraph with a topic sentence, support, and concluding sentence

- produce coherent and unified paragraphs with adequate support and detail

- write an effective introduction and conclusion

- produce appropriate vocabulary and correct word forms

Trainer Notes: Use this list of instructional strategies to generate discussion on these approaches and how they may or have been specifically used in the teachers' classrooms. Ask for additional strategies not identified in the above list.

o The Writing Process

- Step 1: Brainstorming

- Step 2: Outline

- Step 3: Rough Draft

- Step 4: Evaluation

- Step 5: Final Draft

- Step 6: Publishing

Trainer Notes: The writing process teaches students to internalize the steps for a finished piece of writing. Further details on this process can be found in the Website Links section of this session.

o Writing Activity

Bio Poem

_____

(your first name)

is_____

(four adjectives that describe you)

Sibling of _____

(or son or daughter of)

Lover of _____

(three people or things you love)

Who feels_____

(three feelings you have and when they are felt)

Who gives_____

(three things you give)

Who fears_____

(three fears you have)

Who would like to see_____

(three things you would like to see)

Who lives_____

(the town or a brief description of where you live)

_____

(your last name)

Trainer Notes: *A Bio Poem ('bio" is short for biography) is written to describe a person, usually a fictional character or famous person. Having students write a bio poem will help them summarize information. Have the students pay attention to such areas of writing as grammatical structure, punctuation, etc. This activity can be found as a handout in the Resources & Handouts section of this session. Also, a research paper outline template can be found in the Website Links section of this session.*

3. SUMMARY

a) *Language Skills*

o   Primary Skills

- Receptive (Listening ; Reading)
- Productive (Speaking; Writing)
    - o   Sub Skills

INPUT OUTPUT
SPOKEN
listening speaking
WRITTEN
reading writing
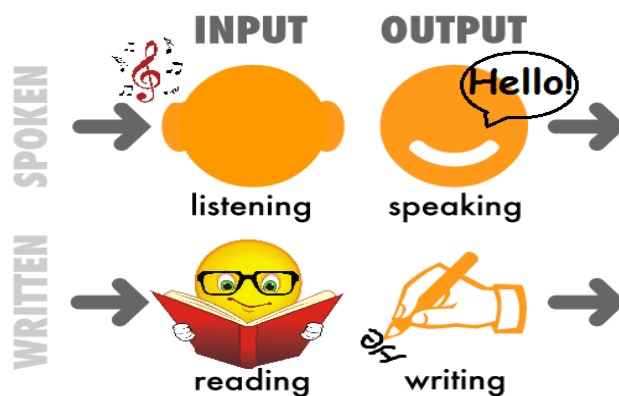
- Grammar

- Vocabulary

- Pronunciation

- Non-verbal

- Collocation

- Usage

> **Trainer Notes:** *Use the two above graphics in the summarization of the 4 Language Skills (and sub-skills). Have a closure discussion regarding these skills and how they relate to foreign language instruction. These graphics can be accessed in the Resources & Handouts section of this session.*

4. RESOURCES & HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this module. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students. Additional resources related to topics discussed in this module may be found at https://americanenglish.state.gov as well as www.robdanin.com.

5. WEBSITE LINKS

English for Special Purposes (ESP)

http://www.really-learn-english.com/teaching-english-for-special-purposes.html

The Writing Process: A Scaffolding Approach

http://education.wm.edu/centers/ttac/documents/packets/writingprocess.pdf

Template for Writing a Research Paper

http://robdanin.com/sites/robdanin.com/files/resources/outline_template.pdf

The two following instructional approaches listed below utilize the four language skills of listening, speaking, reading, and writing. These unique learning experiences can also provide a stimulating and student-centered approach to instruction. You can access these strategies at www.robdanin.com.

Socratic Seminar

http://robdanin.com/resources/socratic-seminar

Reciprocal Teaching

http://robdanin.com/resources/reciprocal-teaching-reading-strategies

VI.   EFL TEACHING AND ASSESSMENT

"The most important thing about assessment is that it promotes dialogue." (M. Senter)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ has effective assessment strategies that are readily communicated to students and parents.
- ✓ has clear and concise evaluation criteria.
- ✓ develops a wide range of assessment strategies that allow for a variety of responses.
- ✓ employs various forms of assessments.
- ✓ allows students to monitor and adjust their individual learning through self-assessments.

> **Trainer Notes:** *These learning outcomes were adapted from the draft document A Framework of English Language in Pre-University Education.2017*

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Tests vs. Assessments

- o **Tests:** "Too many tests we give as school/district/state/county <u>are not meant to assess</u>, they are <u>meant to provide data and too often that data is useless to teachers because it comes too late or is too confusing or isn't related to that course.</u>" (Blog Posting)
- o Assessments: "Assessments go beyond the tests. Yes, <u>testing is one way to assess</u>, but only if the results of the test make sense and are given back in time to do something with. *Assessments are the tools I use to see whether or not my students have mastered the skill at hand and the tools I use to adjust my teaching accordingly." (Blog Posting)*

> **Trainer Notes:** *The trainer should help the teachers distinguish between the terms "tests" and "assessments" at the beginning of this session. There is a generally accepted difference in these forms of evaluation which will be discussed below. Suggestion: Have the teachers provide samples of tests and assessments as prompted above.*

Assessing Students' needs

- o Assessment Types:
  - **Placement**- helps determine language proficiency level
  - **Diagnostic** (Pre/Post)- modifies instruction to meet the needs of the student
  - **Formative** (Ongoing) - informal assessment (non-graded). Can help in the planning and necessary adjustment of instruction. For example: teacher observation.
  - **Summative** (Final) - formal assessment (graded). Monitors student progress.

Placement assessment: a test usually given to determine specific knowledge or proficiency in various subjects.

Diagnostic assessment: is a type of assessment which examines what a student knows and can do.

Explanations of formative and summative assessments as stated in A Framework of English Language in Pre-University Education,2017:

Formative Assessment: is the most powerful type of assessment for improving student understanding and performance. This type of assessment of students learning at different levels provides information that teachers can use to design lesson plans, conduct classes to suit the student's needs by utilizing the English language curriculum effectively. This form of assessment also enables the teacher to rethink instructional strategies, activities and content based on student understanding and performance (this is known as monitoring and adjusting instruction).

Summative assessment: evaluates student's achievement at the end of the term or school year with a grade and is usually comprehensive in nature. Summative assessment can be diagnostic. (CEFR, 2001)

Authentic assessments

o   Authentic assessment assesses the student abilities by measuring how well student performs under **"real-world"** learning environments. It is likely that some mix of **"traditional"** and **"authentic"** testing will best meet the teacher's needs in determining student achievement.

Teacher Reflection Activity #1:

Ask the teachers how they would determine when it is appropriate to use authentic assessments.

Authentic assessments

Listed are several forms of authentic assessments:

o   Anecdotal records (e.g., student observation)

o   Inventories (needs assessment, checklist, survey, etc.)

o   Learning logs and journals (reflective)

• written entries in which students reflect on what they have learnt and how they have learnt it

  o   Portfolios (e.g., collection of student's original work)

- Performance-based (activity that can be created or performed, such as science experiment, art and music/dance)
- Use of realia (real life objects): cooking utensils, tools, clothing, items from work and nature, etc.

Trainer Notes: Review this list of authentic assessments (also referred to as "performance-based assessments") with the teachers. Ask: Which of these do the teachers already use with their students? What other forms of authentic assessments have they used or are familiar with?

Teacher Reflection Activity #2:

Reality Check

- Is the use of authentic assessments:
- something you see the value in (as a teacher and/or teacher trainer)?

  Why or why not (e.g., teaching style, cultural hindrance)?

  If yes, what is one way you could implement this assessment?
- able to be utilized in the current educational environment?

Trainer Notes: This is a Think/Pair/Share reflective group activity on authentic assessments. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.

Rubrics

  o What is a Rubric?
- an "authentic" method of assessing the learner which provides a transparent assessment process and gives guidelines for rating student performance (Asmus,1999)
- defines the range (continuum) of possible performance levels
- an evaluative tool that assesses specific areas of instruction
- clear and relevant
- age appropriate (student-friendly)
  o Why a Rubric?
- The purpose of using rubrics is to provide a more systematic way of describing/evaluating a performance that is more qualitative than quantitative in nature. (Greer and Kale,n.d)
- To clearly show students how their work is being evaluated.
- To communicate detailed explanations of what constitutes excellence.
- To serve as a means for clarifying expectations for assignments and experiences.

- Usually with relatively complex assignment, such as a long-term project, essay or research-based product.
  o Benefits of a Rubric
- Improves student performance
- Encourages student to "check progress' using a rubric (formative assessment)
- Allows for multiple correct answers
- Encourages/requires self assessment and/or peer assessment (formative assessment)
- Serves as detailed evaluations of final projects (summative assessment)
- Provides those who have been assessed with clear information about how well they performed
- Provides those who have been assessed with a clear indication of what they need to accomplish in the future to better their performance.

> ***Trainer Notes:*** *The use of a rubric as an authentic form of assessing student progress is common. Many of the teachers will have used this form of assessment with their students. Discuss the above rubric related graphics. The use of rubrics reflect the "qualitative" nature of higher-level (critical thinking) instructional activities such as projects (more on this in a later session), performances, and reports. "Quantitative" educational activities involve lower order cognitive levels such as rote learning (memorization), and the teaching/learning of discrete skills (e.g., grammar) which has importance at the foundational level of instruction. Rubrics are, therefore, not appropriate for this form of instruction. More traditional testing will be discussed later in this session. Refer to both the Resources & Handouts and the Website Links section of this session for materials on varied forms of rubrics.*

Teacher Reflection Activity #3:

Reality check
  o Is the use of rubrics:
- something you see the value in (as a teacher and/or teacher trainer)?

  Why or why not (e.g., teaching style, cultural hindrance)? If yes, what is one way you could implement this assessment?
- able to be utilized in the current educational environment?

> ***Trainer Notes:*** *This is a Think/Pair/Share reflective group activity regarding the use of rubrics. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.*

💡 *Sample: Student-Friendly Rubric*

	GRADES 7 AND 8 "STUDENT-FRIENDLY" MATHEMATICS SCORING RUBRIC		
Score level (How many points do you earn?)	MATHEMATICAL KNOWLEDGE (Do you know it?)	STRATEGIC KNOWLEDGE (How do you plan?)	EXPLANATION (Can you explain it?)
4	• I put the right answer and I label it correctly. • I use math terms correctly to show I understand how math works. • I compute with no errors.	• I find all the important parts of the problem, and I know how they go together. • I show all the steps I use to solve a problem. • I explain any work I do in my head or with a calculator. • I completely show pictures, diagrams, models or computations if I use them in my plan.	• I write <u>what</u> I did and <u>how</u> I did it. • If I use a diagram, I can explain all of it in writing.
3	• I use most math terms correctly. • I make minor errors in computation.	• I find most of the important parts of the problem. • I show a reasonable plan and most of the steps I use to solve a problem.	• I write mostly about <u>what</u> I did. • I write a little about <u>why</u> I did it. • If I use a diagram, I can explain most of it in writing.
2	• I know how to do parts of the problem, but I make major errors in computation and get a wrong answer. • I give a wrong answer or only part of the answer.	• I find some of the important parts of the problem. • I show some of the steps, but my plan is not clear.	• I write some about <u>what</u> I did or <u>why</u> I did it but not both. • If I use a diagram, I can explain some of it in writing.
1	• I try to do the	• I find almost no important	• I write or draw

		parts of the problem.	something that
	problem, but I don't understand it.	• I show a plan that is not reasonable. • I show almost none of the steps I use to solve a problem. • I may include unnecessary information.	doesn't do with my answer. • I write an answer that is not clear.
0	• I don't try to answer the problem.	• I don't show a plan.	• I don't explain anything in writing.

💡 *__Student Created Rubrics__*

- o Include students in creating or adopting rubrics.
- o This form of self-assessment helps with providing the learner a greater understanding and appreciation of what they are being evaluated on.
- o consider using "I" in the descriptors
- I followed …..
- I did not follow …..

💡 *__Sample: Student Self-Assessment Rubric__*

Student name:_____ Date: _____						
Using "5" as the highest degree and "1" as the lowest, decide to what degree you were successful in each of the following areas.						
		Circle one number low high				
	A. Adhering to the rules					
a.	understanding and following the agreed upon procedures for the group discussion	1	2	3	4	5
	B. Contributing					
a.	helping the group planning its activities	1	2	3	4	5
b.	helping others to achieve group goals	1	2	3	4	5
	C. Working cooperatively					
a.	understanding my responsibilities in the group	1	2	3	4	5

			1	2	3	4	5
b.	accomplishing my tasks (collecting information, organizing data, etc.)		1	2	3	4	5
c.	helping to avoid or settle disagreements		1	2	3	4	5
d.	helping the group stay on topic and accomplish its objectives		1	2	3	4	5
	D. Communication						
a.	making relevant statements		1	2	3	4	5
b.	supporting opinions of group members with facts		1	2	3	4	5
c.	using appropriate vocabulary when stating views		1	2	3	4	5
d.	organizing my thoughts before and while speaking		1	2	3	4	5
e.	seeking information (asking for facts, expansion, or others' views)		1	2	3	4	5
f.	clarifying statements (restating ideas, using examples)		1	2	3	4	5
g.	summarizing (pulling ideas together, offering conclusions)		1	2	3	4	5
What is your overall evaluation of your contribution to the group effort?							

B.Bennett, C. Rollieser-Bennett, L. Stevahn. Cooperative Learning: Where Heart Meets Mind. 1991

Sample: Peer Assessment Rubric

PEER ASSESSMENT RUBRIC FOR PRESENTATION OF INFORMATION TO CLASS			
Name of student being assessed:_____			
Name of student completing the assessment:_____			
criteria			
1. Ability to prepare and organize for the information to be presented: eg. • Set up and use of data projector, video DVD player • Bring a set of rules and appropriate playing places for students playing the game	More thorough preparation was required for the presentation and performance to run smoothly.	The preparation for the presentation was generally organized and the performance ran quite smoothly.	The preparation for the presentation was very well organized and the performance ran smoothly.
2. Relevance of the information to the chosen questions	Some of the information did not relate directly to the key questions.	Most of the information was accurate and related directly to the key questions.	All the information was highly accurate and relevant to the key questions.

3. Oral presentation • eye contact	Student sometimes faces or maintains eye contact with the audience.	Student faces or maintains eye contact with the audience most of the time, but occasionally loses eye contact.	Student faces or maintains eye contact with the audience.
4. oral presentation • understandability	Student sometimes uses confusing words and terms and needs to give examples to help explain the ideas.	Student uses understandable words and terms, but needs examples to clarify major issues.	Student uses words, terms and examples which the audience clearly understand.
5. oral presentation • voice	Student speaks in a voice which is frequently difficult to understand due to pure tone, enunciation or pace even after listener requests to repeat message.	Student speaks in a voice which is generally understandable; sometimes tone, enunciation or pace interferes with message; adjust delivery when listener does not understand.	Student always speaks in an understandable voice using clear tone, enunciation and reasonable pace; message is clearly received.

The best part of this presentation was _____

The area for improvement is _____

Sample: Oral Presentations

Oral Presentation Scoring Rubric							
Name: _____							
Title/Topic: _____							
Content							
1	analyzed the audience	0	1	2	3	4	5
2	evidence of support and clear evidence	0	1	2	3	4	5
3	framed ideas in appropriate language	0	1	2	3	4	5
Structure of message							
1	developed a clear central idea	0	1	2	3	4	5
2	clear introduction, body, and conclusion	0	1	2	3	4	5
Presentation							
1	appropriate presentation style for the audience	0	1	2	3	4	5

2	vocal strategies used to produce effective and intentional meaning	0	1	2	3	4	5
3	non verbal characteristics (eye contact, facial expression, posture, gestures, movement, personal appearance)	0	1	2	3	4	5
4	use of audio-visual aids well adopted to the audience, situation and environment	0	1	2	3	4	5
Comments:							

💡 *Sample: PowerPoint Presentations*

Models of teaching presentation using PowerPoint. Looking for: valid points, creativity, good organization, ease of readability, aesthetically pleasing.

BASIC (0-55 points)	PROFICIENT (56-115 points)	DISTINGUISHED (116-170 points)
- three slides - unrelated or no special effects - some organization - spelling errors - information basically correct	- four to five slides - valid information - well-organized - sequential - three special effects - well-formatted - no spelling errors - evident preparation	- five slides - pictures - one special effect per slide that supports ideas - valid information - no spelling errors - well-formatted - well-organized - excellent preparation
Title:_____		
Rating:_____		
Comments:		

💡 *Mini -Rubric*

Mini-rubrics have the following characteristics:
- quick to use
- fewer criteria and shorter description of quality
  - yes/no checklists
  - describe proficient levels of quality and leave other boxes for commentary during grading
- used for small products or processes
  - poster

- outline
- journal entry
  - class activity

💡 ***Sample: mini-Rubric***

VOCABULARY POSTER				
Purpose: to inform				
Content criterion (50%)				
Written explanation of denotation-accuracy/thoroughness	1	2	3	4
Examples in action- accuracy/variety	1	2	3	4
Visual symbol or cartoon conveys word meaning-accuracy/ clarity	1	2	3	4
Wordplay-weighs synonyms for subtleties of meaning-accuracy/thoroughness	1	2	3	4
Presentation criterion (50%)				
Neat	1	2	3	4
Clear organizational pattern	1	2	3	4
No error in Conventions	1	2	3	4
Use of visual space to catch and hold attention	1	2	3	4
Score = Content _____ + Presentation _____ = _____ GRADE				
Comments:				

Trainer Notes: *Above are several samples of rubrics that can be used for student evaluations. A few notes on these various rubrics:*

Student Created: Also known as "student friendly" (student-centered). Helps with student buy-in on the assignment being assessed which can, then, increase motivation. Notice the "I" statements in the rubric sample.

Peer: Promotes collegiality/collaboration, thinking out loud (critical thinking), mentoring, and listening and speaking skills. It is suggested not to use these evaluations as part of the final grade of the assignment.

Oral: This also supports listening and speaking skills.

Note: Rubrics should have either "white space" or specific sections to allow for reflective comments to be made.

Trainer Notes: *As stated in A framework of English Language in Pre-University Education, 2017, special consideration should be given to the European Language Portfolio (ELP) that is used as a " self-assessment tool as well as another classroom indicator to the teacher of students' progress and growth" in Albania. This measurement "provides information that can be used for assessing students' areas of comprehension, fluency, vocabulary and grammar". The ELP includes a dossier that the "students can update…as often as they like and replace older work with more recent work but they may want to keep it so that they can reflect and show others the progress they have made. This dossier may be a good example of showing their skills in different languages.*

![Activity] **_Teacher Reflection Activity #4_**

- o develop a new or revise an existing rubric (using the rubric sample provided to you or one of your own rubrics) that can be used with your students in a particular content area.
- o If there is time and the desire, feel free to break into small groups to constructively critique the rubrics you have created.

Trainer Notes: _Refer to the varied sample rubrics listed in the section above as well as in the Resources & Handouts and Website Links sections of this session to help with this exercise. A follow-up to this activity is having the teachers pilot this rubric in the classroom and then reflect on it use as an evaluative tool._
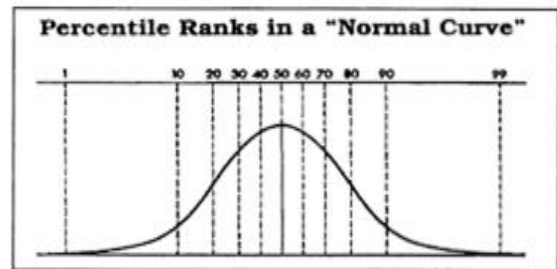
Standardized Tests: Norm-Referenced

"Norm-referenced" tests compare a person's score against the scores of a group of people who have already taken the same exam, called the _norming group_. Renorming of tests occurs about every 7 years. Otherwise the "bell-shaped curve" would be skewed to the high end. Students are getting smarter!

- o Types of Norm-References Standardized Tests:

Percentile Ranks in a "Normal Curve"

  - TOEFL
  - TOEIC
  - Graduating Exams
  - IQ tests
  - Language Proficiency tests (some)
- o Appropriate uses of Standardized Achievement Tests:
  - informing _parents_ about their children's **relative** achievements
  - informing _teachers_ about their students' **relative** achievements
  - selecting students for special programs (comparative needs with limited resources)
- o Inappropriate uses of Standardized Achievement Tests:
  - evaluating schools (high-stakes)
  - evaluating teachers (high-stakes)
  - promoting or grading students (high-stakes)
  - making classroom instructional decisions.

Teacher Reflection Activity #5:

o Should **norm-referenced** standardized tests be used for student placement? Why or why not?


Trainer Notes: _This is a Think/Pair/Share reflective group activity regarding the use of rubrics. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group._

Standardized Tests: Criterion-Referenced

A criterion-referenced test is the one that provides scores of an individual based on their level understanding of a specified subject matter. Scores on criterion-referenced tests indicate **what individuals can do** – not how they have scored in relation to the scores of particular groups of persons, as in norm-referenced tests. Most tests and quizzes written by school teachers are criterion-referenced tests. CRT should be based on relevant, high-quality standards, curriculum and instruction.

o Appropriate uses of Criterion-Referenced Tests:

- Criterion-referenced tests are more suitable than norm-referenced tests for tracking the progress of students within a curriculum.

- Criterion-referenced tests can be developed at the class level.

- Test items can be designed to match specific program objectives.

- The scores on a criterion-referenced test indicate how well the individual can correctly answer questions on the material being studied.

- If the standards are not met, teachers can specifically diagnose the deficiencies.

- Test results can be quickly obtained to give students effective feedback on their performance.
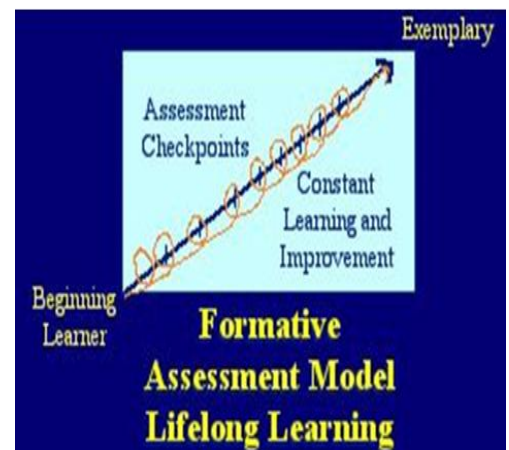
Trainer Notes: _Criterion-based testing is highly aligned to competency-based teaching and learning. The academic progress of a learner is based on a continuum towards "mastery" of the subject (CEFR,2001)_

☀️ *Standardized Tests Comparison*

Norm-Referenced	Criterion-Referenced
cultural/socio-economic status bias	more culturally fair
focus on one "right answer"	possibility of several prospective
judgment without suggestions for improvement	useful information for improving /guiding learning
pressure teachers to narrow teaching to what is tested	allows teachers to develop meaningful curricula
focus on low-order knowledge and skills	emphasis on higher-order learning outcomes and thinking skills
does not allow students to interact	encourages collaborative learning

Trainer Notes: *Criterion-Referenced Tests (CRT) are a form of competency-based standardized testing. Criterion-referencing refers to "the extent to which the results of learning are assessed in relation to defined standards and criteria" (CEFR, 2001) CRT should be used to compare individual student's performance over a period of time. This provides a more accurate measurement of the learner's academic performance.*

✏️ *Teacher Reflection Activity #6:*

    Reality Check:

- o In what educational settings should a teacher use **norm-referenced standardized tests** to measure their students' understanding?
- o In what educational settings should a teacher use **criterion-referenced standardized tests** to measure their students' understanding?

Trainer Notes: *This is a Think/Pair/Share reflective group activity regarding the use of rubrics. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group.*

3. SUMMARY
a) *Evaluations: Implications for Educators*
- o When using any assessment approach to instruction, the need for greater understanding on how to properly assess student progress is vital.

- When utilizing multiple assessments within their instructional settings, educators need to accept the responsibility of fully comprehending both the varied content areas and which assessment(s) are the most appropriate to gauge the learner's understanding.
- A central consideration of proper assessment practices should focus on the improvement of <u>teaching</u> and <u>student learning</u>.

Trainer Notes: The use of multiple assessments, as referred to above, while student-centered can be complex, but necessary. The need for further training and practice, especially for the novice teacher, should be considered. Another consideration, as noted in the last bullet, is proper assessment practices serving a dual purpose. This evaluative process can help the teacher to improve their instruction while also allowing students to accurately demonstrate their academic abilities, especially if they have a tendency to do poorly on traditional tests.

b) *Rubric Design: What to consider*
- Clear, observable ,essential and realistic number of criteria
- Explicit, observable indicators
- Align the assignment with the rubric
- Include all non-negotiable items
- An even number of standards of excellence
- Create a continuum between least and most
- Define extremes and work inward
- deliberate sequence of criteria
- must be clear to students upfront
- high reliability and validity
- Provide varied samples of student work & pilot with students-adjust accordingly.

Trainer Notes: Again, the use of a rubric, when appropriate, is an authentic, performance-based assessment tool. It is also a proper measurement of a learner's progress that is student-centered and competency- based.

4. RESOURCES&HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students. Additional resources related to topics discussed in this session may be found at https://americanenglish.state.gov as well as www.robdanin.com.

These website links are very useful resources when either selecting a previously developed rubric (which you may need to revise in order to meet your particular instructional needs) or creating your or your students' own. You can access these directly from www.robdanin.com under the *Rubric Design* category (click on the PowerPoint – next to last slide).

Rubrics On-Line

- http://www.rubistar.4teachers.org/   (create your own)
- http://www.teach-nology.com/web_tools/rubrics/
- http://www.rubrician.com/language.htm
- http://www.rubrics4teachers.com/
- http://www.rubrics4teachers.com/powerpoint.php (PowerPoint rubrics)
- http://www.nadasisland.com/rubrics.html
- http://www.rcampus.com/rubricshowc.cfm?code=L24W4A&sp=yes (EFL speaking)

English Learner Oral Assessment

EFL Proficiency assessment

The Oral Assessment (OA) assesses a student's oral/aural abilities in English. This includes the student's listening comprehension of English sounds, sequence, intonation, vocabulary and grammar, as well as the student's ability to respond orally in those areas. Both aspects-listening comprehension and speaking-determine scoring.

This oral diagnostic assessment can be used to quickly and reliably assess an EFL/ESL student to help with proper placement based on their English language proficiency level. A link to this assessment can be found in the Website Links section below.

ENGLISH LEARNER ORAL ASSESSMENT: Protocol				
Student_____ Evaluator_____ Date_____				
DIRECTIONS: *Ask the student to answer in English and in complete sentences. For example: "What's your name?" "My name is _____ ." Questions may be repeated once. Stop asking questions when you have three "0" responses (far right column). Check the appropriate column according to the student's response.*				
	3	2	1	0
Beginning I				
1 What is your name?				
2 What's this? (Point to something common)				
3 What color is this? (Point to something)				

4	What time is it?				
5	What's your address?				
6	What is your phone number?				
Beginning II					
7	What's he/she doing right now? (Point to person in diagram)				
8	Where do you go to school?				
9	What language(s) do you speak at home?				
10	What did you eat for dinner last night?				
11	When were you born?				
12	Do you like to go to the movies?				
Intermediate					
13	What time did you get up this morning?				
14	Which book(or pencil) is smaller, this one or this one?				
15	How long have you been in _____?				
16	What T.V. programs do you like to watch?				
17	Why do you want to learn more English?				
18	How are you going to come to school?				
Advanced					
19	Do you have any family in the United States?				
20	Have you ever studied English before?				
21	What would you do if you won $10,000? (can use local currency)				
22	What were you told about the school you are/were attending?				
23	How is the food in the U.S. different from the food in___ (native country)?				
24	Where would you like to spend a two-week vacation? Why?				
SUBTOTAL					
TOTAL _____ LEVEL _____*(0-17 Beginning I; 18-35 Beginning II; 36-53 Intermediate; 54-72 Advanced)*					

English Learner Oral Assessment: Scoring

A student's answer to an OA questions can receive one of four ratings, as follows:

(directions assume the testing area is reasonably quiet and free of distractions)

<u>0 Points</u>

Student does not attempt to answer (shrugs shoulders, shakes hands, etc,); does not comprehend ;has asked for question to be repeated and still doesn't understand how to answer, or answers in such a way as to show question not understood. <u>After 3 checks in the "0" column stop testing.</u>

1 Point- One-word answers, even after being asked to give a whole or complete sentence. At the intermediate and advanced levels short-phrase answers, even after being asked to give a whole sentence. (Which pencil is smaller? "Is small," " Whole sentence, please" "Is more small.") Answers with 2 or more significant errors.(How long have you been in _____?" " I been two years ago."). From intermediate onward, 5 such answers more or less in sequence mean you should stop testing, as you are beyond the student's level.

2 Points- One significant error. ("What did you eat for dinner last night?" "I eat rice.") Student asks to have question repeated (1 point off) and then answers correctly. Answer is correct grammatically but comes with great hesitation or long pauses that interrupt flow of listener's comprehension, or with such poor pronunciation that listener struggles to comprehend. More than one (but less significant) error and yet student answers with ease, quickness and flow.

3 Points- Grammatically correct. Answers with reasonable to good speed, pronunciation and flow.

When you stop, or when you reach the end, add up the checks in each column, as follows:

Each check in the "3" column gets 3 points; in the "2" column, 2 points, ect. Then add up the subtotals. The total scores and their corresponding levels are at the end of the table.

5.   WEBSITE LINKS
Rubric Design Tips

http://robdanin.com/sites/robdanin.com/files/resources/rubric_design_review_tips.pdf

Rubric Template

http://robdanin.com/sites/robdanin.com/files/resources/rubric_template.pdf

A Rubric Design Rubric

http://robdanin.com/sites/robdanin.com/files/resources/rubric_design_rubric.pdf

English Learner Oral Assessment

http://robdanin.com/sites/robdanin.com/files/resources/eloa.pdf

Common European Framework of Reference (CEFR)

http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

VII. SOCIAL-EMOTIONAL LEARNING
(EMOTIONAL INTELLIGENCE)

"Students don't care how much you know until they know how much you care."(Anonymous)

"All learning has an emotional base."(Plato)

1. LEARNING OUTCOMES
The teacher trainee:

- ✓ sets the emotional tone of the classroom.
- ✓ develops a wide range of strategies that allow for a variety of intelligent uses of one's emotions.
- ✓ creates a learning environment that promotes emotional security.
- ✓ encourages the learner's abilities by celebrating an individual's strengths.
- ✓ provides an intrinsic motivation to learn.

> **Trainer Notes:** *These learning outcomes were taken from Daniel Goleman (1995).Goleman is an educational researcher who has done hallmark work on social-emotional learning. It should be noted that a social-emotional classroom climate is NOT an instructional strategy but rather a student-centered approach to a teacher/student partnership in teaching/learning.*

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Overview: Social-emotional learning by other names

- o **Affective Education**: Emotions and feelings of inadequacy tend to be stronger when students learn a foreign language. (Genesee, et al.,2006)
- o **Emotional Intelligence (EI or EQ):** A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, and to use this information to guide one's thinking and action.

> **Trainer Notes:** *Social-emotional learning goes by several names. For purposes of this session the focus will be on Emotional Intelligence (the abbreviation is typically EI or EQ [Emotional Quotient]). The following graphics will focus on EI/EQ in relation to the foreign language student and how EQ is not the same as IQ (Intelligence Quotient). NOTE: The graphic above illustrates the belief that an individual's IQ has less of an impact on learning than the use of one's EQ.*

EI & EFL

Emotional Intelligence (EI) is a factor in second language learning. It enhances the integration of cognition with affect. EI involves "knowing what one's feelings are and using that knowledge to make good decisions." (Goleman,1995). This includes the ability to maintain hope and an optimistic outlook in the face of disappointments and difficulties (a common occurrence for many SLLs).

> *Trainer Notes: Research studies have indicated that students in classrooms in which the teacher utilizes an EI approach showed greater academic achievement. These results have implications for EFL teachers. The notion of EI should be considered more of an altitudinal approach rather than specific instructional strategies. Suggested approaches to best implement EI are discussed during the rest of this session.*

> *Trainer Notes: Educational research has shown that the standard measure of intelligence (IQ) is too narrow and does not include the full range of human intelligence. Some educational experts believe that the ability to understand and express emotions can play a more important role in learning.*

o   Emotional Intelligence (EI) is the ability to perceive emotions by both teacher and student, understand complex emotions and emotional knowledge, access and generate emotions so as to assist thought. It reflectively regulates emotions so as to promote emotional and intellectual growth.

> *Trainer Notes: The above information shows the step-by-step sequential process to establishing a social-emotional classroom environment. Utilizing "active listening" as well as "active observing" skills by both the teacher and student is vital.*

✏️ **_Teacher Reflection Activity #1:_**

Ask the teachers if they feel these EI factors (noted above) should be critical elements for productive classroom instruction.

💡 **_EI?EQ & Maslow's Hierarchy of Needs_**

💡 **_Four Basic Components of EI_**
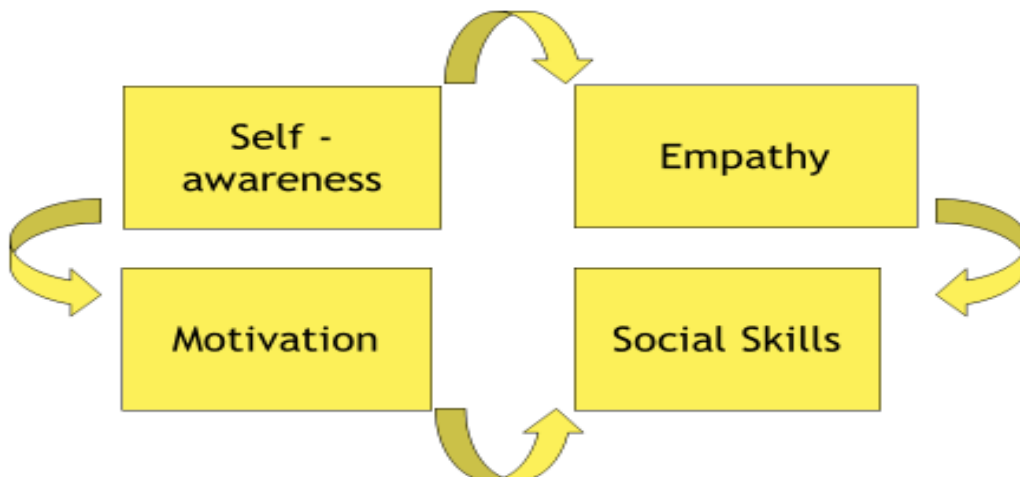
Components of Emotional Intelligence

	definition	attributes
Self Awareness	The ability to recognize and understand your moods and emotions well as their effects on others.	• Self-confidence • Realistic personal growth • Comfort with ambiguity • Openness to change • Sense of humor
Motivation	A passion to work for reasons that go beyond money or status. The propensity to suspend judgment-to think before acting.	• Strong drive to achieve • Optimism, even in the face of failure
Empathy	The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.	• Expertise in building ones' learning abilities • Cross-cultural sensitivity
Social skills	Proficiency in managing relationships. An ability to find common group & build rapport.	• Effectiveness in working with others • Developing influence and confidence by others

Trainer Notes: The elements of EI can build trust between teacher and student thereby reducing the stress of the learner. By understanding others we can better understand ourselves. Surveys have shown that the most important consideration by employers is not the skills set (this can be taught on the job), but working cooperatively with others.

Education and EI

EI creates a "relationship-centered" (student-centered) approach to education. It has the potential to be considerably more motivating for students. Students cope better with transitions. There are lower drop out from secondary school and university. IE requires higher academic qualifications and offers better career prospects.

- What educator can do to stimulate EI skills in their students

  - Clear communication and getting along with others

  - Empathy

  - Self awareness, self motivation and self control

  - Decision making and problem solving

  - Sharing and caring

  - Patience and gentleness

  - Listening

    - Perseverance
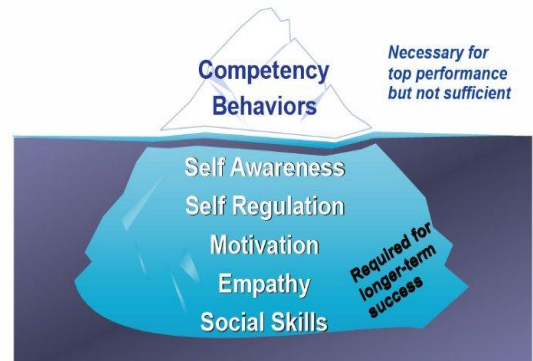
Teacher Reflection Activity #2:

After reviewing the above established list of characteristics derived from the use of EI approaches by the teacher, what other attributes may also be included?

How can teachers use Emotional Intelligence?

- Pay attention to self and other's body language

- Listen more; speak less- develops empathy

- Get curious, not furious- watch what you say especially when frustrated or annoyed. Reframe negative emotions can be replaced with, "Do you see something in this that I must have missed?"

- Elicit pride in others-reason for working together

- Remember that emotions are contagious-A person's emotions (negative or positive) always influence others. Teachers should be careful to show only those emotions, which they want to see in others (The Golden Rule).

- o EI Educational Practices
  - Student-centered discipline
  - Responsibility and choice
  - Warmth and support (teacher and peer)
  - Cooperative learning
  - Classroom discussions
  - Self-reflection and self-assessment
  - Balanced (varied) instruction
  - Realistic academic expectations
  - Modeling, practicing, feedback, coaching

  There are valuable lessons in "failing": Mistakes can teach us that it is not that we are bad at something, just that we have to try a different method to find success. It teaches **"resilience".**

Trainer Notes: EI practices can have a positive impact on student behavior by teaching the students to take responsibility for their behavior as well as the choices they make. The teacher needs to have a balanced perspective between stressing both student successes and "failures" (mistakes). This is especially important for the student with special needs (SNS).

- o EI Educational Techniques
  - **Ice breakers**- enable students to get know each other
  - **Warm ups/Sponge Activities**-generate interest in/review of the lesson
  - **Varied learning activities**- maintain interest and also allow for different learning styles
  - **Brainstorming** and **discussion**- encourage the sharing of knowledge and opinions
  - **Role-Playing** and **simulations-** relate to the real world
  - **Group/Project work-** encourage cooperation (e.g., Cooperative Learning)
  - **Feedback-**use of continuous assessments to help determine students' academic progress in the subject area
  - **Managing expectations-** relates to giving feedback and making students aware of what is expected
  - Journal writing- this familiar educational tool can be an effective way to help students develop self-awareness along with developing writing skills
  - Emphasize responsibility- helps to encourage a sense of responsibility (e.g., organizes classroom tasks).

- Encourage activity-Creativity is most necessary in times of emotional hardships, such as when we're frustrated or angry. Provide students with ongoing opportunities to express their creativity.
- Institute classroom meetings-This can provide numerous opportunities to support social and emotional learning. It helps build a sense of community, creates a climate of trust, and encourages respectful communication.

Trainer Notes: Refer to the Lesson Planning and Delivery session for additional information on "warm up/sponge" activities. It should be noted that when the students are journal writing in this context the teacher should not correct for punctuation, grammar, etc. which may inhibit the students from freely expressing themselves. See the next graphic regarding "Responsive Classroom Methods".

- Emotional Intelligence (EQ/EI): Responsive Classroom Methods- A sense of Community.
- The goal is to help create a culture where students care about each other, their school/classroom and their learning.
- designed to improve the ways teachers interact with students and the way the students interact with each other. Classroom meetings can be used to build "classroom community":
  - Get students ready for the lesson
  - Explain goals/objectives/outcomes
  - Help in providing "calm and smooth" classroom transitions
  - Reinforce the proper use of social skills among the students
- Learn the students' names, ask about their lives outside of class, offer to help with assignments, offer more opportunities for student choice and voice in the classroom,
- Students' perceptions of their teachers can also affect cheating behavior. When students perceive that their teachers are competent and caring, they are less likely to cheat in those classrooms.

Trainer Notes: "Responsive Classroom Methods"is designed to improve the way teachers interact with students and the way the students interact with each other. The goal of this method is to help create a culture where students care about each other, their school, and their learning. By establishing a respectful classroom community areas such as student discipline can be more effectively addressed. This method helps to incorporate a social-emotional learning approach into a more traditional classroom. NOTE: As stated above, there should be alignment between the lesson and the learning environment. Also noted above is that cheating by the students is typically reduced.

 Teacher Reflection Activity #3:

Students' perceptions of their teachers can also affect cheating behavior. Does this mean that when teachers are caring, children cheat less?

> ***Trainer Notes:*** *This is a Think/Pair/Share reflective group activity. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group. NOTE: Several studies show that students who reported low feelings of competence and capability were more likely to cheat. When students perceive that their teachers are caring, then they are less likely to cheat in those classrooms. Also, students who value school and feel like they belong in the school community are less likely to cheat. Therefore, an increased focus on social and emotional learning can improve the classroom climate and help students see that their teacher truly cares.*

3. SUMMARY
a) Socio-Emotional Considerations in the EFL Classroom

Students are more likely to feel a greater sense of ownership and self-confidence as a SLL when the teachers will consider taking the following steps:

- Provide activities that promote success in reading and writing.
- Provide sufficient practice and *careful* corrections.
- Focus on relevant prior/background knowledge.
- Actively involve learners in the lesson.
- Use *differentiated* grouping strategies.
- Provide native-language support, as needed (bi-lingual).
- Focus on content and instructional activities that are meaningful to the students.
- Hold high, but realistic, expectations for all learners.
- Be responsive to cultural and personal diversity. (Graves, 1998)

b) Some interactive instructional methods:

- Interactive journals (teacher responds in writing [role-modeling] to students' journal entries)
- *Literature study* using interactive response journals
- Writer's Workshop (see www.robdanin.com)
- Creating text for wordless (illustrated-only) books
- *Shared* reading with *predictable* text
- *Literature conversation* with *read-alouds*
- Student-made vocabulary wall charts or posters

c) **How to improve our EI**

- Observe how we **react to people.**

- Try to put ourselves in their place, and be more **open and accepting** of their perspectives and needs.

- Do **continuous self evaluation**. What are our weaknesses? Strengths?

- Examine how we **react to stressful situations.**

- **Take responsibility** for our actions.

- Examine how our **actions will affect others**. Would we want to experience those actions?

Trainer Notes: This is the time when the teacher can serve as a role model for the students.

d) **EI Growth Over Time**

Sorry, EI growth doesn't happen overnight. Improving and sustaining Emotional Intelligence takes a concerted effort over several months. Teachers need to be patient and consistent in their approach with the students. Also, there needs to be cooperation by other teachers in the school (collegial support and effort) to have a greater impact.

EI can be developed at any age. Age and maturity are positively correlated with EI. Children develop emotional intelligence during the first 15 years of life as they mature. (Goleman,1995). Emotional intelligence skills allow us to be more effective both professionally and personally.

e) **Final Thoughts…**

Emotional Intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It is the ability to understand your perception of others; when you understand how they feel, this allows you to manage relationships more effectively.

Trainer Notes: Again, teacher as role model.

Teacher Reflection Activity #4:

EI/EQ Group discussions

- GROUP 1: What approaches do you use to build a safe and caring learning environment?

- GROUP 2: What instructional strategies do you use to improve the learner's ability to express emotions appropriately, make important decisions, and solve problems effectively?
- GROUP 3: How can you integrate social-emotional learning with traditional academics to enhance learning?

> **Trainer Notes:** *This is a Think/Pair/Share* <u>*summative*</u> *reflective small group activity. The teachers should discuss their assigned prompt within their respective group. Then report the main ideas discussed to the whole group.*

4. RESOURCES&HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students.

Additional resources related to topics discussed in this session may be found at https://americanenglish.state.gov as well as www.robdanin.com.

EI/EQ & Maslow's Hierarchy of Needs   **IQ / EQ Iceberg Graphic**

EI Classroom Survey

Can be used to promote self-awareness and open communication

How often do you …	very often	often	sometimes	rarely	never
laugh					
get angry					
make mistakes					
forget things					

change your mind					
really enjoy yourself					

Trainer Notes: *This survey can serve as an "ice-breaker" with the students (as previously mentioned). This can also provide an opportunity for the students to practice self-awareness. This is an appropriate topic of discussion during a "class meeting" (discussed above).*

5. WEBSITE LINKS

"What Makes a Good Teacher" - YouTube video (3:31)

http://www.youtube.com/watch?v=iHapv0Tv7vM&app=desktop

Components of Emotional Intelligence

http://robdanin.com/sites/robdanin.com/files/resources/components_of_emotional_intelligence_ho.pdf

EI Skills http://robdanin.com/sites/robdanin.com/files/resources/ei_skills_ho.pdf

EI Practices and Techniques

http://robdanin.com/sites/robdanin.com/files/resources/ei_practices_and_techniques_ho.pdf

EI Classroom Survey

http://robdanin.com/sites/robdanin.com/files/resources/ei_classroom_survey_ho.pdf

EI/EQ Online Quiz

http://greatergood.berkeley.edu/ei_quiz/

Social-Emotional Online Resource: Refocusing Students

https://www.edutopia.org/blog/refocusing-student-getting-their-attention-back-maurice-elias

VIII. REFLECTIVE TEACHING PRACTICES

"We do not learn from experience... we learn from reflecting on experience." (John Dewey)

1. LEARNING OUTCOMES

The teacher trainee:

✓ explores their own current perceptions of reflective practice and its usefulness in teaching and learning.

✓ explains the key components of reflective practice.

✓ uses a range of tools for reflective practice.

✓ identifies and applies strategies for reflective practice in the context of teaching.

## 2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

Reflective Practices are non-judgmental, collaborative which should allow for flexibility, and open-mindedness. To be an effective reflective practitioner, teacher must recognize that learning from what does not work is on the same path as learning what does work. There must be room for "failure" in the reflective process. (Margaret Keane). Reflective practices are "more effective when teachers (and students) … work together" (Echevarria and Graves,2011). Learning from others: Reflective practice is enhanced through collaboration and dialogue with colleagues (teachers) and peers (students). Reflective Practices means being a life-long learner.

> *Trainer Notes: This is a general overview. The last bullet presented in the above graphic is the foundation for this approach to teaching and learning. The true legacy of teachers is not only teaching well their subject matter, but instilling in their students the skills that allow them to be independent thinkers and problem-solvers well beyond their classroom experiences. It should be a collaborative partnership between teacher and student.*

o The Reflection Process
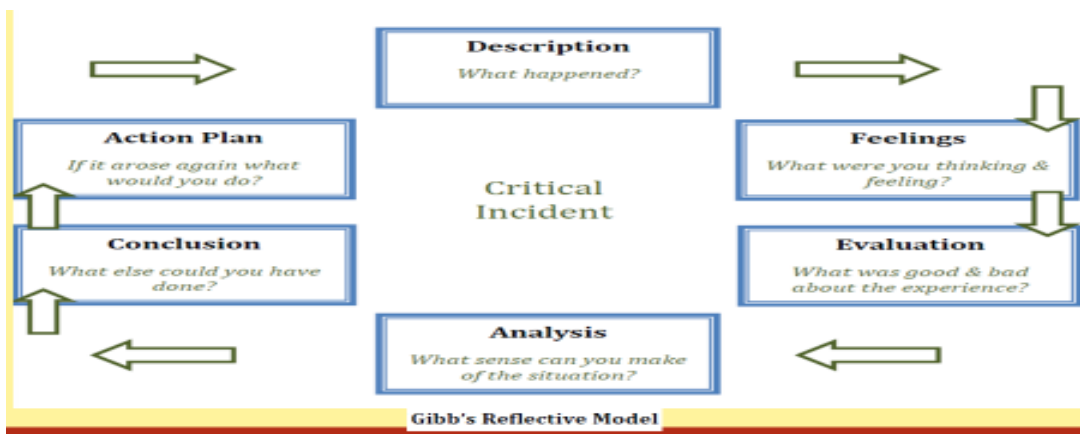
Gibb's Reflective Model

Teacher Reflection Activity #1:

Educators don't often ask students to reflect on their learning. Do you think that having the students (and the teacher) take the time to reflect on the instruction at hand is beneficial? Why or why not?

Reflective Teaching Considerations:

- o Educational philosophy
  - Educational research may be applied in the classroom
  - Conducting "action research"
- o How to set up lesson plans
  - Instructional delivery
  - Checking comprehension through guided questions and practice
  - Adjusting pace of lesson
- o Management systems (organizational/behavioral)
  - Reflecting on the individual needs of the students
  - Reflecting on pre-service teacher field work.

Teacher Reflection Activity #2:

What other concerns should teachers consider in their own reflective teaching practices?

Questions to Consider:

o Intended outcomes:

- What were you trying to do and how did you do it?

- What worked? Did not work?

  (celebrate successes; learn from mistakes)

- What did you learn from experience?

  (positive and negative; academic and personal)

- What are your strengths?

- What are your weaknesses?

  (areas to develop)

- How do you change in order to develop?

> *Trainer Notes: The above questions to consider apply to the teacher in the preparation and delivery of their lessons (refer to the Lesson Planning and Delivery session). At the same time, these are the same considerations the students should have the opportunity to explore as they improve their reflective practices.*

Teacher Reflection Activity #3:

Reflect on the following:

- What is the best experience you ever had in teaching? Why?

- What is the worst? Why?

> *Trainer Notes: This is a Think/Pair/Share reflective group activity in relation to the graphic above. The teachers should discuss the prompt with a partner. Then report the main ideas discussed to the whole group. Stress that the key part of this exercise is thinking through the "why's" of this reflective professional growth opportunity. Explain that the "worst" lesson most likely has greater benefits towards skills improvement than what "worked". However, do stop and reflect as to what worked so it can be replicated when necessary. This same reflective process should be utilized by the students as well.*

Personal Reflective Teaching Tools

- Learning Logs (Great for students, too!)

- Teaching Logs (journal sharing)

- Teacher Diary : Purely personal reactions and feelings

- Collegial observations: invite a colleague to come into your class to collect information about your lesson

- Watching others teach
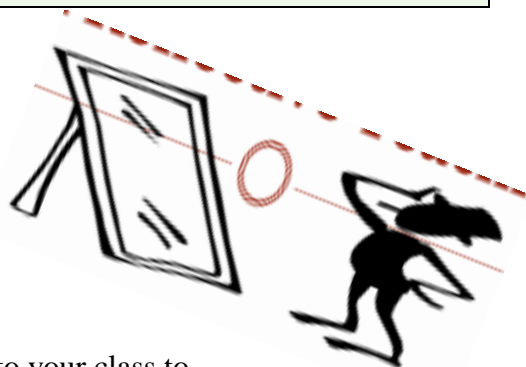
- Student feedback: simple questionnaires, surveys
- Cognitive coaching (planning, reflecting, problem-resolving)

Personal Reflective Teaching Tools

- Audio recordings
    - How much do you talk?
    - What about?
    - Are instructions and explanations clear?
    - How much time do you allocate to student talk?
    - How do you respond to student talk?
- Video recordings
    - Where do you stand?
    - How do you speak to?
    - How do you come across to the students?

Reflection Topics for Educators:

- Was the instructional objective met?
- Were the students productively engaged? How do I know?
- How do I know students learned what was intended?
- Did I alter my instructional plan as I taught the lesson? If so, why?
- Do my assessments really reflect learning?
- Which students benefited from this activity? Which did not?
- What new strategies have I tried lately that might benefit a student I am struggling with?
- In what ways am I challenging students who are clearly being successful in my classroom?

- What new ideas have I tried in my classroom lately to keep myself energized about teaching?
- What can your colleagues do to give you more support?
- In what ways can I support my colleagues in their students' learning?

Teacher Reflection Activity #4:

What professional reflective opportunities have you experienced or have additional suggestions for further professional development?

> *Trainer Notes: This is a Think/Pair/Share reflective group activity in relation to the graphics above. The teachers should discuss the prompts with a partner. Then report the main ideas discussed to the whole group. NOTE: This is a good time to stress that teachers can serve as their own professional development trainers especially with support from their colleagues.*

> *Trainer Notes: The above section focused on the teacher's professional growth opportunities, the following section will stress student-centered approaches to reflective practices. The areas between teacher and student may overlap (as they should!).*

Reflection Topics for Students

- o Reflective journal writing (having students describe their awareness of their cross-cultural ethnocentrism or stereotypes)
    - What during today's lesson has frustrated or excited me?
    - What are the next steps in acting on these feelings?
- o Personal growth statements
    - What have I learned about myself through this educational experience (essay, project, presentation, etc.)?
- o Self-evaluation
    - Setting of goals (personal, academic) and determining if and how they were met
    - Self-evaluation of performance on projects and papers by providing students a carefully designed rubric
    - Student Portfolio: The student participates in the selection of portfolio content, the development of guidelines for selection, and the criteria for judging merit.
- o Peer evaluation: constructive feedback

- "A suggestion I can offer for improvement is _____."

> **Trainer Notes:** It should be noted here that the above suggested student reflective practices align with many of the methods of competency-based (student-centered) assessment. Refer to the EFL Teaching and Assessment session for supporting material. NOTE: This is a good opportunity to discuss with the teachers how they can help make connections for their students to become "self-regulating learners" (those who are able to control their learning environment), as well as teach them about persistence and taking risks in order to solve difficult challenges. Help the students to develop questions that guide their own learning. To teach their students to recognize their own "eureka!" moments.

3. SUMMARY

Teacher Reflection Activity #5:

Educational Philosophy is a philosophical reflection on the nature, aims, and problems of education. (Encyclopedia of Britannica). It sums up systems of belief for self-reflection and professional growth. (about.com).

As a professional reflective (educational philosophy) activity, please consider your response to the following statements:

- What is the purpose of education?

- What is your role as an educator?

- I believe a good teacher…..

- The most important thing I try to accomplish is to…

- As a teacher, my hope for myself and my students is that…

- My plans for the future are to…

> **Trainer Notes:** This is a Think/Pair/Share reflective group activity in relation to the graphic above. NOTE: Developing a professional education philosophy is a highly reflective process (as stated at the beginning of the above graphic). It also allows an educator to practice being an "intentional teacher". Have the teachers spend time reflecting on these prompts that represent their own teaching philosophies (there are no right or wrong answers).Then report what was discussed to the whole group. An alternative assignment could be to have the teachers develop their own written educational philosophy using these prompts (additional prompts should also be considered). Refer to the Resources & Handouts section of this session for this educational philosophy exercise template.

4. RESOURCES&HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students.

Additional resources related to topics discussed in this session may be found at
https://americanenglish.state.gov as well as www.robdanin.com.

My teaching

What I did	
How I did it	
What worked well	
What didn't work	
My strengths	
My weaknesses	
What I learned	
What to change	

The reflection process: Critical incident

Description (What happened?)	Feelings (What were you thinking & feeling?)	Evaluation (What was good & bad about the experience?)	Analysis (What sense can you make of the situation?)	Conclusion (What else could you have done?)	Action plan (If it arose again what would you do?)

5. WEBSITE LINKS

Gibb's Reflective Model

http://my.cumbria.ac.uk/Public/LISS/Documents/skillsatcumbria/ReflectiveCycleGibbs.pdf

Reflection Topics for Educators

http://robdanin.com/sites/robdanin.com/files/resources/reflection_topics_for_educators_ho.pdf

Personal Reflective Teaching Tools

http://robdanin.com/sites/robdanin.com/files/resources/personal_reflection_tools_ho.pdf

Reflection Topics for Students

http://robdanin.com/sites/robdanin.com/files/resources/reflection_topics_for_students_ho.pdf

Questions to Consider

http://robdanin.com/sites/robdanin.com/files/resources/questions_to_consider_ho.pdf

Cognitive Coaching Guidelines

http://robdanin.com/sites/robdanin.com/files/resources/cognitive_coaching_guidelines.pdf

IX. PROJECT-BASED LEARNING (PBL)

"One of the major advantages of project work is that it makes school more like real life."(Sylvia Chard)

1. LEARNING OUTCOMES

The teacher trainee:

- ✓ serves the varied needs of diverse learners through engaging projects.
- ✓ provides opportunities for students to improve their ability to work collaboratively.
- ✓ encourages students to use their problem-solving skills.
- ✓ promotes opportunities for students to have a deeper understanding of content taught.
- ✓ Creates instructional activities in order for students to utilize "real-world" learning.

2. THEORETICAL APPROACHES AND PRACTICAL ACTIVITIES

What is Project-Based Learning?

PBL focuses on real-world problems (authentic) and encourages students to explore issues outside the classroom. It is a "**Learning by doing**" educational process. It encourages student **motivation and collaboration**. Students show pride in a project they have designed themselves and shared with others. PBL supports learners to discover new vocabulary, actively engage in non-rehearsed dialogue and improve cognitive skills by planning, organizing, summarizing, asking questions and interpreting results.

> **Trainer Notes:** *This is a general overview that relates to the second language learner (SLL). The projects the students will work on should be initiated in the classroom. The application of learning skills taught by the teacher can be put into practice using a PBL approach. These projects can be focused on the use of English with Specific Purposes (ESP)*. Project and problem based learning are also key to differentiated instruction and assessment; encouraging students to express what they have learned in varied ways.*
> ** ESP is an EFL approach for those learners that have familiarity with English and can apply a set of specific skills in order to perform particular tasks.*

PBL is skilled-based. In order to learn collaboration students should work in teams. They also have to take on complex problems to strengthen critical thinking and for better oral communication students have to continuously present their ideas. Reflective writing will help students learn written communication skills.

> **Trainer Notes:** *PBL also includes the use of the 4 language skills (listening, speaking, reading and writing) by the students as they present their projects. During the oral communication portion of the project consideration should be given by the teacher as to where their students can make their presentations (e.g., in-class, school-wide, community forums).*

- o Important elements of PBL

  - Competency-based

  - Assessment

  - Student-centered

  - Collaboration

  - Real-world connection

  - Extended time frame

  - Multimedia

 Trainer Notes: As noted in the graphic above, PBL addresses many of the pedagogical elements that are part of best practices for 21st century learning. The multimedia aspect should also include assignments that focus on varied products as dioramas, PowerPoint presentations, plays, music, art, and community-based projects.

PBL should not be confused with Problem-Based Learning.
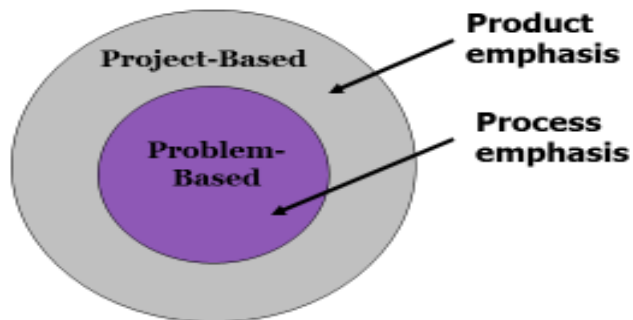
 Trainer Notes: While there is a distinction between project-based and problem-based learning (as explained in the above graphic), PBL can be considered one form of problem-based instruction. This graphic can be found in the Resources & Handouts section of this session.

- o PBL Considerations

  - It's different

    - ✓ student driven

  - It's hard

    - ✓ developing a "good" problem

    - ✓ teacher giving up control

  - It's time consuming

    - ✓ planning

    - ✓ implementation

- it's wonderful
  - ✓ high engagement/ motivation
  - ✓ self-directed learning
  - ✓ stretch learning abilities

Trainer Notes: The information above focuses on the pros and cons of this instructional approach. Have the teachers discuss this in the reflection activity listed below. This information can be found as a graphic in the Resources & Handouts section of this session.

Teacher Reflection Activity #1:

From your own perspectives and experiences what is your reaction to the pros and cons of PBL. Do you agree, in the end, with the *"It's wonderful!"* section above?

Trainer Notes: This is a Think/Pair/Share reflective group activity. Have the teachers spend time reflecting on these prompts. Then report what was discussed to the whole group.

Questions to be answered by PBL

PBL is an inquiry approach to learning. Teacher and students brainstorm activities that support inquiry:

- "What's going on?"
- "Why is this happening?"
- "What does this mean?"
- "What will happen in the future?"

Trainer Notes: The use of the inquiry method involves the use of a reflective approach to learning. Refer to the Reflective Teaching Practices session. Teach students to question. Push students to develop questions beyond those that can be answered through a Google search. Questions can be answered in various forms such as a summary report, presentations or even in the project itself.

- Developing essential questions

  Essential questions should relate to real-world (authentic) situations that students find interesting. They are:
 - stimulating
  - open-ended
  - aligned to the project topic
  - challenging

Trainer Notes: The teacher should be prepared for various and unexpected answers (outcomes) from their

- PBL questions to be considered:
    - Does the teacher solicit student input?
    - Do the teacher and the student negotiate learning outcomes?
    - Who selects the topic?
    - Who defines the products and activities?
    - Who controls the timeline and pace of the project?
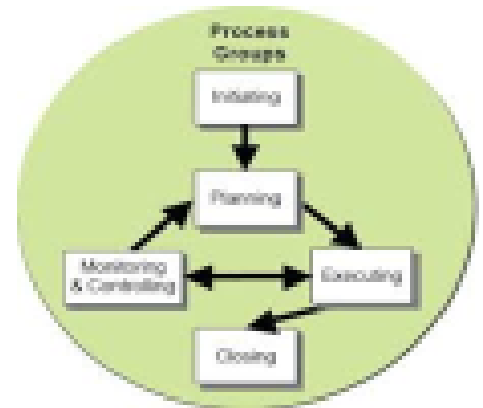
Trainer Notes: Stress to the teachers the teacher / student partnership in PBL.

- Examples of PBL
    - interviews: either translated or in English
    - a PowerPoint presentation
    - a play, a script, a cartoon
    - a simulation, an original idea
        - an adaptation of a previous project or video

Teacher Reflection Activity #2:

Please share with each other whether you have had your students use any of these (or other) forms of projects as a class assignment. If so, you have already incorporated a PBL approach in your classroom!

Trainer Notes: This is a Think/Pair/Share reflective group activity. Have the teachers spend time reflecting on these prompts. Then report what was discussed to the whole group.

PBL: The Teacher's Role

- serves as facilitator
- models thinking and problem-solving strategies effectively
- structures meaningful tasks
- works with students to frame worthwhile

questions

- manages the structure of multiple day-to-day activities to produce high quality outcomes
- teaches students to set goal

 Trainer Notes: *The teacher as the "guide on the side". The last bullet encourages self-regulated learning (the ability to control one's own learning), which is a life-long skill.*

PBL: The Student's Role

- sets goals (begins with the end in mind)
- explores and asks questions (in order to answer essential questions)
- works well with peers
- stays accountable to self, peers and teacher for project outcomes.

 Trainer Notes: *This is a similar process for goal setting as used in the lesson planning "backward design" sequence. Refer to Lesson Planning and Delivery session for more information. The importance of stressing the exploration of both the original questions posed by the project as well as any questions-along-the-way is essential. The collaboration with peers is key especially when working in groups. Sharing tasks and developing group norms and responsibilities is critical (e.g., cooperative learning group strategies).*

PBL: Needed skills students develop

- information searching & researching
- critical analysis
- summarizing and synthesizing
- inquiry, questioning and exploratory investigations
- design and problem-solving

 Trainer Notes: *The areas listed above are the mainstay of competency-based instruction and the authentic utilization of critical thinking skills.*

PBL: Student Planning Phase

- identify a topic
- work on project
- ask questions that clarify topic
- respond to questions raised

> 🧑‍🏫 **Trainer Notes:** *The teacher should consider pairing the students with outside expertsin the field (mentors)as they are planning the topic of their project (e.g., architect for a design project).*

PBL: Planning example

Initially, the students should "think aloud" with the teacher or a classmate to verbalize the project they have in mind. Then the students can use a time-line / action plan log to help with their project planning. This log should then be turned in for periodic review by the teacher as an accountability measure.

> 🧑‍🏫 **Trainer Notes:** *The following is an example of a graphic organizer / concept map for the students to use in the planning of their project. The Discovery Questions section is the same as the "Essential Questions" that was discussed earlier in this session. Note the various settings in which the students can present their project (see the "Presentation Audience" section).*
> *Find as well a PBL Planning Log in the handouts section.*

| KENTUCKY COGNITIVE LITERACY MODEL UNIT PLANNING TEMPLATE		
Driving question: In my life, what is success, and how do I get it?		
Project idea: students will conduct extensive research and self-evaluation in defining success and goal-setting and processes for the future. Discovery questions: 1. What is success? 2. What goals do I have for this school year? High school? Life? 3. What will I need to do/change to achieve my goals? 4. What skills do I need to develop?	Essential vocabulary: Success, adversity, interview, trait, survey, overcome, inventory, perseverance, resilience, perspective, "arena of life", evaluate, extensive research, media, multi-media, justify, characteristics.	Unit organizer: ⬭ ———
CULMINATING PRODUCT AND/OR PERFORMANCE		
Groups:	Students will create a report on the qualities or traits successful people have to be posted on school website.	presentation audience: _X_ class ____ experts
Individuals:	Student will create ppt to be shared with class that includes: 1) definition of success 2) role models 3) goals 4) plan of action	_X_school ____web __community __personal _____ other

RESOURCES NEEDED			
On-site people, facilities:	Equipment:	Materials:	Community resources:

💡 ***PBL: Assessment***

One way of creating proficiency levels for PBL is to use Bloom's Taxonomy, which consists of six levels, from lowest to highest: knowledge, comprehension, application, analysis, synthesis, and evaluation.

B L O O M S   T A X O N O M Y
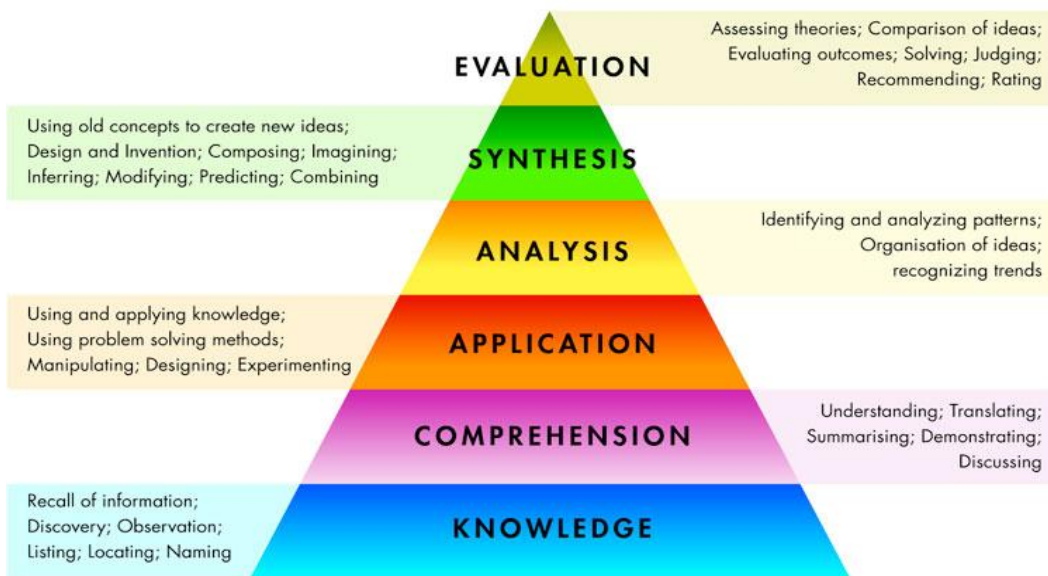
The lowest level involves rote memorization. At this level students must develop a poster or PowerPoint. At the highest level, students are encouraged to produce more complicated projects (e.g., oral presentations).

👤 ***Trainer Notes:*** *This begins the PBL assessment section of this session. Use the above graphic to discuss how Bloom's Taxonomy relates to PBL in creating competency levels of projects completed. Note the types of PBL activities as they relate to both the lower and higher levels of Bloom's. This graphic can be found in the Resources & Handouts section of this session.*

- Project evaluative measures:
  - meeting standards
  - engaging students

- focusing on essential understanding

- encouraging higher-level thinking

- teaching literacy and enforcing basic skills

- allowing all students to succeed

- using clear, precise assessments

- requiring the sensible use of technology

- addressing "authentic" issues.

Trainer Notes: The use of a rubric to address the criteria listed above would be an appropriate means of assessment. Refer to the section regarding rubrics in the EFL Teaching and Assessment session. A sample PBL rubric and other evaluation graphics are listed in the Resources & Handouts as well as the Website Links sections of this session.

Teacher Reflection Activity #3

After reviewing and discussing the Project Evaluations Measures are there any other assessment criteria that should be considered?

Trainer Notes: This is a Think/Pair/Share reflective group activity. Have the teachers spend time reflecting on these prompts. Then report what was discussed to the whole group. An additional activity is having the teachers create their own rubric so this assessment tool can be used with their students as a way to measure the proficiency levels of their projects. Refer to the sample rubric listed in the Resources & Handouts as well as the Website Links section of this session along with the section regarding rubrics in the EFL Teaching and Assessment session.

3. SUMMARY

a)

PBL is NOT New

SOCRATES   LEV VYGOTSKY   JOHN DEWEY

JEAN PIAGET   BENJAMIN BLOOM

Trainer Notes: This graphic shows that, as with most instructional methodologies, PBL and other forms of competency-based, student-centered approaches to teaching have been around a long time and many teachers have employed these forms of instruction over the years. These strategies have been currently fine-tuned to help meet the needs of today's learners.

b) How does research support PBL?

- Increases student motivation and engagement in learning
- Is more effective than traditional instruction in increasing academic achievement
- Improves student retention of knowledge over time
- Is especially effective with lower-achieving students
- Improves mastery of 21st century skills

> **Trainer Notes:** *This takes into account the varied abilities of students with special needs (SNS) by providing project assignments at varying degrees of difficulty to match student readiness. Allowing all students to design projects around essential learning goals is the central focus of PBL. The utilization of long-term memory then comes into play. The "mastery of 21st century skills" encompasses the 5 C's: creativity, collaboration, cultural appreciation, critical thinking, and communication.*

c) The difference: Traditional Projects and PBL

Projects….	Project based learning …
Can be done at home without teacher guidance or team collaboration.	Requires teacher guidance and team collaboration
Can be outlined in detail on one piece of paper by the teacher.	Includes many "Need to Knows" on the part of the students and teachers.
Are used year after year and usually focus on product (make a mobile, a poster, a diorama, etc).	Is timely, complex, covers many TEKS, and takes a team of highly trained professionals significant time to plan and implement.
The teacher work occurs mainly after the project is complete.	The teacher work occurs mainly before the project starts.
The students do not have many opportunities to make choices at any point in the project.	The students make most of the choices during the project within the pre-approved guidelines. The teacher is often surprised and even delighted with the students' choices.

Are based upon directions and are done "like last year".	Is based upon Driving Questions that encompass every aspect of the learning that will occur and establishes the need to know.
Are often graded based teacher perceptions that may or may not be explicitly shared with students, like neatness.	Is graded based on clearly defined rubric made or modified specifically for the project.
Are closed: every project has the same goal.	Is open: students make choices that determine the outcome and path of the research.
Cannot be used in the real world to solve real problems.	Could provide solutions in the real world to real problems even though they may not be implemented.
Are not particularly relevant to students' lives.	Is relevant to students' lives or future lives.
Do not resemble work done in the real world.	Is just like or closely resembles work done in the real world.
Do not include scenarios and background information or are based on events that have already been resolved.	The scenario or simulation is real or if it is fictitious, is realistic, entertaining, and timely.
Are sometimes based around a tool for the sake of the tool rather than of an authentic question (Make a Prezi).	Use technology, tools, and practices of the real world work environment purposefully. Students choose tools according to purposes.
Happen after the "real" learning has already occurred and are just the "dessert".	Is how students do real learning.
Are turned in.	Is presented to a public audience encompassing people from outside the classroom.
Are all the same.	Is different.
Make a model or a diorama etc.	Design a fortification that would take your community through a bio or other non-traditional attack and make a recommendation to the city council for future planning.

Trainer Notes: *Discuss this chart with the teachers to get their thoughts on the differences and varied learning outcomes of each. This chart can be found in the Resources & Handouts as well as Website Links sections of session.*

 Teacher Reflection Activity #4:

- PBL: Think/Pair/Share

    - What ideas do you have for student projects?

    - What questions will you ask your students? (write down possible questions that will "launch" a project-based learning activity)

    - Choose one of your questions. Brainstorm with your colleague sitting next to you. Take notes (may use graphic organizer/ concept map format).

    - What subjects can be "woven" into this PBL activity?

Trainer Notes: *This is a Think/Pair/Share reflective group activity. Have the teachers spend time reflecting on these prompts. Then report what was discussed to the whole group. NOTE: Besides the teacher coming up with projects, allowing the students to develop their own project provides opportunities for the learner to think for themselves. Also, the flexibility provided by the teacher allows for student-centered working arrangements (for example, working alone or as part of a team to complete the project).*

    d) Adopt a PBL philosophy.

- Project-based learning differs from mere projects because it triggers more critical thinking. For example: Rather than read about the effects of nutrients in soil, why not grow a garden and see those effects in action?

- **Explore the world in a subject-area scavenger hunt.** Ask students to find examples of your academic subject in the world outside of school. Ask them to bring in those examples and teach others how they apply to the current topic of study.

Trainer Notes: *The two above suggested summary projects can serve as additional competency-based PBL topics students can explore.*

4. RESOURCES & HANDOUTS

Note: Some of these resource materials (as well some of the above listed activities) can be used to assess the teachers that have participated in this session. Some of the web links listed below can be developed into activity handouts to use with the teacher trainees as well as their students.

Additional resources related to topics discussed in this session may be found at

https://americanenglish.state.gov as well as www.robdanin.com.

EFL Project Examples

o   Are Cell Phones Dangerous? (introduction to Non-Fiction) (intermediate high).

The student designed a survey, conducted interviews among friends and strangers, examined research on the topic, and prepared a 12-page paper. In the paper, the student compared available

data from cell phone use and research in the United States and Russia; she also summarized the results of the survey she conducted and show video on the topic.

o Mind Playground: A Mad Podcast (introduction to Non-Fiction) (intermediate high).

The student designed a series of interviews and profiles using different electronic voices based on characters from novels and short stories read during the course. One of the questions asked by the student was, "how can technology be integrated into study of fiction and English for nonnative speakers?"

> ***Trainer Notes:*** *The PBL activity examples above have a technology focus. The development of projects with an emphasis on technology works well with this form of introduction.*
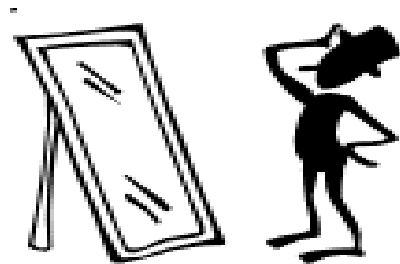
PBL Planning Template

UNIT PLANNING TEMPLATE			
Driving question:			
Project idea: Discovery questions:		Essential vocabulary:	Unit organizer:
CULMINATING PRODUCT AND/OR PERFORMANCE			
Groups: Individuals:			presentation audience: __ class _____ experts __school ____web __community __personal _____ other
RESOURCES NEEDED			
On-site people, facilities:	Equipment:	Materials:	Community resources:

PBL Planning Log

Project Title:		
Participants:		
Date	Time/Hours	Activity

Reflective Evaluation

- What did I/we learn?
- Did I/we collaborate effectively?
- What skills did I/we learn?
- What skills do I/we need to practice?
- What was the quality of my own work?
- Where can I/we improve?

PBL Rubric

category	20-17	16-13	12-09	08-00
Content	Well thought out and supports the solution to the challenge or question; reflects application of critical thinking; clear goal that is related to the topic; is pulled from a variety of sources; accurate	Well thought out and supports the solution; application of critical thinking that is apparent; clear goal that is related to the topic; pulled from several sources; accurate	supports the solution; has application of critical thinking that is apparent; has no clear goal; is pulled from limited number of sources; has some factual errors or inconsistencies.	Provides inconsistent information for solution; Has no apparent application of critical thinking; Has no clear goal; Pulled from few sources; Has significant factual errors, misconceptions, or misinterpretations.
Organization	Clearly focused in an	Supports the	Has focus but	Unfocused and

	organized and thoughtful manner; Constructed in a logical pattern to support the solution.	solution to the challenge or question	might stray from it at times; Information appears to have pattern, but the pattern is not consistently carried out in the project; Information loosely supports the solution.	haphazard; Information does not support the solution to the challenge or question; Information has no apparent pattern.
Presentation	Multimedia is used to clarify and illustrate the main points; Format enhances the content; Presentation captures audience attention; Presentation is organized and well laid out.	Multimedia is used to illustrate the main points; Format is appropriate for the content; Presentation captures audience attention; Presentation is well organized.	Multimedia loosely illustrates the main points; Format does not suit the content; Presentation does not capture audience attention; Presentation is loosely organized.	Presentation appears sloppy and/or unfinished; Format does not enhance content; Presentation has no clear organization.
Conventions	No spelling, grammatical, or punctuation errors; High-level use of vocabulary and word choice	Few (1 to 3) spelling, grammatical, or punctuation errors; Good use of vocabulary and word choice.	Minimal (3-5) spelling, grammatical, or punctuation errors; Low-level use of vocabulary and word choice.	More than 5 spelling, grammatical, or punctuation errors; Poor use of vocabulary and word choice.
General comments				

5. **WEBSITE LINKS**

PBL vs. Projects

Charthttp://robdanin.com/sites/robdanin.com/files/resources/pbl_vs._projects_chart.pdf

http://robdanin.com/sites/robdanin.com/files/resources/pbl_planning_template.pdf

Project-Based Learning Planning

http://robdanin.com/sites/robdanin.com/files/resources/pbl_planning_log.pdf

Project-Based Learning Rubric

http://robdanin.com/sites/robdanin.com/files/resources/pbl_rubric.pdf

These website links are very useful regarding PBL resources. You can access these directly from www.robdanin.com under the *Project-Based Learning* category (click on the PowerPoint – next to last slide).

PBL resources

- http://www.lullah.com/pblwebquest
  (teacher training WebQuest)
- http://www.edutopia.org/project-learning
- http://www.bie.org/
- http://pbl-online.org/
- http://21centuryedtech.wordpress.com/2010/01/16/free-project-based-learning-resources-that-will-place-students-at-the-center-of-learning/

Trainer Notes: *The WebQuest resource web link listed above can provide a technology-based PBL learning experience.*