Principle 5 Monitor and Assess students language development

Welcome Message

Greetings dear Participants!

Workshop Objectives

- Differentiate the main concepts of language development monitoring and assessment;

- Apply the best practices of monitoring and assessing student language development in practice;

- Utilize various techniques for language development monitoring and assessing

Lesson Plan

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| **Principle 5 Monitor and Assess Student Language Development** | | **Date:**  **Time : 2 hours** |
| **By the end of the module, participants will be able to:**   * Differentiate the main concepts of language development monitoring and assessment; * Apply the best practices of monitoring and assessing student language development in practice; * Utilize various techniques for language development monitoring and assessing | | |
| **Language Point:** | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts  Coursebook 6 principles by Joan Kang Shin, Vera Savic, Tomohisa Machida | | |
| **I.**                    **Lead-in questions (10 min):**  Reflect on these questions individually or with colleagues:  1.      How do you check on students’ progress in learning and using English?  2.      How often do you assess your young learners? What do those assessments look like?  3.      What are the ways you give your students feedback? How do you give corrective feedback?    **II.**                  **Best practices. Watching video and working in groups (25-30 min):**  Tell participants that now they will learn the best practices for language development monitoring and assessment from the video. Divide them into 3 groups. The 1st group should take notes on the 1st best practice, the 2nd group on the 2nd, the 3rd group on the 3rd best practice. Play the video from this link:<https://www.youtube.com/watch?v=fTokuUOeuZU>  After watching the video and taking notes, each group has to create True/False statements about their best practice (5-7 min). After participants have created several statements, turn by turn they need to tell their statements and other participants will raise True or False cards, according to their understanding.    **III.**                **Experience. Stay and Stray (30 min):**  Tell participants that now they will learn more about best practices from our coursebook 6 Principles, written by Joan Kang Shin, Vera Savic and Tomohisa Machida.  Participants may continue working in their groups or you may form other 3 groups:  Group A – Teachers monitor student progress  Group B – Teachers provide ongoing feedback strategically and effectively  Group C – Teachers use effective formative, classroom-based assessments strategies for young learners    Each group gets the text with information about important points for each category (information taken from the book The 6 Principles, handouts with texts should be prepared from pp 68-70):   |  | | --- | | Group A: Teachers monitor student progress  1.      Teachers keep track of student progress with checklists.  2.       Teachers take note of errors to provide appropriate feedback to students.  3.      Teachers reteach when errors indicate that students misunderstood or learned the material. | | Group B: Teachers provide ongoing feedback strategically and effectively  1.      Teachers use specific and timely feedback (e.g., feedback burger)  2.      Teachers deliver feedback according to the age and proficiency level of the learner.  3.      Teachers use a variety of types of oral corrective feedback (repetition, elicitation, clarification request, metalinguistic clues, nonverbal cues) | | Group C: Teachers use effective formative, classroom-based assessments strategies for young learners  1.      Teachers use classroom-based assessment to inform teaching and improve learning (e.g., exit ticket)  2.      Teachers use rubrics to align assignment expectation with assessments.  3.      Teachers involve young learners in self- and peer-assessment activities.  4.      Teachers use portfolio assessments to show student growth and progress |     Ask participants to work in three groups A, B and C. Each group studies the information and then prepares a poster illustrating it.  After 15 min, participants stick their posters on the walls and go around and study the posters of each group. One participant stays next to the poster to answer questions of other participants.  For 15 min they walk around and study other posters.      **IV.**               **Conceptualize (10 min):**  Ask participants to share one important thing they learned in previous activity.    **V.**                 **Reflect and apply (30 min):**  Divide participants in 4 groups and ask them to prepare small role plays illustrating monitoring and assessing practices (teacher and learners roles). After 5 min preparation participants perform their role plays. By anonymous voting the winner is identified.  You may give the following situations to the participants to role play:  A)     A learner is describing his last week-end making mistakes in the past tense verbs. Teacher tries to correct him using various strategies (repetition, elicitation, clarification request, metalinguistic clues, nonverbal clues) (refer to page 71 from the book 6 Principles)  B)      A student has done a short presentation about his favorite pet. The teacher has to give him feedback using “Sandwich or burger” as a strategy (refer to page 70 from the book 6 Principles)    **VI.**               **Summary (10 min):**  Exit ticket 3-2-1. Each participant writes on a piece of paper:  3 things he learned today  2 things that he wants to learn more about  1 question he still has | | |
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| **Homework** | **Telegram group discussion** | Share in tg group how you plan to improve your practice on monitoring student language development and assessing it, what new strategies you will use in your classrooms |  |

Week 4

Principle 6 Engage and Collaborate within a community of practice

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| **Week 4 Agenda** | |
| 8:30 - 9:00 | Principle 6 |
| 9:10 - 9:40 | Principle 6 |
| 10:00 - 10:30 | Principle 6 |
| 10:40 - 12:00 | Principles 1-6 Review |
| 12:00 - 12:40 | Principles 1-6 Review |
| 12:40- 1:00 | Principles 1-6 Review |

Welcome Message

Ask trainees to look at two quotes and explain how they understand them and if they agree with the quotes and why.

**Quotes:**

”Life as a teacher begins the day you realize that you are a learner”

“ Who dares to teach must never cease to learn”

Good morning dear trainees,

We’re happy you are participating in these Cascading sessions where we learn about 6 Principles for exemplary teaching of English learners, for short. Today, we will learn about Principle 6 and how it can be beneficial in teaching English. We will learn what Principle 6 is and go through effective ways for teachers’ professional development. We will learn how to do a Round Robin and activity and use a graphic organizer.  We will create presentations about effective ways of professional development. Finally, we will reflect in a Personal Inventory and for homework we will share our ideas about other ways of professional development in our Telegram groups.

Workshop Objectives

I can understand why it is significant to grow professionally

I can share effective ways of professional development

I can investigate new ways of professional development

**Lesson Plan**

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| **Principle 6 Engage and Collaborate within a community of practice** | | | analyze the ways of professional development **Date:**  **Time : 2 hours (120 minutes)** |
| **By the end of the module, participants will be able to:**   * understand the general notion and concept of the Principle 6 for Exemplary Teaching of English Learners; * analyze the ways of professional development and understand their benefits * identify new and effective ways of professional development * experience activities which make a good learning atmosphere. | | | |
| **Language Point:** | | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts | | | |
| **Stage/timing**  **Interaction** | **Activity type** |  | **Procedure** |
| ***5 min***  ***Welcome***  ***Routines*** | **Warm-up** |  | Welcome Message, Agenda, Quote, Pairs,  Groups and Elbow partners & wakeup movement |
| ***10 min***  ***Pair work*** | **Preview** |  | Participants share their experience about their professional development .  Tell the participants to discuss the questions with their elbow partners:  Trainees work with their elbow partners discussing the following questions:   1. Who do you talk to and share teaching ideas with frequently? 2. What types of ideas do you share? 3. Are there ways you think about oer reflect on your teaching? 4. Do you share your insights or questions wi9th anyone? 5. Do you engage with other teaching professionals in your school,your region,your country,or around the world? In what ways? |
|  |  |  |  |
| ***8 min***  ***Individual work*** |  |  | Then participants watch three videos from the website  [*Principle 6 (tesol.org)*](https://www.tesol.org/the-6-principles/the-6-principles/principle-6)  And write 1-2 sentences about why they are taking part in this professional development and why it is beneficial for teachers to grow professionally. |
| ***5  min***  ***Individual work*** | **Reflection** |  | * Ask the participants to reflect on the sample activity they have experienced by answering the following questions:      1. Did you like this activity? Why? 2. How did you feel during the activity? 3. What have you learned from the activity?      * *State that this is an example of  activity. Say that effective classrooms …* |
| ***35 min***  ***Group work*** | **Conceptualize** |  | Round Robin: Trainees work in groups or TEAMS and receive one paper  Assign each group one of these questions and a different colored marker  They must write it on their paper:  Possible questions:   1. What do you think professional development is and why it is pivotal for teachers to have professional growth? 2. How often do you observe your colleagues’ lessons and can you tell what new things you learn from them recently? 3. Do your colleagues observe your lesson and provide feedback on them? Did you learn anything new from those observations? 4. Do you think reflection on your own lesions is a way for professional development? Why? 5. Do you have your own portfolio of methods that are really effective in teaching? If yes,could you share one of them in brief? ( You can use these questions or you can create your own ones)   They will be given 5 minutes to write as many answers as they can. They will be given 3 roles, Question asker, Writer and Reader. They must use their roles to learn from each other's group.  Groups discuss their question for 5 minutes and write their ideas or short answers on the paper, then they are going to do Round Robin,they leave the paper with their ideas on the table and move clockwise in the room to the next table where another group has their paper with question and their answers or ideas.They discuss the question and add some ideas to each paper in 4 minutes.  They move around the room until they discuss and add ideas to all the groups’ papers. Finally, they get back to their table and see if there are other ideas that other groups added.They discuss them and highlight the most important ones.They can then share their thoughts with others. |
| ***25 min***  ***Pair work*** | **Reflect/ Experience** |  | This activity will give participants time for self-reflection on their teaching.  Use **Personal Inventory** handout for each participant.  Make copies of **Personal Inventory** for each participant.  Direct participants to the **Personal Inventory** handout  Discuss the directions for the activity.  Model the activity by doing a think-aloud for the first two statements:  *I greet students as a group at the beginning of class, and I greet some of them individually if they arrive early. I’ll write “S” for “sometimes.”* *I never use community-building tasks. Actually, this is a new idea for me. I’m interested in the idea, but right now, I have to write “N” for “never.” I’m going to put a star next to that one because I definitely want to improve on that.* Have participants check their answers. You can display them on a PPT. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another.  Monitor and assist with the activity. ( Handout 1) |
| ***20  min***  ***Pair or group work*** | **Wrap-up** |  | For the wrap up at the end of the session, tell all participants to close their eyes and imagine it’s April 23rd. You just finished our training course, so what will you do next with your  school community?  Model a simple example of an action plan, such as  *How  to be more healthy*:  I need  1.  2.  3.  4.  5.  Number the  steps 1-5. Steps should be simple, short, attainable, manageable.  Everyone has 5 minute to write the steps of their future action plan for their professional development course at their school for their professional development course.  They need to make a sheet of paper and divide it into 4 parts.  They need to walk around and talk to four peers from for different tables  They need to write down the plans of four peers. |
| ***5 min***  **Homework** | **Telegram group discussion** |  | Your reflective wrap-up questions can be:  Create an adjusted plan for their future professional development course and post it in Telegram. Make a 1 minute video explaining their best steps for their action plan. |

***Handout 1***

**The 6 Principles®**

**Personal Inventory**

**Directions**

1. Read each statement.
2. Rate yourself with the following criteria:

* A – always or almost always
* S – sometimes
* N – never or almost never

1. Put a star (★) next to the three statements you most want to improve on.
2. \_\_\_\_\_ I greet students individually as they enter class.
3. \_\_\_\_\_ I use community-building tasks regularly.
4. \_\_\_\_\_ I have a class routine so students know what to expect.
5. \_\_\_\_\_ I create opportunities for students to learn each other’s names.
6. \_\_\_\_\_ I have a plan for new students in my class.
7. \_\_\_\_\_ I find ways to communicate with students individually.
8. \_\_\_\_\_ I know all my students’ names.
9. \_\_\_\_\_ I provide multiple opportunities for my students to have success.
10. \_\_\_\_\_ I demonstrate respect and cooperation.
11. \_\_\_\_\_ I show students that I believe they can learn at a higher level.
12. \_\_\_\_\_ I appear to be a motivated teacher.
13. \_\_\_\_\_ I praise students for effort and dedication.
14. \_\_\_\_\_ I use a variety of approaches to appeal to different students.
15. \_\_\_\_\_ I teach students new study skills and strategies.
16. \_\_\_\_\_ I show students how to practice English outside class.
17. \_\_\_\_\_ I help students set challenging but achievable learning goals.
18. \_\_\_\_\_ I help students make connections from their learning to their own lives.
19. \_\_\_\_\_ I help students overcome obstacles to learning.
20. \_\_\_\_\_ I make language learning enjoyable.
21. \_\_\_\_\_ I create ways for students to be active as soon as they walk in class.

Microteaching with the 6 Principles Activities

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| **Agenda** | |
| 8:30 - 9:00 | Preparation |
| 9:10 - 9:40 | Preparation |
| 10:00 - 10:30 | Teach using the 6 Principles activities |
| 10:40 - 12:00 | Teach using the 6 Principles activities |
| 12:00 - 12:40 | Teach using the 6 Principles activities |
| 12:40- 1:00 | Teach using the 6 Principles activities |

Welcome Message

Workshop Objectives

Lesson Plan

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| **Principle 5 Engage and Collaborate within a community of practice** | | **Date:**  **Time : 1 hour (60 minutes)** |
| **By the end of the module, participants will be able to:** | | |
| **Language Point:** | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts | | |
| **Stage/timing**  **Interaction** | **Activity type** | **Procedure** |
| **10 min**  **Welcome**  **Routines** | **Warm-up** | Welcome Message, Agenda, Quote, Pairs,  Groups and Elbow partners & wakeup movement |
| **10 min**  **Pair work** | **Preview** | Participants share their experience about       .  Tell the participants to discuss the questions with elbow partners: |
| ***15  min***  ***Pair work*** | **Experience –**  **Daily mingle activity** |  |
| ***10  min***  ***Individual work*** | **Reflection** | * Ask the participants to reflect on the sample activity they have experienced by answering the following questions:   Did you like this activity? Why?  How did you feel during the activity?  What have you learned from the activity?     * *State that this is an example of  activity. Say that effective classrooms …* |
| ***25  minutes***  ***Group work*** | **Conceptualize** | The participants will explore the ideas for        by watching    : |
| ***40 min***  ***Group work*** | **Conceptualize** |  |
| ***15 min***  ***Pair work*** | **Reflect/ Experience**  **Mingle around activity** | *Example* |
| ***15  minutes***  ***Individual work*** | **Conceptualize** | *Example* |
| ***35 min***  ***Group work*** | **Apply** |  |
| ***10  min***  ***Pair or group work*** | **Wrap-up** | For the wrap up at the end of the session, y. Your reflective wrap-up questions can be:  • |
| ***5 min***  **Homework** | **Telegram group discussion** |  |