

Teaching English Through English

Principle 5



Title

Objectives

- I can
- I can
- I can
- I can

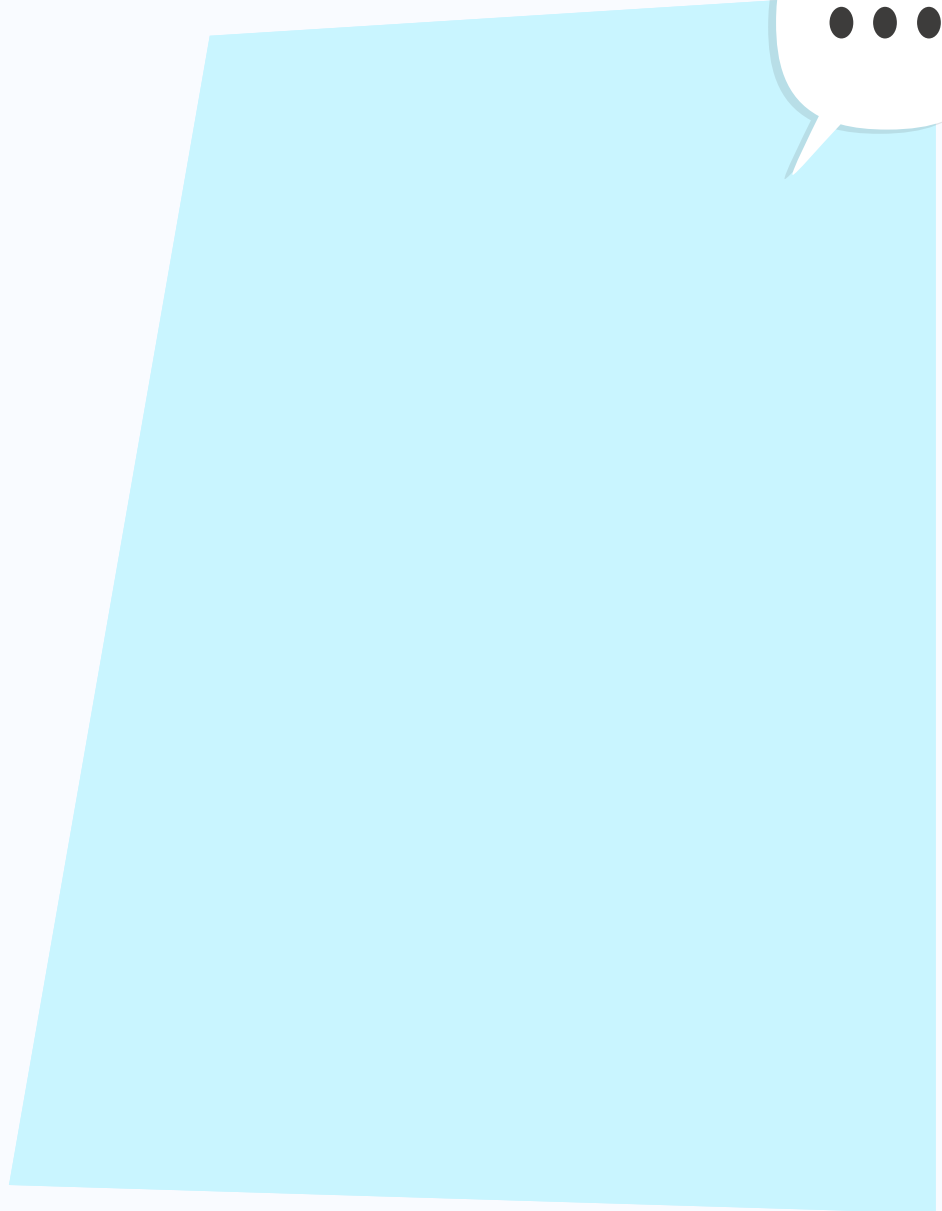
Welcome Message



Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.



Daily Quote



Daily Agenda

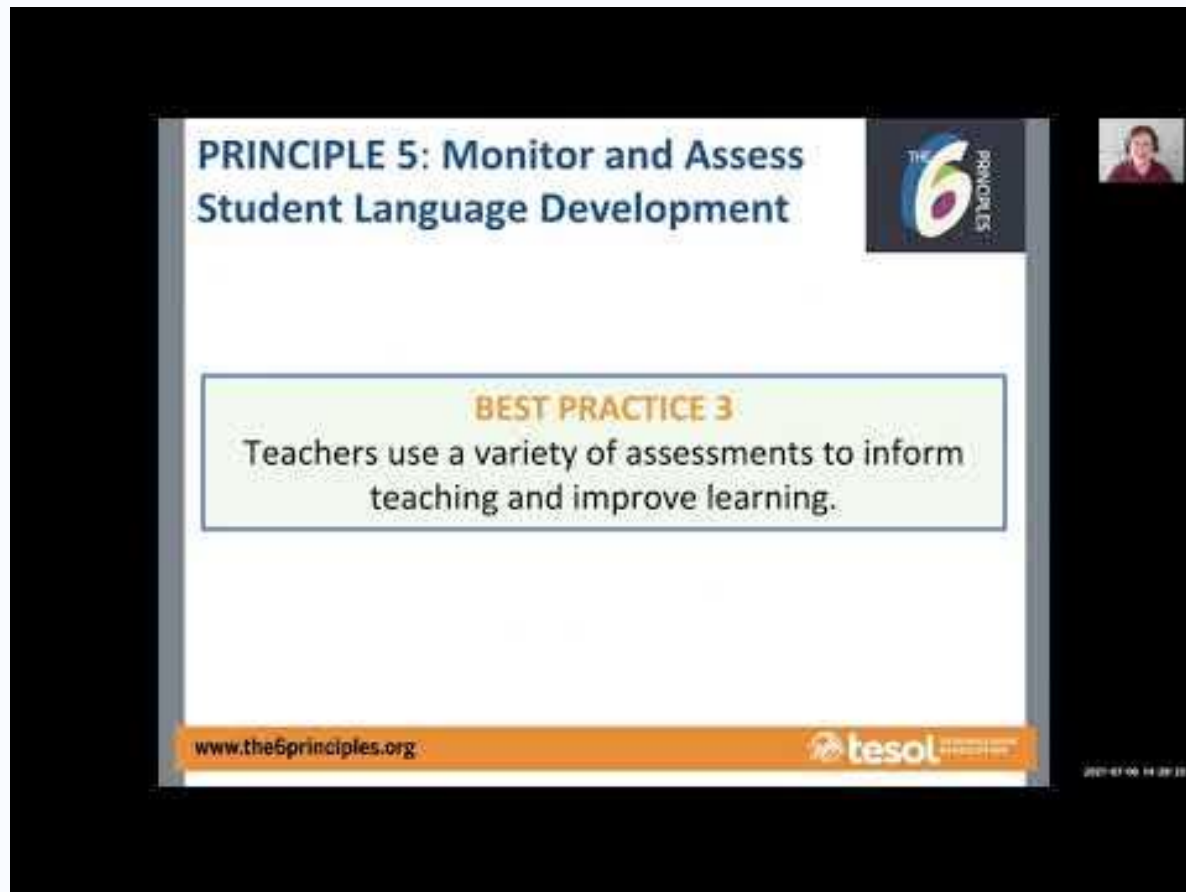
Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 5 Telegram Discussion and Writing Homework



Topic

Video # 1:

In this video you will learn about...



The screenshot shows a video slide with a white background and a black border. At the top left, the text reads "PRINCIPLE 5: Monitor and Assess Student Language Development". In the top right corner, there is a logo for "The 6 Principles" featuring a stylized number 6. A small video inset in the top right corner shows a woman's face. In the center, a light green box contains the text "BEST PRACTICE 3" in orange, followed by "Teachers use a variety of assessments to inform teaching and improve learning." At the bottom, there is an orange bar with the website "www.the6principles.org" on the left and the "tesol" logo on the right. A small timestamp "2017-07-06 14:28:22" is visible in the bottom right corner.

PRINCIPLE 5: Monitor and Assess Student Language Development

BEST PRACTICE 3
Teachers use a variety of assessments to inform teaching and improve learning.

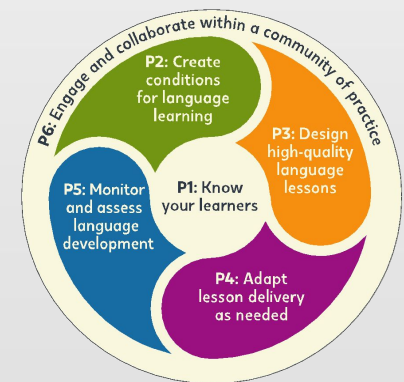
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PRINCIPLE 5

Monitor and Assess Student Language Development



PRINCIPLE 5: Monitor and Assess Student Language Development



BEST PRACTICE 1

Teachers take notes of student errors.

PRINCIPLE 5: Monitor and Assess Student Language Development



How can you monitor and give feedback on student errors?

- informal comments in class
- checklists
- student grouping patterns

PRINCIPLE 5: Monitor and Assess Student Language Development



Why are students making errors?

- Are they paying attention?
- Did they learn a concept completely in the previous level?
- Are they incorrectly transferring a first language concept to English?

PRINCIPLE 5: Monitor and Assess Student Language Development



BEST PRACTICE 2

Teachers give prompt and specific feedback to students in a positive and effective way.

PRINCIPLE 5: Monitor and Assess Student Language Development



What do you need to think about when you give feedback to students?

- How can I give students feedback quickly?
- What is the age of the student?
- What kind of tone should I use?
- How can I include positive feedback with corrective feedback at the same time?
- How can I communicate that my feedback is always about helping them improve?
- How can I make most feedback private?

PRINCIPLE 5: Monitor and Assess Student Language Development



What kinds of oral feedback can you give to the question “What did the boy do?”

Type of Correction	Feedback on a Student Saying “The boy <i>go</i> to school”
explicit	Do you mean the boy <i>went</i> ? We say the boy <i>went</i> to school.
recast	The boy <i>went</i> to school.
repetition	The boy <i>go</i> to school?
elicitation	How do you say <i>go</i> in the past?
clarification	Excuse me. I didn’t understand. Can you tell me again?
clues	Did this happen in the past?
questions	Can you tell me something the boy did <i>yesterday</i> ?
non-verbal clues	

PRINCIPLE 5: Monitor and Assess Student Language Development



BEST PRACTICE 3

Teachers use a variety of assessments to inform teaching and improve learning.

PRINCIPLE 5: Monitor and Assess Student Language Development



Why do you need to use a variety of assessments?

- You can gather information over a period of time.
- You can check student abilities in more than one skill.
- The information you gather can inform your teaching.

PRINCIPLE 5: Monitor and Assess Student Language Development



What kinds of assessments can you use?

- teacher observations
- teacher-developed tests
- comprehension tests
- rubrics
 - presentations
 - multimedia projects
 - writing assignments



ACTIVITY

Assessing 3-2-1 Uzbekistan!

DIRECTIONS – Assessing 3-2-1 Uzbekistan!



1. Look back at your adapted **3-2-1 Uzbekistan!** lesson plan from Principle 4.
2. Decide how you will assess your students' language skills for this lesson:
 - Will you assess their writing, their speaking, or both?
 - How will you take notes of student errors?
 - How will you give prompt and specific feedback to students in a positive and effective way?
3. Design an assessment tool.
4. Present your assessment tool.

Homework



(Handout)

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

THE **6** PRINCIPLES
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Week 4



THE **6** PRINCIPLES
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Principle 6



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**

Welcome Message

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 with Personal Inventory and for homework to share our ideas about other ways of professional development in our Telegram groups.

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

“ Who dares to teach must never cease to learn”

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework



Importance of PD

Video # 1: In this video you will learn about...

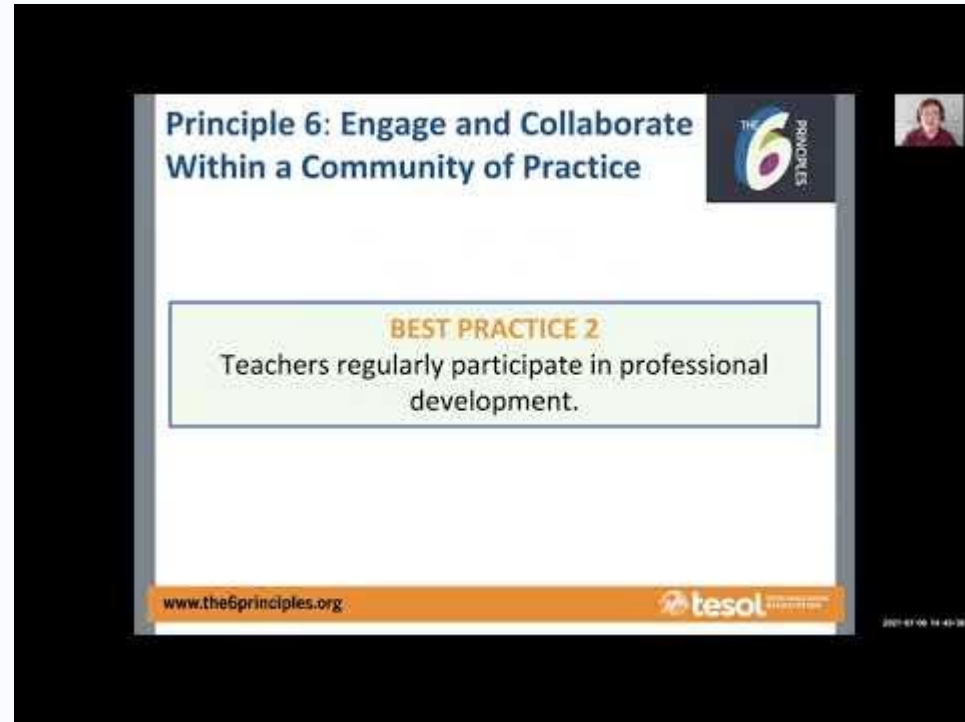
Then participants watch three videos from the website:

[Principle 6 \(tesol.org\)](http://www.tesol.org)

<https://www.youtube.com/watch?v=xm6E>

[HPni5dE](#)

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.



The screenshot shows a presentation slide with a dark blue header. The header text reads "Principle 6: Engage and Collaborate Within a Community of Practice" in white. To the right of the text is a logo for "THE 6 PRINCIPLES" featuring a large number 6. Below the header is a light green box containing the text "BEST PRACTICE 2" in orange, followed by "Teachers regularly participate in professional development." in black. At the bottom of the slide, there is an orange bar with the website "www.the6principles.org" on the left and the "tesol" logo on the right. A small video inset in the top right corner shows a person's face. The date "2021-01-06 14:42:38" is visible in the bottom right corner.

Personal Experience

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 or reflect on your teaching?**
- 4. Do you share your insights or questions with anyone?**
- 5. Do you engage with other teaching professionals in your school, your region, your country, or around the world? In what ways?**

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 lessons 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)**

Wrap-up Reflection Questions

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.

Homework



Telegram Group Discussion

Post your ideas about other ways of professional development in our Telegram groups.

. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

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Week 5



THE **6** **PRINCIPLES**
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Principle 1- 6
Review &
Microteaching



ACTIVITY

Microteaching – The 6 Ps

DIRECTIONS: Microteaching – The 6 Ps



1. Form groups of 6.
2. Assign one of The 6 Ps to each member of the group.
3. Review the materials from our 6 Ps Workshop and Facilitation Guides for your assigned principle.
4. Prepare a 3–5 minute lesson on your assigned principle.
5. Present to another group(s).
6. Give feedback to another group(s) using **PQP Feedback**.

MODELING – PQP Feedback

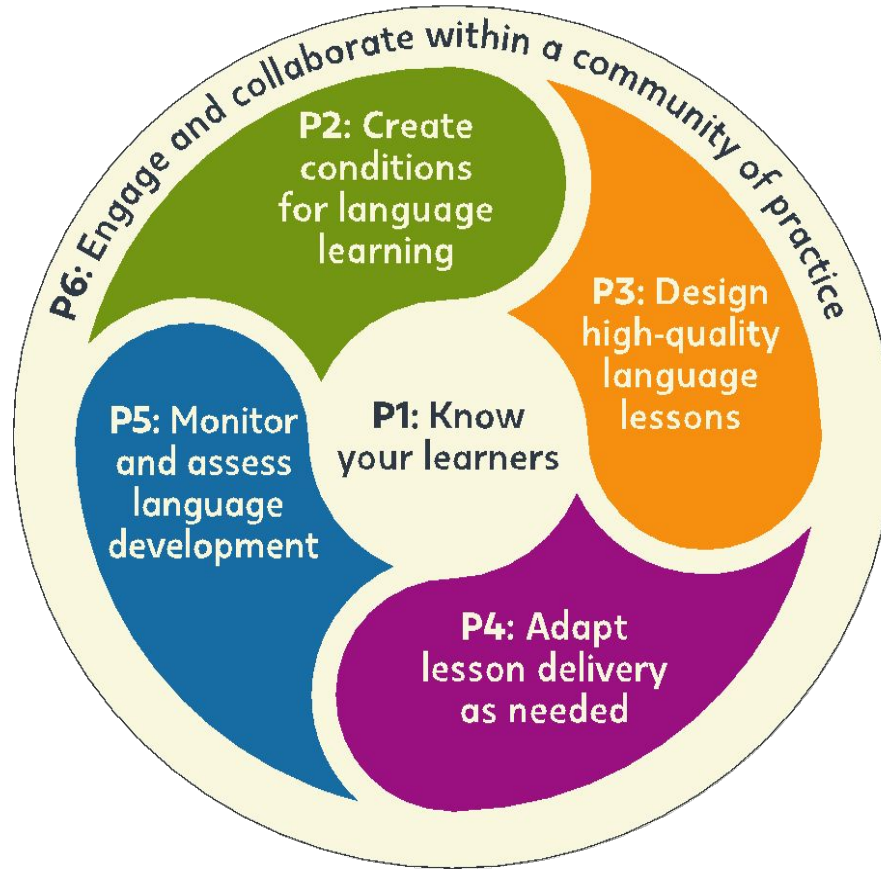


Praise	Question	Polish



THE 6 PRINCIPLES

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ACTIVITY

Around the Clock