Use the TESOL Standards for ESL/EFL Teachers of Adults to
Develop a Personal Professional Development Plan

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OBJECTIVES

1) Develop a personal professional development plan addressing skills and knowledge in
   ◊ planning
   ◊ instructing
   ◊ assessing
2) Develop an understanding of the roles that identity and context, language proficiency, learning, content, as well as commitment and professionalism have in your effectiveness as a teacher
3) Reflect and rate your teaching through an in depth evaluation tool and establish personal goals to improve instruction

AGENDA

Day 1

◊ Introductions / Self Evaluation
◊ What is Professional Development
◊ Lesson Planning
◊ Learner Centered Teaching Strategies

Day 2

◊ Learner-Centered Teaching Continued
◊ Assessment in the Classroom
◊ Reflective Teaching
   Lunch
◊ Standards
◊ Our Personal Professional Development Plan

Vignette

Read page 147-148 in *Standards for ESL/EFL Teachers of Adults*.

In Groups, discuss the following:

1. How does John approach professional development?

2. Rank the activities from what your group considers most effective to least effective professional development.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

3. Write a definition for professional development.

    _____

    _____

    _____

    _____

Professional Development

"The process of enhancing staff (teachers' and administrators') skills and competencies...with the aim of improving student learning gains"

National Staff Development Council (NSDC)

"To enable every teacher, administrator, and staff member to develop knowledge, skills, and behaviors required to create learning settings that enable <u>all</u> students to demonstrate higher levels of achievement.

School District of Philadelphia
Working Harder for Children and Families

Rate Yourself

Student learning is the central most important aspect of teaching. Therefore as shown in figure 1 from *Standards for ESL/ EFL Teachers of Adults*, the core skills we can develop as teachers namely planning skills, instructing skills, and assessing skills become central to our own professional development plan.
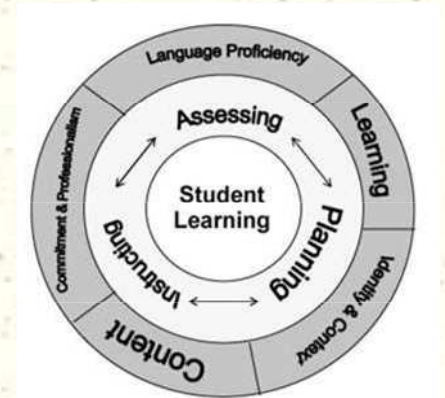

Figure 1

Planning
Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Instructing
Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interaction.

Assessing
Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

Standards for ESL/EFL Teachers of Adults

Rank	Skill	Evidence
	Planning	
	Instructing	
	Assessing	

II Planning

"Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching." (Hendrichsen)

Answer the following questions with a group. Be prepared to share your thoughts with the class.

1) How do you decide what to teach on a given day?

2) How do you organize your lesson?

3) How do you know if your students learned what you wanted them to?

Gallery Walk

Why is lesson planning important to the teacher?

_____

_____

_____

_____

_____

Why is lesson planning important to the student?

_____

_____

_____

_____

_____

Planning—Vignette

Read page 5-7 in *Standards for ESL/EFL Teachers of Adults*.

In Groups, discuss the following:

1. What steps does Susan take to planning.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

2. How does Susan show that she is flexible?

3. What teachers should know when preparing a lesson:

    Teachers must be familiar with their students' needs and motivations.

    Teachers need to know which approach and method is better for their students and their students' and learning styles.

    Teachers must have a solid understanding of English language research and training.

    Teachers must know what the goal of the course is and what the institution expects of them.

Jenkins, Robert, *Practical Ideas for the Adult ESL/EFL Classroom*, Lesson 3 Chapter 2
www.educationtogo.com

Where can you find objectives?

Textbooks.

… textbooks can't create objectives for you. Even if some authors organize their textbooks around lessons and objectives, you'll still have to take what they offer and tailor the information to meet your particular students' needs.

Also, please keep in mind that there's no such thing as the "perfect textbook." Textbooks come in all shapes and sizes, and publishers are continually trying to fashion them to fit every type of program. If you've read articles or gone to workshops that have tried to show you how to choose "just the right book" for any given class, you've probably seen that some texts fit well with certain classes but not so well with others—even if your topic is exactly the same. So please don't stress about trying to find some imaginary ideal textbook, and definitely don't follow one blindly.

Many textbooks, though good in many ways, are also actually more like activity books, keeping students busy practicing their English. They're usually not organized like a lesson plan, so don't think of them as curriculum or try to walk your students through them from cover to cover without coming up with additional activities. Bottom line: Textbooks can give you ideas about information to cover and possible activities to do, but you'll need to formulate an objective that suits your students' needs and goals.

Curriculum

Institutions usually develop a curriculum to provide a certain amount of consistency between classes. No school wants their instructors to teach wildly different version of the same class. And all schools want to ensure that there's a progression from one level to the next. Also, a curriculum can give schools a gauge for defining assessment results.

Now, how does a curriculum connect with your objectives? Well, sometimes a curriculum has only general learning objectives, so you can plan your own way for achieving them. Other times, though, the curriculum's objectives might be very specific. What you'll need to do is fine-tune what the institution has already set in place to match the needs and goals of your own students.

More...

Where can you find objectives?

Standards

State school boards, educational ministries, and other educational organizations also establish and publish *standards*. These are statements that describe expected levels of student performance. They typically outline what students should know in a specific subject area and should be able to do at a certain level.

The purpose of standards is to ensure consistency between institutions and the English language teaching community. This community could be statewide, range across a country, or reach around the world. TESOL, for example, has created a committee to establish standards for various types of programs in the United States and globally. Usually, those who set standards will define a learner's level and recommend general topics that are appropriate to cover at that level. They sometimes will also specify general objectives.

So when you're creating objectives for your lesson plans, be sure to take into account any appropriate standards that might apply to your situation.

Standardized tests

Usually, assessment is driven by objectives. For example, if one of our objectives states that our students will be able to read a map in English, we can see if they've learned this by testing them on it. Simple, right?

Well, today many schools and large companies around the world also use standardized tests to measure student progress (such as the Cambridge Exams, TOEFL, TOEIC, and CASAS).

Now that schools require standardized tests, instructors have a tendency to teach to the test. And institutions and learning programs will often mold their curricula to meet the implied or stated objectives of the tests. In many ways, though, I think this is a grave mistake. Why? Because our objectives *must* reflect our students' needs.

So please be very careful to plan lessons that meet your students' needs and that also address the objectives of the standardized tests. Don't let the tests' objectives be your only objectives.

Jenkins, Robert, <u>Practical Ideas for the Adult ESL/EFL Classroom</u>, Lesson 3 Chapter 3
www.educationtogo.com

What's included in a Lesson Plan

1. **Establish a context.**

2. **Include the objective**

3. **Provide building blocks and skills.**

4. **Provide meaningful tasks, and make sure your students are succeeding at them.**

5. **Allow room for your students to be creative with the language.**

Stages to a Lesson Plan

Put the stages in an appropriate order

Application

Presentation

Evaluation

Practice

Warm-up

Introduction
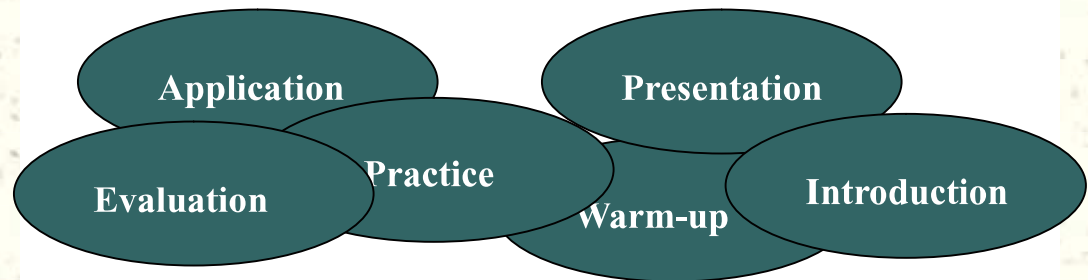
1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Evaluate Yourself.
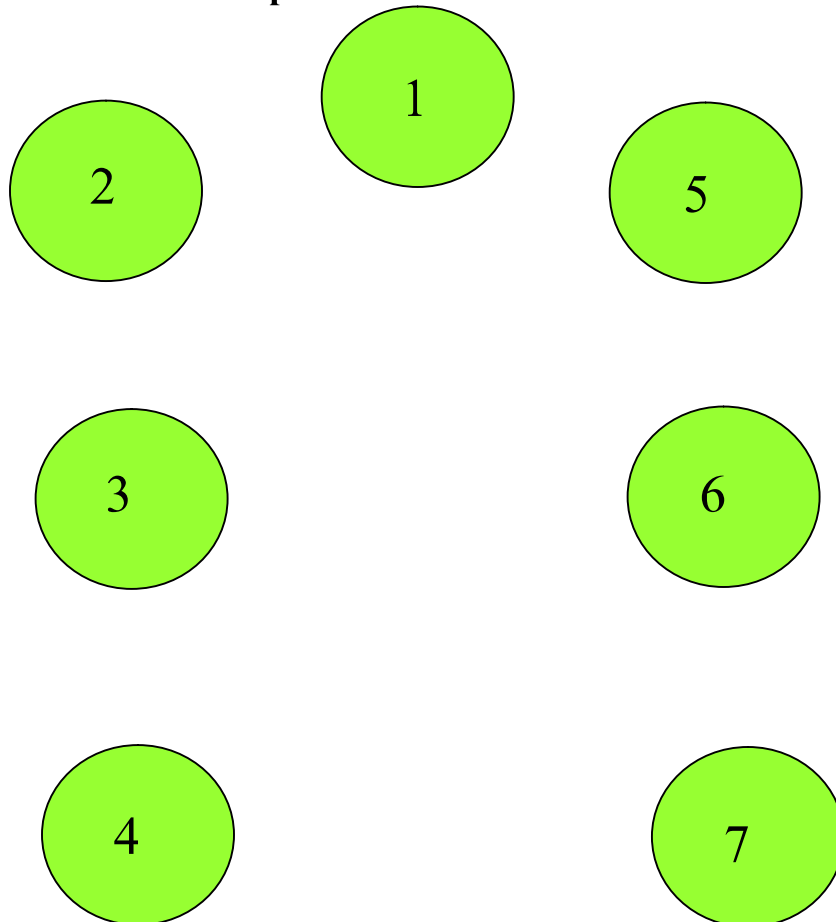
Standards for ESL/EFL Teachers of Adults (Appendix)

II Instructing

Good instruction includes:

1. Planning
2. Being flexible
3. Teaching to learning styles (modes)
4. Developing Relationships
5. Being aware of student needs/student perceptions
6. Using sound pedagogy
7. Staying current

Go to the place in the room designated for the item above that you think is most important.

Instructing—Vignette

Read page 31-33 in *Standards for ESL/EFL Teachers of Adults*.

In Groups, discuss the following:

Study the vignette. Below are steps Maria takes to give her lesson. Number the steps to arrange them in the correct order.

_____ Instructor presents a new unit assignment.

_____ Instructor presents a topic.

__1_ Instructor writes the agenda on the board.

_____ Students brainstorm through listening ideas and clustering.

_____ Students freewrite.

_____ Students reflect by answering a question about the unit.

_____ Students write more by "looping".

Note: In *Standards for ESL/EFL Teachers of Adults* there are similar vignettes for each stand for Adult/Community, Workplace, College/University, Intensive English, and English as a Foreign Language Settings.

Learner-Centered Instruction

A. Discuss the two quotes below in a group.

"Teaching is a byproduct of learning." (Jenkins, 2008)

"When you focus on teaching instead of instruction, you confuse the means with the ends." (Barr and Tagg, 1995)

B. Brainstorm things you can do to make your classes learner-centered.

_____

_____

_____

Speak to other participants and add more.

_____

_____

_____

_____

_____

_____

Learner-Centered Instruction

HOW CAN YOU IMPLEMENT STUDENT-CENTERED INSTRUCTION?

LESS	MORE
Whole class instruction including lecturing and teacher-led discussions	Time spent in small group discussions and individual inquiry
Busy work such as worksheets, dittos, and workbook exercises	Student-focused inquiry on topics of interest to students
Time spent by students reading textbooks and basal readers	Time spent reading/using authentic materials
Emphasis on content coverage with large quantities of material introduced and memorized for later evaluation	Time spent learning to understand the content being learned
Emphasis on ability groupings that tend to "label" students	Emphasis on heterogeneous grouping and inclusive instruction; differentiated instruction
Reliance on standardized testing and published assessment programs	Reliance on portfolio assessment that includes both teacher-developed and self-assessments

Learner-Centered Instruction

Use student names and use them every day.

Challenge + success = confidence.

Build trust through sharing.

Incorporate good questioning techniques.

Engage in cooperative learning.

Elicit new information.

Always teach in context.

Encourage learner logs.

Teach using multi modalities.

Apply all teaching to students' lives.

Identify student needs.

Identify student learning modalities.

Increase % of facilitation over lecture.

Cooperative Learning

"When we engage our students in cooperative learning, they are developing cooperative skills."   Mary McMullin

Skills include:

Active listening

Paraphrasing

Checking for understanding

Resolving conflict

Building consensus

Expressing appreciation

"Cooperative learning fosters positive Interdependence and individual accountability"   Mary McMullin

Some Strategies:

Line-up

Inside-Outside Circle

Corners

Round Table or Round Robin

Deuces Are Wild

Note: For more Strategies, see appendix

A word about learning styles

Speaking on the topic of brain-based research, learning modalities, and multiple intelligences, I have this to say:

> *We are all different. Our students are all different. Each class we teach is different*
>
> *If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.*
>
> *This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways* (Jenkins, 2008)

Do you agree with the following statements?

1. Students have more respect for teachers they see and can relate to as real people, not just teachers.

2. Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.

3. In order to maximize student learning, I need to help students feel comfortable in discussing their feelings and beliefs.

4. Students will be more motivated to learn if students to learn if teachers get to know them at a personal level.

Excerpt from a teacher Belief Survey developed by Mid-continent Regional Laboratory (McREL), 1994

Evaluate Yourself.

Standards for ESL/EFL Teachers of Adults (Appendix)

III Assessing

Assessments can be formal or informal, traditional or alternative.

A. In a group, do a think-pair-share activity. Come up with one example of what you might consider formal, informal, traditional, and alternative.

Formal _____

Informal _____

Traditional _____

Alternative _____

B. With a group, discuss advantages and disadvantages to multiple choice test. Mark each statement with an "A" for advantage or a "D" for disadvantage.

They enable you to quickly see overall trends in class performance, which allows you to adjust your instruction accordingly.	They aren't authentic measures of what students can actually do with the language outside the classroom.	They help you see how much a student knows.
They enable students to see how they're progressing and evaluate their own learning.	They're easy to correct because the scoring is objective (there's only one correct answer).	In real-life communication, there's often more than one way of expressing something "correctly."
They often measure how good a test-taker a student is rather than how well he or she understands the material.	You can use them as one part of a student's overall evaluation.	The results don't give a complete picture of students' progress and proficiency.

Data from: Adult ESL/EFL Classroom, Lesson 3 Chapter 2
www.educationtogo.com

Assessing—Vignette

Read page 45-47 in _Standards for ESL/EFL Teachers of Adults_.

In Groups, discuss the following:

> Ross uses multiple measures. What are 10 assessments he gives.
> Are they formal or informal?

_____

_____

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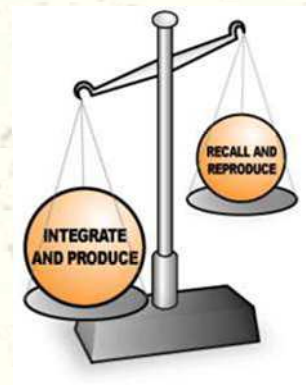
Alternative Forms of Assessment

"Students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (Ana Huerta-Macias).

Assessments-Alternative

The following chart is an adaptation of Jo-Ellen Tannenbaum's materials on **Performance Assessments**.

Nonverbal Assessment

- Physical demonstrations
- Pictorial products

Oral Performance or Presentation

- Describing
- Explaining
- Interviews
- Oral reports
- Paraphrasing stories or text
- Retelling
- Role-plays
- Summarizing

Oral and Written Products

- Audio or video cassettes
- Dialogue journals
- Learner logs
- Reading response logs
- Writing assignments

Rubrics: A good way to rate a student's performance is to use a *rubric*, which is a scoring guide that measures performance based on predetermined criteria. You'll often use it as an alternative to letter grades.

Name: Dmitri R.			**Term:** 2		
Task	**Date**	**(0) Didn't Attempt**	**(1) Not Clearly Understood**	**(2) Slow Delivery, many errors**	**(3) Faster delivery, fewer errors**
Task 1	3/12	x			
Task 2	4/12		x		

Assessments-Alternative

Portfolios

Sharon Moya and Michael O'Malley, in their article "A Portfolio Assessment Model for ESL," divided portfolio assessment into three parts: planning, collecting, and analyzing. The first two steps are very important, because you don't want students to keep too much in their portfolios—that would make your review overwhelming. So it's a good idea if you can come up with a simple checklist that spells out what they need to include and attach that to their folders. Here are some ideas for what you might want to have them include:

- Work related to the objectives
- Products developed during projects
- Tests and evaluations
- Progress charts
- Student-needs assessments and surveys

Source: Moya and O'Malley quoted in Jenkins, Robert, Practical Ideas for the Adult ESL/EFL Classroom, Lesson 11 Chapter 4. www.educationtogo.com

Student Generated Assessment

Questionnaires and Surveys

Evaluate Yourself.

Standards for ESL/EFL Teachers of Adults (Appendix)

IV Reflective Teaching

Reflecting on what we do as teachers has many benefits. It helps us . . .

- identify our personal teaching style.
- recognize what we do well and what we can improve on.
- evaluate our approach to teaching, and determine how well our approach matches our teaching philosophy.
- increase our knowledge about teaching, and refine our skills.
- adjust our approach to instruction to better meet our students' needs.
  continue to grow and evolve as educators and professionals.

Jenkins, Robert, Practical Ideas for the
Adult ESL/EFL Classroom, Lesson 12
Chapter 4. www.educationtogo.com

The next three pages are directly from Practical Ideas for the Adult ESL/EFL Classroom and included by permission.

Reflective Teaching

Evaluating Your Performance

How do you go about evaluating your performance as a teacher? Well, there are several approaches you can take that range from the less formal to the more formal:

- *Teacher research:* This is a more informal approach that involves you collecting input on your approach to teaching and considering the teaching environment.
- *Classroom research:* This also involves you gathering information with a special focus on what effect the classroom environment has on instruction.
- *Action research:* This is a more formal approach of analyzing your teaching and the teaching environment, as well as developing plans to improve performance. It essentially describes specific steps you can take to collect data on your teaching approach, identify any problem areas, and create a plan for making any changes. Sometimes the steps will look like this:
  1. Plan an action to address a perceived problem or issue.
  2. Teach or act.
  3. Observe and collect data.
  4. Analyze data or reflect and make new plans.

Let's begin by taking a look at some basic sources you can use to collect information about your teaching approach.

Self-Generated Data
You have several ways for gathering information about your teaching approach: you can videotape yourself teaching, you can keep a teaching journal or log, and you can examine your own lesson plans. Let's have a look at each of these.

1. Videotaping. A few years back, I was videotaped teaching a class for an instructional video. I had never seen myself teaching before, and I noticed several things that I wanted to change. For example, I was surprised that I favored certain students over others. Also, though I thought that I spoke in class in an authentic manner, I noticed on the video that my pace was adequate, but I tended to exaggerate my pronunciation.
I've come to the conclusion that the best way to observe yourself is to videotape! Bear in mind, though, that your students will probably react differently when you're recording them. Also, make sure that they don't object to being filmed. Often, when students understand that the taping is for your professional growth only, they'll want to help you out.
It's best to set up a schedule to tape yourself once a month or so. That way, you can compare one effort with the next and see what progress you're making. And you don't have to hire anyone to film you. It's very easy to just set up the camera in the back of the room on a tripod, turn it on, and let it go on its own.

2. Teaching journals and logs. Teaching journals can also be productive tools. These help you increase your awareness of what's going well and what isn't in your classroom by writing down your feelings, observations, and thoughts. Keeping a journal is also a great way to record all those thoughts and ideas that too often just stay in your head.
However, some teachers (including me) find it hard to sit down and write in a journal after performing in the classroom for two or three hours. For us, it's more helpful to keep a log of each class and note what went well and what needs improvement.
In her article "Reflective Teaching: Exploring Our Own Classroom Practice," Julie Tice suggests that we come up with a short list of questions that we respond to at the end of each class. These can be about the lesson objectives (what they were and if you met them), specific activities, students' performance, and classroom and time management. Your responses can be brief, but they'll provide you with an ongoing record of what and how you're doing in the classroom.

Reflective Teaching

3. The lesson plan. Keeping a notebook of your lesson plans is a great habit to get into. Not only can you refer to them for years, but they're a good record of your teaching approach. They'll also help you see how your approach compares with your overall teaching philosophy.

Student Feedback
Another valuable source for evaluating your teaching approach is your students. To learn more about what your students feel is working in class and what their concerns are, you can create surveys and questionnaires, as well as use student-teacher dialogue journals. These are very much like the ones you'd use to discover your students' needs so you can shape your instruction to meet them. Only now, the focus is more on your approach and teaching.
Since students are on the receiving end of your efforts, it's always good to see how things look through their eyes.

Peer Feedback
Peer feedback is feedback that comes from your teaching colleagues. It's also very useful in helping you evaluate your effectiveness as a teacher, because having a colleague observe one of your classes can give you a completely different perspective.
You'll want to structure peer observations in a way that makes sure you can easily understand and interpret the feedback they give you. One way to do this is to have certain questions you want the observer to answer when he or she visits your classroom. And remember, you don't want to ask judgmental questions; instead, focus your questions specifically on things that happen in class. Make sure they're objective. Here are some question examples for you:

- What percentage of time did the instructor speak, and what percentage of time did students speak or produce?
- How much time did students speak in their native language?
- How long did each activity take?
- Did steps in the lesson plan transition from one to the next fluidly?

If you want more thorough feedback, you can always ask the observer to describe the entire lesson precisely, remembering to report the facts rather than his or her opinions. When you're gathering data, you want it to be impartial. Of course, you can always sit down with the observers and get their take on your teaching in later discussions.

Making Changes

Where do you start with making changes? Well, look at each behavior you'd like to modify, and then select just one—it's often most helpful to start with the easiest. Then set some goals for yourself.

Set Goals
You want to create very specific goals and write them down. They should include the following:

- What the problem or issue is
- What you hope to accomplish
- How you hope to accomplish it
- How long you think it will take to do

You may also find it helpful to work with a peer on your goals, and you can do this in several ways. After a fellow teacher has observed you, you could ask if you might visit him or her to talk over your goals. Also, you could form an action research group with fellow teachers to focus on the issues you've discovered and to offer each other support. You can also take two other tracks: mentoring and peer coaching. Let's look at these in a bit more depth.

Mentoring
Mentoring is an approach to professional development in which an experienced teacher works with you as an advisor. Mentoring usually involves some steps like these:

1. You and your mentor meet to discuss what you want to learn and how the mentor might be able to help you.
2. You sit in on the mentor's class for at least one lesson and observe the new target behavior.
3. You and your mentor have a follow-up meeting to discuss what happened in the mentor's class.
4. You try out the new behavior in your class, and the mentor observes.

You and your mentor have a closing conference to discuss your performance.
And you know, this type of process is good for the mentor as well. Quite often, a mentor isn't necessarily a more seasoned teacher. He or she might simply be someone who has more experience in one area of teaching. So he or she can also learn a great deal from the process, discovering areas to strengthen or even re-evaluating his or her own personal teaching philosophy.
So mentoring has great things to offer all around.

Peer Coaching
Peer coaching is similar to mentoring, except that both you and your fellow teacher work together to develop new practices. In other words, one person doesn't have more experience in the target behavior or practice than the other.

Peer coaches learn mutually from each other.

Stephanie Dalton and Ellen Moir, in their paper "Evaluating Limited English Proficient (LEP) Teacher Training and In-Service Programs," define peer coaching as a confidential process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of refining present skills, learning new skills, and/or solving classroom-related problems.

Peer coaching, as you can see, is a very supportive, collaborative effort to teaching. It often helps to know that you're not alone but that you have someone encouraging you to make the changes you want to make. And it allows you to encourage someone else too. With your colleagues' help, you'll be able to make the changes you want more quickly and accurately.

V. Standards for ESL/EFL Teachers of Adults

I. Planning
Teachers plan instruction to promote learning and meet learn goals, and modify plans to assure learner engagement and achievement.

2. Instructing
Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interaction.

3. Assessing
Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based in assessments of the learning.

4. Context
Teachers understand the importance of who learners are and how their communities, backgrounds, and goals shape learning and expectations of learning. Teachers recognize how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

5. Language Proficiency
Teachers demonstrate proficiency in social, business/workplace, and academic English. Proficiency in speaking, listening, reading, and writing means that a teacher is functionally equivalent to a native speaker with higher education.

6. Learning
Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

7.Content
Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to discuss, listen to, read, and write about a subject or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in a subject or content area about which they want or need to learn.

8. Commitment and Professionalism
Teachers continue to develop their understanding of the relationships between second language teaching and learning through the community of English language teaching professionals, the broader teaching community, and the community at large. The knowledge, in turn, informs and changes both the teachers and the communities.

Instructor Mission Statement

Our goal is to give students

challenging opportunities to be

successful in their language-learning

experience so they develop

confidence and become independent,

lifelong learners.

Rob Jenkins
Staci Johnson

VI Our Personal Professional Development Plan

Issue I want to improve	What I hope to accomplish.	How I hope to accomplish it.	When I hope to accomplish by	Evidence that I have accomplished it

Appendix 1a

Standard 1: Planning

Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

	Observation Measures or Self-Review	Possible Interview or Discussion
	The instructor or candidate	
1:1 Overall Planning	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ identifies and articulates short- and long-term plans to promote learning ❑ identifies and articulates learning goals for both language and other content	*What considerations might you have in short- and long-term planning?*
1:2 Learner Considerations	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ identifies learners' interests and integrates in planning ❑ identifies learners' needs and integrates in planning ❑ identifies learners' prior learning and background knowledge and integrates in planning	*While planning, what considerations might you have regarding the learner? Please give examples.*
1:3 Lesson Planning	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ develops lesson plans that allow time for learning, review, and assessment ❑ develops lesson plans that include assessments to evaluate learning and achievement of objectives ❑ develops lesson plans that connect individual lessons to curriculum and to program objectives	*What elements should a lesson plan include?*
1:4 Activities and Strategies	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ designs or sequences strategies and activities to deliver content ❑ designs or sequences strategies and activities to address individual differences ❑ designs or sequences strategies and activities to accomplish learning objectives ❑ designs or sequences strategies and activities that build on learners' problem-solving and critical-thinking skills ❑ designs or sequences strategies and activities that employ more than one variety of English ❑ designs or sequences strategies and activities that encourage learners to use English beyond the classroom	*How do you choose the activities and strategies for a given lesson plan?*
1:5 Resources	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ selects appropriate resources	*Please give examples of resources that can enhance instruction.*

Appendix 1b

Standard 2: Instructing

Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

	Observation Measures and Self-Review	Possible Interview or Discussion
	The instructor or candidate	
2:1 Classroom Management	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ organizes and manages constructive interactions ❑ creates an environment that engages all learners ❑ makes effective use of classroom time ❑ manages activities ❑ adjusts instruction when necessary ❑ uses unexpected events to extend learning	*What classroom management techniques do you use?* *What do you do when a lesson is not working as planned?*
2:2 Instructor Role	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ makes goals explicit ❑ gives clear instructions ❑ promotes learner participation ❑ listens and responds to learner talk ❑ models natural language use ❑ models and promotes respectful interactions among learners ❑ asks questions to check for comprehension ❑ facilitates discussion ❑ clarifies student thinking ❑ gives corrective feedback	*How are you a good model for your students?* *What can you do to ensure learner participation and interaction?*
2:3 Activities and Strategies	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ uses a variety of strategies and activities to introduce, explain, and restate concepts and processes ❑ uses a variety of strategies and activities to address individual differences ❑ uses a variety of strategies and activities to group learners in a variety of ways to meet goals ❑ uses a variety of strategies and activities to make content accessible ❑ uses a variety of strategies and activities to further critical-thinking skills	*What strategies do you use to make activities accessible to all students?* *How do you address a variety of learning styles and individual differences when choosing and managing activities?*
2:4 Learner Considerations	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ treats learners as adults ❑ conveys and maintains expectations for learner behavior ❑ engages learners in decision-making about their learning ❑ helps learners become independent, lifelong learners	*What learning goals other than specific performance objectives do you have for your students?*

Appendix 1c

Standard 3: Assessing

Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

	Observation Measures and Self-Review	Possible Interview or Discussion
	The instructor or candidate	
3:1 Need for Assessment	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ demonstrates a recognition of the importance of obtaining information about learner performance ❑ ties assessment to learning objectives	*Why is assessment important?*
3:2 Types of Assessment	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ uses a variety of formal and informal assessment tools appropriate for the context and desired results ❑ uses assessment that is multimodal, systematic, and purposeful ❑ uses assessment tools that allow learners to demonstrate their learning ❑ uses assessment tools that are culturally sensitive, appropriate, and equitable ❑ uses assessment tools that are instructor generated and standardized	*What different types of assessment tools might you incorporate?* *What might you consider in developing the tools to assess every student appropriately?*
3:3 Evaluation of Results	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ gathers and interprets information about learner background, preferences, expectations, and goals ❑ monitors learning as it happens in the classroom ❑ gathers, interprets, and documents information about performance before, during, and after instruction	*When do you evaluate assessment results and how do you incorporate those results into instruction?*
3:4 Learner Considerations	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ engages learners in self-assessment and monitoring of their progress ❑ uses learner feedback on instructional methods and approaches in the design of appropriate assessments ❑ provides constructive feedback to learners based on assessments of their learning	*How do you engage learners in assessment?*
3:5 Development and Changes	❑ approaches criteria ❑ meets criteria ❑ exceeds criteria	
	❑ evaluates the reliability and validity of instructor-generated and standardized assessment instruments ❑ uses assessment results and learner feedback to adjust or modify the future learning objectives	*How can assessment affect instruction?*

Appendix 2

Activities for Student-Centered Instruction	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
1 **Authentic forms** Students are asked to complete real-life forms such as applications, checks, check registers etc.							X					
2 **Authentic Readings** Students are asked to read newspapers, completed forms and other authentic material and answer questions or complete a chart.					X							
3 **Best Idea** Each pair or group discusses solutions to a problem - reports to class their best idea.	X		X			X	X	X	X			
4 **Brainstorming** Used to generate ideas about a topic or to find out what the students know. All ideas are valid and not discussed immediately. Ideas can be recorded or listed with graphic organizers.						X						

Appendix 2

Activities for Student-Centered Instruction

	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
5 **Classifying** Learners classify vocabulary in various ways often using charts in order to practice using the target vocabulary.	■								■	■	■	
6 **Classifying Ideas** Learners give opinions about concepts and ideas by classifying them in charts giving them an opportunity to think critically. Often there is no one correct answer. Can be done in groups, pairs or individually. Is often used as a pre-conversation activity.	■		■					■	■			
7 **Clustering** A way to organize ideas into categories. Draw a central circle with a main idea or concept. The ideas that relate to the main concept are extended in a web fashion.	■			■		■			■			
8 **Consensus** Students in groups reach agreement on decisions.	■		■					■	■			

Appendix 2

Activities for Student-Centered Instruction	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
9 Corners Students are asked to go to one of the four corners in the room. Each corner in the room corresponds to an opinion, characteristic, idea, concept, likes etc.	■		■									
10 Drill Drilling students in various ways gives students limited practice in pronunciation, grammar construction and vocabulary familiarity. Be careful not to overdo.												■
11 Focused Listening Learners learn strategies to listen for specific information and determine the main idea of listening passages that have NOT been simplified or slowed. This type of listening is often accompanied by a task.	■	■						■				
12 Information Gap Pairs work to complete a dialog, chart, map, menu etc. Partner A has some of the information and Partner B has other information.	■		■									

Appendix 2

Activities for Student-Centered Instruction	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
13 **Jahari Squares** Four squares used to designate similarities and differences between two people or concepts. A | A&B B | Not A or B			X		X		X		X			
14 **Jigsaw** Groups each have information that is part of a bigger picture. If you were to put the information together, you would have the whole. Each group works to become an expert in their information, then the groups are changed so that representatives of each group collaborate to put together the whole.	X		X		X							
15 **Labeling** A simple way to give students an opportunity to write new vocabulary words by giving them pictures and a group of word bank.									X	X	X	X
16 **Learner Logs** Students evaluate and record their personal progress								X		X		X

Appendix 2

Activities for Student-Centered Instruction

#	Activity	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
17	**Outlining** Students are asked to identify key points of a reading or a lecture by outlining important points. Outlining is also used as part of a prewriting process allowing students to organize their thoughts particulary when writing academic essays.					■							
18	**PAVE -** A vocabulary method using cards that helps students predict the meaning of words, verify their prediction, evaluate, and then create an associative link to help them remember the word.										■		
19	**Prediction** Students are given preliminary information and are asked to predict what comes next. This is often in story format or from picture stories.					■		■					
20	**Presentations** Students in groups or individually present a product or other information to the class or a group.	■		■									

Appendix 2

Activities for Student-Centered Instruction

	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
21 **Projects** Used to give the students an opportunity often in groups to apply what they have previously learned often completing a product in the process.	X						X	X				
22 **Ranking** Students alone or forming a consensus in a group, rank items.								X				
23 **Role Play** Students in a given situation pretend to be different people (See also simulations).	X		X									
24 **Simulations** Extended Role play where the role becomes more critical to decision making.	X		X					X				

Appendix 2

Activities for Student-Centered Instruction

Activities for Student-Centered Instruction	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
25 **Roundtable** In groups, students in turn share an idea in writing. For example one student in a group writes a sentence to start a story, then the next student adds to the story, etc.	X		X									
26 **Scanning** A reading technique where students are asked to read through a passage or data as quickly as possible and identify important information				X	X			X				
27 **Share Around** - Same as Roundtable	X		X									
28 **Skimming** - reading technique where students are asked to read through a passage quickly to determine the main idea.				X	X			X				

Activities for Student-Centered Instruction

	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
29 Round Robin Same as Roundtable except done orally							■					
30 Stand up and Share The entire class stands up. Teacher asks one student to share an idea or to respond to a question. All students who agree or who have similar ideas sit down. The teacher continues to ask questions until all are seated.		■						■				
31 Summarizing Students are asked to summarize a story or event in their own words either orally or in written form.			■				■					
32 Task-based Activities Students should as often as possible be given tasks to do that allow them to participate in the lesson beyond listening or observation alone.	■	■	■	■	■	■	■	■	■	■	■	

Appendix 2

Activities for Student-Centered Instruction

#	Activity	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
33	**Team Share** A person from one group goes to other groups to share what their group or team has discussed.	■		■									
34	**Think-Pair-Share** Learner thinks of an issue opr problem needing a solution. Learners are given time to think of responses. Learners share responses with partner.	■		■									
35	**3-Step Interview** In groups of 4, student 1 speaks to student 2 and simultaneously student 3 speaks to 4. Next, students reverse role. Finally student report to entire group what they have learned.	■		■									
36	**TPR** Total Physical Response. A way to encourage language learning by giving commands and having students respond.		■										

Appendix 2

	Activities for Student-Centered Instruction	Cooperative Learning Techniques	Listening Strategies	Speaking/Conversation	Pre-reading	Reading	Pre-writing	Writing	Critical Thinking	Graphic Organizers	Vocabulary Building	Vocabulary/Grammar Presentation	Self-Assessment
37	**Venn Diagrams** Intersecting circles to designate things in common and differences												