

Planning
Instructing
Assessing

Three Standards for Good Teaching
**Develop a Personal
Professional Development
Plan**

Brasil – July 2011
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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
	<i>The instructor or candidate</i>	
1:1 Overall Planning	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria <input type="checkbox"/> identifies and articulates short- and long-term plans to promote learning <input type="checkbox"/> identifies and articulates learning goals for both language and other content	<i>What considerations might you have in short- and long-term planning?</i>
1:2 Learner Considerations	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria <input type="checkbox"/> identifies learners' interests and integrates in planning <input type="checkbox"/> identifies learners' needs and integrates in planning <input type="checkbox"/> identifies learners' prior learning and background knowledge and integrates in planning	<i>While planning, what considerations might you have regarding the learner? Please give examples.</i>
1:3 Lesson Planning	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria <input type="checkbox"/> develops lesson plans that allow time for learning, review, and assessment <input type="checkbox"/> develops lesson plans that include assessments to evaluate learning and achievement of objectives <input type="checkbox"/> develops lesson plans that connect individual lessons to curriculum and to program objectives	<i>What elements should a lesson plan include?</i>
1:4 Activities and Strategies	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria <input type="checkbox"/> designs or sequences strategies and activities to deliver content <input type="checkbox"/> designs or sequences strategies and activities to address individual differences <input type="checkbox"/> designs or sequences strategies and activities to accomplish learning objectives <input type="checkbox"/> designs or sequences strategies and activities that build on learners' problem-solving and critical-thinking skills <input type="checkbox"/> designs or sequences strategies and activities that employ more than one variety of English <input type="checkbox"/> designs or sequences strategies and activities that encourage learners to use English beyond the classroom	<i>How do you choose the activities and strategies for a given lesson plan?</i>
1:5 Resources	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria <input type="checkbox"/> selects appropriate resources	<i>Please give examples of resources that can enhance instruction.</i>

Teachers of English to Speakers of Other Languages, Inc. (TESOL). (2003). *Standards for Teaching ESL/EFL Teachers of Adults*. Alexandria, VA

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
2:1 Classroom Management	<i>The instructor or candidate</i>	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> organizes and manages constructive interactions <input type="checkbox"/> creates an environment that engages all learners <input type="checkbox"/> makes effective use of classroom time <input type="checkbox"/> manages activities <input type="checkbox"/> adjusts instruction when necessary <input type="checkbox"/> 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?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
2:2 Instructor Role	<input type="checkbox"/> makes goals explicit <input type="checkbox"/> gives clear instructions <input type="checkbox"/> promotes learner participation <input type="checkbox"/> listens and responds to learner talk <input type="checkbox"/> models natural language use <input type="checkbox"/> models and promotes respectful interactions among learners <input type="checkbox"/> asks questions to check for comprehension <input type="checkbox"/> facilitates discussion <input type="checkbox"/> clarifies student thinking <input type="checkbox"/> gives corrective feedback	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> makes goals explicit <input type="checkbox"/> gives clear instructions <input type="checkbox"/> promotes learner participation <input type="checkbox"/> listens and responds to learner talk <input type="checkbox"/> models natural language use <input type="checkbox"/> models and promotes respectful interactions among learners <input type="checkbox"/> asks questions to check for comprehension <input type="checkbox"/> facilitates discussion <input type="checkbox"/> clarifies student thinking <input type="checkbox"/> gives corrective feedback	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
2:3 Activities and Strategies	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> uses a variety of strategies and activities to introduce, explain, and restate concepts and processes <input type="checkbox"/> uses a variety of strategies and activities to address individual differences <input type="checkbox"/> uses a variety of strategies and activities to group learners in a variety of ways to meet goals <input type="checkbox"/> uses a variety of strategies and activities to make content accessible <input type="checkbox"/> 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?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
2:4 Learner Considerations	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> treats learners as adults <input type="checkbox"/> conveys and maintains expectations for learner behavior <input type="checkbox"/> engages learners in decision-making about their learning <input type="checkbox"/> helps learners become independent, lifelong learners	What learning goals other than specific performance objectives do you have for your students?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	

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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
3:1 Need for Assessment	The instructor or candidate	
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
3:2 Types of Assessment	<input type="checkbox"/> demonstrates a recognition of the importance of obtaining information about learner performance <input type="checkbox"/> ties assessment to learning objectives	Why is assessment important?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
3:3 Evaluation of Results	<input type="checkbox"/> uses a variety of formal and informal assessment tools appropriate for the context and desired results <input type="checkbox"/> uses assessment that is multimodal, systematic, and purposeful <input type="checkbox"/> uses assessment tools that allow learners to demonstrate their learning <input type="checkbox"/> uses assessment tools that are culturally sensitive, appropriate, and equitable <input type="checkbox"/> 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?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
3:4 Learner Considerations	<input type="checkbox"/> gathers and interprets information about learner background, preferences, expectations, and goals <input type="checkbox"/> monitors learning as it happens in the classroom <input type="checkbox"/> 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?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
3:5 Development and Changes	<input type="checkbox"/> engages learners in self-assessment and monitoring of their progress <input type="checkbox"/> uses learner feedback on instructional methods and approaches in the design of appropriate assessments <input type="checkbox"/> provides constructive feedback to learners based on assessments of their learning	How do you engage learners in assessment?
	<input type="checkbox"/> approaches criteria <input type="checkbox"/> meets criteria <input type="checkbox"/> exceeds criteria	
	<input type="checkbox"/> evaluates the reliability and validity of instructor-generated and standardized assessment instruments <input type="checkbox"/> uses assessment results and learner feedback to adjust or modify the future learning objectives	How can assessment affect instruction?

My Personal Professional Development Plan

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