Three Standards for Good Teaching

Develop a Personal Professional Development Plan
Our plan or mission is to reflect on our own teaching, what we already know, and do well, and to identify what our weaknesses might be. This we will do in order to enable us to set a plan in place to address those weaknesses so they may become strengths.
Profession Development

1) How do you approach professional development?

2) Lists types of professional development.
1) How do you approach professional development?

2) Lists types of professional development.

3) Write a definition.
Professional Development Defined

“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 all students to demonstrate higher levels of achievement.”

School District of Philadelphia
Working Harder for Children and Families
Professional Development

Rank Professional Development Activities
## Joyce and Showers (87-88)

<table>
<thead>
<tr>
<th>Staff Development</th>
<th>Knowledge &amp; Understanding</th>
<th>Ability to Use New Skill</th>
<th>Transfer to Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>90%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>90%</td>
<td>50%</td>
<td>5%</td>
</tr>
<tr>
<td>Practice and Feedback</td>
<td>90%</td>
<td>90-95%</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Coaching or Collegial Support</td>
<td>95-100%</td>
<td>95-100%</td>
<td>90%</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Knowledge</td>
<td>Skill (strong)</td>
<td>Transfer (implementation)</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Theory</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Practice &amp; Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Coaching or Collegial Support</td>
<td>95%</td>
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</table>
Two Forms of Professional Development

Institutional

Personal
What are Best Practices - Institutional

- Programs conducted in school settings and linked to school-wide efforts;
- Teachers participating as helpers to each other and as planners, with administrators, of in-service activities;
- Emphasis on self instruction, with differentiated training opportunities;
- Teachers in active roles, choosing goals and activities for themselves;
- Emphasis on demonstration, supervised trials, and feedback; training that is concrete and ongoing over time; and
- Ongoing assistance and support available on request

Dennis Sparks and Susan Loucks-Horsley
Journal of Staff Development
, Fall 1989 (Vol. 10, No. 4)
What are Best Practices - Institutional

"I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning"

Evaluate Yourself

Standards for ESL/EFL Teachers of Adults

Brazil – July 2011
Rob Jenkins Presenter
“Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching.”

(Hendrichsen)
Lesson Planning

Why is lesson planning important…

to the teacher?

to the student?
Performance Objectives

By the end of this lesson, students will be able to…
# What’s included

<table>
<thead>
<tr>
<th>What</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Warm up</td>
</tr>
<tr>
<td>I</td>
<td>Introduction</td>
</tr>
<tr>
<td>P</td>
<td>Presentation</td>
</tr>
<tr>
<td>P</td>
<td>Practice</td>
</tr>
<tr>
<td>E</td>
<td>Evaluation</td>
</tr>
<tr>
<td>A</td>
<td>Application</td>
</tr>
</tbody>
</table>

- **Building Blocks / Skill and Meaning**
- **Check**
- **Meaningful Tasks / Skill Development**
- **Student Creativity/Personalization**
- **State Objective**
- **Establish Context**
What’s included

<table>
<thead>
<tr>
<th>W</th>
<th>Warm up</th>
<th>Establish Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
<td>State Objective</td>
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<td>Application</td>
<td>Student Creativity/Personalization</td>
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</table>

Brazil – July 2011
Rob Jenkins Presenter
Evaluate Your Personal Planning Skills

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

Standards for ESL/EFL Teachers of Adults
Instructing

Good instruction includes

1) planning
2) flexibility
3) teaching to learning styles
4) developing relationships
5) being aware of student needs/perceptions
6) using sound pedagogy
7) staying current

Brazil – July 2011
Rob Jenkins Presenter
Learning

Teaching is a byproduct of learning.

“When we focus on instruction rather than learning, we confuse the means with the ends.”

Barr and Tagg (1995)
“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge”.

McCombs and Whistler (1997)
“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Chickering & Gamson (1987)
Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.
Student-Centered Instruction

1. Use student names and use them every day.
2. Challenge + success = confidence.
3. Build trust through sharing.
4. Incorporate good questioning techniques.
5. Engage in cooperative learning.
Student-Centered Instruction

7. Always teach in context.
8. Encourage learner logs.
9. Teach using multi modalities.
10. Apply all teaching to students’ lives.
11. Identify student needs.
12. Identify student learning modalities.
13. Increase % of facilitation over lecture.
Evaluate Your Personal Instructing Skills

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

Standards for ESL/EFL Teachers of Adults
**Assessment Types**

Why use “Multiple Measures”? Teachers need to use different types of instructional assessment to get a complete picture of our students’ growth and progress.

**Formal:** Assessment that allow you to tally and record your students’ results.

**Informal:** Assessment that are less structured with no rigid scoring; it often can be simply observation.

**Traditional:** Tests.

**Alternative:** Assessment that allows instructors to measure what students have integrated instead of only knowledge accumulated.
Alternative Assessment

How are alternative assessments different?

They document individual progress rather than comparing students to each other.

They emphasize student strengths instead of pointing out weaknesses.

They give consideration to students’ needs and learning styles.
Alternative Assessment

Performance Assessments
Portfolios
Student Generated Assessments
Questionnaires and Surveys
Evaluate Your Personal Assessing Skills

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.

Standards for ESL/EFL Teachers of Adults
Benefits to Self Reflection

- identify our personal teaching style.
- recognize what we do well and what we can improve.
- 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.
## Standards

### Eight TESOL Standards

<table>
<thead>
<tr>
<th>Planning</th>
<th>Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructing</td>
<td>Learning</td>
</tr>
<tr>
<td>Assessing</td>
<td>Content</td>
</tr>
<tr>
<td>Context</td>
<td>Commitment/Professionalism</td>
</tr>
</tbody>
</table>

Standards for ESL/EFL Teachers of Adults
Making Changes

1. Select one weakness at a time.
2. Set goals.
3. Plan what activities you will incorporate.
4. Work with others (mentoring and coaching).
5. Maintain data.
Four Steps to Personal Professional Development

1. Identify Need
2. Develop a Plan
3. Do Activities
4. Assess Activities
My Mission Statement

Give students challenging opportunities to be successful in their language-learning experience so they develop confidence and become independent, lifelong learners.
My Plan

Issue I want to improve

What I hope to accomplish

How I hope to accomplish it

When I hope to accomplish it by

Evidence that I have accomplished it
Continuous Discussions

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Rob Jenkins Presenter
Additional Slides

Slides that follow are additional resources if needed.
Teaching to the Middle
Teaching to the Middle
Learning Process
Lesson Planning

PRESENTATION

PRACTICE/EVALUATION

APPLICATION

Teacher

Teacher Directed

Teacher Guided Student Practice

Student Centered
Ensure Success

1. Establish a **context** and **purpose**
   ⇒ Warm-up, Introduction

2. Provide students with **building blocks** and **skills** they need
   ⇒ Presentation

3. Provide mechanical and **meaningful tasks** that allow students to practice the structure
   ⇒ Practice

4. Ensure that students are **successful**
   ⇒ Evaluation

5. Allow students to use the structure in **creative** and meaningful ways
   ⇒ Application
TEAM PROJECT = Unit Application

- an application of unit objectives.
- task-based activities with a product.
- activities that generate teamwork.
FOOD & NUTRITION UNIT

OBJECTIVES:

• Read and understand the nutrition pyramid
• Plan meals
• Make a food budget
• Make a shopping list
• Use count and non-count nouns
• Identify containers and quantities
1) **SET THE STAGE**

- Give an overview.
- Show examples.
- Don’t be too specific.
2) **FORM TEAMS**

**LANGUAGE:** Avoid same-language teams when possible.

**LEVEL:** Form by similar level or put strong people in each team.

**ASSIGN TEAM POSITIONS:** (all team members help in every task)

*Lower Levels:*
- Explain leader position.
- Immediately ask all leaders to stand.
- Repeat for all positions.

*Higher Levels:*
- Explain all positions.
- Allow students to discuss and assign positions in their teams.
- Ask teams to report.
3) **GO THROUGH THE STEPS**

- Give a few steps at a time.  
  (Avoids allowing teams to get too far ahead.)

- Have students keep minutes (agenda/minutes format).

- Have each team share periodically.

  (Two-day simulation: Collect work at end of first day with names of team members to be distributed on following day.)
4) WORK ON THE PROJECT

Have assigned person lead efforts.
Make sure all students participate in each task.

FACILITATE
Walk from team to team.
Ask questions.
Help the leader to make sure everyone is participating.

CLASSROOM MANAGEMENT
Encourage English.
Work with the leader.
Ask students to evaluate their teams.
Prepare teams for their presentations.
Post all or some of the projects in the classroom.
1. Choose a name for your family.
2. Fill in a calendar with your food for breakfast, lunch, and dinner for 1 week.
3. Make a shopping list. You only have $100.
4. Make a family presentation to the class.
# TEAM PROJECT EXAMPLES

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Beginning</strong></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td>Design a department store.</td>
</tr>
<tr>
<td>Community</td>
<td>Create a brochure of your city.</td>
</tr>
<tr>
<td><strong>High Beginning</strong></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Create a health pamphlet.</td>
</tr>
<tr>
<td>Employment</td>
<td>Create a company.</td>
</tr>
<tr>
<td><strong>Low Intermediate</strong></td>
<td></td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>Create a product label and advertisement.</td>
</tr>
<tr>
<td>Employment</td>
<td>Create an employee handbook.</td>
</tr>
<tr>
<td>Civics</td>
<td>Plan and participate in a debate.</td>
</tr>
<tr>
<td><strong>High Intermediate</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Communication</td>
<td>Create a goal chart.</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>Create a purchase plan.</td>
</tr>
<tr>
<td>Housing</td>
<td>Create real estate brochure and plan to buy a house.</td>
</tr>
</tbody>
</table>
# Classroom Management

## Team Management

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Records / Clerical / Agenda</strong></td>
<td>Supervisor</td>
<td>Assistant</td>
<td>Supervisor</td>
<td>Assistant</td>
</tr>
<tr>
<td><strong>Resource Management</strong></td>
<td>Supervisor</td>
<td>Assistant</td>
<td>Supervisor</td>
<td>Assistant</td>
</tr>
<tr>
<td><strong>Facility Management</strong></td>
<td>Supervisor</td>
<td>Assistant</td>
<td>Supervisor</td>
<td>Assistant</td>
</tr>
<tr>
<td><strong>Board / Complaints</strong></td>
<td>Supervisor</td>
<td>Assistant</td>
<td>Supervisor</td>
<td>Assistant</td>
</tr>
<tr>
<td><strong>Personnel / Attendance</strong></td>
<td>Supervisor</td>
<td>Assistant</td>
<td>Supervisor</td>
<td>Assistant</td>
</tr>
</tbody>
</table>
# Lesson Planning Matrix

## Lesson Plan Format

<table>
<thead>
<tr>
<th>Warm-up / Review</th>
<th>Use previously learned content to begin a lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Focus students' attention on the lesson by asking questions, using visuals, etc.</td>
</tr>
<tr>
<td></td>
<td>State the objective(s) and relate the objective(s) to previous lesson(s).</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Introduce new information through visuals, realia, description, explanation, or written text.</td>
</tr>
<tr>
<td></td>
<td>Check on students' comprehension.</td>
</tr>
<tr>
<td></td>
<td>Prepare students for practice activity.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Have students practice new knowledge through different activities as a class, in small groups, pairs or individually (guided practice).</td>
</tr>
<tr>
<td></td>
<td>Model each activity, monitor progress, and provide feedback.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Evaluate students on attainment of objective(s) through oral, written, or demonstrated performance.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Give students an activity that has them apply their new knowledge to their own lives or new situations.</td>
</tr>
</tbody>
</table>

*California Teacher Institute*