

Student-Centered Instruction

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1. **LINE UP:** What's in a name?

2. **INSIDE/OUTSIDE CIRCLES:** name, school, type of program, # of years teaching, one great moment in teaching

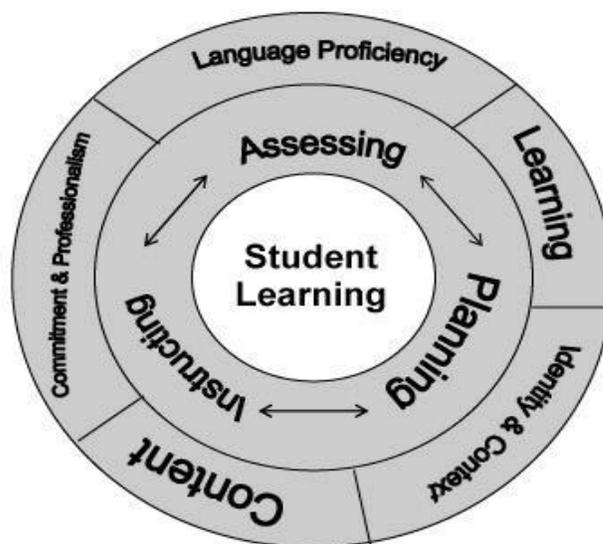
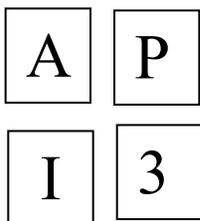
3. **UNDER-THE-LINE**

4. Presentation – Building a Community

5. Standards for ESL/EFL teachers of Adults¹ (applicable to all learners)

1. PLANNING
2. INSTRUCTING
3. ASSESSING
4. IDENTITY AND CONTEXT
5. LANGUAGE PROFICIENCY
6. LEARNING
7. CONTENT
8. COMMITMENT AND PROFESSIONALISM

6. **CORNERS**



1. TESOL (2008). *Standards for ESL/EFL Teachers of Adults* Teachers of English to Speakers of Other Languages, Inc.

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7. **RANKING:** With a group, rank the following standards based on which ones you think are *MOST IMPORTANT*. #1 is most important. (Standards for ESL/EFL teachers of Adults²)

_____ **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 interactions.

_____ **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.

_____ **IDENTITY AND CONTEXT:** Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

_____ **LEARNING:** Teachers draw on their knowledge of how student’s learn and the the processes by which learners acquire information in and out of classroom settings. They use this knowledge to support adult learning. (Adapted from ESL to all learners and programs.)

_____ **COMMITMENT AND PROFESSIONALISM:** Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

2. TESOL (2008). *Standards for ESL/EFL Teachers of Adults* Teachers of English to Speakers of Other Languages, Inc.

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Teacher Classroom Practices Developed by Mid-continental Regional Educational Laboratory (McREL), 1994	Almost Never	Sometimes	Often	Almost Always
1. I demonstrate to each student that I appreciate him or her as an individual.	1	2	3	4
2. I allow students to express their own unique thoughts and beliefs.	1	2	3	4
3. I teach a variety of strategies for organizing content.	1	2	3	4
4. I change learning assignments only when students appear to be failing.	1	2	3	4
5. I provide positive emotional support and encouragement to students who are insecure...	1	2	3	4
6. I provide opportunities for students to learn perspective taking.	1	2	3	4
7. I help students clarify their own interests and goals.	1	2	3	4
8. I group students in different grades together.	1	2	3	4
9. I demonstrate to students that I care about them.	1	2	3	4
10. I encourage students to challenge themselves while learning.	1	2	3	4
11. I help students understand how to link prior knowledge and new information...	1	2	3	4
12. I encourage students to express their preferences for different ways of learning.	1	2	3	4
13. I appreciate my students for who they are beyond whatever their accomplishments might be.	1	2	3	4
14. I help students understand different points of view.	1	2	3	4
15. I plan activities that help students how they can reflect on their thinking and learning process.	1	2	3	4
16. I teach students how to deal with stress those affects their learning.	1	2	3	4
17. I help student value their abilities.	1	2	3	4
18. I encourage students to think for themselves while learning.	1	2	3	4
19. I encourage students to monitor and regulate their own thinking and learning process.	1	2	3	4
20. I get to know each student's unique background.	1	2	3	4
21. I help students feel like they belong in class.	1	2	3	4
22. I help students to listen to and think about their classmates' opinions, even when they don't agree.	1	2	3	4
23. I am able to change my teaching when students are having difficulty.	1	2	3	4
24. I treat students with respect.	1	2	3	4
25. I provide activities that are personally challenging to each student.	1	2	3	4

8. CLASSIFYING

In a group, classify the 25 practices above. Come to a consensus and identify under which category they fall below. Write the number to identify the practice.

Student as an Individual	Student Learning	Instruction	Community Building

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9. **THINK/PAIR/SHARE** What makes good instruction? What makes for a good activity?

10. Presentation – Student-Centered Instruction

11. Presentation – Critical/Creative Thinking

12. **CONSENSUS** – Critical Thinking

13. **CLASSIFYING** – Questioning Strategies

A.. Read Schiever’s principles and rank them “1” for essential, “2” for somewhat essential, “3” for not essential, “4” for disagree completely, and “5” don’t understand.

1. Questions should be focused. _____
2. Questions should be open-ended. _____
3. Questions require use of information. _____
4. Proof of reasoning questions should be asked. _____
5. Wait-time should be allowed after asking questions and after student responses. _____
6. Discussion should be appropriately paced. _____
7. Individual responses are accepted without teacher comment. _____
8. Student responses are not repeated by the teacher. _____
9. A variety of ideas and student interaction is sought. _____
10. Clarification and extension questions are needed. _____

B. Discuss in your group how classifying and Ranking helps you place value and analyze the items on the list.

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14. **MATCHING** – Bloom’s and Taba – Match the question with the question type.

After an exhaustive study of the Civil War and other wars, what conclusions can we draw about war in general?	Synthesis / Making Generalizations
After reading his inaugural address, do you think Abraham Lincoln’s strategy to avoid disunion was a good one?	Evaluation / Making Judgments
How would you feel if you had to fight against your brother?	/ Feelings
If the South had won, how do you think life would be different today?	Application / Applying to Real World.
What are the events that led to secession and the beginning of the Civil War?	Knowledge / Perceiving
Why did the North win the Civil War?	Comprehension / Making Inferences

15. Presentation – Student, Teacher, Class

16. **3X5 CARD ASSESSEMENT:** Don’t put your name on the card and answer the questions.

- A. What activity was your favorite that you experienced today?
- B. What activity(s) will you try in the class in the next three weeks?
- C. From the activity list, what is an activity you would want to see demonstrated?

17. Self-Assessment of your skills as a teacher- go online – free from CALPRO with resources:
<http://www.calpro-online.org/Assessmenttest/Login.aspx>