STARTALK: Preparing Teachers for the 21st Century

Day 6 July 15, 2014

Objectives for Today

By the end of our work together today, participants will be able to …

- reflect on their individual strengths and areas of improvement, using the TELL project model
- create a differentiated lesson plan
- tell how teachers in Washington are evaluated

Think-Pair-Share

- Turn to a partner and share what you know about TELL.

- Be prepared to share with the class.

TELL Project

- The Teacher Effectiveness for Language Learning (TELL) Project is a collection of products and processes that world language educators can use to enhance their effectiveness as teachers and leaders.

http://www.tellproject.org/

TELL Project

- Characteristics and behaviors that model teachers exhibit

- Seven domains broken into three categories

TELL Project

Preparing for Student Learning

Environment

Planning

TELL Project - Planning

- How do I maximize student learning through my instructional planning?

  - standards

  - backward design

  - meets all needs

  - student goal setting & self assessment

  - empower for life-long learning

  - engaging and contextualized

TELL Project

Advancing Student Learning

Learning Experience

Performance & Feedback

Learning Tools

TELL Project

Support Student Learning

Collaboration

Professionalism

Self Assessment Tool

- Each domain has a self assessment

- These self assessments are the dividers of your binder

Keys to Planning for Learning

Mindset for Thematic Unit Design

Design units that are...

⚲ Communicatively purposeful

⚲ Culturally focused

⚲ Intrinsically interesting

⚲ Cognitively engaging

⚲ Standards-based

Keys to Planning for Learning p. 26

(based on Helena Curtain's 3 principles for unit design)

Backward Design for Lesson Planning

⋏ Identify desired results

- − Set clear learning objectives

⋏ Determine acceptable evidence

- − How will learners demonstrate their progress on the objectives?

⋏ Plan learning experiences and instruction

Keys to Planning for Learning pp. 46-48

The Lesson Template

- Elements from the Unit Plan:
  - Language Level, Grade
  - Unit Theme and Question
  - Standards – Lesson Objectives
- Lesson Sequence & Activities
- Time
- Materials * Resources * Technology

Lesson Sequence & Activities (Opening)

- Gain Attention/Activate Prior Knowledge
  - "Hook" the learner's attention
  - Engages each learner
  - Takes no more than 5 minutes
  - Connects with what will happen next

Keys to Planning for Learning pp. 50-51

Lesson Sequence & Activities (Cycle 1)

- ## Provide Input
  - "What is the most important thing that I intend to do today to enhance learning?"
  - Comprehensible input
  - Authentic text
    - Learners do not need to understand everything
- ## Elicit Performance/Provide Feedback
  - Allow learners to apply what they are learning in meaningful ways

Keys to Planning for Learning pp. 51-53

Lesson Sequence & Activities (Cycle 2)

- Provide Input
  - Time for direct instruction that connects to the objective of the lesson

- Elicit Performance/Provide Feedback
  - Learners apply what they've learned and receive feedback (again)

Keys to Planning for Learning pp. 53-54

Lesson Sequence & Activities (Closure)

- ## Assess Performance/Closure
  - Use exit slips to see if daily objectives were met

- ## Enhance Retention & Transfer
  - Homework is an opportunity for formative assessment
  - Avoid rote practice
  - Use homework as a pre-learning activity (read about the topic in English)

Keys to Planning for Learning pp. 54-56

Lesson Sequence & Activities (Reflection)

- Reflection – Notes to Self
  - What worked well? Why?
  - What didn't? Why?
  - What changes would you make?

Keys to Planning for Learning pp. 56-57

TPEP

- Teacher Principal Evaluation Project

- Districts choose one of three frameworks

- Each teacher is evaluated based on this chosen framework

- Comprehensive - all 8 criteria

- Focused - 1 of 8 criteria

TPEP

- ## 8 Criteria for teachers

- Centering instruction on high expectations

- Demonstrating effective teaching practices

- Individualizing instruction

- Demonstrating subject matter knowledge

- Fostering a safe, positive learning environment

- Using student data to modify instruction

- Communicating with parents and school community

- Exhibiting collaborative and collegial practices

TPEP

- 4 Summative Evaluation Ratings

- Distinguished

- Proficient

- Basic

- Unsatisfactory

TPEP

This afternoon's presentation will be how world language teachers can meet expectations on TPEP evaluations.

1:00pm - 3:00pm
3:00pm - 4:00pm optional

Tasks

- Moodle response

- Review materials in Moodle for WA state teacher certification process in preparation for taking WEST-E

- Review TELL material