



What's in your Professional Development Toolkit?



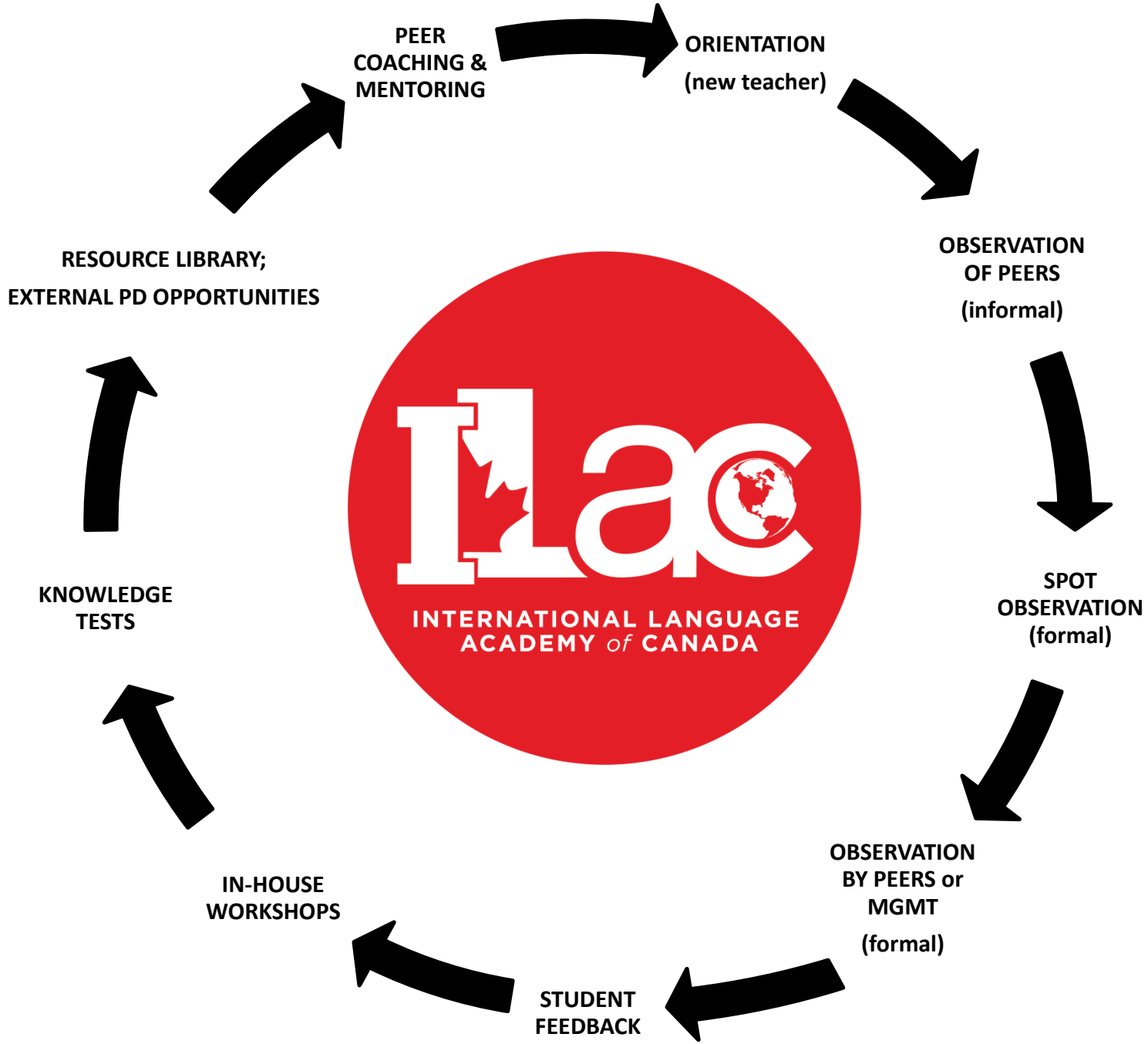
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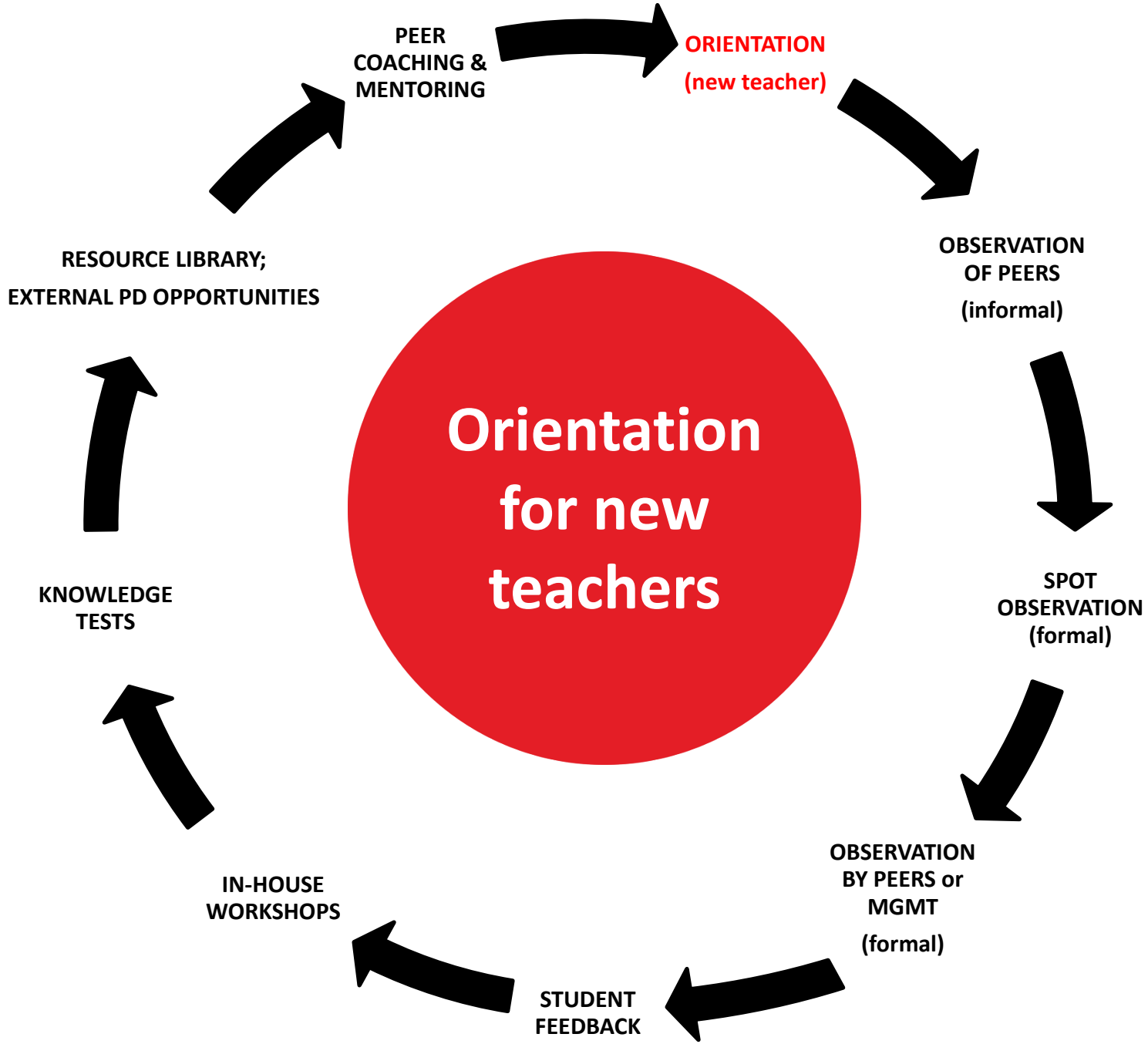
Angela Johnston

Why promote 'Professional Development'?

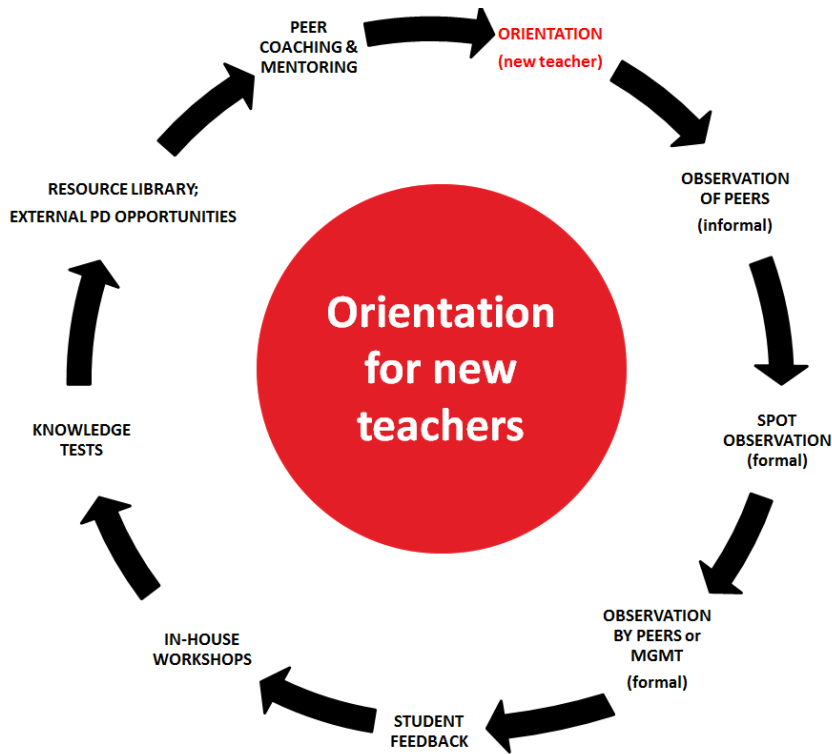
- Attract strong recruits
- Build workplace community
- Keep up to date with industry trends
- Enhance consistency of classroom delivery
- Increase student satisfaction
- Strengthen teacher motivation
- Foster leadership skills and lifelong-learning







Discussion: Orientation



1. Are teachers new to your organization given training prior to their first day in the classroom?
2. What kind of orientation are they given?
3. What kind of materials and information do they need?



Orientation for new teachers

- Create a welcome package and orientation guide
- Include maps, pictures & go-to information
- Set classroom expectations from the beginning
- Provide samples of paperwork
- Use checklists to reinforce important policies and procedures
- Include observation criteria** if this is part of your training

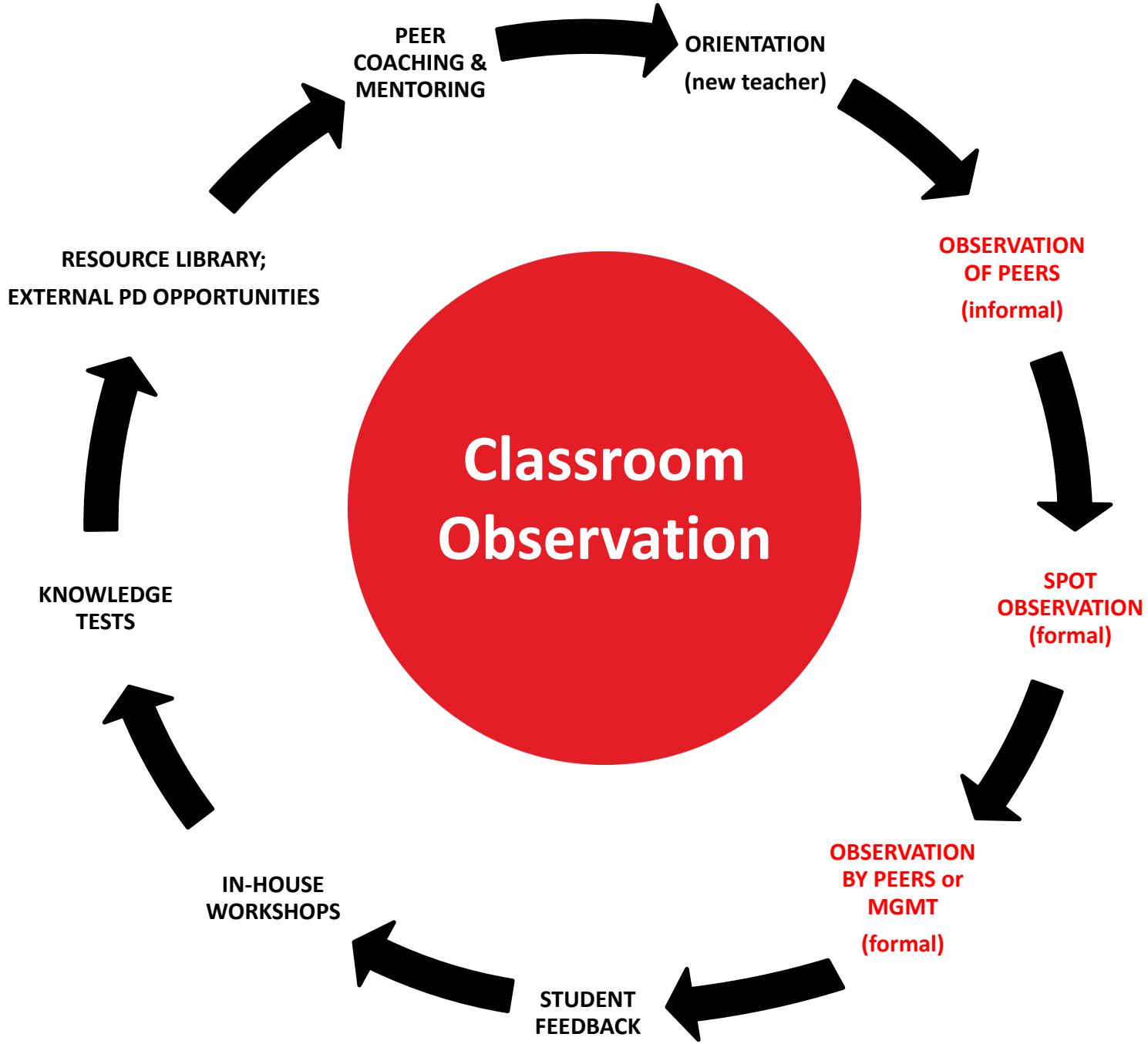
scheme

Observation Criteria

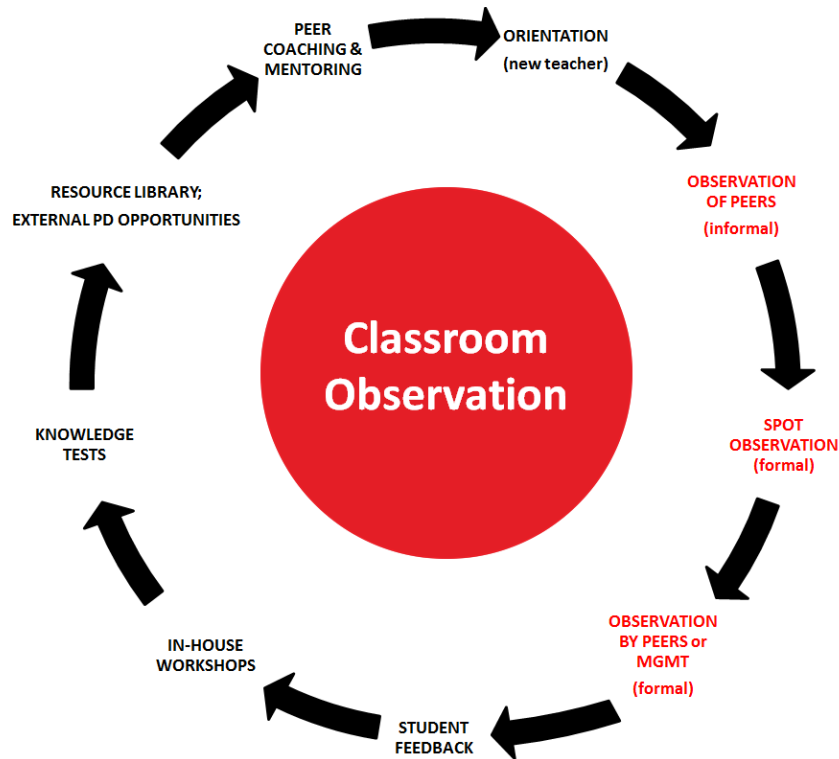
Highlight desirable standards and characteristics, such as:

- Technical Knowledge
- Pedagogical Skills
- Interpersonal Skills
- Personal Skills
- Knowledge of policies and procedures





Discussion: Observation



1. Does your institution observe teachers? How often?
2. What is the aim of the observations?
3. Do you face any challenges?
4. How many different kinds of observation are there?



Types of Observation

Training

Identify skills and needs

Achieve pre-determined set of goals



Types of Observation

Training

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Achieve pre-determined set of goals

Development

Can be partially self-directed

Multiple areas for feedback can be determined.

Types of Observation

Training	Development	Assessment
Identify skills and needs	Can be partially self-directed	Internal or external
Achieve pre-determined set of goals	Multiple areas for feedback can be determined.	Measured against criteria such as quality, appropriacy etc.,

Types of Observation

Training	Development	Assessment	Data Collection
Identify skills and needs	Can be partially self-directed	Internal or external	Quantitative study
Achieve pre-determined set of goals	Multiple areas for feedback can be determined.	Measured against criteria such as quality, appropriacy etc.,	Often peer led

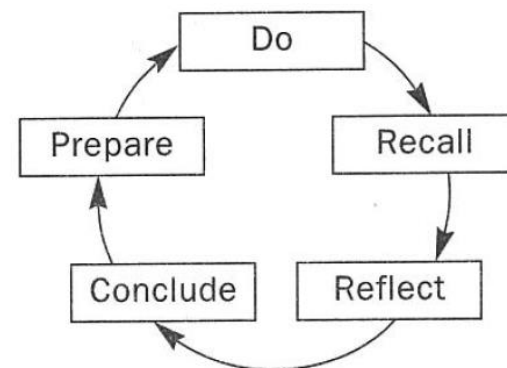
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Training	Development	Assessment	Data Collection	Peer Observation
Identify skills and needs	Can be partially self-directed	Internal or external	Quantitative study	Shared goal (both parties learn sth)
Achieve pre-determined set of goals	Multiple areas for feedback can be determined.	Measured against criteria such as quality, appropriacy etc.,	Often peer led	Exchange of ideas is highlighted

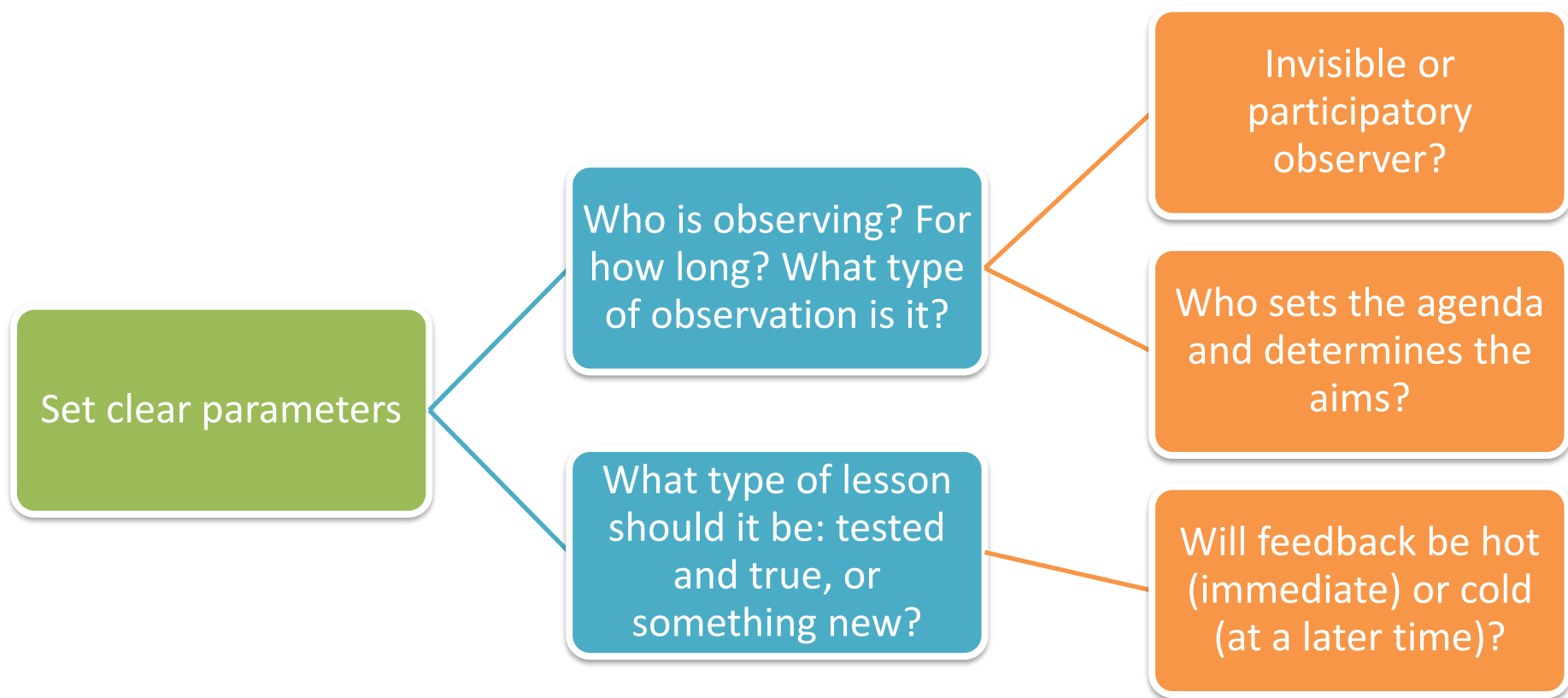
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Multiple observation opportunities lessen the trepidation of being observed and encourage self-reflective teaching and development.

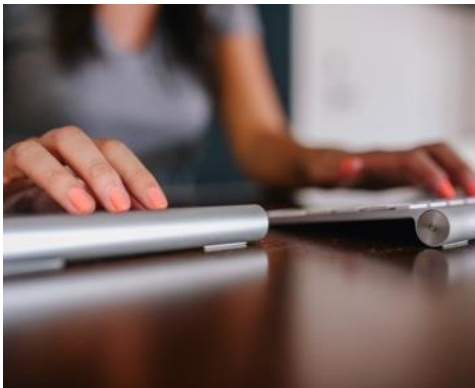


Observation Parameters



Classroom Observation

Training



Development



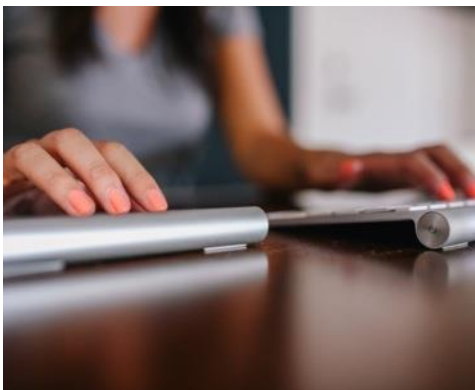
Assessment



1. What parameters should be set for the above types of observation?
2. What different areas could feedback be limited to?

Classroom Observation

Training



Development



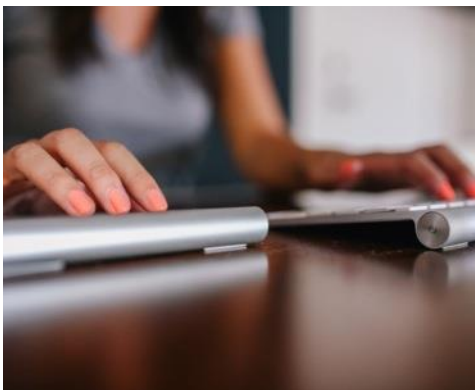
Assessment



- Daily agenda
- Learner engagement
- Student pairings & nomination strategies
- Classroom rapport
- Board use
- Instructions
- Feedback

Classroom Observation

Training



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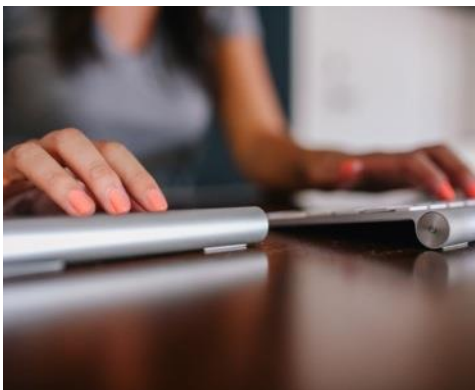
- Classroom Management
- Adaptation of lesson to learner needs
- Atmosphere conducive to learning
- Accurate presentation & examples of target
- Eliciting & Concept Checking

Assessment



Classroom Observation

Training



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Development

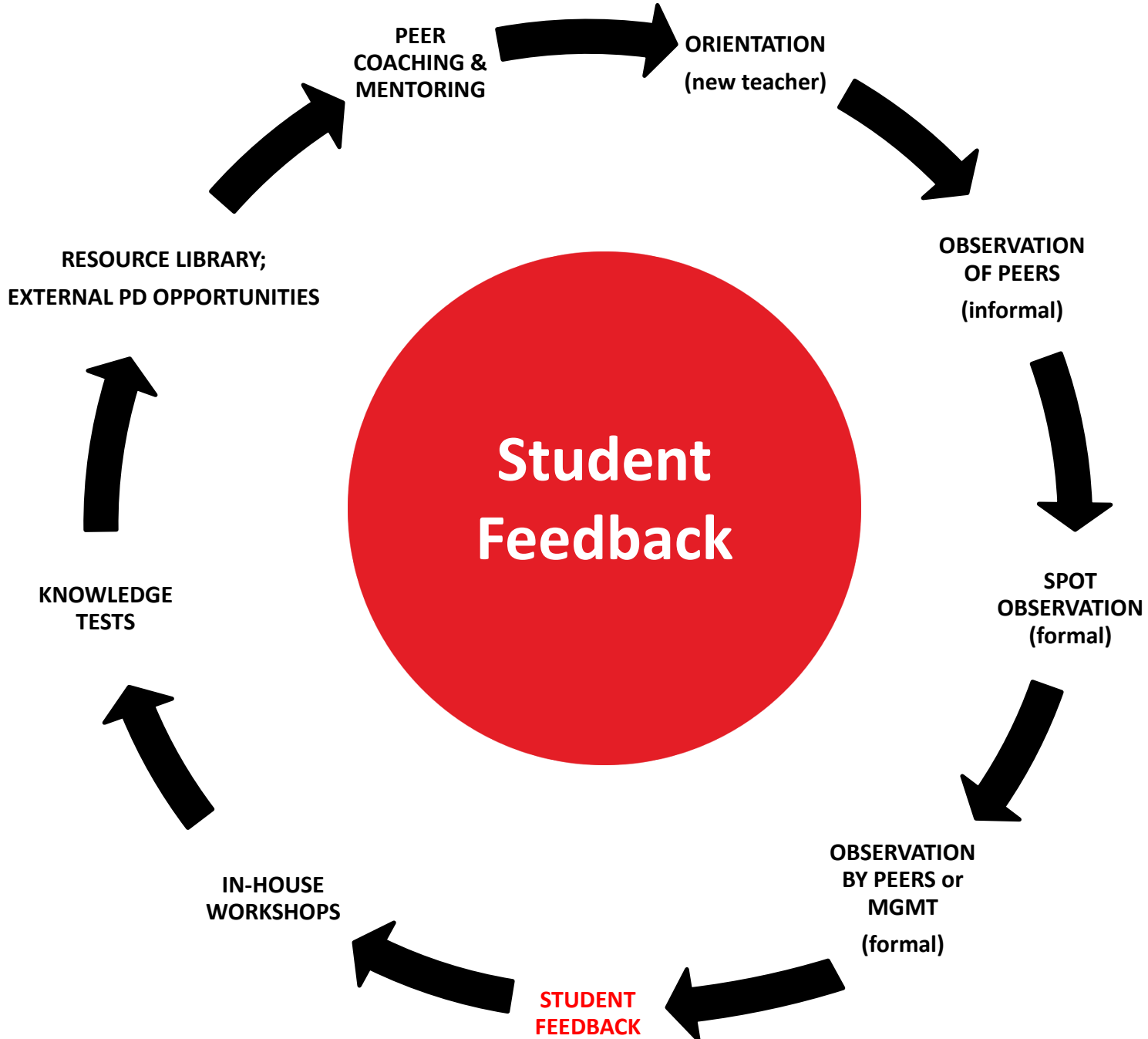


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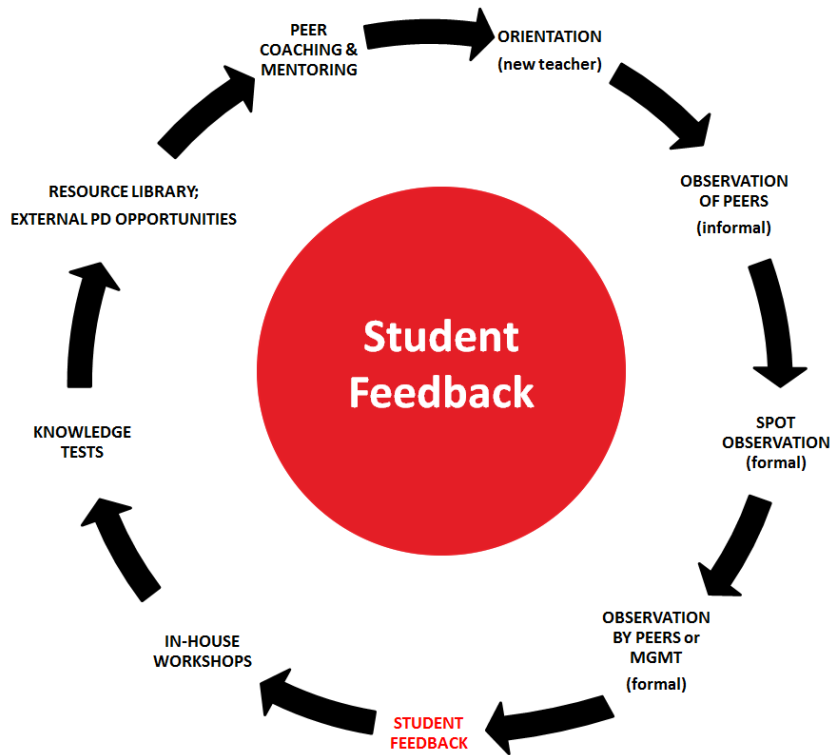
Assessment



- Lesson Planning
- Objectives & outcomes
- Pacing/timing
- Sensitivity to learner backgrounds + needs (cultural competence)
- Learner autonomy
- Language learning in context
- **Collect student feedback**



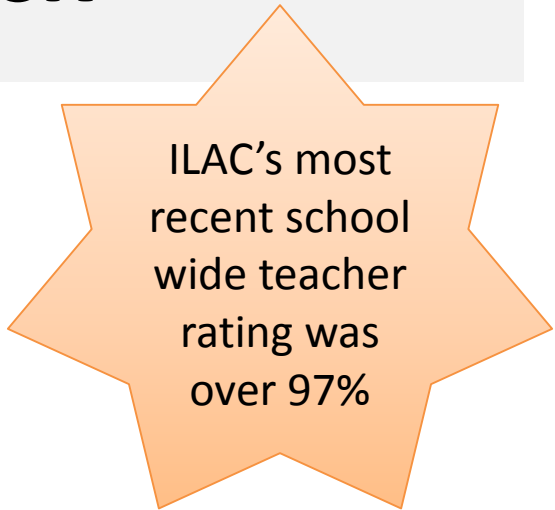
Discussion: Student Feedback



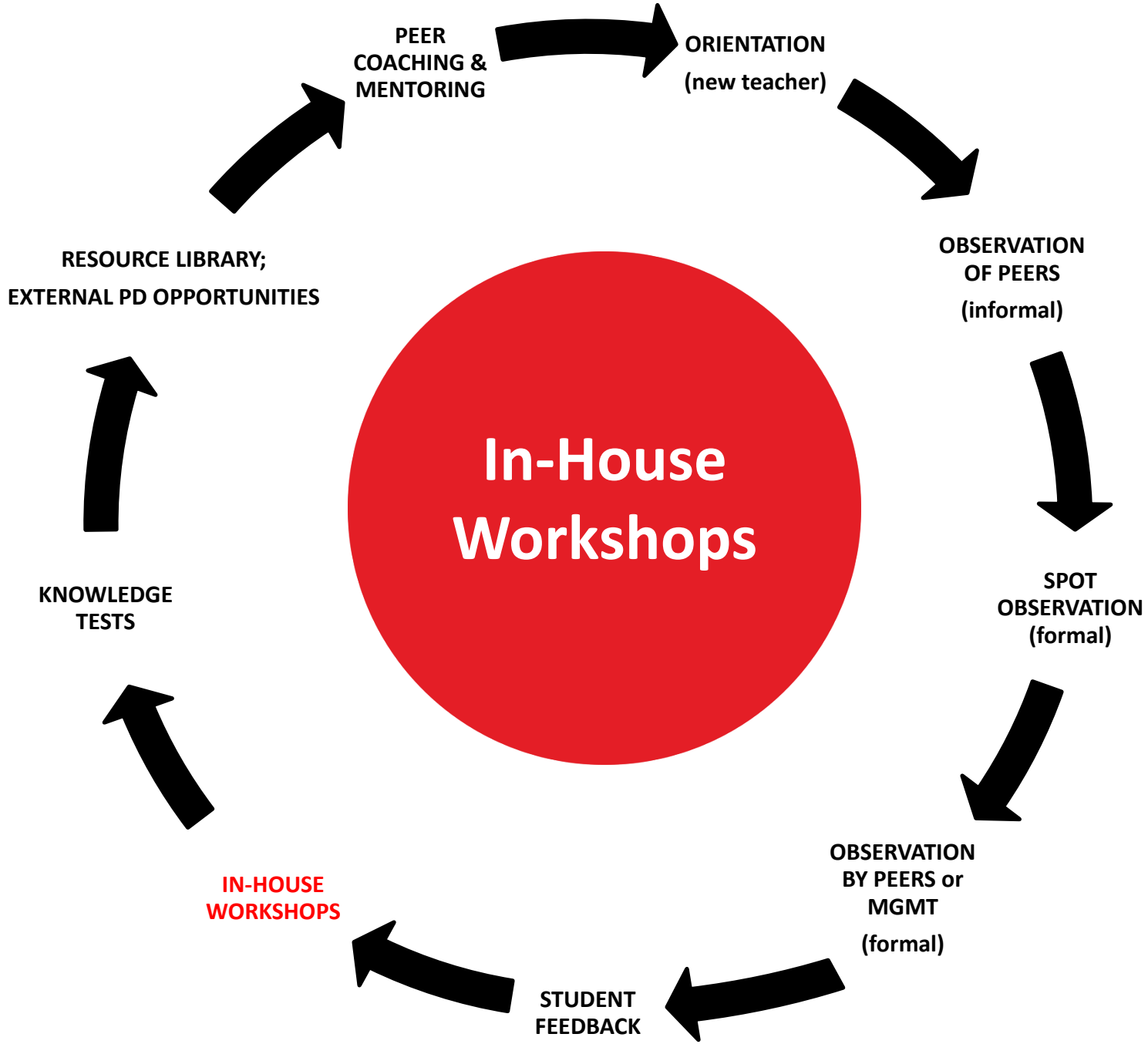
1. What kind of student feedback does your institution collect?
2. Is this feedback given to teachers? Why or why not?
3. Is the student feedback criteria tied to observation criteria (if applicable)?

Student Feedback

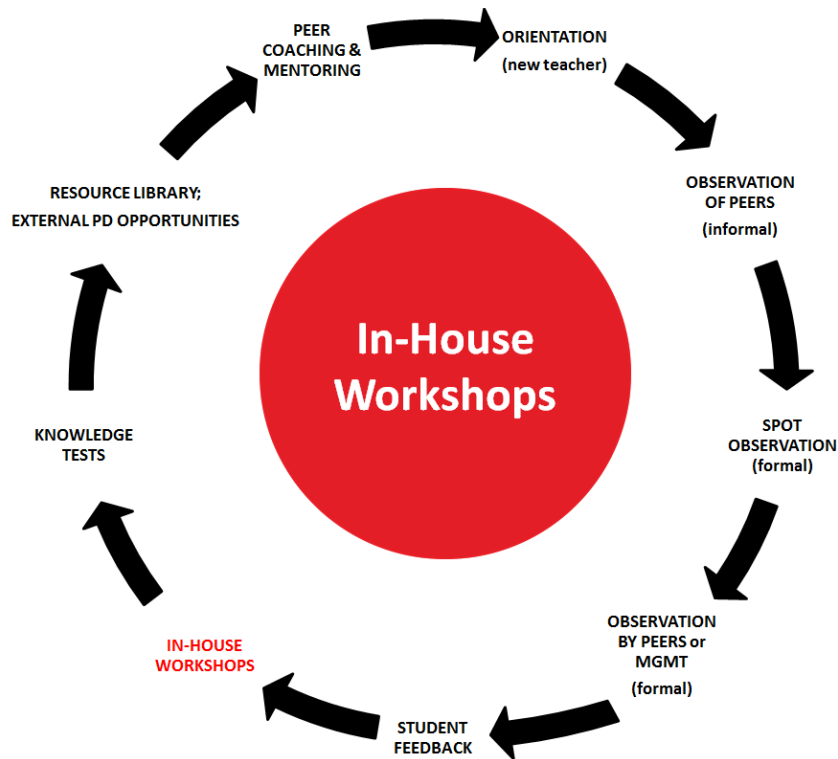
- Collect student feedback often
- Give student feedback to teachers
- Share school rating with teachers
- Encourage teachers to collect informal feedback
 - *i.e., “Exit Slip”, “Two Roses & a thorn” etc.*
- Tie student feedback to in-house workshops



ILAC's most
recent school
wide teacher
rating was
over 97%

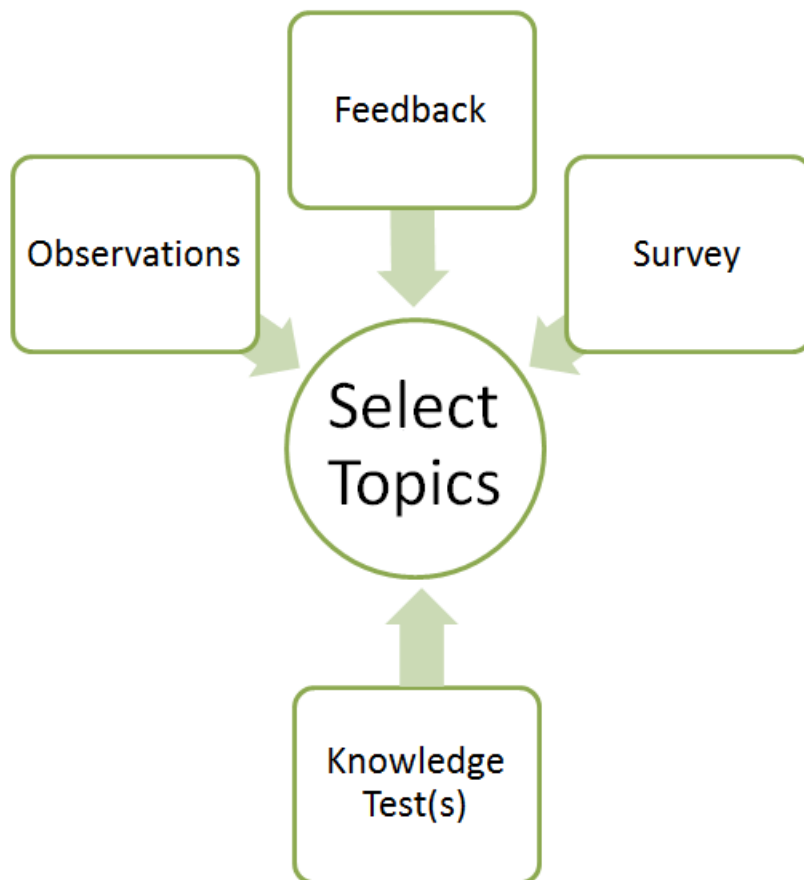


Discussion: In-House Workshops



1. Does your institution offer in-house workshops for professional development?
2. How are the topics decided?
3. Who leads them?

Workshop Topics



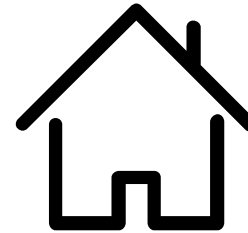
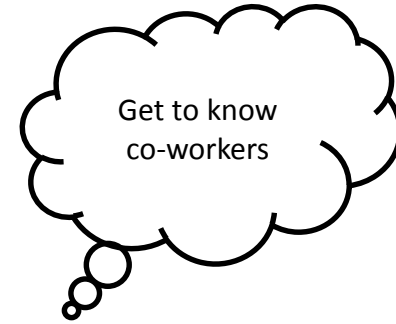
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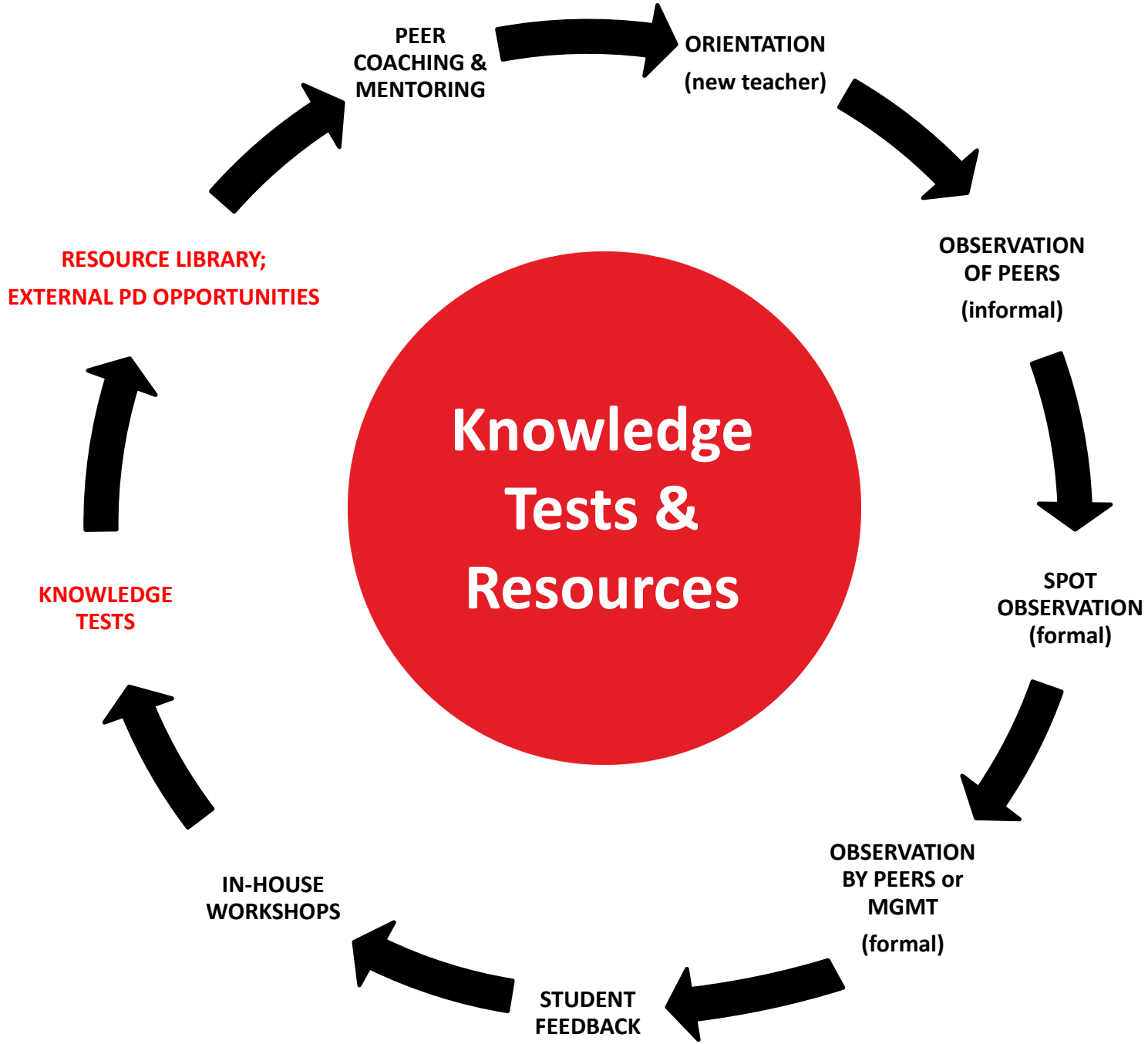
The Importance of the First Lesson	✓
• Icebreakers, name-games & warmers	
• Establishing rapport & credibility	
• Discovering attitudes and beliefs	
• Establishing classroom rules	
The Role of Classroom Observation	✓
• Observation vs. Evaluation	
• What to expect & how to maximize this experience	
• The value of peer observation	
Teaching Systems (vocabulary, grammar, pronunciation)	✓
• Teaching pronunciation	
i. Phonemes: syllables and sounds	
ii. Suprasegmentals: Stress, Rhythm, and Intonation	
iii. Understanding the IPA Chart	
iv. The importance of drilling	
v. How to teach connected speech	
vi. Learner English: predicting & addressing student needs	

See
Hand-
Out

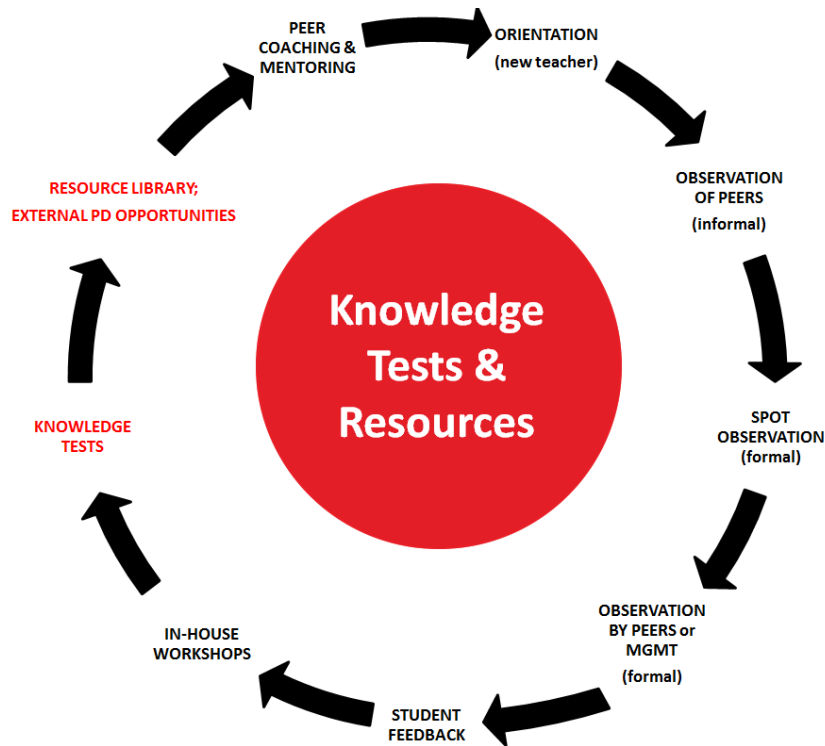
In-House Workshops

- Survey teachers for input and self-assessment
- Based on observations and student feedback:
- Identify teacher development needs
- Identify workshop leaders
- **Connect content to knowledge test**





Discussion: Knowledge Tests & Resources



1. What can knowledge tests add to teacher professional development?
2. Do you have an instructor resource library? What are some popular titles?
3. Do your teachers seek external professional development opportunities?

Resource Library

- Select resources to suit the needs of your teachers
- Use resources to support in-house workshops
- Create knowledge test questions based on relevant materials
- Use guidelines for exam creation



Knowledge Tests

- Vary question types
- Choose appropriate item types for your objectives
- Highlight how the exam aligns with development outcomes
- Write instructions that are clear, explicit, and unambiguous
- Create practice exams
- Word questions clearly and simply
- Enlist someone to review and give you feedback
- Think about how long it will take to complete the exam (and mark it)
- Consider the point value of different question types (indicate how much each question is worth)



Test
Tips!

Multiple Choice Item:

1. When producing the “th” sounds of English what is the place of articulation:
- Labiodentals
 - Alveolar Ridge
 - Hard Palate
 - Soft Palate

Matching Item:

2. Match the following features of Learner English (errors made by learners due to their L1s) to the corresponding definitions. You may use each example once or not at all:

Feature of Learner English	Definition
<input type="checkbox"/> 1. Coalescence <input type="checkbox"/> 2. Underdifferentiation <input type="checkbox"/> 3. Reinterpretation <input type="checkbox"/> 4. Overdifferentiation <input type="checkbox"/> 5. Split	1. L1 feature doesn't exist in L2 2. L1 doesn't have the L2 feature 3. L1 item given new shape/distribution 4. discrete item in L1 becomes two or more in L2 5. L1 has different gendering system than L2 6. 2 separate items in L1 become one in L2 7. L1 is transferred directly to L2

Alternate response item:

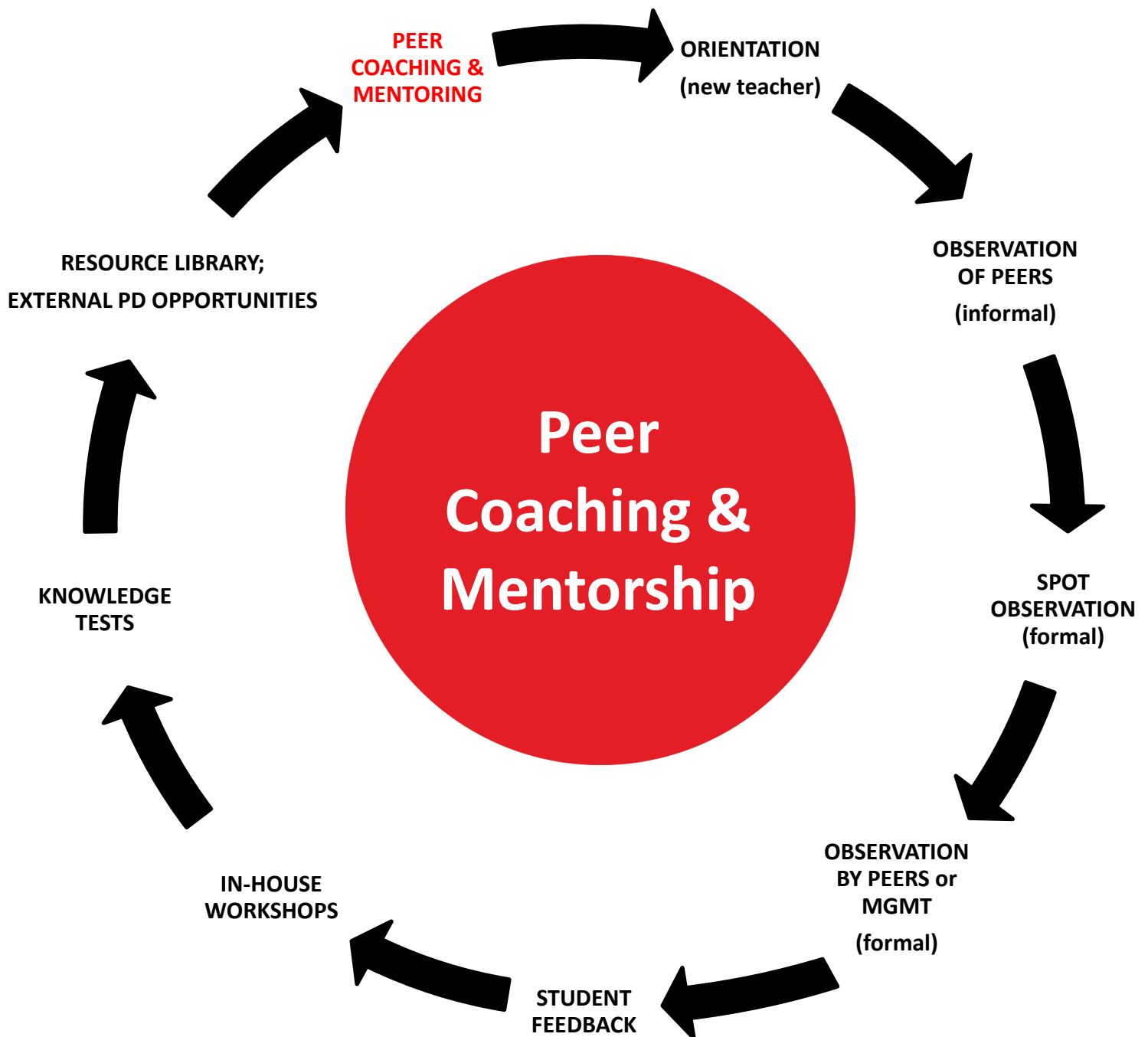
3. Which method of drilling for pronunciation is more effective (please circle the correct answer):
- Back-chaining
 - Front-chaining

See
Hand-
Out

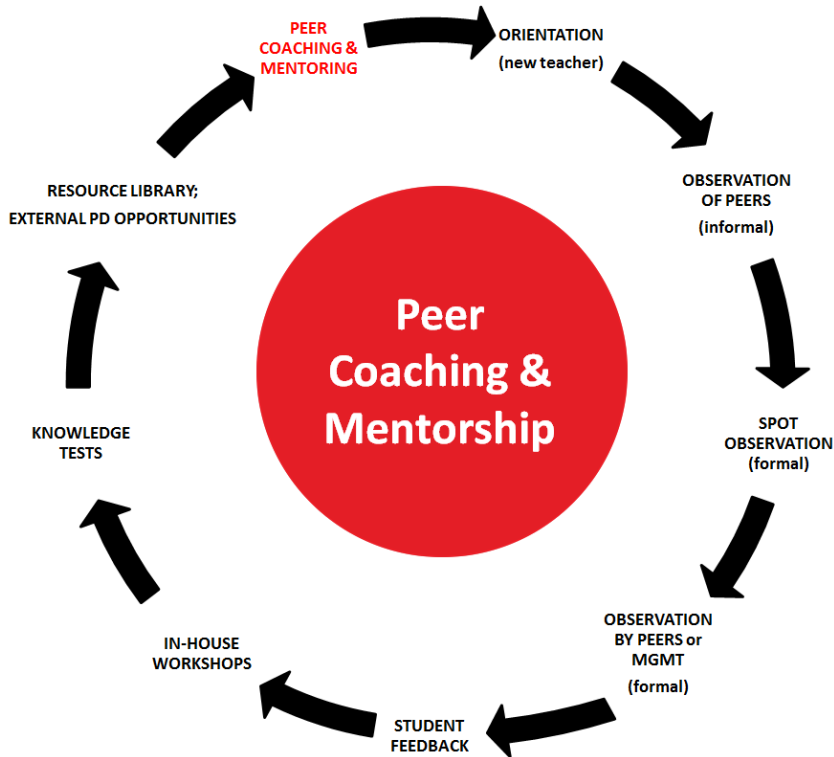
Knowledge Tests

Consider the sample test question hand out:

- Are there a variety of question types?
- Would this be easy to mark?
- What are the learning outcomes for the test-taker?
- Are the instructions clear, explicit, and unambiguous?
- Are the test questions clear?
- Is the point value indicated?



Discussion: Peer Coaching/Mentorship



1. Do you have a peer coach or mentorship type position for teachers in your institution? If yes, describe their function.
2. How does the PD cycle described in this workshop prepare teachers for mentorship roles?
3. What are the benefits of mentorship for teachers? For Institutions?



Peer Coaching and Mentorship

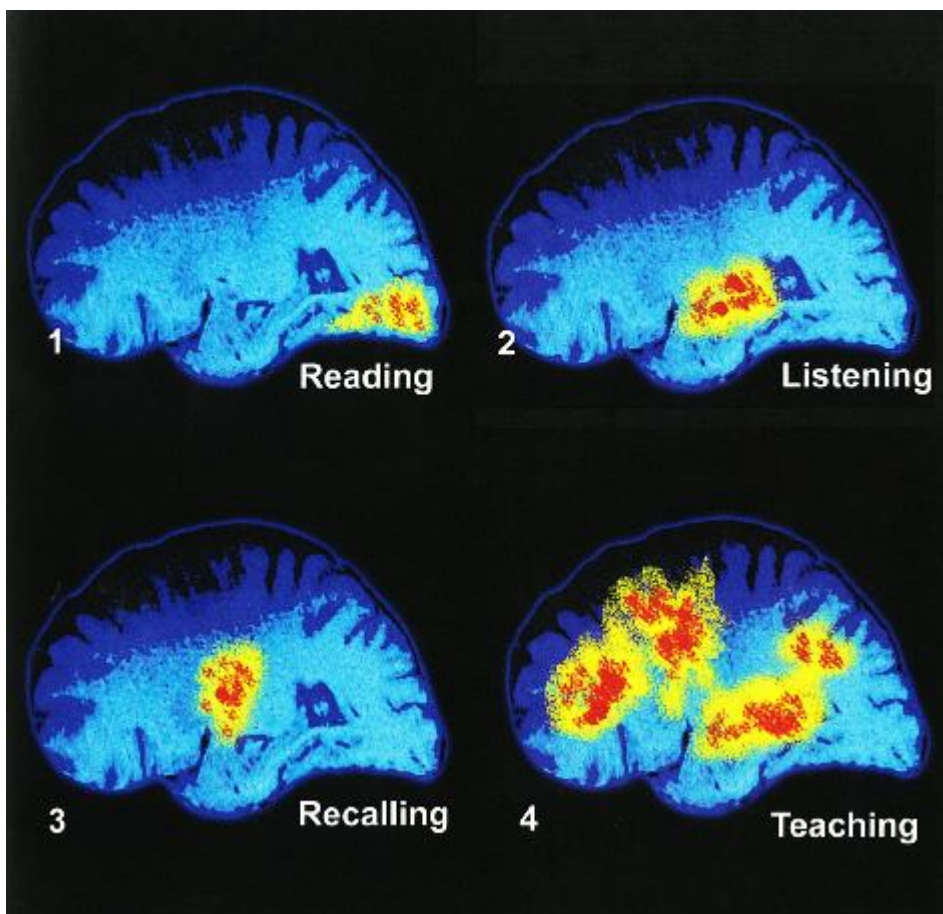
Benefits for Teachers

- A tool for colleagues to sharpen their skills
- Allow teachers to evaluate their beliefs about teaching and learning
- Get teachers away from the “isolation” of the classroom
- Learn new teaching style and/or reinforce best teaching practices

Benefits for Institutions

- Personalize professional practice
- Develop school wide instructional repertoire and competencies
- Measure and improve student learning
- Increase conversation, collaboration, understanding, consistency

Peer Coaching and Mentorship

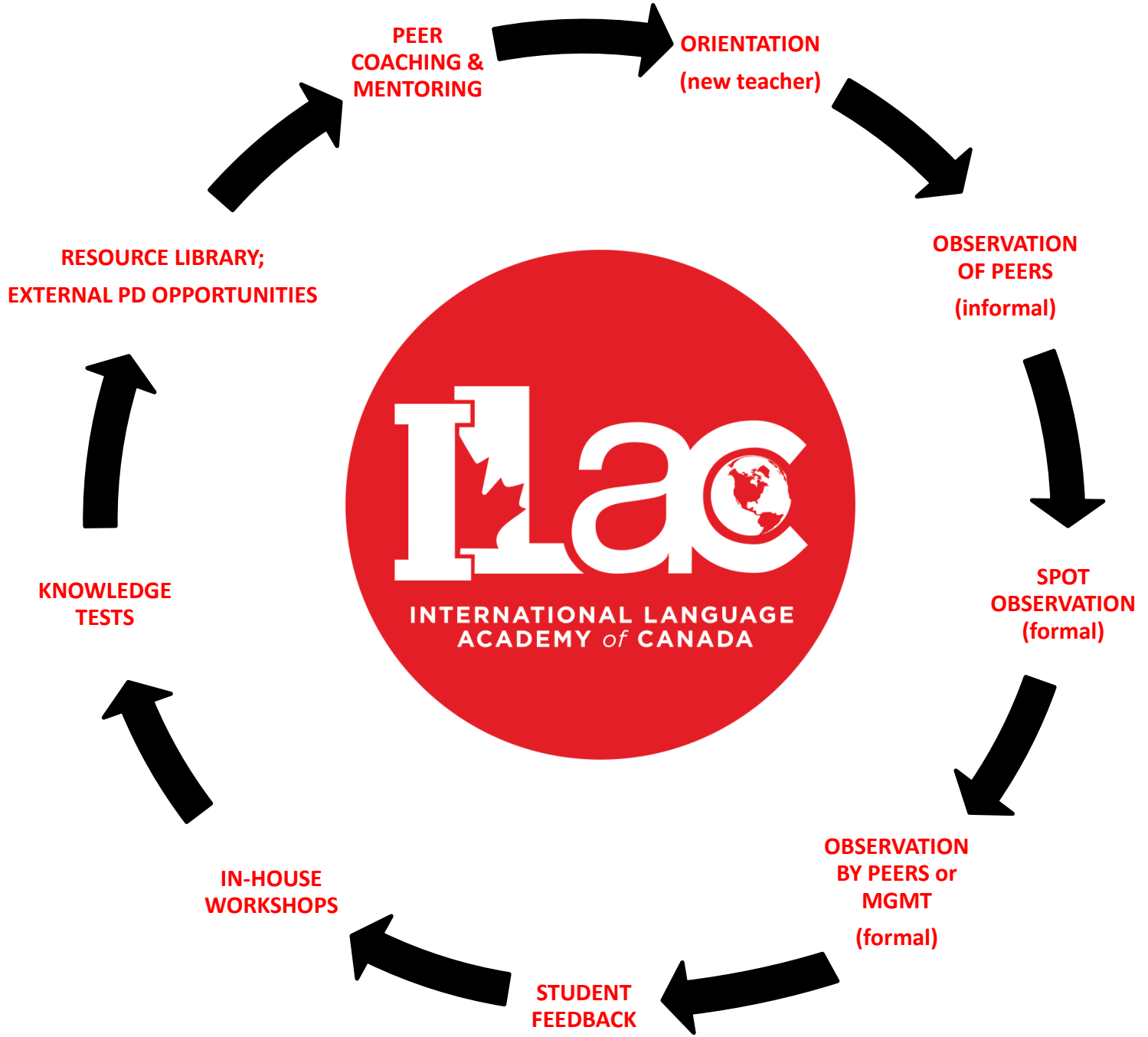


Mentorship is a two-way professional development opportunity.



Role of the Peer Coach/Mentor

- Facilitate exploration of needs, motivation, skills
- Support goal setting and assessment
- Share successful practices through collaboration and reflective practice
- Support and assist new teachers in their practice
- Build collaborative norms to enable teachers to give and receive ideas





Conclusion

- Build upon current professional development opportunities
- Create future workplace mentors and life-long learners
- Keep teachers up to date
- Improve consistency of classroom delivery
- Increase student satisfaction

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Thank you!

References

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