**The 6 Principles for Exemplary Teaching of English Learners**

**Facilitator’s Guide**

Uzbekistan, September 2021

| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
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| Welcome and Overview  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Give a general welcome to Day 2 of the 2-day workshop. 2. Announce any “housekeeping items” if necessary. 3. Change table groups. Have participants introduce themselves to the other members of their new table-group. | * PPT 1–2 | Change table groups. (quickly). Use a line up by birthday or other way to mix groups |
| Today’s Objectives  Trainer(s): \_\_\_\_\_\_\_\_\_ | 2” | 1. Present the objectives for Day 2. | * PPT 3 |  |
| Activity: Penny for Your Thoughts  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Penny for Your Thoughts** activity. Tell participants the purpose is to use a community building activity to get to know some things about each other. Tell them to be thinking about how they could adapt the activity for their own classroom (community building or skill based). 2. Direct participants to the pennies on their table. 3. Discuss the directions for the activity.  1. Pick up a penny on your table. 2. Look at the year it was produced.   3. Think of an important event in your life from that year that you feel comfortable sharing with others (if it is a year before you were born, you can exchange your penny with another person). 4. Share the event with your table-group.   1. Model the activity by doing a think-aloud with two different pennies. \* *My penny is from 2001. That was an important year for me because I graduated from university that year and got my first teaching job.*  \* *1987, well, that was a few years before I was born, but it is still an important year in my life because it’s the year my parents got married.* 2. Monitor and assist with the activity. 3. Ask participants to share out interesting events as/if time allows. 4. Emphasize the importance of ongoing community building with activities such as these. | * PPT 4–5 * at least one penny per participant | * Put pennies on the tables before the workshop. |
| Activity: **Turn and Talk / Activity Tracker: Penny for Your Thoughts**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. Have them refer to the **Activity Tracker** handout from Day 1. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 6–7 * **Activity Tracker** handout |  |
| Review of Principles 1, 2, and 3  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Tell participants we will briefly review Principles 1, 2, and 3 from yesterday. Encourage them to look back through their handouts with you as you review.  Yesterday we started with the core, or center, of the 6 PS:  \* Principle 1: Know your learners. We did a **Jigsaw Reading and Note Taking** activity to review the characteristics of specific age groups. We also did a **Find Someone Who . . .** activity as an example of a lesson that can help you gather information about students.  Then, we moved on to Principle 2  \* Principle 2: Create conditions for language learning. We started with a **Personal Inventory** as a form of self-reflection and then used **Think-Pair-Share** groups as a way to discuss best conditions for language learning.  Finally, we looked at Principle 3.  \* Principle 3: Design high-quality language lessons. Here we discussed the importance of having and sharing clear language objectives. We also looked at ways to use clear spoken and written English to help students understand along with ways to encourage active participation. To put Principle 3 into practice, we did a **1-2-3 Uzbekistan!** activity.  Today, we will continue with Principles 4, 5, and 6: \* Principle 4: Adapt lesson delivery as needed. \* Principle 5: Monitor and assess language development.  Our last P is what holds all of The 6 Ps together. \* Principle 6: Engage and collaborate within a community of practice. | * PPT 8–9 |  |
| Principle 4: Adapt Lesson Delivery As Needed  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 4: Adapt lesson delivery as needed. 2. Discuss how teachers teach best when they adapt lesson delivery as needed. | * PPT 10 |  |
| Principle 4 – Best Practice 1: Teachers check student understanding often. | 5” | 1. Introduce Best Practice 1: Teachers check student understanding often. 2. Discuss active ways teachers can check student understanding. Begin with a few examples of ways we did on Day 1 (**Turn and Talk**, **Think-Pair-Share**, **Response Cards**, **Thumbs Up / Thumbs Down**). 3. Ask participants to share other ideas. | * PPT 11–12 |  |
| Principle 4 – Best Practice 2: Teachers adapt their teaching when it is necessary. | 5” | 1. Introduce Best Practice 2: Teachers adapt their teaching when it is necessary. 2. Discuss the teacher, material, and social supports that teachers can use to adapt lesson delivery.  \* Teacher Supports (simple oral and written English, more wait time when asking questions, adapted tasks, more scaffolds) \* Materials Supports (graphic organizers, pictures, maps, word walls, props, sentence frames, picture dictionaries) \* Social Supports (small groups, structured conversations, cooperative learning, group work, study groups) 3. Ask participants to share other ideas. | * PPT 13–14 |  |
| Activity: Adapting **3-2-1 Uzbekistan!** | 40” | 1. Tell participants that the purpose of this activity is to bring together what we have learned about best practices for Principle 3: \* Best Practice 1: Teachers check student understanding often. \* Best Practice 2: Teachers adapt their teaching when it is necessary. 2. Discuss the directions for the activity. 1. Look back at the notes from the **3-2-1 Uzbekistan!** handout from Day 1. 2. In today’s table-group, choose a grade level/age of students to use this lesson with (e.g., 7th grade Beginners, 11th Grade Advanced). Refer to the **Textbook Pages** handout from Day 1 for inspiration. 3. Decide how you need to adapt the lesson for these students. Include a teacher support, material support, and social support. 3. Monitor and assist with the activity. | * PPT 15–16 * **3-2-1 Uzbekistan!** handout from Day 1 * **Textbook Pages** handout from Day 1 |  |
| Principle 5: Monitor and Assess Language Development  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 5: Monitor and assess language development. 2. Discuss how teachers teach best when they monitor and assess language development. | * PPT 17 |  |
| Principle 5 – Best Practice 1: Teachers take notes of student errors.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 1: Teachers take notes of student errors. 2. Discuss the ways teachers can monitor and give feedback on student errors (informal comments in class, checklists, student grouping patterns). 3. Ask participants to share other ideas. 4. Discuss questions teachers should ask about why students are making errors (Are they paying attention? Did they learn a concept completely in the previous level? Are they incorrectly transferring a first language concept to English?) 5. Ask participants to share other ideas. | * PPT 18–20 |  |
| Principle 5 – Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way. 2. Discuss questions teachers should consider when thinking about giving feedback to students (How can I give students feedback quickly? What is the age of the student? What kind of tone should I use? How can I include positive feedback with corrective feedback at the same time? How can I communicate that my feedback is always about helping them to improve? How can I make most feedback private?) 3. Ask participants to share other ideas. 4. Model the kinds of feedback a teacher can give a student who says, “The boy go to school” in response to the question “What did the boy do?” \* explicit – Do you mean the boy ***went***? We say the boy ***went*** to school.   \* recast – The boy ***went*** to school. \* repetition – The boy ***go*** to school?  \* elicitation – How do you say ***go*** in the past? \* clarification – Excuse me. I didn’t understand. Can you tell me again?  \* clues – Did this happen in the ***past***?  \* questions – Can you tell me something the boy did ***yesterday***? \* non-verbal clues – (use a hand gesture to indicate the past)   1. Ask participants to talk at their table-groups about which kinds they feel most comfortable with. | * PPT 21–23 |  |
| Principle 5 – Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning. 2. Discuss reasons teachers need a variety of assessments (gathering information over a period of time, checking student abilities in more than one skill, gathering information to inform your teaching). 3. Ask participants to share other ideas. 4. Discuss the kinds of assessments teachers can use (teacher observations, teacher-developed tests, comprehension tests, rubrics for presentations, multimedia projects and writing assignments). 5. Ask participants to share other ideas. | * PPT 24–26 |  |
| Activity: **Assessing 3-2-1 Uzbekistan!** | 50 | 1. Introduce the **Assessing 3-2-1 Uzbekistan!** activity. 2. Tell participants that each group will design a mini-assessment of their adapted **3-2-1 Uzbekistan!** activity. 3. Discuss the directions for the activity. 1. Look back at your adapted **3-2-1 Uzbekistan!** lesson plan from Principle 4.   2. Decide how you will assess your students’ language skills for this lesson:   * + Will you assess their writing, their speaking, or both?   + How will you take notes of student errors?   + How will you give prompt and specific feedback to students in a positive and effective way?   3. Design an assessment tool.  4. Present your assessment tool. 1-2 min/group if time or pair with one other group to share.   1. Monitor and assist. | * PPT 27–28 | Note: Assessment tools should be tied to the objectives/ what teachers want to know or what evidence they need to prove students have achieved the objective, or to what extent. Examples of an assessment tool might include a checklist or a rubric for an oral presentation, for example. Participants should articulate what they are assessing and how the tool helps document it. |
| Principle 6: Engage and Collaborate Within a Community of Practice.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 6: Engage and collaborate within a community of practice. 2. Discuss how teachers teach best when they engage and collaborate within a community of practice. This is what holds all of The 6 Ps together. | * PPT 29 |  |
| Principle 6 – Best Practice 1: Teachers regularly do self-reflection.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 1: Teachers regularly do self-reflection. 2. Remind participants that the **Personal Inventory** they did on Day 1 was an example of self-reflection. 3. Discuss the ways teachers can do self-reflection.  \* Reflect on teaching as it happens. \* Reflect on teaching after it happens (What did I do? Was it successful? What did I learn?) | * PPT 30–32 |  |
| Principle 6 – Best Practice 2: Teachers regularly participate in professional development.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 2: Teachers regularly participate in professional development. 2. Discuss the ways teachers can do professional development (professional development, professional memberships, online courses, webinars, professional publications). 3. Ask participants to share other ideas. | * PPT 33–34 |  |
| Principle 6 – Best Practice 3: Teachers develop leadership skills so they can be a resource in their schools.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Best Practice 3: Teachers develop leadership skills so they can be a resource in their schools. 2. As a culmination of the 6Ps, tell participants that everything they have been doing is making them a valuable leader in their schools, districts, etc. Other ways they can develop leadership skills include co-teaching and co-planning, and peer and self-assessment. 3. Ask participants to share other ideas. | * PPT 35–36 |  |
| Review TESOL COP and Professional Resources  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10 | Let Ps know they are/will be members of TESOL. Review some options for professional learning on the TESOL Website.   1. Briefly review tabs from publish to advance your career (see drop down for topics) so Ps know what is available. They can explore on their own. 2. Under Connect to TESOL- Show Resource Center | [www.tesol.org](http://www.tesol.org)  <https://www.tesol.org/connect/tesol-resource-center> | Must finish by lunch (compress or skip if needed) |
| Review of The 6 Principles  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Review The 6Ps all together and emphasize that the best teaching happens when all of The 6 Ps are working together. | * PPT 37 | Must finish by lunch (compress or skip if needed)  If time allows, introduce Microteaching |
| Activity: **Microteaching – The 6 Ps** and **PQP Feedback Planning** | 60” | 1. Introduce the **Microteaching – The 6 Ps** activity. 2. Discuss the directions. 1. Form groups of 6.   2. Assign one of The 6 Ps to each member of the group. (groups must clever all 6 Ps even if they have less than 6 members)  3. Review the materials from our 6 Ps Workshop and **Facilitation Guides for Trainers and Mentors** for your assigned principle.  4. Each participants prepares a 3–5 minute lesson on their assigned principle, using at least one activity they would use if you were training others to teach about the principle.  5. Present to the other group(s). (25-30 min presentation max + 10 minutes PQP feedback and transition to next group) 6. Give feedback to another group(s) using **PQP Feedback**.   1. Monitor and assist. 2. Remind participants that they will continue with their 6P planning later in the week. They should continue to think about how they will adapt materials to their own context. They should take notes about the ideas they get from others’ microteaching. 3. Before having groups microteach, model how to use **PQP Feedback**. Tell participants that they need to begin with one praise (compliment) of something the presenter did well, one question about the presentation, and one suggestion of something that the presenter can polish (improve). | * PPT 38–40 * **Facilitation Guides for Trainers and Mentors** * **PQP Feedback** handout | **Plan efficiently. Must be ready by 2:30** |
| Practice: **Microteaching**  (40 min per group presentation & feedback) | 120” | 1. Divide room in half. Groups 1 & 2 go with one facilitator, and groups 3,4,5 with the other facilitator. Group 5 can present to whole class. 2. Assign a timekeeper Max 5 min/ per person 3. Groups present their 6 Ps mini-PD. Other groups watch, take notes and give PQP feedback. |  |  |
| Activity: **Around the Clock** | 10” | 1. Introduce the **Around the Clock** activity. 2. Tell participants the purpose is to review the information from the workshop. 3. Discuss the directions. 1. Write your name and a short note about a favorite take-away from the two-day workshop.   2. Move around the room and ask your colleagues their name and a favorite take-away. 3. Write one colleague’s name and take-away next to each hour on the clock. IMPORTANT: You cannot repeat a name or a take-away.  4. Move quickly! You only have five minutes to fill your clock.   1. Model the activity by asking a few participants their name and favorite take-away as you write the information on your handout. 2. Monitor and assist. 3. Have participants share out favorite take-aways as /if time allows. | * PPT 41–42 * **Around the Clock** handout | Abbreviate this or eliminate it if there isn’t time. Connect it to planning (get some ideas!) |
| Planning for implementation: Draft a mini-training agenda/plan | 30 | 1. Draft a mini-training plan (agenda or list) of what you would include in 6Ps training for colleagues while it’s fresh. 2. Debrief Days 1&2 briefly: How did we facilitate your learning about the 6 Ps? How will you model and engage your colleagues in learning about the 6 Ps. 3. Review resources for trainers: 6 Ps videos, activities w/ facilitation guides, powerpoints, 6Ps resources GO, Trainer guides. 4. Reminder: 6 Ps is always taught as a whole framework, but you might spend more time on some principles than others. | * Slide 45 | Compress if needed to a review of resources and a quickwrite |
| Final Notes | 5” | CELEBRATE! | * PPT 46 |  |