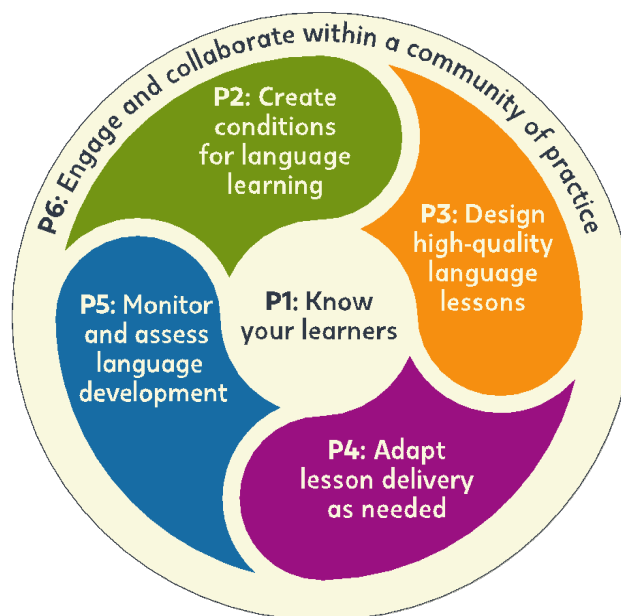


# The 6 Principles<sup>®</sup> for Exemplary Teaching of English Learners



## English Speaking Nation: Secondary Teacher Training Program Uzbekistan

September 2021



### The 6 Principles® Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?



## The 6 Principles® Scavenger Hunt

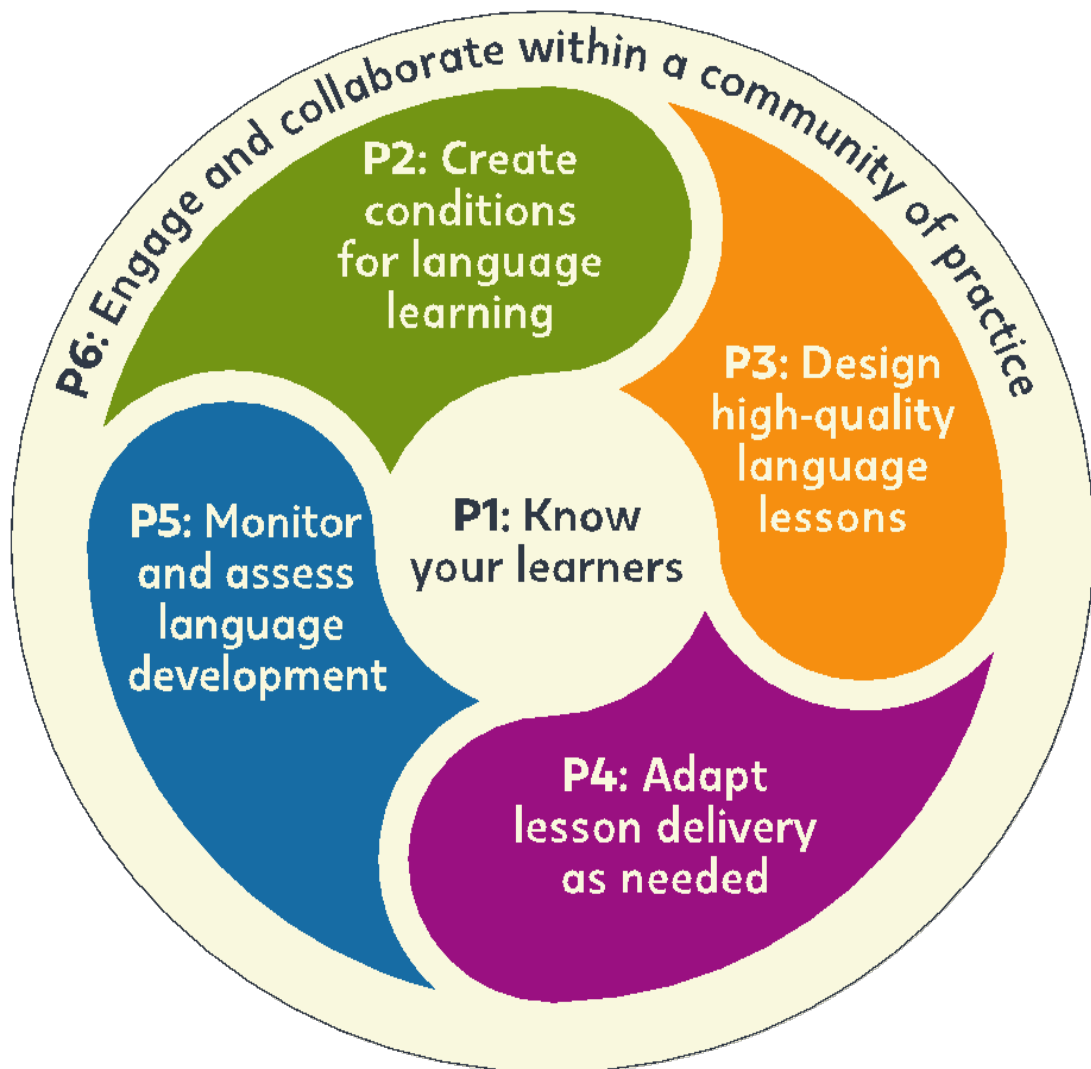
### Directions

1. Look at the vocabulary word in each box.
2. Write a note about the meaning of each vocabulary word that you know.
3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.
4. Sit down when you finish or when I give you a signal.

<b>EFL</b>	<b>TESOL</b>	<b>exemplary</b>	<b>principles</b>
<b>community of practice</b>	<b>resources</b>	<b>learners</b>	<b>conditions</b>
<b>lesson delivery</b>	<b>adapt</b>	<b>create</b>	<b>design</b>
<b>monitor</b>	<b>assess</b>	<b>engage</b>	<b>collaborate</b>

## The 6 Principles®

### Overview of The 6 Principles for Exemplary Teaching of English Learners





**PRINCIPLE 1: Know your learners.**

- Best Practice 1: Teachers collect information about their students.
- Best Practice 2: Teachers plan lessons to collect and use information about students.

**PRINCIPLE 2: Create conditions for language learning.**

- Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.
- Best Practice 2: Teachers demonstrate that they have high expectations of all students.
- Best Practice 3: Teachers plan lessons that motivate students.

**PRINCIPLE 3: Design high-quality lessons for language development.**

- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.
- Best Practice 2: Teachers use oral and written English that students can understand.
- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

**PRINCIPLE 4: Adapt lesson delivery as needed.**

- Best Practice 1: Teachers check student understanding often.
- Best Practice 2: Teachers adapt their teaching when it is necessary.

**PRINCIPLE 5: Monitor and assess student language development.**

- Best Practice 1: Teachers take notes of student errors.
- Best Practice 2: Teachers give prompts and specific feedback to students in a positive and effective way.
- Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.

**PRINCIPLE 6: Engage and collaborate within a community of practice.**

- Best Practice 1: Teachers regularly do self-reflection.
- Best Practice 2: Teachers regularly participate in professional development.

**The 6 Principles®**  
**Response Cards**

**Directions**

1. Hold your handout up to read “True” when you hear/read a true statement.
2. Turn your handout over to read “False” when you hear/read a false statement.

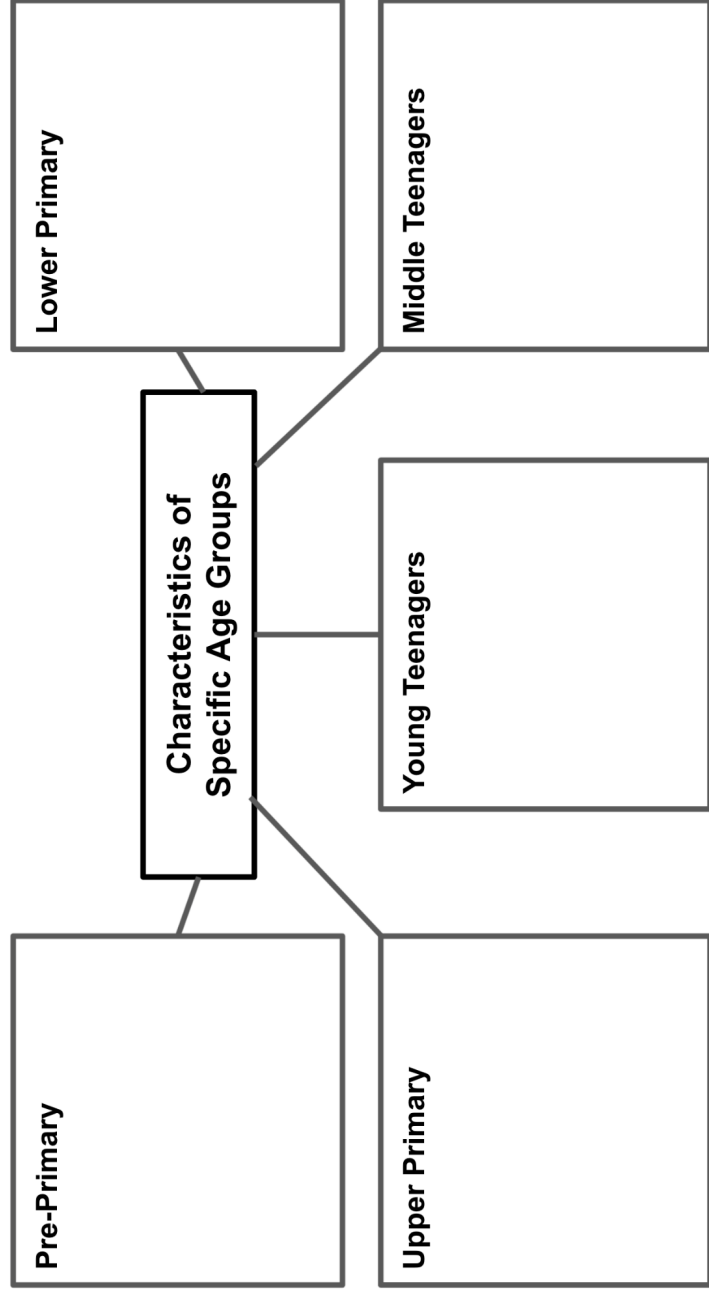
True

False

**The 6 Principles®**  
**Jigsaw Reading – MODELING**

**Directions**

1. Take notes about the physical, cognitive, and social-emotional characteristics of Pre-primary students as your trainer discusses the characteristics.
2. Take notes about your assigned age group.
3. In your table group, take notes about the other age groups as each “expert” explains.





## **The 6 Principles® Jigsaw Reading – MODELING**

### **Directions**

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### **Pre-primary (Pre-K–K) 2–5 years old**

#### **Physical**

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

#### **Cognitive**

- I see the world from my point of view.
- I am developing language and ideas.
- I show pre-logical or semi-logical thinking.
- I use my imagination. I don't always separate fantasy from real life.
- I do one task at a time. I cannot do two or more tasks at the same time.

#### **Social-emotional**

- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

Adapted from Shin, Savić, & Machida. “Key Characteristics of Children in Different Age Groups,” In: The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World © 2021 TESOL International Association

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## The 6 Principles® Jigsaw Reading 1

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Lower Primary (Grades 1–3) 6–8/9 years old

#### Physical

- I use one side of my body more than the other side.
- I prefer to use either my right hand or left hand most of the time.
- I am improving my ability to run, climb, jump, throw, and dance.
- I love to play physical games like “Tag” and “Catch.”
- My handwriting is improving.
- I enjoy art and music activities.

#### Cognitive

- I can concentrate for a longer time, but I can still get restless and lose interest.
- I can solve specific problems, such as counting and sorting activities.
- I understand new concepts better through activities that let me touch and feel.
- I can recognize other people’s views, but I can’t always understand why they feel that way.
- I am starting to understand cause and effect and consequences.

#### Social-emotional

- I am developing a sense of identity. I am starting to understand who I am.
- I enjoy being with people, including people from different backgrounds.
- I identify more with children of the same gender.
- I need rules to control my behavior and to provide structure and a feeling of safety.
- I am starting to play more games and sports and less fantasy play.

Adapted from Shin, Savić, & Machida. “Key Characteristics of Children in Different Age Groups,” In: The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World © 2021TESOL International Association

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## The 6 Principles® Jigsaw Reading 2

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Upper Primary (Grades 4–6) 9–11 years old

#### Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

#### Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people’s opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

#### Social-emotional

- I am beginning to understand my position in relation to the world.
- I like to be with people. I want to spend more time with my friends than my family.
- I am more independent and can make decisions by myself.
- My relationships with people are more confusing.

## The 6 Principles® Jigsaw Reading 3

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Young Teenagers (Grades 7–9) 12–14 years old

(based on Lewis, 2007; Erford & Mayorga; and Anderson, G., 2012)

#### Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

#### Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people’s opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

#### Social-emotional

- I think about myself the most.
- I am very emotional.
- I want to belong to the popular group of students.
- My classmates and popular trends influence me.
- I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
- Part of me wants to be independent, and the other part still needs to be dependent.



## The 6 Principles® Jigsaw Reading 4

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Young Teenagers (Grades 10+) 14–17 years old

(based on Lewis, 2007; Erford & Mayorga; and Anderson, G., 2012)

#### Physical

- My body stops growing.

#### Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

#### Social-emotional

- I focus more on individual friendships and less on groups.
  - I like to spend time with mixed groups of girls and boys.
  - I understand my role in society more.
- I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.



## The 6 Principles® Find Someone Who . . .

### Directions

1. Read the statement in each box.
2. When I give you a signal, walk around the room for five minutes. Ask other people questions to see if they fit one of the statements below (e.g., “Have you ever traveled by train?”).
3. Write their name in the appropriate box.
4. Sit down when you finish or when I give you a signal.

<b>I have traveled by train.</b>	<b>I study the history of a new place before I go there.</b>	<b>I have a passport.</b>	<b>I would like to visit the United States.</b>
<b>I like to practice English when I travel.</b>	<b>I have visited the United States.</b>	<b>I like to try new foods when I travel.</b>	<b>I have visited more than five countries.</b>
<b>I like to collect money from different countries.</b>	<b>I don't like to travel.</b>	<b>I have never traveled to a different country.</b>	<b>I like to visit museums.</b>
<b>I enjoy helping visitors learn about Uzbekistan.</b>	<b>I take a lot of pictures when I travel.</b>	<b>I prefer to travel alone.</b>	<b>I want to travel to space.</b>



## The 6 Principles® Personal Inventory

### Directions

1. Read each statement.
2. Rate yourself with the following criteria:
  - A – always or almost always
  - S – sometimes
  - N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

- 
1. \_\_\_\_\_ I greet students individually as they enter class.
  2. \_\_\_\_\_ I use community-building tasks regularly.
  3. \_\_\_\_\_ I have a class routine so students know what to expect.
  4. \_\_\_\_\_ I create opportunities for students to learn each other's names.
  5. \_\_\_\_\_ I have a plan for new students in my class.
  6. \_\_\_\_\_ I find ways to communicate with students individually.
  7. \_\_\_\_\_ I know all my students' names.
  8. \_\_\_\_\_ I provide multiple opportunities for my students to have success.
  9. \_\_\_\_\_ I demonstrate respect and cooperation.
  10. \_\_\_\_\_ I show students that I believe they can learn at a higher level.
  11. \_\_\_\_\_ I appear to be a motivated teacher.
  12. \_\_\_\_\_ I praise students for effort and dedication.
  13. \_\_\_\_\_ I use a variety of approaches to appeal to different students.
  14. \_\_\_\_\_ I teach students new study skills and strategies.
  15. \_\_\_\_\_ I show students how to practice English outside class.
  16. \_\_\_\_\_ I help students set challenging but achievable learning goals.
  17. \_\_\_\_\_ I help students make connections from their learning to their own lives.
  18. \_\_\_\_\_ I help students overcome obstacles to learning.
  19. \_\_\_\_\_ I make language learning enjoyable.
  20. \_\_\_\_\_ I create ways for students to be active as soon as they walk in class.

## The 6 Principles® 3–2–1 Uzbekistan!

### Language Objectives

- Answer questions about a region in Uzbekistan.
- Ask questions about other regions in Uzbekistan.

### Helpful Vocabulary

- famous = many people know about it
- landmark = a famous place to visit
- tourist = a person who travels for fun

### Directions

1. Write the name of your assigned region of Uzbekistan.
2. Work with your table-group to add the 3–2–1 information in the boxes.
3. Transfer all of the information to poster paper.
4. Prepare to **answer** questions about your region and **ask** questions about other groups' regions. You can add drawings if you like.

### Why Do People Travel to Uzbekistan?

Region \_\_\_\_\_

What are **THREE** things a tourist can do?

↓

<b>3</b>		
<b>3</b>	<b>2</b>	
<b>3</b>	<b>2</b>	<b>1</b>

What are **TWO** traditions or local foods?

↓

What is **ONE** famous landmark?

↓



## The 6 Principles® PQP Feedback

### Directions

After each group presents their lesson, offer them PQP (Praise–Question–Polish) Feedback by answering these three questions:

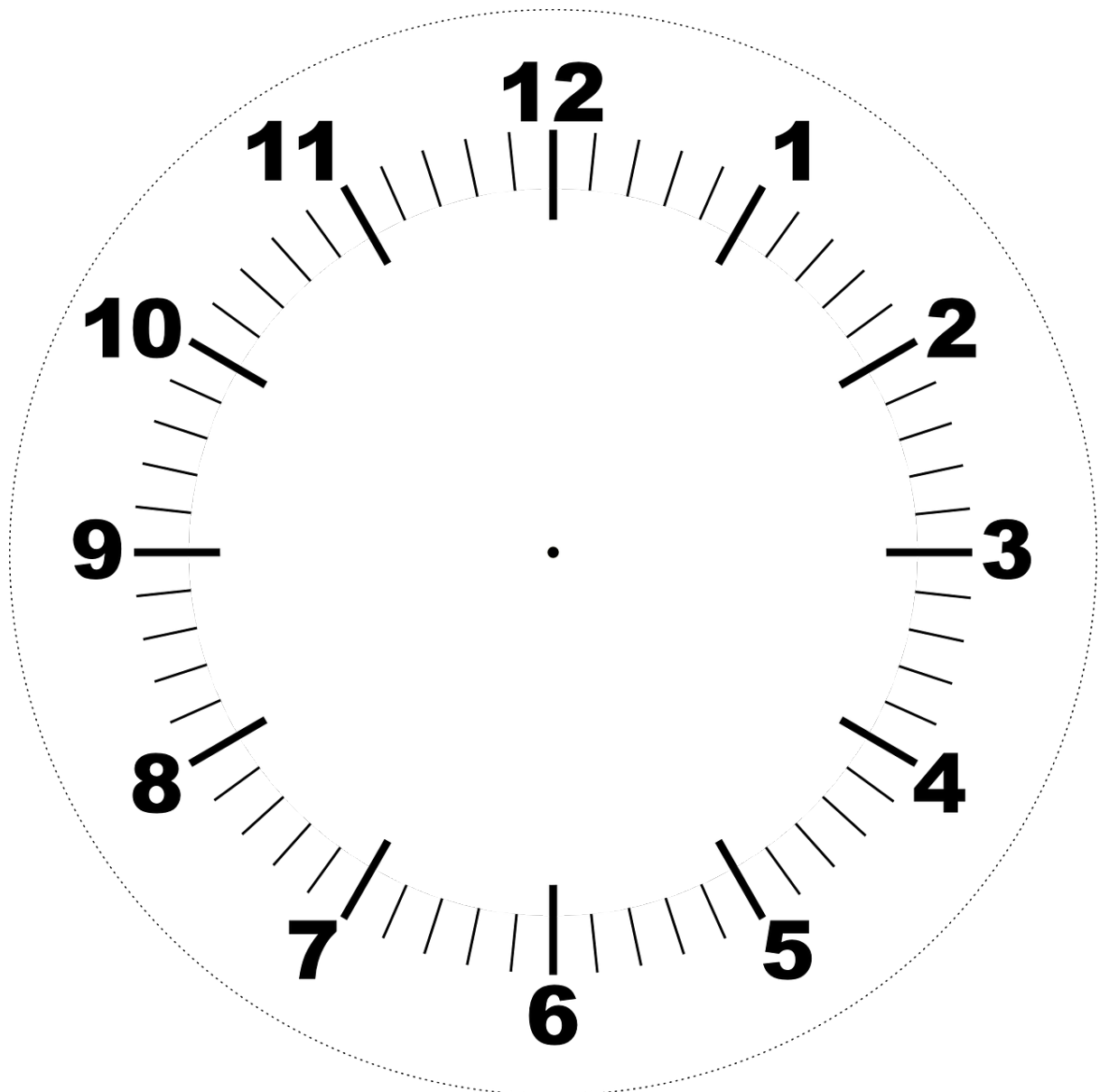
- **Praise** – Make at least **one positive comment** about their microteaching.
- **Question** – Ask at least **one question** about their microteaching.
- **Polish** – Make at least **one suggestion** to help them improve their microteaching.

Praise	Question	Polish

## The 6 Principles® Around the Clock

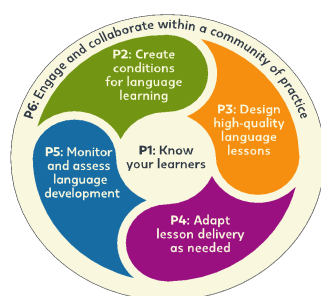
### Directions

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.





# The 6 Principles<sup>®</sup> for Exemplary Teaching of English Learners



## Facilitation Guides for Core Trainers and Regional Peer Mentors

### English Speaking Nation: Secondary Teacher Training Program Uzbekistan



## **The 6 Principles® FACILITATION GUIDE: Introduction**

These are suggested resources for your own training of The 6 Ps.

### **HOW WE LEARN ENGLISH**

#### **Suggested Resources**

- **Four Corners**  
UZ6PTOT\_FacilitationGuide\_04\_FourCorners\_DOC\_A4
- **Response Cards**  
UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

### **OVERVIEW OF THE 6Ps**

#### **Suggested Resources**

- **Introduction Video**  
UZ6PTOT\_6PsVideo\_00\_Introduction\_VID\_MP4
- **Activity Tracker**  
UZ6PTOT\_FacilitationGuide\_02\_ActivityTracker\_DOC\_A4
- **Scavenger Hunt**  
UZ6PTOT\_FacilitationGuide\_03\_ScavengerHunt\_DOC\_A4
- **Response Cards**  
UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4
- **Overview of the 6 Ps**  
UZ6PTOT\_FacilitationGuide\_06\_OverviewOfThe6Ps\_DOC\_A4
- **Around the Clock**  
UZ6PTOT\_FacilitationGuide\_14\_AroundTheClock\_DOC\_A4

### **PRINCIPLE 1: KNOW YOUR LEARNERS.**

- Best Practice 1: Teachers collect information about their students.
- Best Practice 2: Teachers plan lessons to collect and use information about students.

#### **Suggested Resources**

- **Principle 1 Video**  
UZ6PTOT\_6PsVideo\_00\_Principle1\_VID\_MP4
- **Jigsaw Reading**  
UZ6PTOT\_FacilitationGuide\_07\_JigsawReading\_DOC\_A4
- **Jigsaw Note Taking**  
UZ6PTOT\_FacilitationGuide\_08\_JigsawNoteTaking\_DOC\_A4
- **Find Someone Who . . .**  
UZ6PTOT\_FacilitationGuide\_09\_FindSomeoneWho\_DOC\_A4





- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

## **PRINCIPLE 2: CREATE CONDITIONS FOR LANGUAGE LEARNING.**

- Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.
- Best Practice 2: Teachers demonstrate that they have high expectations of all students.
- Best Practice 3: Teachers plan lessons that motivate students.

### **Suggested Resources**

- **Principle 2 Video**

UZ6PTOT\_6PsVideo\_00\_Principle2\_VID\_MP4

- **Personal Inventory**

UZ6PTOT\_FacilitationGuide\_10\_PersonalInventory\_DOC\_A4

- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

## **PRINCIPLE 3: DESIGN HIGH-QUALITY LESSONS FOR LANGUAGE DEVELOPMENT.**

- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.
- Best Practice 2: Teachers use oral and written English that students can understand.
- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

### **Suggested Resources**

- **Principle 3 Video**

UZ6PTOT\_6PsVideo\_00\_Principle3\_VID\_MP4

- **Textbook Pages**

UZ6PTOT\_FacilitationGuide\_11\_TextbookPages\_DOC\_A4

- **3-2-1 Uzbekistan!**

UZ6PTOT\_FacilitationGuide\_12\_321Uzbekistan\_DOC\_A4

- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_Response Cards\_DOC\_A4

## **PRINCIPLE 4: ADAPT LESSON DELIVERY AS NEEDED.**

- Best Practice 1: Teachers check student understanding often.
- Best Practice 2: Teachers adapt their teaching when it is necessary.

### **Suggested Resources**

- **Principle 4 Video**

UZ6PTOT\_6PsVideo\_00\_Principle4\_VID\_MP4



- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

**PRINCIPLE 5: MONITOR AND ASSESS STUDENT LANGUAGE DEVELOPMENT.**

- Best Practice 1: Teachers take notes of student errors.
- Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way.
- Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.

**Suggested Resources**

- **Principle 5 Video**

UZ6PTOT\_6PsVideo\_00\_Principle5\_VID\_MP4

- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

**PRINCIPLE 6: ENGAGE AND COLLABORATE WITHIN A COMMUNITY OF PRACTICE.**

- Best Practice 1: Teachers regularly do self-reflection.
- Best Practice 2: Teachers regularly participate in professional development.

**Suggested Resources**

- **Principle 6 Video**

UZ6PTOT\_6PsVideo\_00\_Principle6\_VID\_MP4

- **Response Cards**

UZ6PTOT\_FacilitationGuide\_05\_ResponseCards\_DOC\_A4

- **TESOL website:** [www.tesol.org](http://www.tesol.org)

- **TESOL resource center:**

<https://www.tesol.org/connect/tesol-resource-center>

**REVIEW AND PLANNING**

- **Overview of the 6 Ps**

UZ6PTOT\_FacilitationGuide\_06\_OverviewOfThe6Ps\_DOC\_A4

- **Around the Clock**

UZ6PTOT\_FacilitationGuide\_14\_AroundTheClock\_DOC\_A4

## The 6 Principles®

### English Speaking Nation: Secondary Teacher Training Program

#### Video Links:

##### The 6 Principles Overview Videos:

The 6 Ps Overview Video	<a href="https://youtu.be/Azt9iC6qYsA">https://youtu.be/Azt9iC6qYsA</a>	
Principle 1 Video	<a href="https://youtu.be/ilx3k7AiW40">https://youtu.be/ilx3k7AiW40</a>	
Principle 2 Video	<a href="https://youtu.be/oDRozrTD1Q8">https://youtu.be/oDRozrTD1Q8</a>	
Principle 3 Video	<a href="https://youtu.be/2-CWwdrtKd4">https://youtu.be/2-CWwdrtKd4</a>	
Principle 4 Video	<a href="https://youtu.be/CWR5Mmjv-xw">https://youtu.be/CWR5Mmjv-xw</a>	
Principle 5 Video	<a href="https://youtu.be/fTokuUOeuZU">https://youtu.be/fTokuUOeuZU</a>	
Principle 6 Video	<a href="https://youtu.be/xm6EHPni5dE">https://youtu.be/xm6EHPni5dE</a>	

## The 6 Principles® FACILITATION GUIDE: Resources Organizer

These are suggested resources for your own training of The 6 Ps. Add other activities or resources you know that can also be used.

<p><b><u>HOW WE LEARN ENGLISH</u></b></p> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Four Corners</b> UZ6PTOT_FacilitationGuide_04_FourCorners_DOC_A4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_ResponseCards_DOC_A4</li> </ul>	<p><b><u>HOW WE LEARN ENGLISH</u></b></p>
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<p><b><u>PRINCIPLE 1: KNOW YOUR LEARNERS.</u></b></p> <ul style="list-style-type: none"> <li>● Best Practice 1: Teachers collect information about their students.</li> <li>● Best Practice 2: Teachers plan lessons to collect and use information about students.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Principle 1 Video</b> UZ6PTOT_6PsVideo_00_Principle1_VID_MP4</li> <li>● <b>Jigsaw Reading</b> UZ6PTOT_FacilitationGuide_07_JigsawReading_DOC_A4</li> </ul>	<p><b><u>PRINCIPLE 1: KNOW YOUR LEARNERS.</u></b></p>

<ul style="list-style-type: none"> <li>● <b>Jigsaw Note Taking</b> UZ6PTOT_FacilitationGuide_08_JigsawNoteTaking_DOC_A4</li> <li>● <b>Find Someone Who . . .</b> UZ6PTOT_FacilitationGuide_09_FindSomeoneWho_DOC_A4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_ResponseCards_DOC_A4</li> </ul>	
<p><b><u>PRINCIPLE 2: CREATE CONDITIONS FOR LANGUAGE LEARNING.</u></b></p> <ul style="list-style-type: none"> <li>● Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.</li> <li>● Best Practice 2: Teachers demonstrate that they have high expectations of all students.</li> <li>● Best Practice 3: Teachers plan lessons that motivate students.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Principle 2 Video</b> UZ6PTOT_6PsVideo_00_Principle2_VID_MP4</li> <li>● <b>Personal Inventory</b> UZ6PTOT_FacilitationGuide_10_PersonalInventory_DOC_A4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_ResponseCards_DOC_A4</li> </ul>	<p><b><u>PRINCIPLE 2: CREATE CONDITIONS FOR LANGUAGE LEARNING.</u></b></p>
<p><b><u>PRINCIPLE 3: DESIGN HIGH-QUALITY LESSONS FOR LANGUAGE DEVELOPMENT.</u></b></p> <ul style="list-style-type: none"> <li>● Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.</li> <li>● Best Practice 2: Teachers use oral and written English that students can understand.</li> <li>● Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.</li> </ul>	<p><b><u>PRINCIPLE 3: DESIGN HIGH-QUALITY LESSONS FOR LANGUAGE DEVELOPMENT.</u></b></p>

<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Principle 3 Video</b> UZ6PTOT_6PsVideo_00_Principle3_VID_MP4</li> <li>● <b>Textbook Pages</b> UZ6PTOT_FacilitationGuide_11_TextbookPages_DOC_A4</li> <li>● <b>3-2-1 Uzbekistan!</b> UZ6PTOT_FacilitationGuide_12_321Uzbekistan_DOC_A4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_Response Cards_DOC_A4</li> </ul>	
<p><b><u>PRINCIPLE 4: ADAPT LESSON DELIVERY AS NEEDED.</u></b></p> <ul style="list-style-type: none"> <li>● Best Practice 1: Teachers check student understanding often.</li> <li>● Best Practice 2: Teachers adapt their teaching when it is necessary.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Principle 4 Video</b> UZ6PTOT_6PsVideo_00_Principle4_VID_MP4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_ResponseCards_DOC_A4</li> </ul>	<p><b><u>PRINCIPLE 4: ADAPT LESSON DELIVERY AS NEEDED.</u></b></p>
<p><b><u>PRINCIPLE 5: MONITOR AND ASSESS STUDENT LANGUAGE DEVELOPMENT.</u></b></p> <ul style="list-style-type: none"> <li>● Best Practice 1: Teachers take notes of student errors.</li> <li>● Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way.</li> <li>● Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Principle 5 Video</b> UZ6PTOT_6PsVideo_00_Principle5_VID_MP4</li> <li>● <b>Response Cards</b> UZ6PTOT_FacilitationGuide_05_ResponseCards_DOC_A4</li> </ul>	<p><b><u>PRINCIPLE 5: MONITOR AND ASSESS STUDENT LANGUAGE DEVELOPMENT.</u></b></p>

<p><b><u>PRINCIPLE 6: ENGAGE AND COLLABORATE WITHIN A COMMUNITY OF PRACTICE.</u></b></p> <ul style="list-style-type: none"> <li>• Best Practice 1: Teachers regularly do self-reflection.</li> <li>• Best Practice 2: Teachers regularly participate in professional development.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Principle 6 Video</b> UZ6PTOT_6PsVideo_00_Principle6_VID_MP4</li> <li>• <b>TESOL website:</b> <a href="http://www.tesol.org">www.tesol.org</a></li> <li>• <b>TESOL resource center:</b> <a href="https://www.tesol.org/connect/tesol-resource-center">https://www.tesol.org/connect/tesol-resource-center</a></li> </ul>	<p><b><u>PRINCIPLE 6: ENGAGE AND COLLABORATE WITHIN A COMMUNITY OF PRACTICE.</u></b></p>
<p><b>REVIEW AND PLANNING</b></p> <ul style="list-style-type: none"> <li>• <b>Overview of the 6 Ps</b> UZ6PTOT_FacilitationGuide_06_OverviewOfThe6Ps_DOC_A4</li> <li>• <b>Around the Clock</b> UZ6PTOT_FacilitationGuide_14_AroundTheClock_DOC_A4</li> </ul>	<p><b>REVIEW AND PLANNING</b></p>



## **The 6 Principles®** **FACILITATION GUIDE: Stand Up / Sit Down**

### **Purpose**

This activity will serve as a community building activity to help participants get to know some things about each other.

### **Materials**

- 1 large copy or PPT slide of the **Stand Up / Sit Down** statements (Step 3 of the **Procedure** below)

### **Preparation**

1. Prepare 1 large copy or PPT slide of the **Stand Up / Sit Down** statements (Step 3 of the **Procedure** below).

### **Procedure – ADAPT AS NECESSARY**

1. Discuss the directions for the activity.
  1. *Listen to each statement. If the statement is true for you, stand up. If it is not true for you, sit down.*
  2. *Look around the room so you can learn new information about your colleagues.*
  3. *EXTENSION: Ask follow-up questions to people near you.*
2. Model the activity by using these statements one by one:  
*I live in Uzbekistan.*  
*I have taught English for more than 25 years.*  
*I have a pet.*
3. Use the following statements for the activity:  
*Stand up if you . . .*
  - *like to visit new places.*
  - *have a passport.*
  - *have traveled by plane.*
  - *have visited the United States.*
  - *would like to travel to space.*
  - *can stand on one foot for 10 seconds (show us!)*



## The 6 Principles®

### FACILITATION GUIDE: Activity Tracker

#### Purpose

This activity will give participants time to think about and take notes on each activity in the training.

#### Materials

- 1 **Activity Tracker** handout for each participant (pages 2–3 of this document)

#### Preparation

1. Make copies of **Activity Tracker** for each participant (pages 2–3 of this document).

#### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **Activity Tracker** handout (pages 2–3 of this document).
2. Discuss the directions for the activity. **NOTE:** This activity should be used only after a previous activity.

*After each activity, you will talk in your group about these four questions:*

1. *What did we do?*
2. *How did we do it?*
3. *Why did we do it?*
4. *How can I adapt this activity to use in my classroom?*

*As you discuss each activity, take notes on your Activity Tracker.*

3. Model the activity by doing a think-aloud as you fill in each of the four boxes.  
*What did we do?* (comment on the activity) / *How did we do it?* (comment on the activity) / *Why did we do it?* (comment on the activity) *How can I adapt this activity to use in my classroom?* (comment on the activity)  
Monitor and assist with the activity.

**The 6 Principles®  
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?



## The 6 Principles® FACILITATION GUIDE: Scavenger Hunt

### Purpose

This activity will help introduce and/or review vocabulary which participants will use during training of The 6 Ps.

### Materials

- 1 **Scavenger Hunt** handout for each participant (page 2 of this document)

### Preparation

1. Make copies of **Scavenger Hunt** for each participant (page 2 of this document).
2. Prepare a PPT slide or other appropriate way for participants to check their answers (page 3 of this document).

### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **Scavenger Hunt** handout (page 2 of this document).
2. Discuss the directions for the activity (page 2 of this document).
3. Model the activity by doing a think-aloud as you fill in one box and ask someone about another box:  
*OK, I know what “EFL” is. It’s English as a foreign language (write definition in its box).*  
*Hmmm, I’m not sure what “community of practice” means. \_\_\_\_\_, what do you think “community of practice” means?*  
Monitor and assist with the activity.
4. Have participants check their answers (page 3 of this document). You can display them on a PPT slide, a board, a Word Wall, or other appropriate place. Answers do not need to be exact. These are only suggested definitions.

## The 6 Principles® Scavenger Hunt

### Directions

1. Look at the vocabulary word in each box.
2. Write a note about the meaning of each vocabulary word that you know.
3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.
4. Sit down when you finish or when I give you a signal.

<b>EFL</b>	<b>TESOL</b>	<b>exemplary</b>	<b>principles</b>
<b>community of practice</b>	<b>resources</b>	<b>learners</b>	<b>conditions</b>
<b>lesson delivery</b>	<b>adapt</b>	<b>create</b>	<b>design</b>
<b>monitor</b>	<b>assess</b>	<b>engage</b>	<b>collaborate</b>

<p><b>EFL</b></p> <p>English as a Foreign Language</p>	<p><b>TESOL</b></p> <p>Teachers of English to Speakers of Other Languages</p>	<p><b>exemplary</b></p> <p>excellent, model, very good, perfect</p>	<p><b>principles</b></p> <p>truths, beliefs</p>
<p><b>community of practice</b></p> <p>a group of people who do the same thing and work together to do it better</p>	<p><b>resources</b></p> <p>tools, materials, supports</p>	<p><b>learners</b></p> <p>students</p>	<p><b>conditions</b></p> <p>situations, environment, circumstances</p>
<p><b>lesson delivery</b></p> <p>how teachers present a lesson</p>	<p><b>adapt</b></p> <p>change, adjust, modify</p>	<p><b>create</b></p> <p>make, develop, design</p>	<p><b>design</b></p> <p>plan, create, make</p>
<p><b>monitor</b></p> <p>observe, watch, check</p>	<p><b>assess</b></p> <p>evaluate, determine, judge</p>	<p><b>engage</b></p> <p>participate in, join in</p>	<p><b>collaborate</b></p> <p>work with, cooperate with</p>



## **The 6 Principles® FACILITATION GUIDE: Four Corners**

### **Purpose**

This activity will help participants examine some of their own beliefs and/or beliefs of their colleagues. The activity will also offer some alternative responses to consider.

### **Materials**

- 4 signs for the four corners of the room
- tape to hang signs
- 1 large copy or PPT slide of each Belief statement and corresponding Alternative Response to Consider (page 2 of this document)

### **Preparation**

1. Make 4 signs for the four corners of the room: Agree, Strongly Agree, Disagree, Strongly Disagree
2. Hang one slide in each corner of the room.
3. Prepare 1 large copy or PPT slide of each Belief statement and corresponding Alternative Response to Consider.

### **Procedure – ADAPT AS NECESSARY**

1. Discuss the directions for the activity.
  1. *Read and/or listen to each statement.*
  2. *Think about the statement and choose your opinion: Agree, Strongly Agree, Disagree, Strongly Disagree.*
  3. *Move to the corner of the room which best represents your opinion.*
  4. *Elaborate on your choice if asked.*
2. Model the activity by using this statement: *Chocolate is the best kind of ice cream.*
3. Tell participants that now we will use this activity to share our opinions about four common beliefs that people have about learning English.
4. Share Belief 1 and give participants time to move to one of the four corners.
5. Ask a few participants to elaborate on their opinions.
6. Follow up with an Alternative Response to Consider themselves or share with other teachers.
7. Repeat Steps 4–6 for Beliefs 2, 3, and 4.



**Belief 1:** My job is to teach students English. I don't need to think about their ability to speak another language(s).

**Alternative Response to Consider:** Being bilingual helps students remember more at one time. Successful teachers help students develop their bilingualism.

**Belief 2:** I cannot motivate my students if they do not want to learn English.

**Alternative Response to Consider:** Motivation is important to learning. Successful teachers make a classroom environment and lessons that can help to motivate students.

**Belief 3:** Students should start learning English when they are very young.

**Alternative Response to Consider:** Teachers should help students start learning at any age. Students of different ages have different strengths.

**Belief 4:** Some students can learn English, and some students cannot learn English.

**Alternative Response to Consider:** Anybody who learned a first language can learn a second language if teachers offer the right ways to practice.





## The 6 Principles® FACILITATION GUIDE: Response Cards

### Purpose

This activity will help participants review some of the material already covered in the workshop.

### Materials

- 1 **Response Cards** handout for each participant (page 2 of this document)

### Preparation

1. Make copies of **Response Cards** for each participant (page 2 of this document).
2. Make 1 large copy or PPT slide of the three statements (Step 3 of **Procedure** below).

### Procedure – ADAPT AS NECESSARY

1. Discuss the directions for the activity.
  1. *When I read a true statement, raise your handout to say “True.”*
  2. *When I read a false statement, turn your handout over to say “False.”*
2. Model the activity with these statements.
  1. *Tashkent is the capital of Uzbekistan.* (Hold the handout up to read “True.”)
  2. *Samarkand is the capital of Uzbekistan.* (Turn the handout over to read “False.”)
3. Show and read each statement one at a time:
  1. *The 6 Ps apply to English teaching and learning around the world. (True)*
  2. *TESOL means Teaching English to Secondary Learners Only (False Teachers of English to Speakers of Other Languages)*
  3. *It is best to think about how The 6 Ps work together, not separately. (True)*

True

False



## **The 6 Principles®** **FACILITATION GUIDE: Overview of the 6 Ps**

### **Purpose**

This handout will provide an overview of The 6 Ps and some best practices for each.

### **Materials**

- 1 **Overview of the 6 Ps** handout for each participant (pages 2–3 of this document)

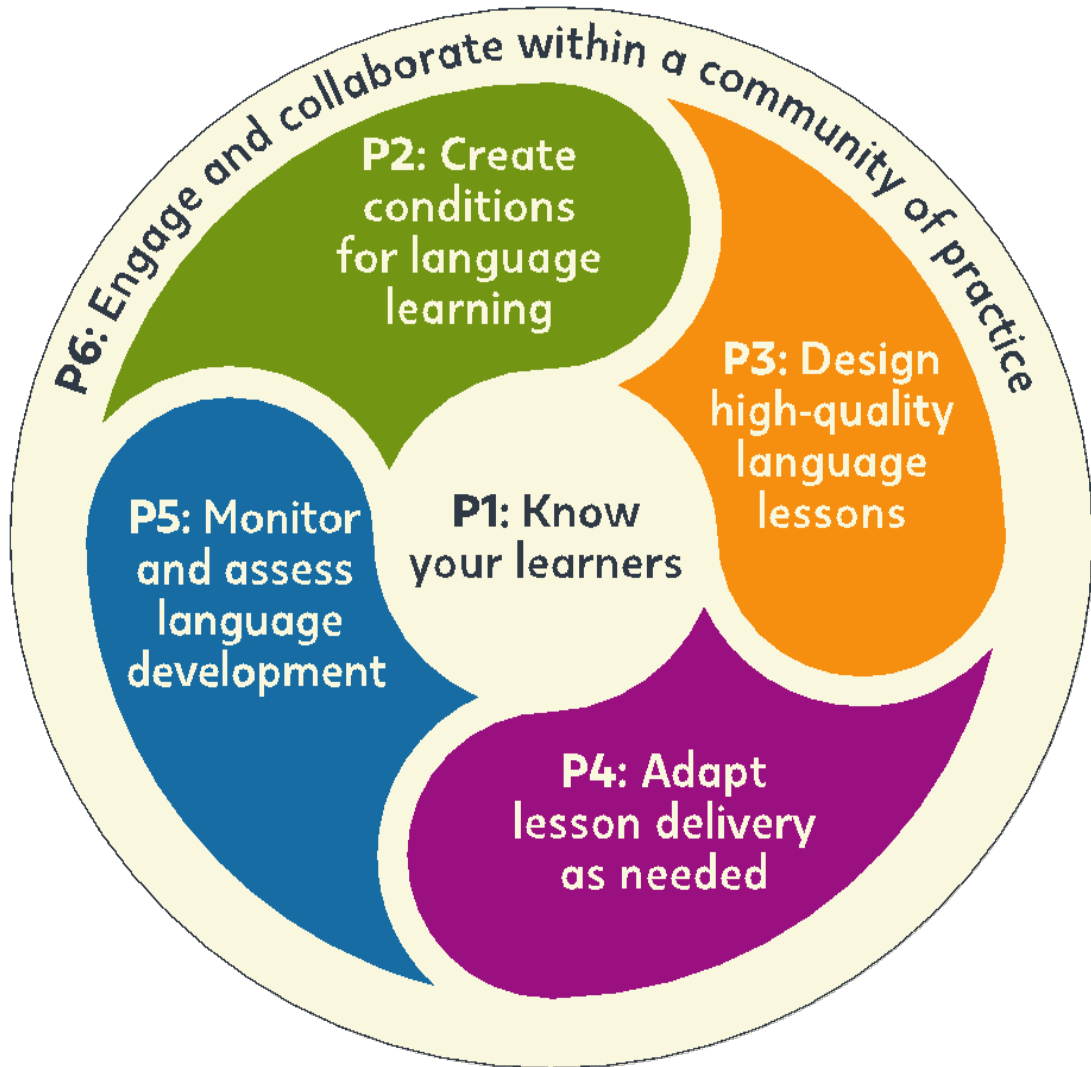
### **Preparation**

1. Make copies of **Overview of the 6 Ps** for each participant (pages 2–3 of this document).
2. Determine how you will show the corresponding videos.

### **Procedure**

1. Direct participants to the **Overview of the 6 Ps** handout (pages 2–3 of this document) when showing the coordinating videos.

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





**PRINCIPLE 1: Know your learners.**

- Best Practice 1: Teachers collect information about their students.
- Best Practice 2: Teachers plan lessons to collect and use information about students.

**PRINCIPLE 2: Create conditions for language learning.**

- Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.
- Best Practice 2: Teachers demonstrate that they have high expectations of all students.
- Best Practice 3: Teachers plan lessons that motivate students.

**PRINCIPLE 3: Design high-quality lessons for language development.**

- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.
- Best Practice 2: Teachers use oral and written English that students can understand.
- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

**PRINCIPLE 4: Adapt lesson delivery as needed.**

- Best Practice 1: Teachers check student understanding often.
- Best Practice 2: Teachers adapt their teaching when it is necessary.

**PRINCIPLE 5: Monitor and assess student language development.**

- Best Practice 1: Teachers take notes of student errors.
- Best Practice 2: Teachers give prompt and specific feedback to students in a positive and effective way.
- Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.

**PRINCIPLE 6: Engage and collaborate within a community of practice.**

- Best Practice 1: Teachers regularly do self-reflection.
- Best Practice 2: Teachers regularly participate in professional development.



## The 6 Principles®

### FACILITATION GUIDE: Jigsaw Reading (coordinates with Jigsaw Note Taking)

#### Purpose

This activity will help participants learn about the characteristics of five specific age groups of children.

#### Materials

- 1 image of a four-piece jigsaw puzzle (page 2 of this document)
- 1 **Jigsaw Reading** handout for each participant (pages 3-7 of this document)

#### Preparation

1. Make 1 copy of the four-piece jigsaw puzzle image (page 2 of this document).
2. Make copies of **Jigsaw Reading** for each participant (pages 3–7 of this document).

#### Procedure – ADAPT AS NECESSARY

1. Demonstrate how a jigsaw puzzle works by showing the image of a four-piece puzzle being put together (page 2 of this document).
2. Explain that jigsaw reading activities promote cooperative learning by giving students the opportunity to actively help each other understand information.
3. Discuss the directions for the activity (at the top of pages 3–7).
4. Have participants count off 1, 2, 3, 4. Ask the 1's to form a group, the 2's to form a group, the 3's to form a group, and the 4's to form a group. If groups are too small, divide them into sub-groups.
5. Ask participants to work with their groups for 15 minutes to become the “experts” for the following readings:
  - Group 1 – Jigsaw Reading 1 (page 4 of this document)
  - Group 2 – Jigsaw Reading 2 (page 5 of this document)
  - Group 3 – Jigsaw Reading 3 (page 6 of this document)
  - Group 4 – Jigsaw Reading 4 (page 7 of this document)

NOTE: You will use the “Pre-primary” reading (page 3 of this document) as a model for the **Jigsaw Note Taking** activity.

6. Monitor and assist with the activity.
7. Have participants return to their original groups to begin the **Jigsaw Note Taking** activity.



## The 6 Principles® Jigsaw Reading – MODELING

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Pre-primary (Pre-K–K) 2–5 years old

#### Physical

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

#### Cognitive

- I see the world from my point of view.
- I am developing language and ideas.
- I show pre-logical or semi-logical thinking.
- I use my imagination. I don't always separate fantasy from real life.
- I do one task at a time. I cannot do two or more tasks at the same time.

#### Social-emotional

- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

Adapted from Shin, Savić, & Machida. “Key Characteristics of Children in Different Age Groups,” In: The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World © 2021 TESOL International Association

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## The 6 Principles® Jigsaw Reading 1

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Lower Primary (Grades 1–3) 6–8/9 years old

#### Physical

- I use one side of my body more than the other side.
- I prefer to use either my right hand or left hand most of the time.
- I am improving my ability to run, climb, jump, throw, and dance.
- I love to play physical games like “Tag” and “Catch.”
- My handwriting is improving.
- I enjoy art and music activities.

#### Cognitive

- I can concentrate for a longer time, but I can still get restless and lose interest.
- I can solve specific problems, such as counting and sorting activities.
- I understand new concepts better through activities that let me touch and feel.
- I can recognize other people’s views, but I can’t always understand why they feel that way.
- I am starting to understand cause and effect and consequences.

#### Social-emotional

- I am developing a sense of identity. I am starting to understand who I am.
- I enjoy being with people, including people from different backgrounds.
- I identify more with children of the same gender.
- I need rules to control my behavior and to provide structure and a feeling of safety.
- I am starting to play more games and sports and less fantasy play.

Adapted from Shin, Savić, & Machida. “Key Characteristics of Children in Different Age Groups,” In: The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World © 2021 TESOL International Association

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## The 6 Principles® Jigsaw Reading 2

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Upper Primary (Grades 4–6) 9–11 years old

#### Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

#### Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people’s opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

#### Social-emotional

- I am beginning to understand my position in relation to the world.
- I like to be with people. I want to spend more time with my friends than my family.
- I am more independent and can make decisions by myself.
- My relationships with people are more confusing.

Adapted from Shin, Savić, & Machida. “Key Characteristics of Children in Different Age Groups,” In: The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World © 2021 TESOL International Association

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## The 6 Principles® Jigsaw Reading 3

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Young Teenagers (Grades 7–9) 12–14 years old

(based on Lewis, 2007; Erford & Mayorga; and Anderson, G., 2012)

#### Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

#### Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people’s opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

#### Social-emotional

- I think about myself the most.
- I am very emotional.
- I want to belong to the popular group of students.
- My classmates and popular trends influence me.
- I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
- Part of me wants to be independent, and the other part still needs to be dependent.

## The 6 Principles® Jigsaw Reading 4

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

---

### Young Teenagers (Grades 10+) 14–17 years old

(based on Lewis, 2007; Erford & Mayorga; and Anderson, G., 2012)

#### Physical

- My body stops growing.

#### Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

#### Social-emotional

- I focus more on individual friendships and less on groups.
- I like to spend time with mixed groups of girls and boys.
- I understand my role in society more.  
I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.

## The 6 Principles® FACILITATION GUIDE: Jigsaw Note Taking (coordinates with Jigsaw Reading)

### Purpose

This activity will help participants learn about the characteristics of five specific age groups of children.

### Materials

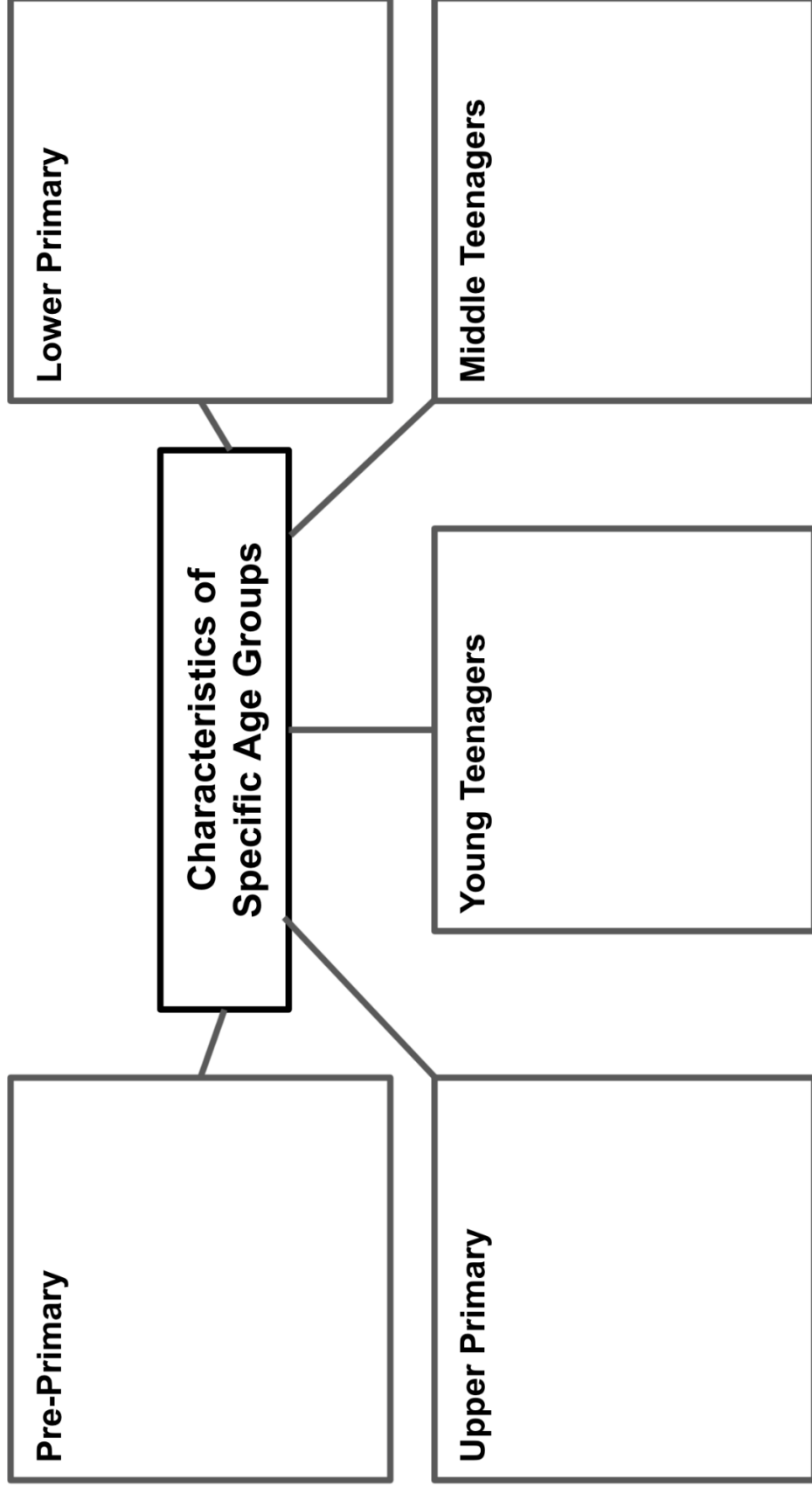
- 1 **Jigsaw Note Taking** handout for each participant (page 2 of this document)

### Preparation

1. Make copies of **Jigsaw Note Taking** for each participant (page 2 of this document).

### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **Jigsaw Note Taking** handout (page 2 of this document).
2. Discuss the directions for the activity.
  1. *Take turns telling your group about your assigned age group*
  2. *Take notes about each age group.*
3. Model the activity by being the “expert” for the “Pre-primary” stage reading (page 3 of the **Jigsaw Reading** activity) while participants take notes in the appropriate boxes.  
*In the **physical** category, children like to move a lot and do things with their hands. In the **cognitive** category, they are starting to use language and their imagination. They can't do two activities at the same time. In the **social-emotional** category, they are very curious and like to use their imagination. They see the world as good or bad / right or wrong and like to make adults happy.*
4. Monitor and assist with the activity.





## **The 6 Principles®** **FACILITATION GUIDE: Find Someone Who . . .**

### **Purpose**

This activity will allow participants to gather and learn interesting information about each other.

### **Materials**

- 1 **Find Someone Who . . .** handout for each participant (page 2 of this document)

### **Preparation**

1. Make copies of **Find Someone Who . . .** for each participant (page 2 of this document).

### **Procedure – ADAPT AS NECESSARY**

1. Direct participants to the **Find Someone Who . . .** handout (page 2 of this document).
2. Discuss the directions for the activity (page 2 of this document).
3. Model the activity by asking participants about the first and last box and filling in your own chart.  
*Have you traveled by train? Yes? Great! What is your name?*  
*Do you want to travel to space? No? OK, thank you.*  
*Do you want to travel to space? Yes? Wonderful! What is your name?*
4. Monitor and assist with the activity.
5. Do an informal survey to find out how many boxes participants filled.

## The 6 Principles® Find Someone Who . . .

### Directions

1. Read the statement in each box.
2. When I give you a signal, walk around the room for five minutes. Ask other people questions to see if they fit one of the statements below (e.g., “Have you ever traveled by train?”).
3. Write their name in the appropriate box.
4. Sit down when you finish or when I give you a signal.

<b>I have traveled by train.</b>	<b>I study the history of a new place before I go there.</b>	<b>I have a passport.</b>	<b>I would like to visit the United States.</b>
<b>I like to practice English when I travel.</b>	<b>I have visited the United States.</b>	<b>I like to try new foods when I travel.</b>	<b>I have visited more than five countries.</b>
<b>I like to collect money from different countries.</b>	<b>I don't like to travel.</b>	<b>I have never traveled to a different country.</b>	<b>I like to visit museums.</b>
<b>I enjoy helping visitors learn about Uzbekistan.</b>	<b>I take a lot of pictures when I travel.</b>	<b>I prefer to travel alone.</b>	<b>I want to travel to space.</b>





## The 6 Principles® FACILITATION GUIDE: Personal Inventory

### Purpose

This activity will give participants time for self-reflection on their teaching.

### Materials

- 1 **Personal Inventory** handout for each participant (page 2 of this document)

### Preparation

1. Make copies of **Personal Inventory** for each participant (page 2 of this document).

### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **Personal Inventory** handout (page 2 of this document).
2. Discuss the directions for the activity (page 2 of this document).
3. Model the activity by doing a think-aloud for the first two statements:  
*I greet students as a group at the beginning of class, and I greet some of them individually if they arrive early. I'll write "S" for "sometimes."*  
*I never use community-building tasks. Actually, this is a new idea for me. I'm interested in the idea, but right now, I have to write "N" for "never." I'm going to put a star next to that one because I definitely want to improve on that.*  
Have participants check their answers (page 3 of this document). You can display them on a PPT. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another.
4. Monitor and assist with the activity.



## The 6 Principles® Personal Inventory

### Directions

1. Read each statement.
2. Rate yourself with the following criteria:
  - A – always or almost always
  - S – sometimes
  - N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

- 
1. \_\_\_\_\_ I greet students individually as they enter class.
  2. \_\_\_\_\_ I use community-building tasks regularly.
  3. \_\_\_\_\_ I have a class routine so students know what to expect.
  4. \_\_\_\_\_ I create opportunities for students to learn each other's names.
  5. \_\_\_\_\_ I have a plan for new students in my class.
  6. \_\_\_\_\_ I find ways to communicate with students individually.
  7. \_\_\_\_\_ I know all my students' names.
  8. \_\_\_\_\_ I provide multiple opportunities for my students to have success.
  9. \_\_\_\_\_ I demonstrate respect and cooperation.
  10. \_\_\_\_\_ I show students that I believe they can learn at a higher level.
  11. \_\_\_\_\_ I appear to be a motivated teacher.
  12. \_\_\_\_\_ I praise students for effort and dedication.
  13. \_\_\_\_\_ I use a variety of approaches to appeal to different students.
  14. \_\_\_\_\_ I teach students new study skills and strategies.
  15. \_\_\_\_\_ I show students how to practice English outside class.
  16. \_\_\_\_\_ I help students set challenging but achievable learning goals.
  17. \_\_\_\_\_ I help students make connections from their learning to their own lives.
  18. \_\_\_\_\_ I help students overcome obstacles to learning.
  19. \_\_\_\_\_ I make language learning enjoyable.
  20. \_\_\_\_\_ I create ways for students to be active as soon as they walk in class.



## The 6 Principles®

### FACILITATION GUIDE: Textbook Pages (coordinates with 1-2-3 Uzbekistan!)

#### Purpose

These pages from Unit 9 of the 7th grade textbook, *Teens' English 7*, can serve as inspiration for microteaching.

#### Materials

- 1 **Textbook Pages** handout for each participant (pages 2–8 of this document)

#### Preparation

1. Make copies of **Textbook Pages** for each participant (page 2–8 of this document).

#### Procedure – ADAPT AS NECESSARY

1. Provide the **Textbook Pages** handout for participants (pages 2–8 of this document) who are doing the **1-2-3 Uzbekistan!** microteaching.



## The 6 Principles®

### FACILITATION GUIDE: 3-2-1 Uzbekistan! (coordinates with Textbook Pages)

#### Purpose

This activity helps participants put the best practices of Principle 3 of The 6 Ps into action.

#### Materials

- 1 **3-2-1 Uzbekistan!** handout for each participant (page 2 of this document)
- 1 **Textbook Pages** handout for each participant (pages 2–8 of **Textbook Pages**)

#### Preparation

1. Make copies of the **3-2-1 Uzbekistan!** handout for each participant (page 2 of this document).

#### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **3-2-1 Uzbekistan!** handout (page 2 of this document).
2. Demonstrate that **3-2-1 Uzbekistan!** puts the best practices of Principle 3 into action.
  - *Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students. (Point out that the language objective is shared at the top of the handout.)*
  - *Best Practice 2: Teachers use oral and written English that students can understand. (Point out that a glossary of helpful vocabulary is next on the handout.)*
  - *Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics. (Point out that this activity will have participants working in a small group during the preparation and presentation time.*
3. Discuss the directions for the activity (page 2 of this document).
4. Model the activity by choosing a region and then asking participants to name three things a tourist can do there, two traditions or local foods, and one famous landmark.
5. Give participants 10 minutes to work with their group to create their posters.
6. Monitor and assist as necessary.
7. Have two or three groups work together to do a mini Gallery Walk with table-groups taking turns being the presenters and visitors. Each group should spend about five minutes as presenters.

## The 6 Principles® 3–2–1 Uzbekistan!

### Language Objectives

- Answer questions about a region in Uzbekistan.
- Ask questions about other regions in Uzbekistan.

### Helpful Vocabulary

- famous = many people know about it
- landmark = a famous place to visit
- tourist = a person who travels for fun

### Directions

1. Write the name of your assigned region of Uzbekistan.
2. Work with your table-group to add the 3–2–1 information in the boxes.
3. Transfer all of the information to poster paper.
4. Prepare to **answer** questions about your region and **ask** questions about other groups' regions. You can add drawings if you like.

### Why Do People Travel to Uzbekistan?

Region \_\_\_\_\_

What are **THREE** things a tourist can do?

↓

<b>3</b>		
<b>3</b>	<b>2</b>	
<b>3</b>	<b>2</b>	<b>1</b>

What are **TWO** traditions or local foods?

↓

What is **ONE** famous landmark?

↓



## The 6 Principles® FACILITATION GUIDE: PQP Feedback

### Purpose

This feedback form will help participants offer balanced constructive feedback.

### Materials

- 1 **PQP Feedback** handout for each participant (page 2 of this document)

### Preparation

1. Make copies of **PQP Feedback** for each participant (page 2 of this document).

### Procedure – ADAPT AS NECESSARY

1. Direct participants to the **PQP Feedback** handout (page 2 of this document).
2. Discuss the directions for the activity (page 2 of this document).
3. Model the activity.  
*I really liked the way you \_\_\_\_.*  
*I have a question about \_\_\_\_.*  
*One suggestion I have is \_\_\_\_.*
4. Monitor and assist with the activity.



## The 6 Principles® PQP Feedback

### Directions

After each group presents their lesson, offer them PQP (Praise–Question–Polish) Feedback by answering these three questions:

- **Praise** – Make at least **one positive comment** about their microteaching.
- **Question** – Ask at least **one question** about their microteaching.
- **Polish** – Make at least **one suggestion** to help them improve their microteaching.

Praise	Question	Polish



## **The 6 Principles® FACILITATION GUIDE: Around the Clock**

### **Purpose**

This activity will help participants review the information from the workshop.

### **Materials**

- 1 **Around the Clock** handout for each participant (page 2 of this document)

### **Preparation**

1. Make copies of **Around the Clock** for each participant (page 2 of this document).

### **Procedure – ADAPT AS NECESSARY**

1. Direct participants to the **Around the Clock** (page 2 of this document).
2. Discuss the directions for the activity (page 2 of this document).
3. Model the activity by asking a few participants their name and favorite take-away as you write the information on your handout.  
*What is your favorite take-away? Great one! What is your name?*  
*What is your favorite take-away? Oh, \_\_\_\_\_ already said that. Do you have another one? That's a good one! What is your name?*
4. Monitor and assist with the activity.
5. Have participants share out favorite take-aways as /if time allows.



## The 6 Principles® Around the Clock

### 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.

