Cascading Workshop Plan & Script

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| **Week 1**  **TESOL 6 Principles: Principles 1-2** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Introductions  Trainer(s): | 9.00 – 9.20 | Briefly introduce each Core Trainer’s name and start “Ball Game”. With the help of a ball, participants get to know each other’s names.  Ball game:  This is an icebreaker which allows participants to know their names. All participants and trainers make a big circle, they should tell their names and throw the ball to another person. The receiver should thank and do the same. They should remember to whom they threw their ball. And once the person receives a ball, he or she can’t be thrown second time in this round.   1. When everybody tells their name, the second round starts. Here they should throw the ball to the person whom they threw to before. But this time they should call by person’s name. The same procedure is repeated 3 times, each round becoming quicker in mode. The trainer may add 2 more balls to the game. | * PPT 1-2 * Ball | These 6Ps materials were developed to be accessible to teachers with developing English levels. Many activities may be familiar to CTs and RPMs. This is for them to learn then cascade. They will not recreate the TOT, rather train on aspects of 6 Ps. |
| Orientation  Trainer(s): | 9.20-9.30 | Introduction/ESN Program Orientation. Trainer will talk about ESN program and its goals using the slides  The objectives for Day 1.  By the end of the day 1 workshop participants will be able to  Identify The 6 principles for Exemplary Teaching of English Learners  Discuss how we teach English in more details  Describe the characteristic of specific age groups  Explore Principle 1 and 2 | * PPT 1-2 |  |
| The 6 Principles  Trainer(s): | 9.30-9.45 | 1. Direct Ps to the **Overview of the 6 Ps** handout (2 pages). 2. Show participants The 6 Ps image, and give them time to read each P. 3. Explain that we will look at each P individually, but that the 6 Ps should work together as a whole, not separately. | * PPT 9-10 * **Overview of the 6 Ps** handout |  |
| Introduction to the 6 Ps  Trainer(s): | 9.45-10.00 | 1. Introduce The 6 Principles for Exemplary Teaching of English Learners. Tell participants that we will call the 6 Principles “The 6 Ps” during the workshops. 2. Read The 6 Ps while pointing to each one individually on the graphic   \* Principle 1: Know your learners. \* Principle 2: Create conditions for language learning. \* Principle 3: Design high-quality language lessons. \* Principle 4: Adapt lesson delivery as needed. \* Principle 5: Monitor and assess language development. \* Principle 6: Engage and collaborate within a community of practice.   1. Explain that the center of the 6 Ps is “Know your learners” (Principle 1) and that “Engage and collaborate within a community of practice” (Principle 6) is what holds the 6 Ps together. 2. Explain why TESOL developed the 6 Ps.  \* The 6 Principles are TESOL’s ideas for excellent teaching of English learners.   \* The 6 Principles connect TESOL’s . . . values, standards, professional learning, and publications.  \* The 6 Ps are universal, come from many years of research, and help teachers and students be successful in any program. They are a framework that can be connected to other ELT professional development.  Have participants read the quote and then discuss how we make this possible when we use the 6 Ps together. | * PPT 11-13 * **Overview of the 6 Ps** handout |  |
|  | 10.00-10.05 | 1. Introduce Principle 1: Know your learners.   Discuss how teachers teach best when they know their students well.   1. Introduce Best Practice 1: Teachers collect information about their students. 2. Discuss examples of the kinds of information teachers can collect about their students (prior knowledge, talents, interests, life experiences, influences, characteristics of specific age groups). 3. Finish with characteristics of specific age groups as you transition into the next activity. | * PPT 49-51 |  |
| Activity: **Find Someone Who . . .**  Trainer(s): | 10.05-10.20  10.20-10.30 | Introduce the **Find Someone Who . . .** activity. Tell participants the purpose of the activity is to gather information about students and help them learn about one another.   1. Direct participants to the **Find Someone Who…**handout. 2. Discuss the directions for the activity. Model the activity.  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 names in the appropriate box.  4. Sit down when you finish or when I give you a signal.   1. Model the activity by asking participants about the first and last box and filling in your own chart: \* I have traveled by train. \* I want to travel to space. 2. Monitor and assist with the activity. 3. Do an informal survey to find out how many boxes participants filled.   Have participants share out any interesting information they learned about other people  Break time 10 min | * PPT 83–85 * **Find Someone Who . . .** handout |  |
| Characteristics of Specific Age Groups  Trainer(s): | 10.30-10.40 | Briefly show the five age groups we will discuss. Explain that we can only teach children well if we have a deep understanding of their unique characteristics and stages of development: physical, cognitive, and social-emotional.   1. Emphasize that the more we know about students’ physical, cognitive, and social-emotional stages, the better we can choose appropriate activities and materials for the best learning experiences.   Remind participants that this is only a general guide. Many factors affect students’ physical, cognitive, and social-emotional growth. | * PPT 52-53 |  |
| Activity: **Jigsaw Reading**  Trainer(s): | 10.40-11.10 | 1. Introduce the **Jigsaw Reading** activity. 2. Tell participants we will use this activity to help them learn about the characteristics of five specific age groups. 3. Demonstrate how a jigsaw puzzle works by showing the image of a four-piece puzzle being put together. 4. Explain that **Jigsaw Reading** activities promote cooperative learning by giving students the opportunity to actively help each other understand information. 5. Direct participants to the “Pre-primary” **Jigsaw Reading** handout. 6. Discuss the directions for the activity. (PPT 62–63) 1. Count off 1, 2, 3, 4 in your table groups. Remember your number for your **Numbered Heads Together** group. 2. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups. 3. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.   4. 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.  Model a **Numbered Heads Together** group to read, discuss, and clarify meaning for the Pre-primary stage. | * reading handout |  |
| Principle 2: Create Conditions for Language Learning  Trainer(s): Raximov Umidjon | 11.10-  11.20 | 1. Introduce Principle 2: Create conditions for language learning. 2. Discuss how teachers teach best when they create a classroom culture where students feel safe, challenged, and motivated. | * PPT 88 |  |
| Activity: **Personal Inventory**  Trainer(s): | 11.20-  11.30 | 1. Direct participants to the **Personal Inventory** handout. 2. Tell participants that the purpose of this activity is to give them some time for self-reflection before we move on with Principle 2. 3. Discuss the directions for the activity.  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. Model the activity by doing a think-aloud. \* *I greet students as a group at the beginning of class, and I greet a few 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.* 2. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another. 3. Monitor and assist with the activity. 4. Ask participants to keep the **Personal Inventory** out and available for quick reference as we explore Principle 2. | * PPT 89–90 * **Personal Inventory** handout |  |
| Activity: **Think-Pair-Share**  Trainer(s): | 11.30-11.55  11.55-12.15 | 1. Introduce **Think-Pair-Share** as a tool for discussion. 2. Discuss the directions for the activity. 1. **Think** about the question that you hear and/or read. 2. **Pair** with a partner and discuss your answers.   3. **Share** in a larger group.   1. Model a **Think-Pair-Share** response to the question “What are some activities that we have done today that could motivate students in my classroom?” 2. Ask participants to form **Think-Pair-Share** groups at their tables. 3. Tell participants that we will use **Think-Pair-Share** as a technique to discuss Principle 2.   Break | * PPT 91–93 |  |
| Principle 2 – Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.  Trainer(s): | 12.15-12.30 | 1. Introduce Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable. 2. Ask participants to use Think-Pair-Share to respond to the question prompt for 3 minutes. \* What are some ways you can create a positive and organized classroom where students feel happy and comfortable? 3. Have participants share out as time allows. 4. Have participants look back at Questions 1–10 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 1. | * PPT 94–96 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 2: Teachers demonstrate that they have high expectations of all students.  Trainer(s): | 12.30 -12.40 | 1. Introduce Best Practice 2: Teachers demonstrate that they have high expectations of all students. 2. Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes. 3. Have participants share out as time allows. 4. Have participants look back at Questions 11–15 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 2. | * PPT 97–99 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 3: Teachers plan lessons that motivate students.  Trainer(s): | 12.40-12.50 | 1. Introduce Best Practice 3: Teachers plan lessons that motivate students. 2. Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes. 3. Have participants share out as time allows. 4. Have participants look back at Questions 16–20 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 3. | * PPT 100–102 * **Personal Inventory** handout |  |
| Activity: **Turn and Talk / Activity Tracker:**  Trainer(s): | 12.50-13.15 | 1. Introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 25 minutes to complete all the activities as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 103–104 * **Activity Tracker** handout |  |
| **Final activity: Exit ticket**  Trainer(s): | 13.15-13.30 | Exit ticket: Ps will be given 15 min to fill in exit ticket -3 things I learned today, 2 things I found interesting, 1 question I still have | * **Exit ticket handout** |  |

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| **Week 2**  **TESOL 6 Principles: Principles 3-4** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | 1. Give a general welcome to Week 2 of the 2-week 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 Agenda and Today’s Objectives  Trainer(s): | 9.05-9.10 | 1. Present the objectives for week 2.  * Learn how to prepare lessons with clear language objectives and share them with their students * Learn how it is important to adapt their teaching when it is necessary * Learn how to provide specific feedback to students in a positive and effective way * Learn to use a variety of assessments to inform teaching and improve learning | * Board, projector |  |
| Activity: Penny for Your Thoughts  Trainer(s): | 9.10-9.25 | 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.   Ask participants to share out interesting   1. Monitor and assist with the activity.   Ask participants to share out interesting   1. 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): | 9.25-9.35 | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. Have them refer to the **Activity Tracker** handout from Week 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 and 2  Trainer(s): \_\_\_\_\_\_\_\_\_ | 9.35-9.40 | Tell participants we will briefly review Principles 1 and 2 from last week. Encourage them to look back through their handouts with you as you review.  Last week 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. Then we played Multiple intelligences game “Know your intelligence type”.  Today, we will continue with Principles 3,4,5, and 6:   * Principle 3: Design High-Quality Language Lessons. * 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 3: Design High-Quality Language Lessons  Trainer(s): | 9.40-9.45 | 1. Introduce Principle 3: Design high-quality lessons plans. 2. Discuss how teachers teach best when they design high-quality language lessons. | * PPT 105 |  |
| Principle 3 – Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.  Trainer(s): | 9.45-10.05 | 1. Introduce Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students. 2. Discuss the four questions teachers need to ask when they are developing objectives. ●What do my students *specifically* need to understand when they listen?   ●What do my students *specifically* need to say when they speak?  ●What do my students *specifically* need to understand when they read?  ●What do my students *specifically* need to write about?   1. Introduce and discuss language functions as what students DO with the language using these examples: \* Orally name five things you need to take on a vacation. \* Orally compare the weather in your city to the weather in Paris. \* Describe what is happening in a picture of a beach in five or more sentences. \* Sequence the events of a story you read about Olga’s trip to Samakand.   Contrast language functions with forms by saying that language forms are the structures (grammar) and vocabulary that students need to perform the function. Use the “Orally compare the weather in your city to the weather in Paris” example to discuss | * PPT 117–120 |  |
| Principle 3 – Best Practice 2: Teachers use oral and written English that students can understand.  Trainer(s): | 10.05-10.20  10.20-10.30 | 1. Introduce Best Practice 2: Teachers use oral and written English that students can understand. 2. Discuss the kinds of tools teachers can use to help students understand. \* Scaffolding (hand and face expressions, pictures, simple English, common vocabulary, emphasizing important words) \* Tools for Explaining (maps, charts/graphs, graphic organizers, pictures, real objects, video/audio clips, highlighted text, bilingual glossaries, picture dictionaries) \* Demonstrations (modeling good English, role playing an activity, helping students do written exercises with think-aloud examples, sharing good examples of essays, projects, etc.) 3. Ask participants to share other ideas. 4. Discuss ways teachers can adapt their language.  \* Speak clearly. \* Speak at a slower speed for beginner students and a normal speed for advanced students. \* Repeat information in different ways. \* Use hand and face expressions. \* Stress important words \* Write key words when speaking. 5. Ask participants to share other ideas. 6. Discuss ways teachers can give clear directions.   \*Use the same classroom management and routines every day.  \*Give simple directions with patterned language (hand clapping, rhymes, hand and face expressions, signals).  \*Divide tasks into smaller parts.  \*Model every part of a task.  7. Ask participants to share other ideas.  Break | * PPT 117–120 |  |
| Principle 3 – Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.  Trainer(s): | 10.30-10.50 | 1. Introduce Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics. 2. Discuss the different kinds of techniques that teachers can use to give students more opportunities to participate.  \* Be sure that you do not just rely on “good speakers” (**Numbered Heads Together**, **Think-Pair-Share**). \* Ask follow-up questions (Say more on that . . . Do you agree or disagree with that? . . . Why do you think that? . . . Explain why you chose this answer.). 3. Ask participants to share other ideas. 4. Discuss the different kinds of techniques that teachers can use to ensure active participation throughout all four parts of a lesson: Starting, Building, Applying, Concluding.  \* Starting (Roving Charts, K-W-L, Four Corners, Anticipation Guides, Language Experience Approach) \* Building (Sorting Tasks, Sentence Frames, Directed Reading-Thinking Activity, Reciprocal Thinking, Concept Mapping, T-Charts) \* Applying (Dialogue Journals, Readers’ Theater, Text to Graphics and Back Again, Report Frames)   \*Concluding (Rubrics, Collaborative Dialogues, Comprehension Checks, Numbered Heads Together, Stir the Class)  5. Ask participants to share other ideas. | * PPT 121–123 |  |
| Activity: **3-2-1 Uzbekistan!**  Trainer(s): | 10.50-11-55  11.55-12.15 | 1. Introduce the **3-2-1 Uzbekistan!** activity. 2. Direct participants to the **Textbook Pages** and **3-2-1 Uzbekistan!** handouts. 3. Tell participants that the purpose of this activity is to adapt an activity from a current textbook (Unit 9 from the 7th grade textbook, *Teens’ English 7*) to bring together what we have learned about best practices for Principle 3: \* 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.) 4. Discuss the directions for the activity. 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.  4. Be ready to answer questions about your region and ask questions about other groups’ regions. You can add drawings if you like.  5. 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.  6. Give participants 10 minutes to work with their table-group to create their posters.  7. Have 2 or 3 table-groups work together to do a mini–Gallery Walk with table-groups taking turns being the presenters and visitors. Each group should spend about 5 minutes as presenters.  Break | * PPT 124–128 * **Textbook Pages** handout   **3-2-1 Uzbekistan!** Handout |  |
| Principle 4: Adapt Lesson Delivery As Needed  Trainer(s): | 12.15-12.20 | 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  Trainer(s): | 12.20-12.25 | 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  Trainer(s): | 12.25-12.35 | 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!**  Trainer(s): | 12.35-1.15 | 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 |  |
| Activity: Mingle & Share  Trainer(s): | 1.15-1.25 | * + - 1. Tell participants they will share their adaptation ideas.       2. Tell participants that when you say, “Mingle!” they should find one partner and share their adaptation ideas.       3. Say, “Mingle!”       4. Give participants about 1 minute to share ideas. Then, say, “Mingle!” again and tell the participants to find a new partner. Continue calling out “Mingle!” and letting the participants share their ideas until the time is up. |  |  |
| Activity: **Activity Tracker**  Trainer(s): | 1.25-1.30 | 1. Ask participants to fill in their “Activity tracker”.   * + - 1. 2. Give one article related to next week’s workshop to read at home. | **Activity tracker** handout |  |

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| **Week 3**  **TESOL 6 Principles: Principles 5-6** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | * + - 1. Give a general welcome to Week 3       2. Announce any “housekeeping items” if necessary.   3. Change table groups. Have participants introduce themselves to the other members of their new table-group. |  |  |
| Today’s Agenda and Today’s Objectives  Trainer(s): | 9.05-9.10 | 1. Present the objectives for Week 3.  * Learn to use a variety of assessments to inform teaching and improve learning * Learn ways to be form and be involved in a community of practice | Board, projector |  |
| Activity: Inner-Outer Circle (fluency circle)  Trainer(s): | 9.10-9.30 | 1. Divide participants into 2 groups by numbering 1,2.  2. Ask all number 1s to stand up and make a circle. Ask them to turn around so they are facing out.  3. Ask all number 2s to stand up and stand in front of a number 1.  4. Ask the following questions. Time each question and give participants 1 minute to discuss each one. After one minute, ask the outer circle to move (1 step to the right, 4 steps to the right, etc.)   * How do you monitor students in your classroom? * How do you give students feedback during class? * What methods do you use to assess your students? | timer |  |
| Principle 5: Monitor and Assess Language Development  Trainer(s): | 9.30-9.35 | 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): | 9.35-9.40 | 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): | 9.40-9.50 | 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)  5. 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): \_\_\_\_\_\_\_\_\_ | 9.50-9.55 | 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!**  Trainer(s): | 9.55-11.05  (Participants can take a break from 10.20-10.30)  10.20-10.30 | 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. Monitor and assist.  Break | * 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. |
| Activity: Assessment Tool Group Sharing  Trainer(s): | 11.05-11.35 | * 1. 1. Pair up groups.   2. 2. In each pair, name a Group A and a Group B.   3. 3. Give Group A 7 minutes to present their 3-2-1 Uzbekistan mini-assessment. Group B should take notes.   4. 4. Give Group B 3 minutes to give feedback on the mini-assessment.   5. 5. Change roles. B Group presents for 7 minutes, and A Group gives feedback.   6. 6. Facilitator: Monitor the groups. Take notes. Share important feedback with the whole class. | timer |  |
| Principle 6: Engage and Collaborate Within a Community of Practice.  Trainer(s): | 11.35-11.45 | 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): | 11.45-11.55  11.55-12.15 | 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?)  Break | * PPT 30–32 |  |
| Principle 6 – Best Practice 2: Teachers regularly participate in professional development.  Trainer(s): | 12.15-12.25 | 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): | 12.25-12.35 | 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): | 12.35-12.45 | 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> | RPMs will not get TESOL memberships. |
| Review of The 6 Principles  Trainer(s): | 12.45-12.55 | 1. Review the 6Ps all together and emphasize that the best teaching happens when all of the 6 Ps are working together. | * PPT 37 |  |
| Activity: **Around the Clock**  Trainer(s): | 12.55-1.15 | 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.   6.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!) |
| Activity: **Activity Tracker**  Trainer(s): | 1.15-1.30 | 1. Ask participants to fill in their “Activity tracker”.  2. Give one article related to next week’s workshop to read at home. | * **Activity tracker** handout | Remind them this activity tracker helps them while they will be cascading the materials to teachers |

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| **Week 4**  **TETE Module 1: Building Routines in English** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |  |
| Welcome and Introductions  Trainer(s): | 9.00 – 9.10 | 1. Entrance tickets (Homework check)  2. After greeting, trainer writes on the board a quote by Benjamin Franklin.***"Tell me and I forget. Teach me and I remember. Involve me and I learn."***  3***.*** Trainer asks their opinions and elicits their answers about the quote. Then trainer asks to write their favorite film to watch as suggestion to their trainer in front of their names. Teacher collects paper. | * PPT 1-2 * Sticky notes |  |  |
| Activity: Four Corners  Trainer(s) | 9.10-9.20 | 1. Teacher explains “four corners” in order to check their knowledge for previous theme. There are words on four corners: Agree, strongly agree, disagree, strongly disagree.  2. Trainer reads statements, and they say their opinions. They prove their opinions. | * 4 Corners Papers |  |  |
| Trainer(s): | 9.20-9.25 | 1. Introduce objectives on the board. By the end of the workshop participants will be able to   * describe the importance of building routines in English; * practice using different routines in daily classes; * demonstrate using anxiety-free routines in English classes.   (Teacher models making a foldable and gives instructions how to fill it)  The day 3 aims to:   * describe the importance of building routines in English; * practice using different routines in daily classes; * demonstrate using anxiety-free routines in English classes. | * PPT 1-2 * A whiteboard |  |  |
| **Greeting poem**  Trainer(s): | 9:25  9:45 | 1. Trainer introduces a poem to greet with each other:  **Good morning, friends. How are you?**  **I am fine. what about you?**  **Today we are here to pair,**  **Discover the world with sharp brains**.  2. Funny Labyrinth  Teacher asks some students to sit in a row and some of them in labyrinth room. They go by the words hung on the desk and find their classmate and greet by clapping their hands as hi- five time. And who finds more classmates or meets will be winner or we can modify as a classroom routine to find questions and answer for guardians in the labyrinth.  3. Follow-up questions:  Prior knowledge is activated (brainstorming what they already know about building routines)  What is your favorite classroom routine that you regularly use when teaching? What part of the class do you use this routine - in the beginning, when transitioning, or at the end of a lesson? Why is it your favorite?  What do you do to involve your students in the daily routines in your classroom? | * Small pieces of papers showing directions and questions |  |  |
| Video Presentation  Trainer(s): | 9.45 –  10.20  10.20-10.30 | 1. Video 1. Start up language routines  (Monitoring/Scaffolding/Take notes to foldable)  2. Mini lecturing about routines  3. Trainer puts a video by Dr. Shin who explains types of routines. Ask them to write a foldable while watching. Divide them into 4 groups with colorful sticks.  4. Monitor them and ask them to write summary in a sentence with their group.sk to read their summaries.  Break | * PPT 6-10 * **Overview of Building routines** * handouts |  |
| Do Now &Wrap up.  Trainer(s) | 10.30-11.00 | 1. Video 2. Do Now & Wrap up.  2. Trainer shows the second video to introduce some best strategies of questioning.  3. Participants identify how to set up some language routines for your daily or weekly lesson activities  4. While watching, they take notes to complete anchor chart. Trainer scaffolds how to complete the chart. | * PPT 11-13 * handout * Video 2 |  |  |
| Activity: Jigsaw Reading  Trainer(s): | 11.00-11.55  11.55-12.15 | 1. Trainer distributes article related to the theme and asks them to choose colorful paper and to find their group.  2. They will find their groups, then trainer asks participants to count 1-4 numbers and asks to read article in their home groups and discuss with their expert groups parts of article assigned to them. Then they complete the given 5 sentences with each group member’s summary from their expert group conclusion.  Break | * PPT 13-15 * handouts * Article 2 |  |  |
| Activity: Student Routines  Trainer(s): | 12:20  12:40 | 1. Participants work in groups to demonstrate how they organize language routines. |  |  |  |
| Activity: Speaking fluency  Trainer(s): | 12:40  13:00 | 1. Trainer asks participants to say A, B and puts them in a line they will retell the article each other. First A pairs to B pairs, then B pairs to A pairs retell. | * PPT 15-16 * Handouts * Article 2 |  |  |
| PQP-Praise, Question, Polish  Trainer(s): | 1.00-1.15 | 1. Trainer asks participants their feedback about the training and what would they change. |  |  |  |
| Assess performance  Trainer(s): | 1.15-1.20 | 1. Participants do “Daily mingling” on 3 important questions about theme.   * Which of the suggested routines do you think can be adaptable to your teaching context? Why and why not? * How did the other teacher use it and what made this routine effective? * How do you plan to apply them into your daily instructional routine? | * PPT 17 * Handouts with questions |  |  |
| Anchor chart completion  Trainer(s): | 1.20-1.30 | 1. Based on what they learned, they should create a new or adapt an existing classroom routine you would like to use regularly in their current teaching context. Briefly describe who their learners are, when would you use this instructional routine, and why they believe it would be effective | * PPT 18 * Their anchor chart worksheets |  |  |

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| **Week 5**  **TETE Module 2: Giving Clear Instructions** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.02 | 1. Give a general welcome to the 4th week workshop. | * PPT |  |
| Today’s Objectives  Trainer(s): | 9.02-9.05 | 1. Present the objectives for week 4.   By the end of the workshop participants will be able to  - describe the features of good teacher talk, use several modeling strategies,  - write and practice speaking effective teacher talk for your lessons,  - reflect on how to prepare a teacher talk  - share a sample teacher talk using an activity. | * PPT |  |
| Activity: **Stand Up / Sit Down**  Trainer(s): | 9.05-9.25 | 1. Introduce the **Stand Up / Sit Down** 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. Discuss the directions for the activity.   1. Listen to and/or read each statement. If it is true for you, stand up. If it is not true for you, sit down.  2. Look around so you can learn new information about your colleagues.  3. EXTENSION: Ask follow-up questions to people near you.   1. Model the activity with these statements.   1. I live in the United States.  2. I have taught English for more than 25 years.  3. I have a pet.   1. Monitor and assist with 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!)   Emphasize the importance of giving instructions while doing activities such as these. | * PPT 17-20 | At first give very long instructions. Then make your instructions shorter. At the end of the activity discuss the importance of instructions in students’ task fulfillment. |
| Activity: **Review of articles given to read at home**  Trainer(s): | 9.25-9.50 | 1. Give participants 5 minutes to discuss in pairs what they have got from the article 2. Discuss with participants how instructions are important. 3. Ask participants to share out as time allows. | **Article** [10 Tips for Giving and Checking Instructions in an ESL Classroom](https://www.google.com/url?q=https%25253A%25252F%25252Fwww.eslbase.com%25252Fteaching%25252Fgiving-checking-instructions&sa=D&sntz=1&usg=AFQjCNG-OZOLa5alIFw9WctsIZHapuDmIg) by Sue Swifthttps://www.eslbase.com/teaching/giving-checking-instructions | Starting from week 2 we give them an article to read at home. Participants come and discuss articles they have read. |
| Presentation of new topic (Giving clear instructions)  Trainer(s): | 9.50-10.20  10.20-10.30 | 1. Demonstrate two videos about giving clear instructions and teacher talk. 2. Discuss with participants the overall meaning of the videos and elicit ideas on the board   Break | * <https://youtu.be/1sNEHr5uczE> * <https://youtu.be/F4RfqykJ6r8> |  |
| Activity: **Wall reading**  Trainer(s): | 10.30-11.20 | 1. Put participants into pairs (you may ask them to work with their elbow partner). 2. Distribute cards to the pairs. Ask them to stand up and go to different parts of the room and read the article. 3. Ask pairs to find answers to the questions which are in their cards. 4. When each pair finishes, have them discuss all the questions. After whole class discussion, participants may ask follow-up questions | * Handouts with article [The Movable Class: How to Class-Manage for More Active and Healthful Lessons](https://www.google.com/url?q=https%25253A%25252F%25252Famericanenglish.state.gov%25252Ffiles%25252Fae%25252Fresource_files%25252Fthe_movable_class_-_kevin_mccaughey.pdf&sa=D&sntz=1&usg=AFQjCNEL60F1xzM-uSeSNa_WXG_g-DBNxw) by Kevin McCaughey * <https://americanenglish.state.gov/files/ae/resource_files/the_movable_class_-_kevin_mccaughey.pdf> | Print different parts of this article on different separate paper sheets and stuck them on the walls of the classroom. |
| Activity: **Find what’s wrong with instructions**  Trainer(s): | 11.20-11.40 | 1. Introduce the activity 2. Give handouts with instructions and they need to correct the common mistakes in instructions. 3. Ask participants to share other ideas. | * **Article 1:** [Common Mistakes in Teacher Talk](https://drive.google.com/file/d/1ajcf33ZPplD5laOkPP1LIMKM0AIR5j5i/view?usp=sharing) by Hyunsun Chung and Woomee Kim | Print the article in several copies, cut only those part where the examples of instructions |
| Activity(energizer): **1-2-3 Reorganize**  Trainer(s): | 11.40-11.55  11.55-12.15 | 1. Divide the group in half and organize your team so they are standing in two lines facing each other. 2. Announce a category (e.g., first name). 3. The team organizes themselves alphabetically by first names as quickly as possible. 4. The winning team is the one that organizes themselves the quickest! 5. Keep the game going for as many categories as you like. 6. Category suggestions: birthday (chronologically), birthplace (alphabetically or geographically), height, formal job title, countries visited in their lifetime (numerically) and so on... 7. Ask participants to share other ideas.   Break | * None | If time allows you may have this energizer with different categories |
| Activity: **Write an instruction and perform**  Trainer(s): | 12.15-1.05 | 1. Put participants in pairs, ask them to write instructions to particular activity from textbooks. 2. Have participants perform instructions. Other groups assess them through Thumb up/down or walking to Good/Bad sides. 3. Monitor and assist with the activity. | * Any activities taken from English Textbooks grades 9-11 | Choose any activity from school textbooks grades 9-11 |
| Activity: **Feedback session**  Trainer(s): | 1.05-1.15 | 1. Summarize and provide group feedback to the pairs’ feedback 2. Ask participants to share other ideas. | * None | Focus on main (possible) errors made by participants in the previous “Instruction writing” activity |
| Activity: **Fluency line**  Trainer(s): | 1.15-1.25 | 1. Tell participants to stand up & form 2 lines facing each other. If you have an even number of trainers, you can have a trio at one end.  2. Tell them "I am going to give you 1 minute to talk to the person in front of you about what you have learnt today"  3. Set a timer & let participants carry out the activity. Walk around to monitor & assist if necessary.  4. When the timer goes off, tell the person at the end of one line to rejoin her line at the other end while the rest of her line moves over to make space for her. Everybody should have a different partner. If you have an even number of trainers, get 2 trainers to move to the other end.  5. Tell them: «Again, I will give you 1 minute to talk to the person in front of you about what you have learnt today. This is a repetition, so you need to speak better and add more information."  6. Repeat the activity 2-3 times as necessary. Clap your hands & say, "Good job, everybody! Now return to your seats!" | * None | This is a good activity for summarizing the materials learnt |
| Activity: **Completing “Activity tracker”**  Trainer(s) | 1.25-1.30 | 1. Ask participants to fill in their Activity Tracker.  2. Give one article related to next week’s workshop to read at home. | * Participants’ Activity tracker handouts * Printed handouts of the article [Exploring Teacher Questions and Feedback](https://www.google.com/url?q=https%25253A%25252F%25252Fwww.birmingham.ac.uk%25252FDocuments%25252Fcollege-artslaw%25252Fcels%25252Fessays%25252Flanguageteaching%25252Fsuter1.pdf&sa=D&sntz=1&usg=AFQjCNH1om0_axGEBBzfQInatCXiAC2A-Q) By Christoph Suter | Remind them this activity tracker helps them while they will be cascading the materials to school teachers |

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| **Week 6**  **TETE Module 3: Effective Questioning & Answering Strategies** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | 1. Give a general welcome to the 5th week workshop. | * PPT |  |
| Today’s Objectives  Trainer(s): | 9.05-9.10 | 1. Present the objectives for week 5.   By the end of the module, participants will be able to:  -understand how to form and give effective questions to check comprehension and increase students’ learning  -use appropriate teacher talk for choosing and using effective questions depending on different learning goals  -elicit students’ answers by giving effective questions | * PPT |  |
| Warm-up activity:  Great wind blows activity  Trainer(s): | 9.10-9.25 | 1. Participants will be given a range of questions about their personal and professional lives so they will wave instead of answer. They feel how it feels joyful when movements and TPR takes place in language learning  Questions number can be increased until 15 |  |  |
| Activity: 5 Ws  Trainer(s): | 9.25-9.40 | 1. Five w questions. Instructors give questions and elicit answers from each other. |  |  |
| Activity Tracker/Foldable  Trainer(s): | 9.40-9.50 | 1. Remind participants to keep track of activities in their foldable or activity tracker.  2. Participants can keep filling tracker all the session instead of foldable. It depends on trainers whatever they choose. Handout with following sections will be provided in printed form:  Activity b) what did we do? C) How did we do? E) Why did we do? F) How can I adapt it? |  |  |
| Activity: Q & A  Trainer(s): | 9.50-10.05 | 1. Stimulate participants’ beliefs in using effective questions while teaching children with these questions:  ● Do you check your students’ understanding?  ● How often do you give HOT/ISQ questions?  ● What do you think about giving the whole challenging or triggering questions?  ● Which types of questions do you know that serve as effective stimulating tool to speak up?  ● How would you teach students answer properly?   1. Elicit answers from participants. Effective questions also save time, aids to teachers to scaffold, bring mutual understanding and turning students to right paths in catching up topic. |  |  |
| Video Presentation & Comprehension Check  Trainer(s): | 10.05-10.20  10.20-10.30 | 1. Watch the video.  2. Ask comprehension questions using thumbs up/down:  a) HOT questions are higher order thinking questions which help to think critically  b) True false questions are the version of comprehension checking questions  c) comprehension checking questions are needed to give extra information about topic  d) we use questions to initiate discussions  e) questions may help to generate group works  f) giving questions and eliciting answers can be done without any strategies  Participants will model in some activities the response TPR or others when needed. Tue-false question list can be prolonged according to the plans of presenters  Break | * Computer * LCD screen * Speakers * Internet * Blackboard | https://www.youtube.com/watch?v=TMGRuuhiCBU  https://sites.google.com/view/mason-tete/webinar-recordings |
| Activity: Q & A Activities  Trainer(s): | 10.30-11.25 | 1. Introducing activities which help most to pro-pose effective questions and give proper answers very quick: Guiding Artist, Poster making, 3-2-1, true-false, digital storytelling, warm-ups, ice-breakers, collaborative mind mapping, find some-one who, concentric circle, anchor chart application activity, give one get one info gap activities, bingo, mingle, turn and talk, peer tutor, interview, project work, brainstorm and so forth.  2 Give participants an opportunity to participate in one or two of these examples. |  |  |
| Activity: Info Gap  Trainer(s): | 11.25-11.55  11.55-12.15 | 1. After filling-during discussion answers, participants will be asked to reflect on questions they are composing. They will be asked some ISQ or HOT questions in order to evolve deeper reflection.  Break | Info Gap Handout |  |
| Activity: Silent Video  Trainer(s): | 12.15-12.30 | 1. Instructors will watch the silent video from the TETE group website. They will give speech to silent video. They learnt new technique, plus they will give extra questions belonging to them. | Computer  LCD screen  Speakers  Internet  Blackboard |  |
| Activity: Creating Questions for Textbook Activities  Trainer(s): | 12.30-1.00 | 1. Creating questions for textbook activities.  · Trainers will check comprehension of teachers by giving extra questions and asking repeating instructions.  · Trainers will provide feedback either after each activity or at the end of the session overall.  · Giving effective questions and answers, playing roles abilities will be graded according to certain clear rubrics. |  |  |
| Infographic Feedback  Trainer(s): | 1.00-1.20 | 1. Feedback is given for participants’ content of info graphics.  (P-Q-P by other groups) Oral and general feedback  They will be praised in each participation. | * Infographics |  |
| 3-2-1 Exit Ticket  Trainer(s): | 1.20-1.30 | 3 Things you learned from the module  2 Strategies for giving Feedback  1 question you still have |  |  |

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| **Week 7**  **Module 4: Checking Comprehension and Giving Feedback** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | Give a general welcome to the Week 6 workshop. | PPT |  |
| Activity: **Ask and switch**  Trainer(s): | 9.05-9.35 | Introduce the **Ask and switch** activity. Tell participants the purpose is to increase interaction among the participants.   1. Discuss the directions for the activity.   1. Each participant takes small sheet of paper and writes a question related to the article which was given as a home reading on one side and the answer to the question on the other.  2. Participants get up out of their seats and walk around the room.  3. They approach a partner and ask their partner to answer the question.  4. The partner asks his or her question and the first participant answers.  5. The two participants then switch cards and go to find a new partner.  6. Model the activity.  7. Ask them ICQ about what they need to do in the activity: “*Who is going to ask a question now? Who is going to answer? What will you do next? What will you do when you switch your papers?”*   1. Give participants 5 minute to ask/answer. During the activity monitor and take notes of participants’ answers. 2. After Ps take their places, ask them some interesting answers they got in the interactive activity they have just had. 3. Brainstorm comprehension check strategies. 4. Introduce several strategies which are not mentioned. 5. Give participants time to take notes into their foldable. | Article: Progress check. [https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource\_files%2Fpromoting\_learner\_engagement\_week\_3.pdf&sa=D&sntz=1&usg=AFQjCNF3DixkkHRcvVPQZiMhzbGNq4GMbA](https://www.google.com/url?q=https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf&sa=D&sntz=1&usg=AFQjCNF3DixkkHRcvVPQZiMhzbGNq4GMbA) |  |
| Today’s Agenda and Today’s Objectives  Trainer(s): | 9.35-9.40 | Present the objectives for week 7.   * Understand what to do after tasks or lessons to check comprehension and increase students’ learning * use appropriate teacher talk for feedback depending on different learning goals * correct students’ errors with different feedback strategies | * Board, projector |  |
| Activity: KWL Chart  Trainer(s): | 9.40-10.00 | 1. Hand each participant a black sheet of paper. 2. Ask participants to fold it into 3 parts 3. On the left side write K, in the middle write W, and on the right write L. 4. Explain that K in what I Know, W is what I Want to Know, and L is what I learned. 5. Give participants 3 minutes to write down what they Know about checking comprehension and giving feedback 6. Give participants 3 minutes to fill in what they want to know about checking comprehension and giving feedback. 7. Tell participants they will fill in Learn at the end of the workshop. | * paper |  |
| Activity: Video True/False  Trainer(s): | 10.00-10.20  10.20-10.30  10.30-10.50 | 1. Demonstrate a video about whole class formative feedback. 2. Distribute True/False handout for each participant. 3. Model how to use the handout.   Break   1. Read the statements and ask the participants to raise their handouts after each statement.   Statements:   * Formative feedback is used by teachers to help students reflect on their performance and   mistakes they have made. (True)   * Whole class formative feedback takes a lot of time than individual feedback   but still be effective. (False)   * To encourage students to speak out more and build confidence in their English communication skills you should avoid correcting mistakes of individual students and focus on the   meaning of students’ communication. (True)   * Formative feedback includes correction of common student   errors. (True)   * Providing formative feedback is helpful for students only. (False)  1. Discuss with participants possible reasons why trainer used **True/False activity** after video presentation. (to *check comprehension)* 2. Give participants time to take notes into their foldable. | * **Module 4 Video 1.** **Whole class formative** assessment.   <https://youtu.be/sfJmK2_tOEs>   * T/F handout   Рисунок 1 |  |
| Activity: **Turn and talk**  Trainer(s): | 10.5011.20 | 1. Demonstrate a video about anxiety-free corrective feedback. 2. Introduce the activity **Turn and talk** to participants. 3. Pair them. 4. Ask them to practice giving***leading feedback*** to each other. 5. Signal to start. 6. Signal to stop. 7. Ask them to practice giving ***encouraging self-correction feedback*** to each other. 8. Signal to start 9. Signal to stop. 10. Ask them to practice giving***positive feedback*** to each other. 11. Signal to start. 12. Signal to stop. 13. Give participants time to take notes into their foldable. | * **Module 4**   **Video 3.**  **Anxiety-free corrective feedback**.  <https://youtu.be/YoK6lIKnE4Y> |  |
| Activity: **Act out situation.**  Trainer(s): | 11.20-11.55  11.55-12.15  12.15-12.45 | 1. Demonstrate a video about feedback strategies beyond error correction.  2. Divide the participants into groups of four.  3. Ask them to act out the situation: ***“Teacher corrects a student’s mistake using one of indirect feedback strategies: give a pause, recast, requesting clarification”.***  4. Give time to work in groups.  5. Monitor.  Break  6 Tell participants they will now present their situations.  7. Announce timing for each group presentation.  8. Signal to start.  9. After all groups have presented their situations, give formative feedback.  10. Discuss with participants: “*What I have done after your group presentation? Did I give individual feedback to each of you? Was my feedback anxiety-free? How did I correct your mistakes?”* | * **Module4. Video 2. Feedback strategies beyond error correction**.   <https://youtu.be/QXs-QVGqKBA> |  |
| Activity: Foldable  Trainer(s): | 12.45-12.55 | 1. Give participants time to take notes about the Act Out activity in their foldable. |  |  |
| Activity: Classroom Application Turn & Talk  Trainer(s): | 12.55-1:10 | 1. Ask participants to think of one lesson they often teach.  2. Ask them to write down how they checked comprehension and gave feedback in the past.  3. Ask participants to write down how they will give feedback in the future for that lesson.  4. Put participants into pairs. Have them share their ideas in a turn and talk. | * paper |  |
| Activity: KWL Chart  Trainer(s): | 1.10-1.20 | 1. Ask participants to fill in the Learned part of the KWL chart.  2. Share what they learned in their table groups. | * KWL chart |  |
| Exit ticket.  Filling **GOTs and NEEDs.**  Trainer(s): | 1.20-1.30 | 1. Introduce **GOTs and NEEDs** to participants.  2. Elicit the sample one.  3. Ask participants to fill in the GOTs and NEEDs before they leave the room.  4. Give one article related to next week’s workshop to read at home. | * GOTs and NEEDs handout |  |

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| **Week 8**  **Modules 5 & 6: Increasing Classroom Interaction & PTRA: Plan, Teach, Reflect, Adjust** | | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** | |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | Give a general welcome to the Week 6 workshop. | PPT |  | |
| Activity: **Concentric circle**  Trainer(s): | 9.05-9.15 | Introduce the **Concentric circle** activity. Tell participants the purpose is to increase interaction among the participants.   1. Discuss the directions for the activity.   1. Stand in 2 circles: one inside and one outside. Each participant must have one partner facing each other.  2. Talk about what you have learned in previous workshops and what you have already applied in your lessons.  3. When I give you a signal, only inside circle participants speak and participants in outside circle listen and keep in mind what they listened.  4. When I give you a signal, participants in outside circle move one step right. Now Ps in outside circle retell what they have listened from the Ps in inside circle.  5. This is to be continued till I give you a signal to finish talking.   1. Model the activity.  Tell them to move right in inside and left in outside boxes. 2. Ask them ICQ about what they need to do in the activity: “*Who is going to talk now? Who will listen? What will you talk when you switch your partners?”* 3. Give participants 1 minute for each circle to speak. During the activity monitor and take notes of participants’ answers. 4. After Ps take their places, ask them some interesting answers they got in the interactive activity they have just had. |  |  | |
| Today’s Agenda and Today’s Objectives  Trainer(s): | 9.15-9.20 | 1. Present the objectives for week 7.  * describe the importance of student-to-student interaction in a language classroom * examine and use a variety of effective activities that promote meaningful interaction in a classroom * share different communicative activities that are effective for English learners * plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms * design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up | * Board, projector |  | |
| Stimulate recall of prior learning  Trainer(s): | 9.20-9.40 | Ask participants some questions from articles they are supposed to read at home.  Elicit ideas about how to have more interactive lessons. Write key ideas on the whiteboard so that Ps could write them down into their notebooks. | * PPT 8–9 |  | |
| Activity: **Find Someone Who . . . + Bingo**  Trainer(s): | 9.40-10.00 | 1. Introduce the **Find Someone Who . . .** activity. Tell participants the purpose of the activity is to gather information about students and help them learn about one another. 2. Direct participants to the **Find Someone Who . . .** handout. 3. Discuss the directions for the activity. Model the activity.  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.   1. Model the activity by asking participants about the first and last box and filling in your own chart: \* I have traveled by train. \* I want to travel to space. 2. Monitor and assist with the activity. 3. Do an informal survey to find out how many boxes participants filled.   Have participants share out any interesting information they learned about other people. | * **Find Someone Who . . .** handout |  | |
| Activity: **Guiding Artist**  Trainer(s): | 10.00-10.20  10.20-10.30 | 1. Introduce the **Guiding Artist** activity. Tell participants the purpose is to increase student-to-student interaction in the classroom. 2. Show participants a video of Guiding Artist instruction. 3. Discuss the directions for the activity.   1. Each participant chooses a photo with a simple scene.  2. Once they have chosen their photos to describe, pair them up with a partner who is sitting near them. In each pair, designate participants as Student A and Student B.  3. Give each participant 5 minutes to describe their picture to their partner.  4. After participant A finishes his/her job, they switch their roles.  5. After the description of pictures/photos, the participants compare their drawings with the original images.  Discuss the whole process with participants: tell them the importance of **monitoring, scaffolding** and **taking notes** of mistakes while observing the learners on task.  Break | * **Photos, pictures** * **Video** | In Guiding Artist activity, participants should not show their photos to their partner;  If possible, have them sit back-to-back.  Monitor, scaffold, take notes | |
| Mini lecture on **Plan, teach, reflect, adjust**  Trainer(s): | 10.30-11.00 | 1. Demonstrate two videos about writing good objectives and sequencing activities.  2. Inform participants of CAMEOS principle in setting objectives.  3. Discuss some ideas about what makes a good lesson plan. | * **Video** * **PPT** | Participants are informed of the importance of lesson planning, putting objectives, sequencing the activities, 6-step lessons | |
| **Preparation** of a 6-step lesson plan  Trainers: | 11.00-11.55  11.55-12.15 | 1. Participants are put into groups.  2. They are given learner autonomy; thus, they can choose whatever the class and the theme can be.  3. They prepare a 6-step lesson plan out of what they have learned.  Break | * **Textbooks** | Scaffolding is provided if any help is needed | |
| **Presentation** of a 6-step lesson plan  Trainer(s): | 12.15-1.05 | Participants demonstrate their lesson plans in groups.  Participants are given learner autonomy: they can perform the lesson process, present the lesson orally, in a Power Point presentation, etc. | * none |  | |
| Activity: **PQP**  Trainer(s): | 12.15-1.05  (same as above) | 1. Introduce **PQP** feedback.  When one group is presenting their lesson plans, the other participants should write feedbacks using PQP. | * **PQP** handout | PQP feedback is given at the time of presentation. While one group presents, the other writes feedback. | |
| Activity: **Scavenger Hunt**  Trainer(s): | 1.05-1.20 | 1. Introduce the **Scavenger Hunt** activity. Tell participants the purpose is to introduce new vocabulary related to the 6 Ps. 2. Direct participants to the **Scavenger Hunt** handout. 3. Discuss the directions for the activity.   1. Look at the vocabulary word in each box on this paper.  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.   1. Model the activity.  Do 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?* 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Have participants check the PPT for suggested meanings and answer any questions they have: \* EFL – English as a Foreign Language   \* TESOL – Teachers of English to Speakers of Other Languages \* exemplary – excellent, model, very good, perfect \* principles – truths, beliefs \* community of practice – a group of people who do the same thing and work together to do it better \* resources – tools, materials, supports  \* learners – students \* conditions – situations, environment, circumstances \* lesson delivery – how teachers present a lesson \* adapt – change, adjust, modify \* create – make, develop, design \* design – plan, create, make \* monitor – observe, watch, check \* assess – evaluate, determine, judge  \* engage – participate in, join in \* collaborate – work with, cooperate with | * PPT 3–6 * **Scavenger Hunt** handout |  | |
| Activity: **Completing “Activity tracker”**  Trainer(s): | 1.20-1.30 | 1. Ask participants to fill in their “Activity tracker”.  2. Give one article related to next week’s workshop to read at home. | * **Activity tracker** handout | | Remind them this activity tracker helps them while they will be cascading the materials to teachers |

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| **Week 9**  **TETE Modules 7 & 8: Textbook Activities / Visually Stimulating Tasks** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Welcome and Overview  Trainer(s): | 9.00-9.05 | 1. Give a general welcome to the 9th week workshop. | * PPT |  |
| Entrance Ticket | 9.05-9.15 | 1. Participants will write about their expectations of the workshop. |  |  |
| Activity: Textbook Picture | 9.15-9.35 | 1. Choose a picture from the textbook and project it on the board.  2. Ask participants what they see in the picture.  3. Ask participants to think of 2 activities they could do with the picture.  4. Put participants into pairs to share their ideas. | * picture * PPT |  |
| Today’s Objectives  Trainer(s): | 9.35-9.45 | 1. Present the objectives for week 9.   By the end of the workshop, participants will be able to:  • analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions  • use textbook, ancillary materials, and other relevant sources to develop effective  communicative lessons/activities appropriate for your learning environment  • understand the importance and positive effects of making learning visually stimulating for language learners  ▪ identify visual tools that work best for your instructional context  ▪ examine how visually stimulating tasks can lead learners through the critical thinking process  ▪ discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips)  ▪ create or reconstruct a language task to become a visually stimulating task | * PPT |  |
| Activity: Four Corners  Trainer(s): | 9.45-10.20  10.20-10.30 | Participants will show their agreement about different statements by standing in four different corners of the classroom  Agree/Disagree/ Strongly agree/Strongly disagree  Prior knowledge is activated (brainstorming what they already know about extending textbooks and creating visually stimulated tasks)  Break | * 4 Corners Papers: Agree, Strongly Agree, Disagree, Strongly Disagree |  |
| Video Presentation: Visually Stimulating Tasks  Trainer(s): | 10.30-11.00 | 1. Creating and facilitating visually stimulating tasks  2. Monitoring/Scaffolding/Take notes to foldable)    3. Mini lecturing about visually stimulating tasks  4. Participants will watch video concerning the topic and complete graphic organizer  5. Give one/get one | * graphic organizer |  |
| Activity: Visually Stimulating Tasks Posters  Trainer(s): | 11.00-11.30 | 1. Participants create posters about visually stimulating tasks. | * posters |  |
| Activity: Gallery Walk  Trainer(s): | 11.30-11.55  11.55-12.15 | 1. Participants will walk around the classroom and get ideas from other group’s posters  Break | * posters |  |
| Activity: Presentations  Trainer(s): | 12.15-1.00 | Participants work in groups to demonstrate how they prepare visually stimulating tasks for their lessons (Recast, clarification, pausing before the mistake |  |  |
| Feedback  Trainer(s): | 1.00-1.15 | 1. PQP (based on rubric)  2. Participants will give feedback to different groups using provided rubric |  |  |
| Exit Ticket & Foldable  Trainer(s): | 1.15-1.30 | 1. Participants will fill ‘3/2/1”  2. Participants will write about:  -3 things they have learnt;  -2 things they found interesting;  -1 thing they’ll imply in their teaching process  3. Participants will complete their foldable with necessary information | * foldable * exit ticket |  |

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| **Week 10**  **TETE Module 9: Facilitating Discussions and Debates** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| Gain attention  Activity: Tower Block  Trainer(s): | 9.00 – 9.20 | 1. Experiential activity “Tower block”  (Homework check)  One member of the group starts the conversation with a statement or question about the topic. Topic can be prepared in advance. The goal is to keep the conversation going until no one has anything else to say. Each member will add a cube to the tower for contributing to the conversation | Blocks, cubes | This conversation-based discussion activity gives the opportunity to negotiate meaning and encourage one another to stay on the same topic.  This activity can also be used as a formative assessment. At the end of activity, you can see whose tower is the highest. |
| Inform learners of objectives.  Trainer(s): | 9.20-9.30 | 1. Introduce objectives on the board. By the end of the workshop participants will be able to:  -develop HOT questions  - design how to integrate and manage learning activities  - describe the purpose and benefits of project work | * PPT   <https://youtu.be/FE8wW9jLk3g> | Mini lecture on how to group and engage teachers in Collaborative work |
| Stimulate recall of prior learning: Bucket of Prompts  Trainer(s): | 9.30-9.45 | 1. Classroom vote “Bucket of prompts”  It can conclude from ten to twenty topics to debate, they may be given in textbooks, as well as include by the trainer, related to the problems in your school or hometown.  Input: mentees will write the prompt and drop into the bucket and debate according to evidence and reason. After in groups they will have some time to think about possible solutions to the problem and debate them in front of the class after other participants will pose the question and state the opinion of the question towards their interests. | * bucket * handout | Prior knowledge is activated (brainstorming what participants already know about discussions and debates) |
| Present the content: Debates  Trainer(s): | 9.45-10.00 | 1. Mock debates  2. Typical debates consist of:   * Opening statement * Present claims * Support with reason and evidence * Counter arguments * Closing statement | * PPT * <https://youtu.be/NBf3pkHwY1Y> (Video 1. Debates in the language classroom) * Graphic organizers (good option to use) | Introduce some ideas for organizing and facilitating debates in the language classroom |
| Guide learning  Trainer(s): | 10.00-10.20  10.20-10.30 | 1. 4- Corners  Agree/ Disagree  (Strongly/ Partly/ Totally)  2. Tell participants the purpose of the activity is to provide a counter argument or a statement of opposition. To conclude, each side presents a closing statement that summarizes their prospective and opinion on the issue.  Break | * agree/disagree posters | Authentic experiences can be created in the classroom that invite and challenge participants to use their target language skills to effectively communicate in discussions and debates with each other.  It will reduce TTT and support a participant-centered approach where the trainer as a guide on the side, rather than the direct and only facilitator of instruction. |
| Elicit the performance  Trainer(s): | 10.30-11.05 | 1. Anchor chart  (providing questions starters)   * Why do you think …? * What’s your opinion of …? * What are some alternatives to …?   Participants work in groups to make their own dialogues and get ready to debate | Handout  PPT (Video 3) **Higher Order Thinking Questions**  <https://sites.google.com/view/mason-tete/module-9-facilitating-discussions-and-debates#h.ka4ucvderqio> | This activity develop higher order thinking (HOT) questions is also a way to advance participants toward more critical thinking and inquiry, which will produce discussions and debates that lead to opposing ideas and opinions. |
| Provide feedback  Trainer(s): | 11.05-11.15 | 1. Discussion and debates  2. A debate is a competition in which two opposing teams make speeches on a particular  topic and motion to support their arguments and contradict the members of the other  team.  A debate in ESL class can be based on a specific topic that has recently been taught,  therefore strengthening language skills and vocabulary but also critical thinking on the part  of the participants.  There should also be a judges’ table made up of 3-4 mentees who will be evaluating the  whole process and assessing each team based on certain criteria. The judges—are the ones who will grade both teams and finally decide on the winner. In other  words, the trainer should play the role of the coordinator, thus allowing participants to feel  independent, comfortable with the process and responsible for following the rules and  guidelines. |  | Some of the criteria which are easy and effective to use are the following:  Clear voice  Clear way to express their arguments  Organized thoughts  Strong opening and/or closing statements  Effective use of argumentative language  Effective use of key language structures  Equal participation of all team members  Strong arguments, well thought-out statements  Effective rebuttal  Respect shown to the judges and the opponents  Teamwork amongst members of the same team |
| Assess performance  Trainer(s): | 11.15  11.30 | 1. Creating open-ended questions   * Did the question stimulate much discussion? Why? Why not?   - How could the question be improved to be a better discussion question?  2. Assessment can be done due to:  Respect time limits and talk only when it is your turn to do so.  Plagiarism is not accepted.  If you have a source, mention it.  You can use your objection cards only once.  Speak clearly and loudly  Don’t look at your cards while speaking. | * Handout | More fruitful are open-ended questions that elicit factual information as well as opinions and differing perspectives. |
| Enhance retention and transfer  Trainer(s): | 11.30-11.55  11.55-12.15 | 1. PQP  (based on rubric)  Break | * Handout |  |
| Gain attention: Stand Up / Sit Down  Trainer(s): | 12.15.  -12.25 | 1. Tell the participants the purpose of use discussions and debate to develop higher order thinking questions that encourage critical thinking in the classroom |  | Explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a classroom discourse community |
| Inform learners of objectives  Trainer(s): | 12.25 -12.30 | 1. Introduce objectives on the board. By the end of workshop participants will be able to:   * Describe the benefits of communicative language teaching through discussions and debates and how to use them in the EFL classroom * Design ways you plan to integrate and manage learning activities that support a communicative approach for language learning | * PPT |  |
| Present the content: Bloom’s  Trainer(s): | 12.30-12.50 | 1. Bloom’s Taxonomy  -create  -evaluate  -analyze  -apply  -understand  -remember  Hive mind activity | * PPT | Students begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion. |
| Guide learning  Trainer(s): | 12.50-13.15 | 1. Micro teaching | * Lesson plan * handout |  |
| Assess performance  Trainer(s): | 13.15-13.25 | 1. Participants will fill “Exit ticket” | Exit ticket handout |  |
| Enhance retention and transfer  Trainer(s): | 13.25-13.30 | Activity tracker completion |  |  |

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| **Week 11**  **Microteaching** | | | | |
| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |  |
| Welcome and Introductions  Trainer(s): | 9.00 – 9.15 | Introducing rubric of the micro-teaching  Participants are told to perform micro teaching for 7 minutes in 4 groups. They practice all what they have learnt from workshops.  Rubric is given to each group:  Creativity-5p  Clear instructions, students’ engagement-5p  A good lesson planning-5 p  Using all six principles-5p | * PPT 1-2 * Sticky notes |  |  |
| Objectives & Agenda  Trainer(s): | 9.15-9.25 | Introduce objectives on the board. By the end of the workshop participants will be able to:   * revise the activities and techniques that RPMs learned during all workshops * conduct the micro-teaching on assigned Unit/ Lesson from a textbook * reflect on own teaching   give feedback to other RPMs | * PPT 1-2 * A whiteboard |  |  |
| Activity Auction  Trainer(s) | 9:25  9:45 | 1. Activity auction.   * Participants brainstorm the activities and techniques that RPMs learned during all workshops   2. Participants are asked to choose certain score from poster and answer questions from easy to difficult ones. They should answer questions to review all materials. | * A poster with scores and questions |  |  |
| Micro teaching  Trainer(s): | 9.45-10.20  10.20-10.30 | There will not be presenting any new module by trainers as participants will conduct micro- teaching based on what they learned.  Trainers monitor groups when they are preparing.  Break | * PPT 6-10   handouts to complete for their teaching reflection |  |  |
| Presentation of lessons  Trainer(s): | 10.30-11.55  11.55-12.15  12.15-1.00 | 1. There will not be guide learning as participants will conduct microteaching based on what they learned.  2. Micro-teaching (group work)  4 groups present their demo lessons one by one.  3. PQP (based on rubric will be provide by CTs)  PQP (RPMs will give Praise, Question and Polish to one another)  Break  4. Continue Microteaching | * PPT 11-13 * PQP worksheets * PPT 13-15 * handouts * PPT 15-16 * Handouts |  |  |
| Assess performance  Trainer(s): | 1.00-1.10 | 1. All participants will reflect on own teaching by reading PQPs given from CTs and peer feedback. | * PPT 17 * Handouts with questions |  |  |
| Post-survey  Trainer(s): | 1.10-1.20 | Trainer distributes survey sheets and asks to complete. | * survey |  |  |
| Portfolio Submission  Trainer(s): | 1.20-1.30 | 1. Trainer asks teachers to say the poem together  You are wonderful,  You are great  Next time  Do not be late  2. They share their impressions about sessions, and they submit their portfolios. | * PPT 18 * Their portfolios |  |  |