**Training Plan Day 5**

*Trainers: This day has several optional sessions and there are not detailed procedures for the sessions. This is to allow you flexibility in meeting the needs of the participants in your course. We have provided guiding questions and objectives and some suggestions to offer support in meeting the overall course objectives in the time allowed. Feel free, as usual, to make adjustments as you see fit.*

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| **Guiding Questions and Objectives** |
| Guiding Questions   * *What do teacher educators need to know and be able to do to help pre-service teachers meet the Algerian teacher competencies in terms of planning for teaching?* * *What is formative assessment? How does it link to the other aspects of teaching and learning we have looked at? How does it differ from summative assessment?* * *What are the principles of adult learning relevant to teacher education?* * *What is a learning-centered classroom? How is it related to what we know about SLA?*   **Objectives**  **By the end of the day, faculty will…**   * Generate guidelines for/articulate what teacher educators need to know and be able to do to prepare pre-service teacher to teach speaking. * Generate guidelines for/articulate what teacher educators need to know and be able to do to prepare pre-service teacher to plan lessons that will help ELL’s develop communicative competence. * Articulate 1) purposes of informal assessment, 2) ways it differs from summative assessment and 3) implications for teacher educators. * Synthesize and articulate understanding of guiding principles and practices of adult learning. |

**Materials:** As determined by trainers.

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| **Time** | **Possible Activities** |
| 20 | **Warm up:** trainers’ choice |
|  | **Possible sessions that could go in this time – to be determined by trainer:**   * **Lesson planning formats:** e.g. student learning objectives, anticipating and addressing challenges. * **Lesson Planning Frameworks for Speaking lessons:** for example, Thornbury’s AAA (Awareness raising, appropriation, automaticity), PPU (presentation, practice, Use with SIT TESOL Certificate descriptions of “ECRIF” for the stages) to expand on what came up when processing the speaking lesson. * **Lesson Objectives:** creating student learning - focused and communicative objectives to expand what has come up when processing sample lessons.   **Important:** An important session in this day is preparing for the Reflective Inquiry session facilitated by Maggie Cassidy. See notes for the last session of the day. Maggie has asked that you also address the dynamics of the group in your email to her so she has an idea about them: openness esp. to reflection and their willingness to listen to each other. Thank you. This will be very helpful. |
| 30-60 | **Process the Sample Session: Teaching Speaking as Teacher Educators –**including sample ELL lesson, Processing the sample lesson (and if done session(s) on lesson planning, LP frameworks and/or objectives.   * Follow ELC to come up with guidelines for *How Teacher Educators can help pre-service teachers plan for teaching so they are developing ELL communicative competence and meet the teacher competencies?* Consider two sets of guidelines: one specific to teaching speaking and the other to planning in general. * Option 1: Fs lead this session of processing with trainers monitoring, Option 2: trainers’ choice **-** you may want to split up teaching speaking and planning in general. |
| Time  TBD | **Formative Assessment**  Trainers’ choice of procedure, but you may find the article on formative assessment by Scott Thornbury useful to have Fs interact with in some way.   * What is formative assessment? * How does it differ from summative assessment? * Therefore, what do pre-service teachers need to do in their ELL classes? What do they need to prepare them for this? * And what do Teacher Educators need to know and do in their teacher preparation courses? (e.g. model and be explicit about formative assessment). |
| Time  TBD | **SYNTHESIS OF WEEK ONE:**  **1. Optional here or later in the week: What is a learning- centered classroom?**  Trainers’ choice of procedure.   * What do pre-service teachers need to know about what the English language learning-centered classroom involves? * What links should they make between the learning centered classroom and what they know about SLA?   **2. What are principles of adult learning?**  Trainers’ choice of procedure.   * What does a learning centered class look like in a teacher preparation course? * What guidelines do teacher educators have to help them plan and deliver effective courses? |
| Time  TBD | **Feedback on week 1**  **(can be done instead on Day 6 if the weekend break is taken on day 7 only)**   * Trainers’ choice of procedure. * Consider including F identify their most significant learning * Consider responding to feedback at the beginning of the next class. |
| Time  TBD | **NOT OPTIONAL: Preparation of Reflective Inquiry session:**  Fs identify concerns, issues, questions they have as they consider applying what  they are learning in their work in preparation  *(Email these by the end of the day to Maggie, who will lead the Reflective Inquiry day:* [*Maggie.cassidy@sit.edu*](mailto:Maggie.cassidy@sit.edu)*.* |