**Training Plan Day 7**

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| **Guiding Questions and Objectives** |
| Guiding Questions   * *How can we employ principles of adult learning and teacher competencies in planning a teacher education session?* * *How might guided planning support the learning of pre-service teachers?*   **Objectives**  **By the end of the day, faculty will…**   * Generate guidelines or a rubric for the design of education sessions. * Design a teacher education session that will help pre-service teachers develop identified teacher competencies and that clarifies the principles or rationale underlying the activities included. * Appreciate the experience of “guided planning” (teacher educator supporting pre-service teachers in class while they plan) and state ways it could be used to aid the learning of pre-service teachers. |

Materials

H/O Designing Teacher Education Sessions: Six Stages

H/O of a Teacher Education session from the course.

NB: The logistics for the F’s presentation of their T Ed plans are not detailed here. Please coordinate with your training partner to figure out how to accommodate the number of people you have.

*The timing for this day is not given. It is left to the trainers to determine.*

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| **Time** | **Possible Activities** |
| 20 | **Objectives and Agenda**  **Warm up:** trainers’ choice |
|  | **Planning a Teacher Education Session**  1. Optional: faculty reconstruct the steps of one or more of the sample teacher education sessions delivered on this course. Provide them with a trainer plan of at least one session.  2. Reflect: Discussion of what the F notice about the plan: be sure to include objectives, stages (i.e. the experiential learning cycle plus feedback) and roles.  3. Trainers work with *Designing Teacher Education Session* H/O.  4. Analyze/Generalize: Why do the sessions follow these steps? What are the underlying principles? What is significant at each step? Consider creation of a rubric (grid with characteristics – *begins with an experience, starts with what they know, focuses on eliciting generalizations, etc* - on one axis and quality – *is fully manifest/demonstrated, is present but not fully developed, not present* - on the other) for each stage.  5. Trainers present the peer presentation assignment. Faculty select a topic from the following to plan and share as a teacher education session:   * Teaching speaking * Teaching grammar * Teaching vocabulary * Lesson Planning * An aspect of SLA   Faculty can work individually or in small groups to plan their sessions depending on the numbers in your group and how you plan to carry out the peer presentations. |
|  | **Guided Planning:**  Faculty work on planning the session with trainers offering support.  **Enough time should be given for the faculty to complete a plan: possibly a full 3 hours, which could give them time to get feedback from some peers and revise before presenting.** |
|  | **Analysis of Guided Planning:** state ways it could be used to aid the learning of pre-service teachers.  Discussion of how Guided Planning could be used in their teacher education courses and ways/reasons it might aid the learning of the pre-service teachers. |
|  | **Review the day**  Trainers focus on the rubric and other significant aspects of the day. Indicate any related articles in the binder or on the website algeriatesol.org if that’s logistically appropriate. |