SESSION OUTCOMES

- I can design support within my summer teacher program that will help teacher participants transfer what they learn into their own classrooms.

- I can structure the microteaching experience for participants in my teacher program to provide specific, actionable feedback on their practice teaching, working toward transfer into their regular classrooms.

The largest struggle for teachers is not learning new approaches to teaching but implementing them.

Studies have shown it takes, on average, 20 separate instances of practice, before a teacher has mastered a new skill, with that number increasing along with the complexity of the skill
(Joyce and Showers, 2002).

Setting the stage for transfer: what is the issue?

Too often, our STARTALK teachers are not transferring what they have "learned" in their teacher-training programs into their classrooms.

Strong Indications of the lack of transfer in STARTALK programs:

1) **STARTALK reports on student programs when the teachers have participated in one, often more, teacher programs but still have big challenges in their teaching practice.**

2) **Results of controlled, on-going observations in a recent coaching pilot sponsored by STARTALK.**

LESSONS LEARNED FROM OBSERVATIONS OF SITE VISITS WHERE MICROTEACHING IS IMPLEMENTED EFFECTIVELY

- Step 1:   Participants share an understanding of effective world -language teaching

- Step 2:   There are ample microteaching opportunities

- Step 3:   Participants reflect on their practice using a rubric/checklist

- Step 4:   Participants receive actionable feedback to improve their practice

- Step 4:   Participants reteach use feedback

What are you doing in your program with microteaching/practice teaching?

- How much time are you devoting to microteaching?

- What does microteaching look like in your program?

- Do you have a protocol and/or a checklist to facilitate the microteaching process? If not, do you know of other protocols or checklists you might use?

THINK-PAIR-SHARE

Essential question: can we refine microteaching to promote transfer?

- How can microteaching combined with targeted reflection and actionable feedback prepare teachers to work independently in their classrooms?

- Is there a protocol and/or a checklist that can facilitate the microteaching process? If so, how can it be used most effectively?

Do we have the same definition of what Microteaching is and should look like?

At your table, discuss what microteaching looks like in YOUR programs.

Microteaching	Practice Teaching
Non-threatening, supportive environment to practice teaching	Experience in an authentic teaching environment
"Teach, critique, re-teach" model	"In-service" training
Receive feedback from peers	Receive feedback from cooperating teacher and university supervisor
Present short lesson segments (3 to 8 minutes) focused on one strategy	Prepare and present daily lessons
Opportunity to try out new theories and strategies	Expectation of participating in all aspects of job of a teacher

THE MICROTEACHING PROCESS
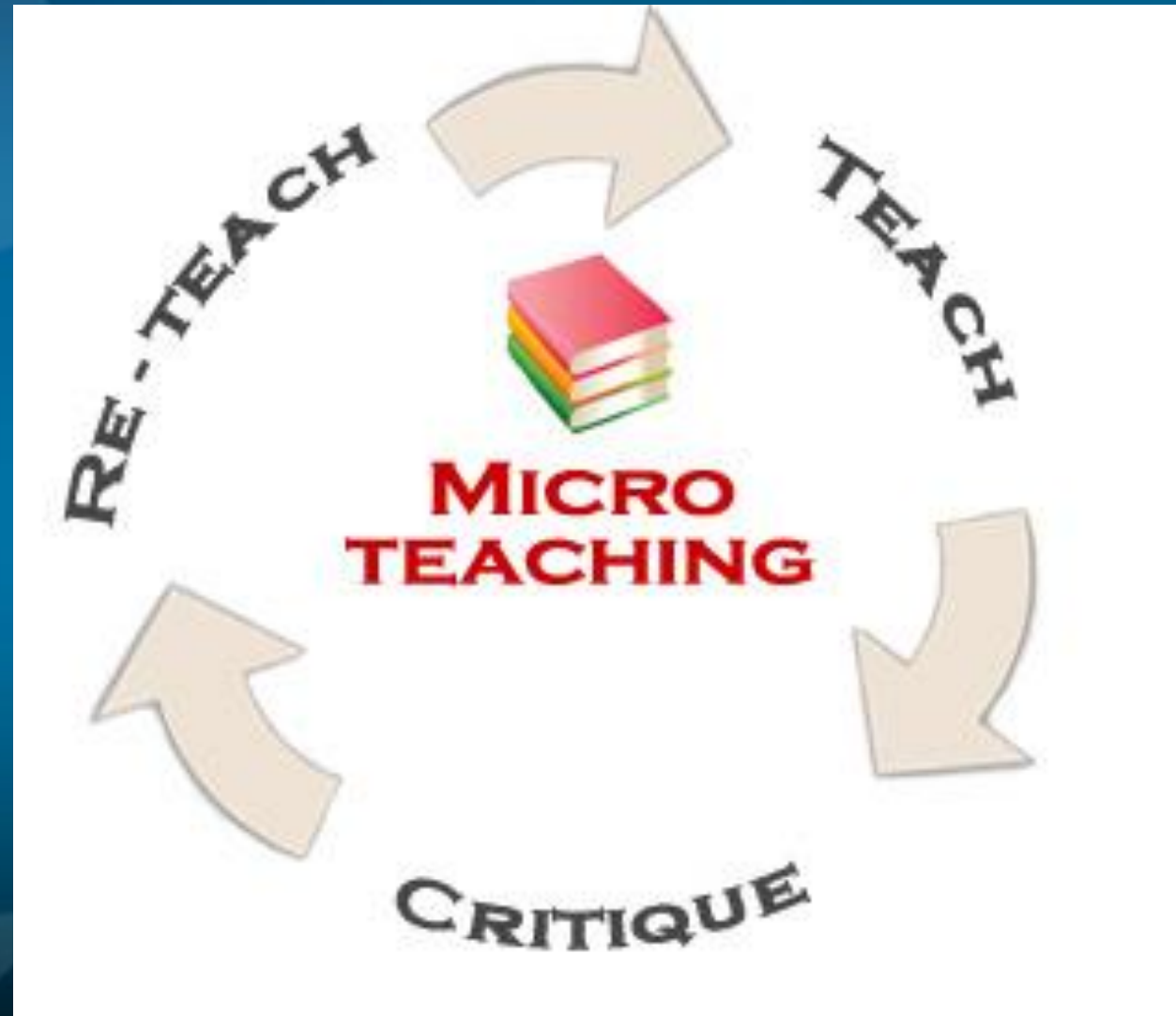
Feedback is the "Breakfast of Champions"

The power of feedback to teachers on what is happening during instruction cannot be overestimated.

"Actionable vs. Not Actionable Feedback"

- I enjoyed my visit to your class. Your students seemed off task during the lesson. The transitions were chaotic and students seemed confused about procedures.

- During independent practice, 7 out of 22 students were off task (heads down, side conversations, drawing). It is important to ensure students have a clear understanding of the task and expectations prior to beginning independent work. Be sure you have the attention of all students when providing directions, have one or two students repeat your directions, and monitor immediately after the start of independent practice to ensure all students have begun to work.

ANALYZING FEEDBACK

- Activity: at your table, work as a small group to analyze the examples of feedback on your handout. Check each example into the Actionable or the Non-actionable columns on your chart. Be ready to explain your choices.

Think About Your Own Program

TIME

Do you allot enough time for the microteaching process?

Are there ample opportunities for teachers to microteach?

OPPORTUNITY

Draft Planning Document: Micro-teaching For Transfer

Evidence of a Learner-Centered Classroom		
	Evidence	**Actionable Feedback**
Learning episodes show a clear connection to the thematic unit outlined in the curriculum. °*The content is cognitively engaging and relevant to the learner.*		
The lesson Can-Do Statements clearly indicate what learners will know and be able to do by the end of the lesson.		

Sample

- Principle: Using the target language and providing comprehensible input for instruction.

- Check list for actionable feedback:
  - You adjusted the rate of your speech and paraphrased to aid comprehension.
  - You used gestures and visuals to aid student comprehension.

Examples of sentence starters for actionable feedback:

- Could you tell me more about…

- What did you want to see happen when…

- It might be helpful to…

- You asked the following questions… How do they cause students to think more deeply and/or produce more language when they respond?

- What would you do if you taught this lesson again?

DRAFT Rubric- Microteaching for Transfer: Operational Teaching Practices

- Choose <u>One STARTALK Principle</u> in the left-hand column that addresses YOUR Program CAN-Dos for your teacher participants. In other words, when your participants do their microteaching, this principle is one you are really going to focus on.

- In the second column, note what you would hope to see in the teaching you are observing.

- Then design actionable feedback you hope to be able to provide to the teacher in your program.

◆ **WHAT** did we learn from this exercise?

◆ **WHY** is it important?

◆ **HOW** does it affect my thinking?

◆ **HOW** is it relevent to my program?

◆ **NOW WHAT?**

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CONCLUSION: How can you learn more about the topics discussed during this session?

- **Microteaching**
  - **An excellent starting point is the STARTLK Teacher Folio resources: -https://startalk.umd.edu/public/resources/teacherfolio**
  - **The TELL Project Tools and Resources**
    - **http://www.tellproject.org/tools/**
  - **Practicing Instructional Skills Through Microteaching. , Maheshwar, 2011https://www.scribd.com/doc/47948472/Practicing-Instuctional-Skills-Through-Micro-teaching**

CONCLUSION: How can you learn more about the topics discussed during this session?

Actionable Feedback

- **Seven Keys to Effective Feedback. Wiggins, 2012**

http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx

- **Actionable Feedback for Teachers: The Missing Element in School Improvement. Feldman, 2016**

https://www.mnasa.org/cms/lib6/MN07001305/Centricity/Domain/44/Feldman%20Actionable%20Feedback%20for%20Teachers.pdf

CLOSURE: Think – Pair - Share

◆Think about 2 new ideas that you learned during this session and how you might implement those ideas in your program this summer.

◆Share your thoughts with the people at your table.

◆Choose one person to represent your table group. This will share 1 important take-away with the whole group.

Think   Pair   Share