

2017 STARTALK Fall Conference

Student-centered Teacher Program Design: Learning How to Walk the Walk

STARTALK Performance Assessment Training Program

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POLL

- Show of hands:
 - Student programs
 - Teacher programs
 - First year STARTALK?
 - 5 or more years STARTALK?

WORKSHOP OUTCOMES

- I can identify learner-centered activities that were used to help meet workshop objectives.
- I can identify learner-centered activities that I can use to help my program participants meet program objectives.

WHY THIS WORKSHOP?

- Facilitating a learner-centered classroom
- Sub-strand: Engaging adult learners
- We will share with you our strategies and activities used to engage the adult learners and ensure that we were providing a learner-centered classroom
- Our program content focus: formative and summative assessment



BACKGROUND

- Teacher training program: STARTALK Performance Assessment Training Program
- Diverse participants: instructors and other staff in STARTALK programs
 - Veterans
 - Pre-service
 - In-service
- 2 weeks of online instruction followed by 2.5 day face-to-face workshop, then more online instruction

PROBLEM OF PRACTICE

Professional development workshop:

- Focused too heavily on delivering program content
- Did not provide enough student-centered activities to ensure engagement and learning of all participants
- Did not allow time for all voices in the room to be heard

OUR STRATEGY AND PLAN

- Decrease the amount of content in the face-to-face workshop
- Increase the number of assessments/check-ins with participants
- Increase time for more in depth discussion and interactions so all voices are heard in the room
- Incorporate student-centered activities to ensure learning of workshop content and serve as models for instruction

STEPS FOR APPLICATION

- Step 1: Brainstormed with Team Leader
- Step 2: Spring Startalk Conference –met with Team Leader and attended sessions on Checks for Learning, student-centered teaching/engagement strategies
- Step 3: Revised workshop content, format, PPT, handouts
- Step 4: Gathered feedback frequently during workshop and adjusted activities/content as needed

LESSONS LEARNED FROM IMPLEMENTATION

- Tip 1 – Make sure that learners have sufficient time to engage with the lesson content
- Tip 2 – Use a variety of interactive strategies and/or groupings to facilitate processing of content and engage all learners
- Tip 3 – Gather frequent feedback/input and adjust instruction as necessary!

BEST PRACTICES

Startalk Endorsed Principles

<https://startalk.umd.edu/public/principles>

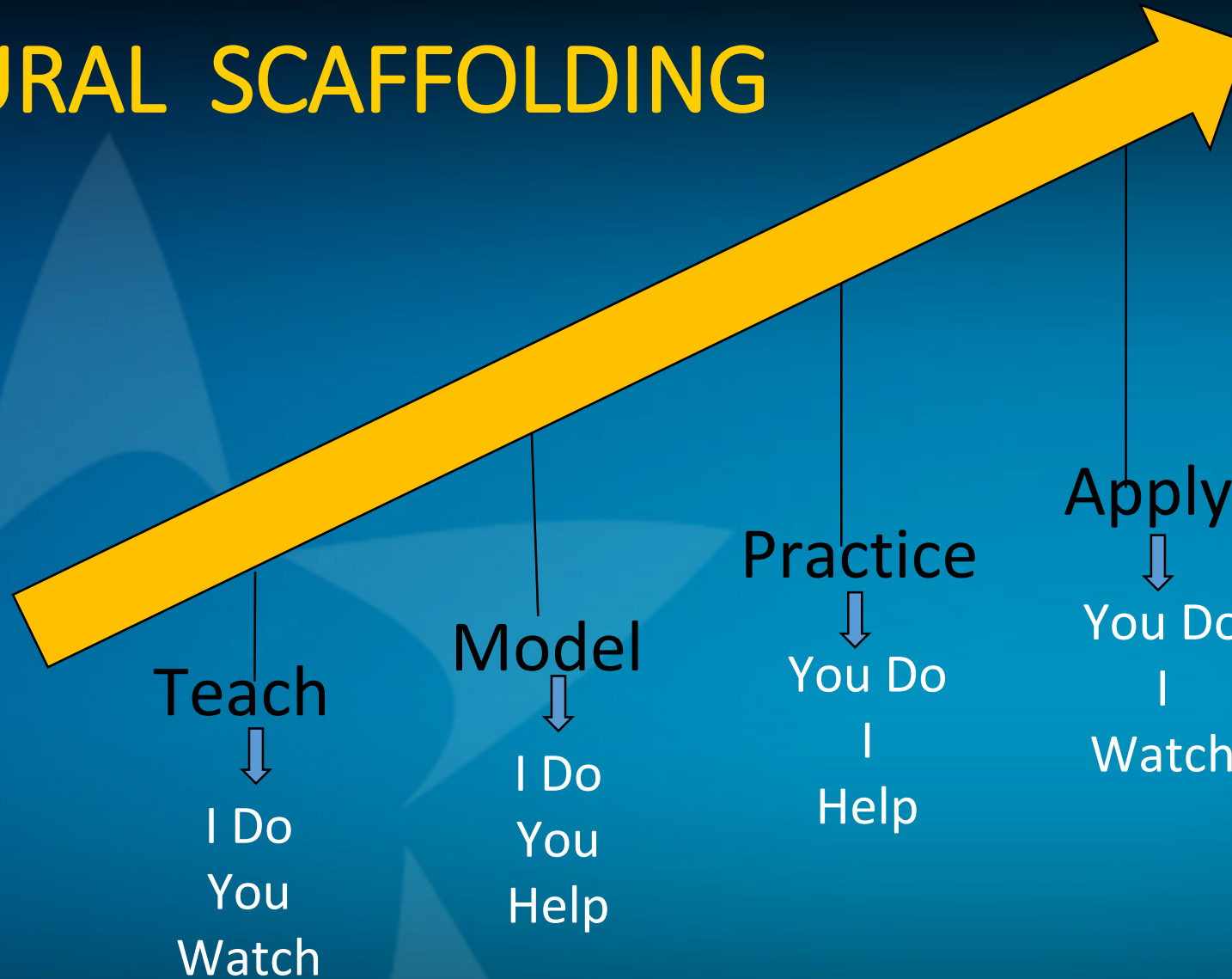
- Facilitating a learner-centered classroom

Checking for Learning

<https://startalk.umd.edu/public/resources/checkingforlearning>

Scaffolding Instruction

PROCEDURAL SCAFFOLDING



Adapted from: Gibbons, P. (2002). Scaffolding language, Scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH; Heinemann Inc.

Marrero-Colón, MB. (2010). The role of vocabulary in ELL instruction: Development of ESL student cohorts. New York Harbor School Staff Development Day. Governors Island, NY.

ACTIVE PARTICIPATION

- You will now engage in a variety of learner-centered activities
- Each activity will be followed by a reflection
- The content of each activity is drawn from our STARTALK program



REFLECTION QUESTIONS

- Do you implement similar strategies/activities in your program?
- What content from your program would you use with this strategy/activity?

MIX AND MATCH

- The instructors will pass out a card to everyone. Each card has a communicative mode on it.
- Your job is to find the other people with your communicative mode and join them at a table. Once you find each other, the instructors will give you a sheet of chart paper. For 5 minutes, you and your group will brainstorm examples of tasks and activities you have done or could do in class using that communicative mode.
- After 5 minutes, each group will share their list with the whole group.



THINK-WRITE-PAIR-SHARE

- Write down one example of an interpersonal speaking task you have used in your classroom or you would like to use.
- Find a shoulder partner
- Share your idea with your partner, and then we'll pick three people to share with the group.



FIX THE BROKEN CLOCK

- Let's do a sorting activity to think about formative proficiency assessment in the classroom. Break up into shape partner groups.
- Each group has received an envelope with the parts of the Classroom Observation Checklist (CLOCK) and a placemat.
- With your group read each information tile, then place them under one of the four categories.
 - Fluency
 - Language Control
 - Vocabulary
 - Comprehension



REFLECTION: ADAPTING SOLUTIONS

- Do you implement similar strategies/activities in your program?
- What content from your program would you use with this strategy/activity?
- At what point in instruction would your students/participants be ready to do an activity like this one?

IMPLEMENTING STRATEGIES

- Challenges: Creating buy-in
 - Decreasing time for content
 - BUT content that isn't processed is meaningless
 - Increased manipulatives and organization
 - Interns and other staff can be tasked with managing the (literally) moving pieces

CONCLUSION – DID WE MEET OUR GOALS?

- I can identify learner-centered activities that were used to help meet workshop objectives.
- I can identify learner-centered activities that I can use to help my program participants meet program objectives.

FOR MORE INFORMATION PLEASE CONTACT US!

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