

LESSON-PLAN DELIVERY BEFORE LESSON-PLAN DESIGN: DEFINING, SEQUENCING, AND
TEACHING THE ESSENTIAL SKILLS OF AN ENGLISH LANGUAGE TEACHER DEVELOPMENT
PROGRAM AT INDUCTION

THE PROJECT

By Joel Hanson

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Capstone Project Facilitator: Trish Harvey
Content Experts: Julia Reimer and Michael Richards

Project Description

As part of a larger induction training handbook, the following three lesson plans are isolated examples of longer training sequences for each of the first three phases of induction training that would transpire over a 12-month probationary period at each school in the 12-school network. The first three phases prioritize the development of lesson-plan performance skills—with existing project-based classes—before learning how to lesson plan. The first lesson plan (see pp. 4-10) is an example of phase 1 training: Basic Lesson Plan Delivery. The second lesson plan (see pp. 11-16) is an example of phase 2 training: Monitoring of and Feedback on Student Performance. And the third lesson plan (see pp. 17-23) is an example of phase 3 training: Reflecting on Instructional Materials and Assessments. Each lesson plan represents only five percent of the training sequence (there would be 19 others) for each phase of teacher development.

After completing the first three 10-week phases of induction training (i.e. by reaching a level of *proficient* for each skill in each phase [see the Trainee Skill Assessment Rubric on p. 24]), an additional six months would be devoted to phase 4 (see Table 1 below): Learning to Lesson Plan. Due to space restrictions and the repetitive nature of this type of instructional skill development, this project is limited to one lesson plan for each of the first three induction phases—that is, one of 20 lesson plans for each induction phase—as well as the excerpts and materials from the project-based course on which the training sequences are based. Each lesson plan contains activity sequences from the same lesson plans that the trainees will do in dress rehearsal before the actual performance with their students the following day. Thus, in preparation for teaching their first 10-week, 30-hour course, the trainees will receive 30 to 35

hours of induction training divided into two 90-minute to two-hour training sessions each week that take place the day before each class. For example, trainees with a class that meets on Tuesday and Thursday evenings will have training sessions on Monday and Wednesday evenings.

In the training sessions, the trainees get ample opportunity to hone their lesson plan delivery while being observed by their peers and the teacher trainer. During observation (which would also include instructional videos of experienced instructors teaching the same lesson plans), the trainees diagnose problems in lesson plan performance, possible causes for those problems, and simple suggestions for improvement. I have also included a Trainee Observation Sheet (adapted from Bambrick-Santoyo's (2016) *Strategies for Coaching*), which the trainees use to guide their observation of fellow trainees in the process of teaching until they have internalized the framework of the observation sheet. In later stages of induction training, the trainees brainstorm for the problems, possible causes, and practical solutions for instructional issues they notice while scrutinizing the teaching performance of their fellow trainees. Additional in-person and video-recorded observations of actual classroom sessions would be scheduled once a week for each trainee with a short 20-minute post-lesson feedback session conducted by the trainer/coach. During the feedback session, the coach would pinpoint specific areas of concern in the lesson (as they relate to whatever skill is being developed in the group training sessions) and ask guiding questions to help trainees notice the problem before devising an action plan to correct it. There would be a fair amount of repetition to the training sequences—that is, until the instructors developed an acceptable degree of automaticity to their instructional delivery and expanded their classroom vision to the point where they could

monitor student group work effectively and clearly discern evidence of student learning.

Developing the improvisational skills to alter their approach whenever an activity does not go as planned would take place during phase 4 training: Learning to Lesson Plan—and as part of the ongoing professional development that would follow induction training. The basic training logistics described in the previous two paragraphs would be shared with the trainees on the first day of their training.

Summer course	The Elements of Effective Teaching and Learning	2 weeks	Component 2b
Phase 1	Basic Lesson Plan Delivery	10 weeks	Component 2a, 2c, 3a
Phase 2	Monitoring of and Feedback on Student Performance	10 weeks	Components 2b, 2d and 3b, 3d-e
Phase 3	Reflecting on Instructional Materials and Assessments	10 weeks	Component 2e, 3c
Phase 4	Learning to Lesson Plan	20 weeks	Component 1a-f

Table 1: Type, duration, and components of phases 1-4 of induction training

Three Lesson Plans for the First Three Phases of Induction Training

Phase 1: Basic Lesson Plan Delivery

Lesson plan 1 for teaching component 3a: Communicating with Students

Lesson plan duration: 90 minutes

[Lesson plan materials](#) (Click on the link to access the materials.)

Lesson plan context:

The opening activity is designed to expose the students to the kind of texts they will be producing at different points of the course using similar texts about American economics, laws, culture, and history as a model. In order to facilitate student movement during the activity, increase student engagement by simulating the experience of entering a museum, and prepare the students for the kind of mingling activities they will engage in throughout the course, the

texts are placed on the walls of the classroom and all the chairs are removed. Each of the 18 texts contain a few discussion questions beneath it which are intended to generate the kind of thinking the students will need to replicate when they begin to consider their imaginary country design in small groups and create their own version of these texts.

For example, in preparation for designing their own budget (at least in describing and rationalizing what three things they plan to spend the most money on), text number 5 (see **Int 3 Day 1 Texts**) is a pie chart of the American government's discretionary spending for fiscal year 2015. Beneath it are four discussion questions: What does the US government spend the most money on? Do you think that amount is appropriate? What conclusions can you draw from the US budget? If you controlled the budget of a country, what three things would you spend the most money on? Why? Students work in groups of three and use the first half of the 80-minute lesson moving around the room in a desultory fashion, aside from visiting six required texts, like they would if they were in a museum and had no specific plan for moving through the exhibits.

When the activity is over, the students take turns sharing three interesting things they learned about American history and culture and government that they did not know at the beginning of the class before the teacher tests their knowledge in an open-class quiz show format about specific aspects of the texts that will be relevant to their own country design. Groups are then given time to categorize the texts with headings (e.g. laws, famous people, national monuments, etc.) on the board and then use this material to make guesses about the project they are going to be working on for the next 10 weeks of class.

Step 1: Forming groups (10 min)

Purpose:

Put the trainees into smaller groups that they will be working with for the duration of the training course. Give them a chance to practice the same group-forming instructions in pairs.

Trainer actions:

Number the trainees from 1-4 and direct them to a specific place in the classroom to form groups according to their numbers.

Trainer instructions:

"I'm going to give you a number. Remember your number." (After numbering the students): "If you are a 1, stand up and meet over here" (gesturing to one corner of the room). Repeat the instructions for students 1-3. Once the group have formed, tell the trainees: "These are the groups you will be working with for the duration of the training course... Now work with a partner and practice giving the same instructions."

Trainer follow-up:

Divide each group into pairs and give them two minutes to create and rehearse the instructions with a partner. Call on 2-3 random trainees to practice the group-forming instructions with the

rest of the class. The trainees follow the instructions and then comment on each trainee's performance with the following questions: Were the instructions clear? Why or why not? What differences did you notice between the trainee's instructions and my instructions? For lower level students, trainees would need to use more gestures and simpler language in their instructions.

You can also introduce the trainees to the **Int 3 Trainee Observation Sheet** and tell them to focus on problem 3 of the Phase 1 chart. When the teacher is finished with the activity, tell the groups to compare their observations and suggestions before giving supportive, constructive feedback on the trainee's teaching performance.

(Introduce the importance of: simple instructions, tone, register, and volume of an instructor's voice, and proper posture and positioning in the room while giving instructions). The trainees then watch a video of a teacher giving the same instructions to an actual classroom and comment on what was effective about his or her performance.

Step 2: Summarizing the course description (20 min)

Purpose:

Familiarize the trainees with the course description of the country design project by executing the same summarization and question-asking activities the trainees will be conducting with their students on the first day of class. The aim is for the learners to have a clear idea what the course is about so they can concisely describe it to someone visiting the class. Diagnose the trainees' summarization skills.

Trainer actions:

Hand out the course syllabus to each student and give them 90 seconds to silently read the course description twice. When time is up, the trainees turn over the syllabus, verbally summarize the course description for a partner in 2-3 sentences, and discuss the similarities and differences of their summaries.

Trainer instructions:

"Here is a copy of the course syllabus. Read the course description at the top of page 1 carefully. You have 90 seconds."

(When time is up): "Turn the syllabus over, turn to a partner, and summarize the course description in 2-3 sentences." (Monitor the pairs by listening for their course descriptions and taking note of the differences with your pre-prepared summary).

Suggested summary: *Students will design their own country in small groups and think about what the ideal society looks like. They will use class time to create and describe parts of the project to their classmates, improve their designs, and develop presentation skills they will need for the final group presentations.*

Then ask, "Are your summaries similar? Different? How?"

(Hand out a half sheet of paper to each pair and then say to the class): “Come to an agreement about the wording of your summary, and write it down in two or three sentences.”

(After 2-3 minutes have passed): “Read through your summary a couple of times and then stand up without your written version and verbally share your summary with another pair. Are your summaries similar? Different? How?”

(Monitor and compare the refined summaries with your summary and use that information to put pairs with strong summaries together with pairs with weaker summaries). Call on random pair to share its summary while other groups listen and add to—or challenge—one another’s synopsis.

Trainer follow-up:

In open class, brainstorm each step of the activity sequence—and the purpose—and write them on the board. Keep the trainees in pairs and give them a couple of minutes to discuss the rationale for each step before briefly discussing them in open class. Tell them what you were doing as you monitored them (i.e. checking their course summaries with your own and putting pairs together based on the quality of their summary).

Then, have the trainees practice the same activity sequence while gesturing to each written step on the board (to demonstrate the added value of visual support while giving instructions), beginning with the purpose of the activity: *These activity steps will enable you to summarize what the course is about in two or three sentences.*

In phase 2 or 3 of induction training, show alternative activity sequences that would accomplish the same summarization goal—or give the trainees a chance to create, rehearse, and share their own activity sequence with their fellow trainees. A follow-up activity would involve a discussion of the strengths, weaknesses, and rationale of the trainee’s activity sequences.

Step 3: Finding basic information on the syllabus (20-25 min)

Purpose:

Help the trainees (and eventually their students) navigate the rest of syllabus for key information they will need throughout the project-based course. The aim is for trainees to learn the design and rationale for a couple of different syllabus-navigating activities that they could replicate with their students on the first day of class.

Trainer actions:

Hand out *one* of the **Day 1 Syllabus Comprehension Questions** to each group. The questions are designed to mine basic information from the syllabus, such as identifying the target language and grammar of a specific lesson, as well as the date and type of formative and summative assessments (e.g. Name one life skill you will develop in week 1).

The groups take turns asking their questions about the syllabus while the other groups race to answer them and then explain where they found the information. Award a point for each

correct answer and another point if the trainee can explain where she or he found the information. Then, give the trainees time to create their own questions from pages 2-3 of the course syllabus and check them with a partner. The trainer models the question-asking activity with a random trainee. Then, the trainees stand up and take turns quizzing each other individually about specific details in order to achieve the same learning goal: a clear understanding of what the students are going to be doing in the course, where to find specific information in the syllabus, what the outcomes of the course are, and how they are going to achieve them.

Trainer instructions:

"You each have one question about page 1 of the course syllabus. Choose one person in your group to ask the question. When your group member is speaking, the other group members should look at the other groups and call on the first person to raise his or her hand. I will award point for each correct answer and an additional point if you can explain where you found the information."

(For the second activity): "Now it's your turn. Write down one comprehension question that can be answered from pages 2-3." (A minute later): Check your question with a partner. Then, stand up with your syllabus and find another partner. Take turns reading your question and finding the answer. When you're finished, trade questions and find a new partner."

Trainer follow-up: The trainees watch a video of an instructor giving the same instructions to an actual class, write down the steps, compare notes with a partner, and then take turns rehearsing the same instructions. The trainer calls on two trainees to take turns running the class through the same activities.

Step 4: Creating your own instructions (30 min)

Purpose:

The trainer moves to element 2: Directions and Procedures, which logically follows element 1 of domain 3 in the Danielson (2007) framework in that the focus moves from activities related to course goals to activities related to the specific directions and procedures of a lesson plan, which helps the trainees continue to hone their instruction-giving and activity-modeling skills.

Trainer actions:

With the trainees' help, remove all of the chairs and make sure the **Day 1 Texts** are on the walls. Put the following instructions on the board (or project them on the monitor):

*How much do you know about American history and culture? Work in groups of three. You have 30 minutes to learn more about American history. Wander around, visit whatever texts interest you, and write down a few facts you discovered. Make sure to visit texts: **1-2, 5, 7, 10-11, 13-15, and 17**. In the interest of time, give the trainees 10 minutes to wander through the "museum," make sure to visit and interact with each group at least once, and ask questions about what they discovered about the US that they did not know before.*

When time is up, have the trainees take five minutes to share 2-3 interesting things they discovered about the US with random classmates. Monitor and help with language (and/or facts) as needed.

After the mingling activity, keep the trainees in the same groups, give each group a number, and write it on the board. Hand out one mini whiteboard and marker to each group. Tell the trainees to take turns being the group's writer. Read one of the **Day 1 Quiz Questions**, tell the group's writer to answer it in a complete sentence, and hold it up. Award points to the first team to answer it accurately (i.e. correct information and grammar). Limit the game to 6-7 questions. Then, hand out the **Day 1 Quiz Questions** and tell the trainees to mingle with their classmates, take turns quizzing each other, and exchange cards when they're finished.

After the quiz, put **Day 1 Categories** on the board (e.g. historical events, monuments, political systems, etc.) tell the trainees to look at the pictures on the walls, find two examples of each category on the board and write them down on a separate piece of paper. Once the groups have made it around the room, tell them to compare their lists with another group.

Hand out the **Day 1 Lesson Plan** with the oral/written instructions for each activity omitted. The trainees take time to read through the activity sequence, fill in the missing instructions, and practice delivering them to a partner, then in groups of four, and finally, to their fellow trainees, who use problem 2 from phase 1 of the **Int 3 Trainee Observation Sheet**—or the following questions—to discuss each performance: How were the instructions communicated to you: Orally? In writing? Both? Did the teacher also model the activity? Were the instructions clear to you? If not, what could be done to make them clearer?)

Trainer instructions:

(Once the chairs have been removed): "Read the instructions on the board. Work in groups of three, look at each picture, and answer the questions below it. Then, read the text beneath the questions to check your answers."

(For the museum quiz): "Stand up, talk to at least six classmates, and share 2-3 interesting things you discovered about the US. You have three minutes."

(For the introduction to the course topics and goals) "Here is a mini whiteboard and a marker. Take turns being your group's writer. I will read a quiz question and I would like you to discuss the answer with your group members. Then, have your writer answer the question in a complete sentence, and hold up the mini whiteboard. I will award points to the first team that answers it accurately (i.e. correct information and grammar).

(After asking 5-7 quiz questions): "Each student has one of the quiz questions. Stand up, mingle with your classmates, take turns quizzing each other, and exchange questions when you are finished."

Trainer follow-up:

Follow-up for activity 1: The trainees watch three videos of teachers giving the same instructions to an actual class from a previous session, notice how the students respond to their instructions, and evaluate their performance with similar questions: Is the teacher's voice

audible? Is the written language legible? Were the instructions clear? How do you know? Look at student behavior after the instructions were given as evidence to support your opinion. What student evidence confirms your observations? Is the speed of the teacher's speech and language appropriate for the students' language level? What was effective—or not effective—about their performance? What, if anything, could be improved?

Remind the trainees, like Bambrick-Santoyo (2016) suggested, that a teacher's voice and posture are integral to successful delivery of instructions. Learning to use the appropriate tone, register, and language when speaking to students—as well as standing still and using good posture—are central to giving clear instructions and, ultimately, maintaining a smooth-running classroom.

Follow-up for activity 2: The trainees compare their instructions with the written instructions in the actual lesson plan and practice the three-activity instructional sequence again until it becomes an automatic element of their lesson-plan delivery: Give instructions, model the activity, check for understanding and/or call on a student to repeat the instructions.

Step 5: End-of-lesson questionnaire for lesson plan 1 (5 min)

At the end of the class, hand out the end-of-lesson questionnaire [i.e. what Bambrick-Santoyo (2016) calls an Exit Ticket] to check for trainee learning from the first day of class. The trainees will use the first *two* questions with their own students at the end of the first day of teaching.

1 Summarize the course in two sentences.

2 Write down three interesting facts about US history you learned today: The first should be about a person, the second should be about a law, and the third should be about a monument.

3 What are four essential elements of giving good instructions?

Phase 2: Monitoring of and Feedback on Student Performance

Lesson plan 2 for teaching component 3b: Using Questioning and Discussion Techniques and 3d: Using Assessment in Instruction

Lesson plan duration: 90 minutes

[Lesson plan materials](#) (Click on the link to access the materials.)

Lesson plan context: In the first three weeks of class, the groups create a country profile that details their national priorities and how they will generate income needed to fund those priorities. They also create an imaginary monument that commemorates some important event in the country's history or reflects the societal values the government is trying to promote. For the next text in the country design sequence, the groups create nine laws (three laws of obligation, three laws of prohibition, and three laws of permission) and rationalize why they were created, and what the appropriate punishment should be if they are violated.

Using laws the teacher created about his own imaginary country, the students will develop the language and thinking skills needed to create purposeful laws that are designed to benefit the citizenry and (in the lesson that follows this one) further their country's national priorities.

Step 1: Monitoring and giving on-the-spot feedback during group work (45 min)

Purpose: The two relevant elements of the component 3d training sequence of the Danielson (2007) framework are element 2: Monitoring of Student Learning and element 3: Feedback to Students. This training sequence shows trainees how to use an exemplar to monitor group work and give immediate feedback on student performance.

Trainer actions:

Put the following training goal on the board: You are going to get practice using an exemplar to monitor group work and provide on-the-spot feedback on student performance. We will accomplish this by practicing activity 1 of the **Day 8 Lesson Plan** you will be teaching tomorrow. First, I will teach the first two steps of activity 1 and pause in places to get your input. Then, you'll have time to rehearse the same sequence in small groups before a couple of teachers practice in front of the entire group.

Put the Day 8 lesson goal on the board and read it loud: *Today, you'll get more practice with language you need to justify why a law was created and what the punishment should be if it is violated.*

Put two sets of the **Day 8 Laws** on the walls and write the following sentence frames on the board (to generate more sophisticated language output from the students):

This law was created to prevent/promote/reduce/ensure...

... is the main reason this law was created. First of all... Second of all...

If the government wants to prevent/promote/reduce/ensure... then it makes sense to create a law that...

Point to the laws on the walls. Tell the groups to visit one set of laws at a time (there are three laws of obligation, three laws of prohibition, and three laws of permission), choose **one** law, discuss why they think it was created, and write a sentence or two on the paper using the sentence frames below (and remind them that the frames are there to help them generate more sophisticated language output). Tell them to write down any questions they have about the law as well.

Model the activity with one of the laws. Nominate trainees to share their rationale for the law and encourage them to explain how they reached their conclusions before sharing your rationale. Monitor as the trainees write down a sentence or two about the law and help with the thinking process if anyone is having trouble generating ideas.

Nominate two trainees to share their rationale with the rest of the group before sharing your own rationale.

Your rationale: *The government wanted to ensure that its citizens learn more about other cultures and develop empathy for people in other parts of the world.*

Then, ask the trainees why you had them write down their rationale before sharing it with their group members and explain that writing slows them down, ensures that everyone begins the group work with an opinion to share, and gives the instructor an opportunity to look for evidence of a student's thought process and language use. Explain that the rationale you shared can be used as an *exemplar*: an example of a response you want the students to produce at the end of the lesson when rationalizing the laws they created. The exemplar also helps you target overlapping student errors that you can give feedback on once the activity shifts to open class. It can also help you identify varying levels of student performance and structure the order by which you call on students to share their responses. One common order is to nominate a mid- to low-level student to respond first, then a high-level student to assist if the first student is struggling, before returning to the mid- to low-level student. The sentence frames require the students to attempt more sophisticated language when expressing their ideas.

Tell the trainees to discuss three possible roles the students could have while working on this activity in groups of three.

Your suggested student roles: *Student 1 is the discussion moderator who sets a three-minute time limit for each of the three laws to be discussed. Student 2 chooses the law that will be discussed and is responsible for creating one question about the law, and student 3 is the group's writer.* Explain that group size is related to the number of roles the activity requires and proportional to the cognitive load the students will have to carry during the activity. The aim is to provide a manageable challenge.

Tell the trainees to stand up, visit the rest of the laws, rationalize the creation of three of them (one for each set of laws), and write their responses on the paper. They can also ask questions about the laws if needed. Monitor and look for explanations that are similar to your own.

Once the groups have responded to three laws, tell them to take one set of laws—and group comments—off the walls, read through them, and choose the strongest rationale. Then, nominate random trainees to take turns reading the questions and sentences on the board and prompt them to figure out which Cascadian law they are referring to.

Then, answer direct questions about the laws yourself and then choose one or two laws and explain which group's rationale is closest to your own.

When it is time for the trainees to practice the same activity in small groups, collect the paper the students wrote on during the modeling of the activity—and when carrying out step 2—and redistribute them so the trainees can use them as examples of student work.

When it is time for a trainee to teach the first two steps of the activity, hand out the **Int 3 Trainee Observation Sheet** and tell the observers to focus on problems 1 and 2 of the Phase 2 chart. When the teacher is finished with the activity, tell the groups to compare their observations and suggestions before giving supportive, constructive feedback on the trainee's teaching performance.

Trainer instructions:

(After reading the Day 8 lesson goal): "There are three sets of laws on the wall for my imaginary country. Work in groups of three, visit one set of laws at a time, choose one law from each set, discuss why you think it was created, and write a couple of sentences on the paper using the sentence frames on the board.

"Let's try one together first. Look at the following law of obligation: *During their junior year of high school, students have to study abroad for an entire year in a foreign country (in which they don't know the native language).*"

"Write down your own ideas about why the law was created on a piece of paper before sharing them with your group. And feel free to ask questions about the law if you need more details."

(After the trainees have written a couple of sentences about the law): "(Trainee 1's name), can you share your rationale with the rest of the group?" (Ask the other trainees): "Do you agree?"

(After the second trainee has shared a rationale for the law): "(Trainee 3's name), you had a good question about the law. Can you share it with us?"

(After stopping the activity): "Why did I ask you to write your response on a piece of paper before sharing ideas with your group members?"

(Before letting the trainees investigate the laws on the walls): "I have you in groups of three. Before I share the roles I have planned for you, discuss three possible roles the students could have while working on this activity in groups of three." (After a couple of minutes): "(Trainee 4's name), what roles did your group create?"

(After sharing your suggested group roles): "Stand up, visit the rest of the laws, rationalize the creation of three of them (one for each set of laws), and write your responses on the paper. And if you have any questions about the laws, write them down, too."

(Once the groups have responded to three laws): "Take one set of laws and group comments off the walls and read through them, and choose what you think is the strongest rationale."

(When the groups are ready): "(Trainee 5's name), read your strongest rationale and we'll try to figure out which Cascadian law you are referring to."

"Do you have any questions about the laws?" (After answering questions): "I think group (e.g. 2's) rationale for the second law of obligation is closest to my own because..."

(When it is time for the trainees to practice the same activity in small groups): "We'll use the examples you created as simulated examples of student work that you can use when rehearsing the activity sequence in small groups."

(When it is time for a trainee to teach): "(Trainee 6's name), I would like you to teach the first two steps of activity 1. Here is a copy of the **Int 3 Trainee Observation Sheet** that I would like the rest of you to use while evaluating (trainee 6). Confine your critique to problems 1 and 2 in the Phase 2 chart."

(When the teacher is finished with the activity steps): "Take a couple of minutes to compare your observations and suggestions before giving supportive, constructive feedback on (trainee 6's) teaching performance."

Trainer follow-up: At home, the trainees will spend 45-60 minutes watching video excerpts of inexperienced instructors teaching the same activity to students from a previous session and use the **Int 3 Trainee Observation Sheet** to comment on the quality of the student group work, teacher monitoring and feedback on group work, and the open-class discussion that follows it. The trainer also uses video recordings of the trainees in their actual classroom settings, isolates examples of when group work is not successful, and uses guiding questions, demonstration, and rehearsal to provide the trainees with the skill practice needed to achieve better outcomes.

Step 2: Leading class discussions (45 min)

Purpose: The two relevant elements of the component 3b training sequence of the Danielson (2007) framework are element 2: Discussion Techniques and element 3: Student Participation. This training sequence makes use of steps 3-4 of activity 1 of the **Day 8 Lesson Plan** to show trainees how to lead productive classroom discussions.

Trainer actions:

Put the sentence frames from step 4 on the board:

To prompt a classmate:

(Student's name), can you start us off?

Can you tell me more, (student's name)? Why do you think that?

So (student's name) what you're saying is that... What about...?

(Student's name), I'm not sure I follow you. Can you clarify your rationale for me? Are you suggesting...? Do you believe...?

To agree/disagree with a classmate:

I would like to add something to what... just said. I agree that... but I also think...

I think... has good point when s/he says that... However, I also think...

I'm not sure I agree with the idea that... I would argue / It's my contention that...

I disagree with what... just said. I think...

Make sure you have copies of laws students created in previous courses. Tell the trainees that they are going to look more carefully at steps 3-4 of activity 1 in order to practice leading more meaningful discussions.

Hand out the laws and give the groups time to read through them and explain the group's rationale for creating them. Then, put the laws on the walls and give the groups time to read, discuss, and write the rationale for three of another group's laws. They can also write questions about the laws.

When the groups have written about other group's laws, tell them to take their own laws (and group comments about them) off the walls, read through them, and look for one law with a rationale from another group that is closest to their own and then another law whose rationale from another group is furthest from their own and choose one student to share those laws in open class.

Prompt a trainee to start the discussion (with the first sentence frame on the board) and prompt the trainees to agree/disagree with one another (with minimal interference on your part). However, intervene if they are off-track or if you need to encourage them to use the sentence frames when agreeing and disagreeing with one another.

Have the trainees work with their group members to think of three reasons why the discussion was successful.

Possible reasons: 1) The trainer was a facilitator in the discussion rather than a dominant participant and the trainees prompted each other to speak. 2) The trainees were given the language to build on one another's ideas and were respectful when they disagreed. 3) The trainer was neutral when listening to trainee answers which, as Bambrick-Santoyo (2016) explained, makes it possible for students to arrive at understanding on their own instead of reading the trainer's reaction to their comments. 4) The trainer prompted trainees (or the

trainees prompted one another) to give reasons to support their rationale.

Give the trainees time to practice steps 3-4 of activity 1 in groups before nominating two trainees to take turns teaching the sequence to the rest of the group. During their observation, tell the trainees to focus on problem 3 in the Phase 2 chart on the **Int 3 Trainee Observation Sheet**.

Once the trainee completes the activity, tell the other trainees to take a couple of minutes to compare their observations and suggestions before giving supportive, constructive feedback on the trainee's teaching performance.

Trainer instructions:

"Now we'll look at steps 3-4 of activity 1 to practice leading more meaningful classroom discussions. In step 3, it's your turn to scrutinize one another's laws. Since you haven't created any, I'll share laws some students created in previous courses. Take a few minutes to read through them as well as the group's rationale for creating them. Then, we'll put the laws on the walls and give you time to provide short written responses to other group's laws. Like you did when looking at my laws, make sure to comment on **at least one law** for each group."

(After the groups have finished the activity): "Take your laws (and group comments about them) off the walls, read through them, and look for one law with a rationale from another group that is closest to your own—and then another law whose rationale from another group is furthest from your own."

(After the students have selected two laws): "Choose one person in each group to share those two laws with the class. As you listen to one another's laws, I would like you to agree with—and build on—the rationale or to respectfully challenge it with the sentence frames on the board."

I would like to add something to what... just said. I agree that... but I also think...
I think... has good point when s/he says that... However, I also think...
I'm not sure I agree with the idea that... I would argue / It's my contention that...
I disagree with what... just said. I think...

(Whenever a trainee uses more informal language): "(Trainee's name), can you restate that with one of the expressions on the board?"

(When the room is silent): "Does anyone agree/disagree with what (trainee's name) is saying?"

(When the discussion ends): "Aside from the fact that you are all thoughtful fluent English speakers, what do you think made this discussion successful? With your group members, think of at least three reasons and then I will talk more about the discussion techniques I just used, so you can practice them when leading the same discussion in your classes tomorrow."

(When it's time for a trainee to teach): "(Trainee 7's name), I would like you to teach steps 3-4 of activity 1. Here is a copy of the **Int 3 Trainee Observation Sheet** that I would like the rest of you to use while evaluating (trainee 7). Confine your critique to problem 3 in the Phase 2 chart."

(When the teacher is finished with the activity steps): "Take a couple of minutes to compare your observations and suggestions before giving supportive, constructive feedback on (trainee 7's) teaching performance."

Trainer follow-up: At home, the trainees spend 45-60 minutes watching video excerpts of instructors of various skill levels teaching steps 3-4 of the same activity to students from a previous session and use the **Int 3 Trainee Observation Sheet** to comment on the quality of the discussion that follows the group work.

Phase 3: Reflecting on Instructional Materials and Assessments

Lesson plan 3 for teaching component 3c: Engaging Students in Learning

Lesson plan duration: 120-130 minutes

[Lesson plan materials](#) (Click on the link to access the materials.)

Lesson plan context:

After creating the first of six texts in the course (an imaginary monument that depicts a key moment in the country's history), the learners prepare for a tour-guide-like presentation of the monument by improving their tour-guide presentation skills. To prepare, the groups listen for details in two different tour-guide presentations, collectively recreate the text of the first presentation in writing, and focus on useful language in the second that they can reuse in their own presentations.

Step 1: Lesson Plan Strategy (20 min)

Purpose:

The first step of the component 3c training sequence begins with element 4: Structure and Pacing of the Danielson (2007) framework. The trainees reflect on the structure of the **Int 3 Day 3 Lesson Plan** they will teach the following day by deducing the purpose and connectivity of the lesson-plan activities and explaining how these activities build to a clear communicative outcome.

Trainer actions:

Put the following class description on the board and tell the trainees to read it silently: *Today, you're going to listen to (and watch) people being tour guides at two well-known places in the US and listen for specific details in their presentations. And then, you'll get a chance to be a tour guide and answer questions about the imaginary monument you created in the previous class.*

Hand out the **Int 3 Day 3 Lesson Plan**, give the trainees a few minutes to read through all three activities, and tell them to write short answers to the following questions: 1) What is the lesson goal? 2) What skills are being developed? 3) How are the three main activities related? 4) How are the activity steps within the first main activity related? Monitor with your exemplar (i.e. your pre-prepared answers to each question), check for trainee understanding, and poll the trainee results by making a clockwise loop around the class, passing behind each trainee's chair for each question.

Activity 1 exemplar

Question 1: Using language, questions, and listening skills they practiced while listening and watching two tour-guide presentations, the students role play a tour guide and tourists talking about the imaginary monument they created in the previous class.

Question 2: The students listen for specific details in a tour guide's presentation and ask relevant questions with informal expressions to make observations and get more information about the monument. They will re-use these skills when role playing the same scenario about their imaginary monument. They also learn to report what they heard about a monument to someone who has never seen it.

Question 3: Activity 1 is a diagnostic to find out how well the students can describe their monument. It also serves as a dress rehearsal for the role play in activity 3. Activity 2 helps the students hone their ability to listen for details during a tour guide's presentation. Activities 2-3 provide the students with the language they will need for the role play in activity 3.

Question 4: Step 1 of activity 1 provides group rehearsal and reinforcement before the students verbally describe their monument in step 2. Step 2 note-taking provides scaffolding for student listening and thus makes it easier for the students to describe the monuments to one another in step 3. Step 4 is an opportunity to test the students' listening and language skills, both of which will be refined during activities 2-3.

Give the trainees time to compare their answers with two other students in the class before calling on random trainees to share their answers in open class.

Trainer instructions:

"In today's session, you're going to reflect on how the steps of the lesson plan fit together. You'll also look at what factors often undermine lesson pacing and how proper grouping of students contributes to learning outcomes. We'll begin by silently reading the class description on the board."

(After handing out the **Day 3 Lesson Plan**): "Read through all three activities in the lesson plan and write short answers to the following questions (read them as you write them on the board): 1) What is the lesson goal? 2) What skills are being developed? 3) How are the three main activities related? 4) How are the activity steps within the first main activity related?"

(After the trainees complete the questions): "Now stand up and compare your answers with two other students in the class and briefly discuss any differences in your answers."

Trainer follow-up: The trainer may have to provide additional explanation/clarification for how the main lesson activities fit together (question 3) and how the steps of activity 1 fit together (question 4) before assigning the same questions for activities 2-3 of the **Day 3 Lesson Plan** as homework.

Step 2: Lesson Pacing (60 min)

Purpose:

Trainees take turns teaching activities 2 and 3 of the **Day 3 Lesson Plan**, observing one another's performances, and discussing the primary factors (e.g. unclear instructions, inadequate monitoring of pair and group work, and a lack of activity differentiation to account for varying student abilities) which commonly undermine the pacing of a lesson.

Trainer actions:

The teacher assigns activity 2 or 3 of the **Day 3 Lesson Plan** to each group and gives them time to take turns rehearsing it with their group members.

When the 10-minute preparation period is over, the teacher hands out the **Int 3 Trainee Observation Sheet** and nominates one student from each group to lead the class in the activity they prepared. Each trainee has 15 minutes to execute the first three steps of the activity and the trainer is free to give unobtrusive feedback during the activity if needed.

After each performance, the trainer invites the trainees to critique the performance (specifically as it relates to pacing) and make suggestions for improvement from the trainee observation sheet before providing his own feedback.

Trainer instructions:

"Each group has activity 2 or 3 for the **Day 3 Lesson Plan** you'll be teaching tomorrow. You'll have 10 minutes to practice the activity steps. Take turns being the teacher while the other two pretend to be students."

(After handing out the trainee observation sheet), "(Trainee's name), I would like you to teach activity 2 and (trainee's name), I would like you to teach activity 3. While they are teaching, everyone uses the observation sheet for coaching tips if there any problems."

(After each performance), "Take a minute to compare observations with a partner and then I will call on a few of you to share them with the rest of the class."

Trainer follow-up:

At home, the trainees spend 45-60 minutes watching video excerpts of trainees and experienced instructors as they guide the students through all three activities of the lesson plan in question and then discuss what aspects of the teacher's performance contributed to the proper—or improper—pacing of the activities. These guiding questions will be useful: Based on your observation of the students, was the pacing of the activities too slow? Too rushed? Both? How do you know? What could be done to improve the pacing of the activities you observed?).

Step 3: Grouping of students (20 min)

Purpose:

The second step of the component 3c sequence would involve investigating element 2: Grouping of Students. The trainees focus on each activity of the **Day 3 Lesson Plan** and attempt to explain the rationale for the proposed student groupings (i.e. how the groupings are suitable for the students and serve the lesson goals).

Trainer actions:

Hand out the **Day 3 Listening Cards**, tell the trainees to look at steps 2-3 of activity 2 again, think of reasons why the activity calls for putting students into groups of three (instead of two or four), and write down 3-4 sentences to explain their reasoning. Monitor with the following exemplar.

Rationale for groups of three: *There are nine listening cards, which means each student is responsible for listening for three of them. Listening for three variables presents a cognitive challenge but is nevertheless manageable, especially after comparing sentences with other group members. Grouping the students in pairs would create too much of a cognitive challenge and result in greater inaccuracy in the initial draft, whereas four-student groups would make the listening exercise too easy and text reconstruction more difficult to manage.*

In addition to grouping students according to the degree of linguistic/cognitive challenge, students should be grouped according to the number of roles the activity calls for. In this case, there are three roles: card collector, scribe, and card-sharer. However, group size could be reduced to pairs for students with stronger listening skills in order to provide them with the appropriate cognitive challenge or increased to four for students with weaker listening skills.

Then, give individual trainees time to verbally compare their rationale with two students from different groups before returning to their original group and refining the rationale if needed. Select the strongest rationale and project it on the screen and give the trainees time to read it, and invite other groups to comment and/or challenge the rationale. Then, mention any information in your exemplar that was excluded from their discussion.

Trainer instructions:

“Look at step 2 of activity 2 again—and the **Day 3 Listening Cards**—and discuss why the lesson plan calls for putting the students into groups of three. Then, write down 3-4 sentences to explain your reasoning.”

(After the groups complete their sentences): “Stand up and share your rationale with two students from other groups and then go back and make changes to your text if needed.”

(After choosing the strongest text and projecting it on the screen): "(e.g. Group 2) wrote a strong rationale for why the activity calls for putting students in groups of three. Take a moment to read it and then you are free to comment on—or challenge—their rationale."

(After the short discussion): "I just want to point out one important thing that none of the groups mentioned..."

"With that in mind, are there any student groupings that would be unsuitable for this activity? Why?"

Trainer follow-up:

In subsequent training sessions, the trainees would experiment with alternative groupings for each activity of a specific lesson plan and explain how those new student arrangements would likely affect activity and lesson outcomes (e.g. by increasing student talk, providing more opportunities to test and refine ideas before sharing them in open class, making group work more difficult to manage, etc.). Trainees could also compare the differences in group productivity between students who were assigned specific roles in their group and those who were not and experiment with other suggestions teachers often implement to increase group participation. In addition, they could investigate various activity sequences in which the students work autonomously (i.e. without teacher monitoring and assistance) and why such activities were successful—or unsuccessful—in the video sequences of actual classes that they observed.

Step 4: Appropriacy of Materials (30 min)

Purpose:

The instructional sequences for element 1: Activities and Assignments and element 3: Instructional Materials and Resources, could be arranged to complement one another. That is, reflective questions about the appropriacy and cognitive challenge of instructional materials and resources can also be applied to the design of activities and assignments and, if one thinks about it more deeply, also affect the structure and pacing of the activities as well as the choice of student groupings.

Trainees would return to the Day 1 museum activity and reflect on how the materials, the activities, student groupings, and structure and pacing of the lesson are connected to one another with more guiding prompts and questions about each element of component 3c

Trainer actions:

Mix up the 17 **Int 3 Day 1 Texts** and then sort them into groups of three. Hand three different texts to each group and make sure each student has a copy of the **Int 3 Materials Questionnaire**.

Assign *one* of the four parts of the materials questionnaire to each group: Physical space of the classroom, Student groupings, Appropriacy of materials, Student thinking skills. Tell the trainees that each group is responsible for responding to the questions based on the three texts (if applicable) and each trainee should write their group's responses to the questions in the space provided. Monitor each group and help as needed.

Then, tell the trainees to stand up, work individually, share their responses with individuals from the other groups, and listen and take notes on their questionnaire.

Tell the groups to return to their seats and compare the notes they took on the three other parts of the questionnaire they listened to.

Nominate random students to share their responses to the four parts of the questionnaire. Use Bambrick-Santoyo's (2016) Universal Prompts (e.g. Tell me more) to encourage the trainees to elaborate on their thinking process.

Trainer instructions:

(After handing out the questionnaire and texts): "You have a copy of the **Int 3 Materials Questionnaire** and three of the 17 texts from the **Day 1 Lesson Plan**. Look at the texts, discuss your answers to the part of the questionnaire I assigned you, and then write them on the back of the paper. Make sure each group member has a similar response written down on the questionnaire."

(After the groups have responding to the questions): "Your job is to complete the rest of your questionnaire by talking to other students who worked on different sections of it. Stand up, work individually, share your group's answers with three different students (one for each section on your sheet). Then, listen to their answers, and take notes on your questionnaire."

(After the note-taking exercise is complete): "Return to your original groups, compare notes you took, and find out if the answers you heard are similar, and add or change anything if needed."

"(Trainee's name), I would like you to share your group's answer to part 1." (If the trainee's thought process is not clear): "Can you tell me more about how you arrived at that conclusion?"

Trainer follow-up:

As homework, trainees would end the training sequence by once again observing video of experienced teachers sharing their own responses to the same questions about the **Day 1 Lesson Plan** and taking note of additional contributions that were not part of the in-class discussion.

Int 3 Trainee Skill Assessment Rubric [from Danielson's (2007) Four Levels of Performance]

During observation of trainee in-class performance, the following assessment rubric would be used to measure the trainee's proficiency in each skill area in the first three phases of induction training.

Danielson (2007) distills the movement from teaching novice to expert to four basic levels of performance: *unsatisfactory*, *basic*, *proficient*, and *distinguished* that are applied to each of the interrelated 22 components of professional practice in her Framework for Teaching. The goal for the first three phases of my induction training program would be for all novice teachers to become *proficient* in each performance skill.

Unsatisfactory: The instructor does not yet grasp the concepts undergirding the skill and needs immediate guidance from a mentor before she can properly incorporate—and demonstrate them—in her teaching practice. For example, unsatisfactory performance of component 3c, Engaging Students in Learning, would be demonstrated when the momentum of a lesson had ground to a halt and “learning (had) shut down” (Danielson, 2007, p. 39).

Basic: The instructor has an understanding of the concepts undergirding the component but is only capable of sporadically implementing them during the lesson. Basic performance of component 3c would mean, for example, that students were periodically engaged in the lesson but not for its entirety. This level of performance reflects a baseline standard of competence and is characteristic of novice teachers trying out activities for the first time. Moving teachers from a basic to proficient skill level is usually accomplished by further classroom observation of more experienced teachers, discussion with a teaching mentor, additional reading, and more practice with lesson delivery (Danielson, 2007).

Proficient: The instructor has a clear understanding of the concepts undergirding the component and is able to consistently implement them in her teaching. A proficient level of performance is displayed when a teacher knows the curriculum, lesson content, and the needs of her students, displays a wide range of teaching tools when delivering a lesson, and can improvise in the middle of an activity if she recognizes, for example, that the students aren't engaged in learning. Teachers at this level of competence are able to contribute ideas and resources to help their colleagues improve their practice (Danielson, 2007).

Distinguished: The instructor has a mastery of the concepts undergirding the component and has implemented them so successfully that the students share in the responsibility for their own learning and the classroom “seems to be running itself” (Danielson, p. 40). While it is difficult for teachers to attain this level of skill in all aspects of their teaching, Danielson asserts, it is nevertheless the goal for teachers who are committed to making a contribution to the field of teaching in the classroom and in the professional community outside of it (Danielson, 2007).

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