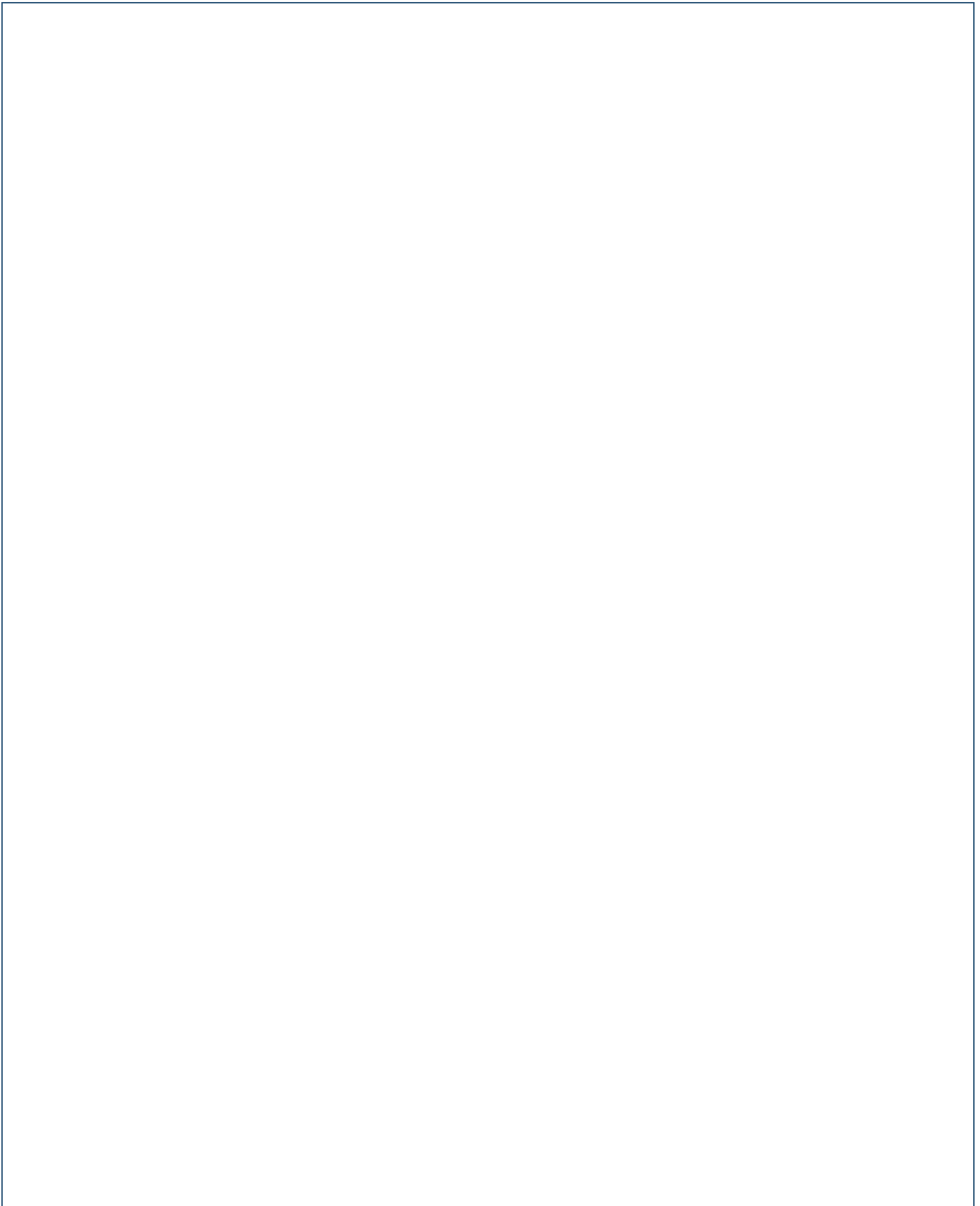




TELL COLLAB AUSTIN

JULY 24-26, 2017

NAME:



SCHEDULE OVERVIEW

Professional Learning Opportunities

schedule might change based on participants' needs

MONDAY, JULY 24

- 02:30 PM – 03:00 PM Welcome to TELL Collab
- 03:00 PM – 05:00 PM Proficiency and OER workshops
- 05:30 PM TELL Collab Reception at El Mercado

TUESDAY, JULY 25

- 08:30 AM – 09:00 AM Breakfast Tacos & Coffee
- 09:00 AM – 10:15 AM Mini Workshops
- 10:30 AM – 11:30 AM Application Collab (1)
- 11:30 AM – 12:30 PM Application Collab (2)
- 12:30 PM – 01:15 PM Lunch
- 01:15 PM – 01:45 PM Hot Seat
- 01:45 PM – 03:15 PM Creation Station
- 03:30 PM – 04:30 PM Group Processing & Reflection

WEDNESDAY, JULY 26

- 08:30 AM – 09:00 AM Breakfast Tacos & Coffee
- 09:00 AM – 10:15 AM Mini Workshops
- 10:30 AM – 11:30 AM Application Collab (1)
- 11:30 AM – 12:00 PM Hot Seat
- 12:00 PM – 12:45 PM Lunch
- 12:45 PM – 02:15 PM Creation Station
- 02:15 PM – 03:00 PM Becoming an EPIC Teacher

Latest schedule and collaborative note taking:

<http://tinyurl.com/TELLcollab17>

SELF-ASSESSMENT

Planning for Input: Using the Target Language

One of the criteria identified in the Teacher Effectiveness for Language Learning Framework addresses the need to “ensure that students receive comprehensible input.” (LE4). What strategies do you implement to use the target language and provide comprehensible input? Consider evidence from your current practice to support your reflections.

How much target language do I use in the classroom? TELL Criterion LE4a

1. At least 90% of what the teacher says and/or materials the teacher shares with students are in the target language.

N S M C My Goal

2. In addition to explicit instruction, the teacher uses the target language to facilitate learning activities.

N S M C My Goal

How do I minimize my use of English? TELL Criterion LE4b

3. The teacher clearly separates the native and target languages.

N S M C My Goal

4. When the teacher uses English, it is intentional, purposeful and not used for translation.

N S M C My Goal

How do I provide target language input? TELL Criterion LE4c

5. When the teacher provides language input, it is comprehensible, meaningful and interesting.

N S M C My Goal

6. The teacher uses a variety of strategies to clearly convey meaning and make input comprehensible.

N S M C My Goal

7. The teacher uses visuals to make input comprehensible.

N S M C My Goal

How do I check in a variety of ways and modify input? TELL Criterion LE4e

8. The teacher frequently uses *non-verbal strategies* to check for understanding.

N S M C My Goal

9. The teacher frequently uses *verbal strategies* to check for understanding.

N S M C My Goal

10. The teacher modifies input to clarify meaning.

N S M C My Goal

Reflect on your current performance level of the indicators above.

N = I do not do this. S = I do this sometimes. M = I do this most of the time. C = I do this with confidence

SELF-ASSESSMENT

Planning for Proficiency: Learning Targets

Several of the criteria identified in the Teacher Effectiveness for Language Learning Framework address the need for developing, sharing and implementing learning targets for students. What strategies do you implement to use the target language and provide comprehensible input? Consider evidence from your current practice to support your reflections.

How are the learning targets aligned to proficiency targets of a course? TELL Criterion P6a

1.	The learning targets support the unit performance objectives.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
2.	The learning targets are measurable.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
3.	The learning targets allow students to demonstrate their understanding through performance in the three communicative modes.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

How do learning targets address the unique needs and interests of my students? TELL Criterion P2

4.	The learning targets are written in student-friendly language.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
5.	Learning targets are tied to content the students perceive as interesting and relevant.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
6.	The learning targets allow students to personalize them to meet their needs	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

How do I use learning targets to capture my students' energy and commitment? TELL Criterion LE2

7.	The teacher shares the learning targets in the opening of class.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
8.	The teacher references the learning targets throughout the lesson.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
9.	The teacher uses the learning targets in the closing of a lesson to celebrate learning.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
10.	The learning targets are posted so that they can easily be referred to.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

Reflect on your current performance level of the indicators above.

N = I do not do this. S = I do this sometimes. M = I do this most of the time. C = I do this with confidence



SELF-ASSESSMENT

Measuring Performance & Providing Feedback

Several of the criteria identified in the Teacher Effectiveness for Language Learning Framework address the need for conducting performance assessments. Use this form to identify to which degree your work exemplifies the characteristics of effective performance assessments. Consider evidence from your current practice to support your reflections.

Do my assessments allow students to demonstrate growth toward proficiency target? TELL Criterion PF1

1. Students routinely participate in checks for learning throughout a lesson.

N S M C My Goal

2. Students routinely participate in formative assessments.

N S M C My Goal

3. Students routinely participate in summative unit assessments.

N S M C My Goal

Do my assessments reflect what and how the students learned? TELL Criterion PF1

4. The teacher designs tasks that provide a realistic context for students and a believable reason for using the target language.

N S M C My Goal

5. The teacher designs tasks that are inviting & age appropriate, clear & logical, and can be completed in a realistic amount of time.

N S M C My Goal

How do my assessments allow students to demonstrate growth across the modes? TELL Criterion PF1c

6. I routinely assess the *Interpretive Mode*.

N S M C My Goal

7. I routinely assess the *Interpersonal Mode*.

N S M C My Goal

8. I routinely assess the *Presentational Mode*.

N S M C My Goal

Does the feedback I provide assist learners in growing toward and beyond the target? TELL Criterion PF2

9. Learners are assessed with a standard rubric on each assessment.

N S M C My Goal

10. Learners have the opportunity to self-assess their performance or peer-assess the performances of other students.

N S M C My Goal

Reflect on your current performance level of the indicators above.
N = I do not do this. S = I do this sometimes. M = I do this most of the time. C = I do this with confidence

REFLECTIONS **Day 2**

WHAT I LEARNED

List some of the larger lessons or principles you learned today.

HOW DO YOU FEEL?

What is your emotional response to the new learning?

I THOUGHT SO!

What understandings did you have validated as a result of your learning today?

NOW WHAT?

How might you apply what you've learned today in your own teaching situation?



REFLECTIONS **Day 3**

WHAT I LEARNED

List some of the larger lessons or principles you learned today.

HOW DO YOU FEEL?

What is your emotional response to the new learning?

I THOUGHT SO!

What understandings did you have validated as a result of your learning today?

NOW WHAT?

How might you apply what you've learned today in your own teaching situation?



MY EPIC GROWTH PLAN

Effective professional growth experiences should be accompanied by opportunities to reflect and to plan follow-up action. The TELL Project believes that teachers should be empowered to make reflection and planning routine parts of their professional lives. Review your self-assessments and reflections from the TELL Collab and decide which criteria you would like to focus on for a defined period of time (grading period, semester, school year, summer). Based on the body of research on feedback, the TELL Project does not recommend focusing on more than two goals at a time.

The template below will guide you in laying out next steps in growing toward your goals.

E	P		I	C
Envision your outcomes... What will be the focus of your professional growth?	Plan your route to success... How will you achieve your goals? What resource do you need?		Implement your plan... What is the timeline for reaching your goals?	Collect evidence ... What evidence would demonstrate your growth?
TELL Criteria	Strategies	Resources	Due Dates	
1.				
2.				
3.				



EXPLORE THE TELL TOOLS



Self-Assessments

The ability for teachers to self-determine how well they currently meet the criteria defined in the Teacher Effectiveness for Language Learning Framework, relative to the growth they would like to make is the focus of the self-assessments.

Start reflecting on your practice at:

www.tellproject.org/self-assessments

Learning Modules

The TELL Project has learning modules for teacher use! Topics addressed include: "Target Language Use and Comprehensible Input", "Empowering Student Language Use", "Engaging Learners", "Conducting Performance Assessments", "Developing Learning Targets", and "Checking for Understanding".

www.tellproject.com/startalk



Feedback Forms

Since the TELL Project and its components stem from a desire to help teachers grow, providing and receiving feedback on classroom practice can be an extremely valuable component to teacher growth. Get feedback on your practice with these tools!

www.tellproject.org/feedback

Path to Proficiency

The Path to Proficiency (P2P) site is a blog community, written by teachers and for teachers, that aims to provide a voice for all of us who desire to raise the bar in language education. We believe that pushing the boundaries and working together we can leverage language learning to yield student proficiency outcomes we have not experienced to date. Visit us at

www.path2proficiency.com



NOTES

This year, I will be an

EPIC

TEACHER

My Goal(s):



Explore the TELL Project:
www.TELLproject.org

**EPIC
TEACHER**

Set your Goals:
www.EPICteachers.org



Join the Community:
www.Path2Proficiency.com