



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

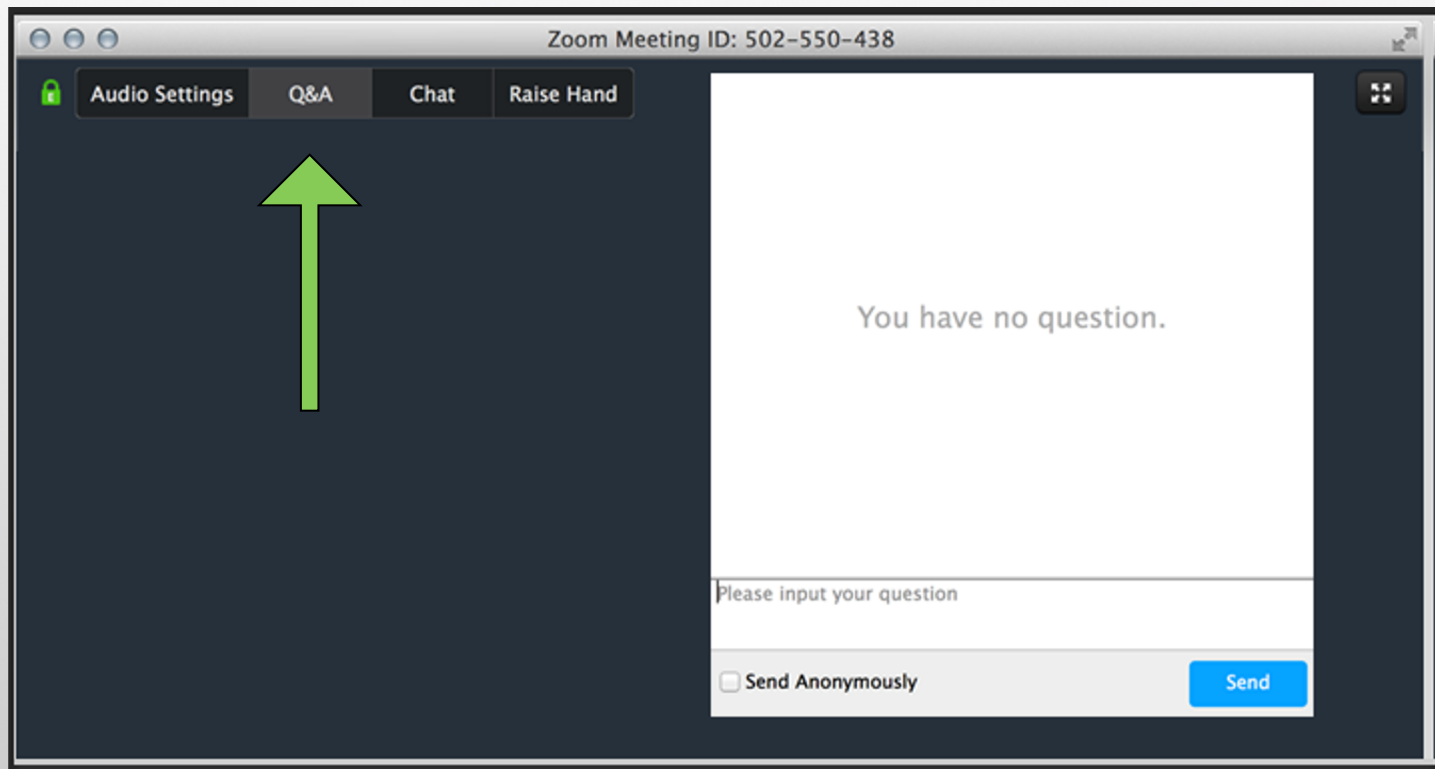
**Make a plan and make it
intentional:
Get going and stay going in your
professional development!**

Presented by Ramin Yazdanpanah, PhD

www.floridaipdae.org



- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

- What is PD and why does it matter?
- Motivations and constraints
- Approaches to PD
- Forming new habits
- Seeing, planning and applying PD



Formal

- conference, seminar, or workshop
- collaborative learning with work team
- courses

Informal

- discussions among work colleagues
- independent reading and research
- observations of a colleague's work



- Teaching is complex
- Developing effective teaching practice takes time
- 1/3 of teachers leave within three years
- 50% leave within five years
- Change is a constant



Why does PD matter?

- Sets you up for success
- Expands your knowledge base
- Confidence booster
- Connects you with other teachers
- Helps to set & achieve your goals
- You become a better teacher
- Students benefit



Survey Results



- Self and peer-observation
- Logs and journals
- Communities of teaching practice
- Action research
- Student feedback



- ✓ Having a clear task and focus
- ✓ Set of questions that you have about your own teaching
- ✓ Set of questions that your peer wants you to respond to
- ✓ Observation task that delves into a specific area of learning and teaching



Sample Observation Task: Giving Learners Voice in a Lesson

As you observe, look for evidence that the teacher is accounting for these principles of learner-centered teaching.

Some principles of learner-centered teaching	Note evidence of this principle in practice
Learners' first language and culture are viewed as a resource for learning.	<i>I noticed a lot of peer support with the L1 when the learners worked in groups. That seemed to really clarify the task expectations for Greta and Vang.</i>
The content of instruction is relevant to the learners' needs and interests and draws on their experiences and knowledge.	
Learners make choices about content and classroom activities.	
Classroom interactions and tasks are authentic, representing how language is used in the real world.	



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Classroom Videos

CLASSROOM ACTIVITIES FOR ADULT ESL LEARNERS

January 2020

Audience: Adults **Topic:** ESL **Level:** Beginning, Pre-Beginning

Are you an ESL teacher or classroom tutor who would like to develop your teaching skills? Observing experienced teachers is an excellent way to acquire classroom management techniques and acquire fun new activities, but in today's busy world it can be very difficult to schedule in-person classroom observations. With this in mind, Literacy Minnesota has developed the *Classroom Activities for Adult ESL Learners* video series, which features professional teachers leading adult ESL classes through common classroom activities. The videos include both volunteer-led and teacher-led classrooms. Teachers and tutors can watch these videos in order to develop their teaching practices and become more comfortable introducing new activities to their learners.

Each featured activity has a PDF description of the activity directions and two videos: a full version, which shows the entire activity from beginning to end, and a short version, which gives an overview of the activity and highlights the instructions and teacher-led transitions. The activities featured in these videos were selected from the Pre-Beginning and Beginning Level ESL Curriculum Units.

GET MORE OUT OF YOUR VIDEO VIEWING

Complete a Classroom Video Observation Form to analyze and reflect on what you see in each video. This can be done independently or as a group development and discussion opportunity for volunteers and teachers at a school. Also, licensed teachers in Minnesota ABE programs can complete a video observation form and receive one CEU. Email Meghan Boyle at mboyle@literacymn.org your completed observation forms to receive your CEUs.

[Classroom Video Observation Form \(PDF\)](#)

[Classroom Video Observation Form \(Word doc\)](#)

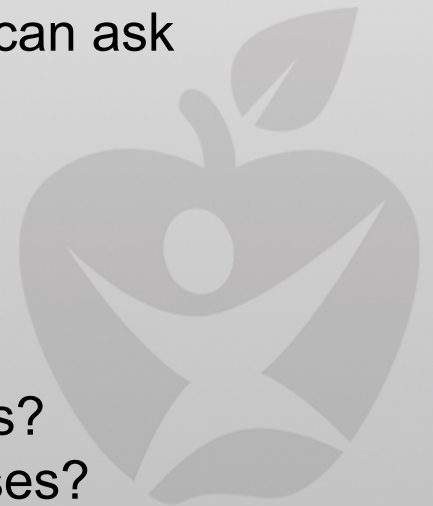
<https://www.literacymn.org/classroom-videos>

Student journal guiding questions:

- What did I learn in class today?
- What did I find interesting?
- What questions do I have about what I learned?
- What helped me learn today?
- What connections did I make from previous lessons?
- How can I apply what I learned outside of the classroom?

Teacher journals: What are some questions teachers can ask themselves when journaling? [Jamboard activity](#)

- What did I learn in class today?
- What did I find interesting?
- What questions do I have about what I taught?
- What helped me teach today?
- What connections did I make from previous lessons?
- How can I apply what I taught to the following classes?



- Daily “exit tickets”
 - Weekly reflection and feedback
 - Midterm feedback
 - End-of-term feedback
-
- QR codes, Google Forms, class discussion, feedback on activities

I liked doing _____

I didn't like _____

I liked learning about _____

I didn't like learning about _____

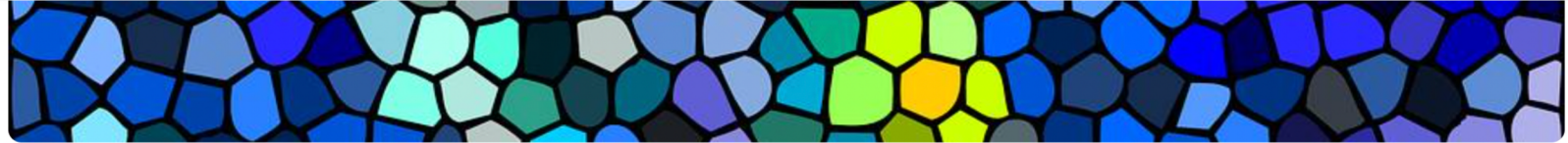
Next week/term I want to _____

	What is the purpose?	Who belongs?	What holds it together?	How long does it last?
Community of practice	To develop member capabilities; to build and exchange knowledge	Members who select themselves	Passion, commitment, and identification with the group's expertise	As long as there is interest in maintaining the group

Wenger, E. and Snyder, W. (2000) "[Communities of Practice: The Organizational Frontier](#)"

Community of Teaching Practice

in-person, social media groups, messaging platforms, synchronous, asynchronous

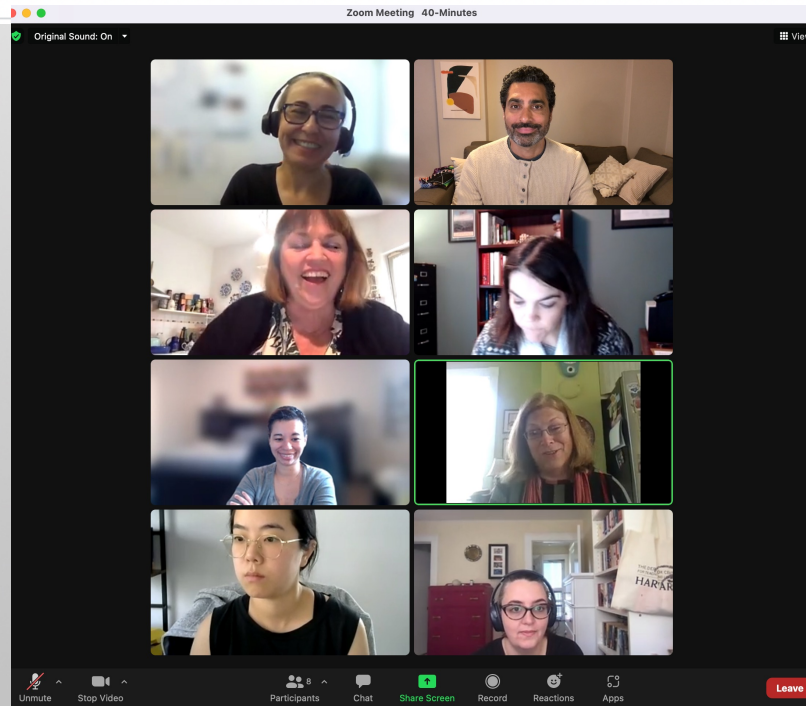


TESOL Intercultural Communication Interest Section

Public group · 1.8K members

Joined ▼

+ Invite



Community of Breathing Practice

in-person, social media groups, messaging platforms, synchronous, asynchronous



WhatsApp



Breath Share

Ángel, Badia, Bri, Dre, Jason, John, Mariann, Mostafa, Silvana, You



John Sheetz

This was phenomenal! Thanks for sharing.

4:55 PM

Community of Music Practice

in-person, social media groups, messaging platforms, synchronous, asynchronous



What communities of teaching practice
have you participated in?

What communities of _____ practice
have you participated in?

How did these COPs benefit you?





“This kind of exploration, which is situated in the teachers’ classrooms, is a powerful tool for ongoing personal development” (Parrish, p. 313).

Steps for conducting action research (Nunan and Bailey, 2009):

1. Identify an issue
2. Gather information about the issue
3. Use that information to design changes in classroom procedure
4. Implement this procedure
5. Observe changes this implementation brought about in the classroom



“ ...A SLIGHT CHANGE IN YOUR DAILY HABITS CAN GUIDE YOUR LIFE TO A VERY DIFFERENT DESTINATION.

-JAMES CLEAR

“ SUCCESS IS THE PRODUCT OF DAILY HABITS—NOT ONCE-IN-A-LIFETIME TRANSFORMATIONS

-JAMES CLEAR

“ GOALS ARE GOOD FOR SETTING A DIRECTION, BUT SYSTEMS ARE BEST FOR MAKING PROGRESS

-JAMES CLEAR

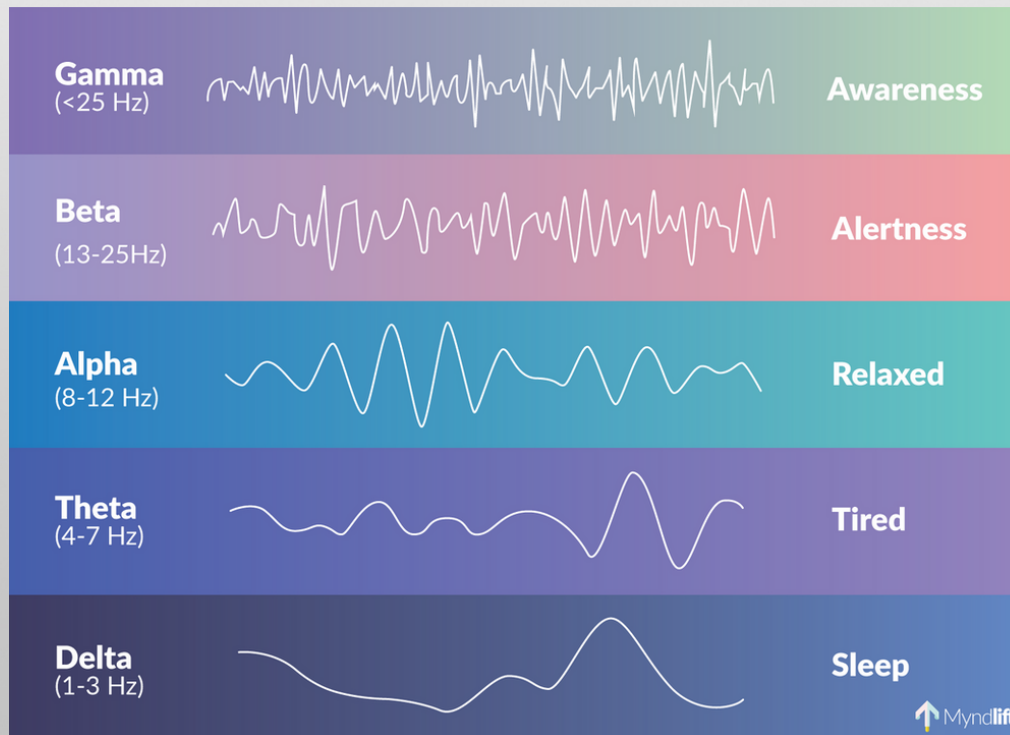


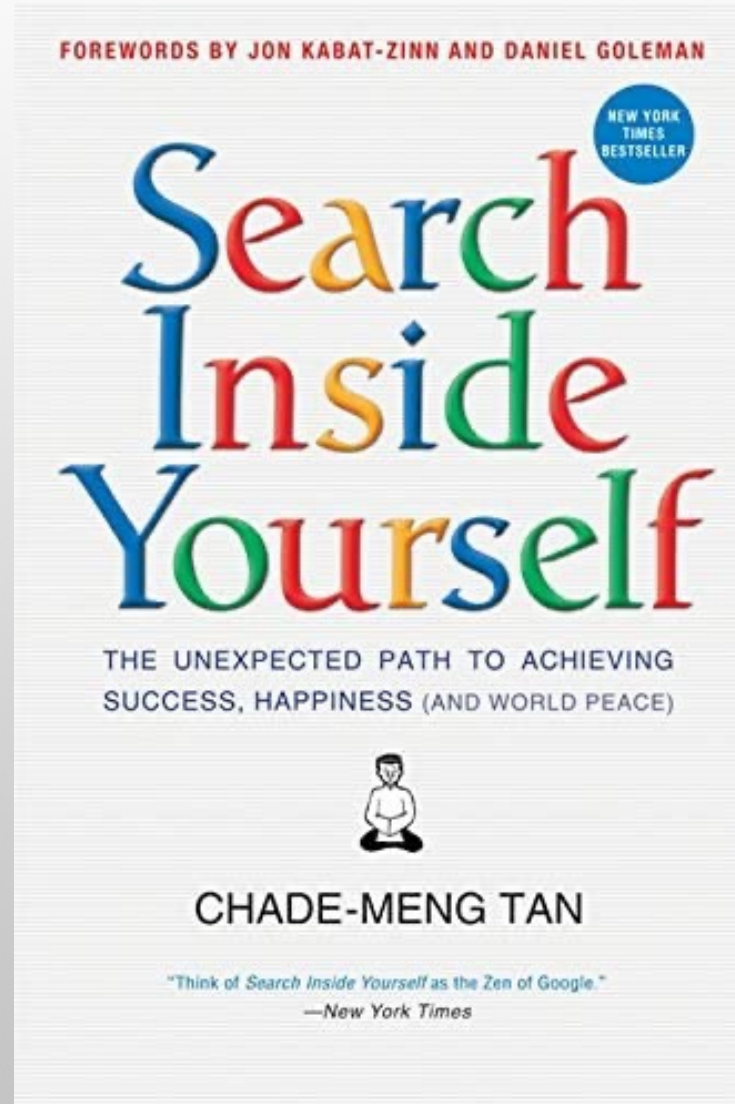
“Paying attention in a particular way: on purpose, in the present moment, and non-judgementally.” - Jon Kabat-Zinn



Rationale

- Tapping into our parasympathetic nervous system (relaxation) through breath
- Shifting or brainwave patterns from Gamma or Beta to Alpha







“In what ways would you like your professional identity to develop?”

“How do you see your professional development in action?”

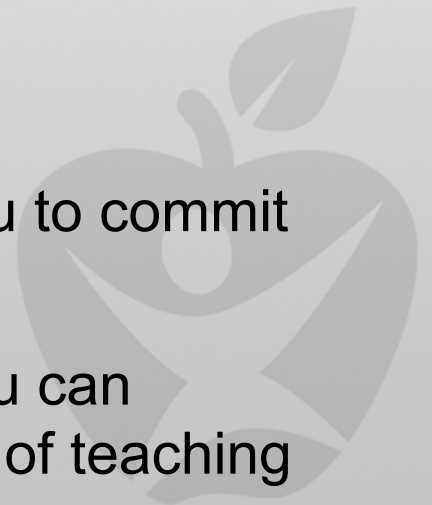


Vision

1. In what ways would you like your professional identity to develop?
2. How do you see your professional development in action?

Action

1. How much time can you realistically commit to professional development weekly?
2. What days and times would be the best for you to commit to professional development?
3. Who are colleagues and organizations that you can connect with to form and sustain a community of teaching practice?





www.linkedin.com/in/raminyaz



Adult ESOL Resources

- COABE (Coalition on Adult Basic Education)
- LINCS (Literacy Information and Communication System)
- TESOL International AEIS (Adult Education Interest Section)
- Florida IPDAE (Institute for the Professional Development of Adult Educators)

Planning Resources

- Nir and Far (schedule maker)
- Atomic Habits summary





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