

pp 393-97 Teacher Effectiveness In Curtain and Dahlberg, Languages and Learners, 5th Edition

The Teacher Effectiveness For Language Learning Project (TELL)

- What the teacher does in the classroom makes most in the achievement of students
- TELL Project is a collection of products and processes that world language educators at any stage of their professional journey can use to enhance their effectiveness as teachers and leaders
- ↳ believe in:

- Identified teacher characteristics and behaviors represent the model world language teacher
- World language teacher can become models if the model teacher is defined
- The identified characteristics and behaviors are intended to guide individual teacher growth toward the model and aren't necessarily tied to teacher appraisal

• Consider:

- Environment: How do I create a safe/supportive environment to prepare students for learning?
- Planning: How does my planning of learning experiences prepare students for learning?
- The Learning Experience: How do I provide meaningful learning experiences that advance student learning?
- Performance & Feedback: How do my students and I use performance and feedback to advance student learning?
- Learning Tools: How do my students and I capitalize on a variety of learning tools to advance student learning?
- Collaboration: How does my collaboration w/ stakeholders support student learning?
- Professionalism: How does my continued growth as a professional support student learning?

• tools that can be used:

- self-assess their current effectiveness
- determine areas on which they would like to work, and
- chart a personalized plan for professional growth

• TELL can be used in many different ways, not exclusive to just an individual teacher

Teacher Preparation

- Teachers not relying on a textbook need a great background in children's literature and in the target culture so they can relate into units/daily lesson plans
- Thematic planning depends on understanding of gen. curriculum
- make sure students are intrinsically in what you're teaching
- connect w/ culture
- take into account the needs of your students (different levels, backgrounds, etc)
- don't translate into English or ask students to
- use gestures/body language to convey meaning
- check for understanding

Combe, Christine. 10 Characteristics of Highly Effective EF/SL Teachers. TEOSOL Arabia Perspectives, 22(2) June 2014, 6-12.

• There are disagreements about what effective teaching is

• 10 Characteristics

1. A "Calling" to the Profession

- be passionate about what you're doing → helps students learn and grow

2. Professional Knowledge

- 7 types of knowledge effective teachers should have:

- Knowledge about content, curriculum, principles for classroom management/organization, student pop., educational context, education aims/values, and pedagogical content knowledge
- Need both declarative and procedural knowledge - ability to do things in the classroom
 - ↳ Knowledge about the content area they are teaching
- important to keep up w/ technology

3. Personality/Personal Qualities

- patience, warmth, creativity, humor, and outgoingness
- go the extra mile to make sure your students succeed

4. With-it-ness

- being on top of things
- organize and manage classroom, engage students in lesson, fast-paced momentum
- multitask, adapt to changing needs of job

5. Instructional Effectiveness

- high quality teachers make lasting learning gains
- experience + credentials ≠ good teacher

6. Good Communicative Skills

- need to be able to articulate ideas, talk about issues, express beliefs and values abt teaching
- need to know conflict resolution

7. Street Smarts

- knowledge of students, school, community, and cultural environment
- combine w/ common sense to solve problems

8. Willingness to Go the Extra Mile

- believe you can make a difference in students life
- have high expectations for students
- inspire and motivate them

9. Commitment to Lifelong Learning

- recognized by many people as important

10. Life Outside the Classroom

- have hobbies and friends outside of work
- less stress = increased productivity at work

There isn't one secret to being a perfect teacher

Robinson, Anna "Effective Uses of Technology in Elementary School"

- make a short video or video clips to extend classroom instructions to review a concept

- Students can create a presentation of their learning by taking pictures or making short videos to keep track of classroom moments, activities, projects or presentations
- Can combine with self-reflection and students can explain if learning experience made them feel successful and what they would do differently
- Design projects that let students choose how they want to use technology by creating digital art
- Can make a video along with this explaining or displaying their work

Pozdrna-Tones, Israel "EdTech Promised to Change How Students Learn, But the Real Revolution Lies Within Us."

- One of the earliest computer instruction experiments posed the question of are students actually learning or just remembering enough to pass the questions?
- Some rely on technology like it's the world's best teacher, but not always the case because it can be unreliable and lackluster
- Must use technology to provide more meaningful and engaging experiences in the classroom
- There was a huge learning loss due to the pandemic and students haven't yet recovered from that → EdTech cannot revolutionize teaching and learning, only educators can
- There is no replacement for teachers, but teachers + technology can co-exist to help students read, connect to the world, etc.

Thoms Hopkins School of Education: 11 Classrooms and Teaching with Technology: A Best Practices Review. pp 8-14

• Best Practice #1: Increase/ease differentiation and personalization

- Everyone learns differently, so it is important to consider and tailor to your students needs like more/less group work, flexible times, different tasks for different learners, etc.

• Best Practice #2: Avoid technocentric approaches to lesson planning

- The quality of technological use is important in driving technology, so do this by having students participate in note-taking, organizing, and other activities to intersect teaching with technology.

• Best Practice #3: Integrate Computational Thinking into regular curriculum

- Computational thinking helps with problem solving, so have students reflect on computer tasks, designing computer games, and applying processes to new tasks.

• Best Practice #4: Incorporate Collaborative learning opportunities

- Group work is a great way to add a social aspect to learning that helps motivate students and make learning less isolating.

• Best Practice #5: Promote Inquiry-based learning

- Technology can help find knowledge about a certain topic, that can then be used for inquiry-based learning, which helps students engage in meaningful work that is applicable to real-world world problems

• Best Practice #6: Choose games and supplemental programs wisely

- Games helps with motivation because of the reward aspect and includes problem solving and learning, but it should be related to your learning objectives.

• Best Practice #7: Be strategic in leveraging the affordances that technology can provide

- VA can be just as effective as real life to help the learner experience new environments

• Best Practice #8: Ensure teachers receive appropriate professional development

- Investing in your professional development is important to your use of technology and the success of your students

• This relates to my DK-8 class, where I use the smart board often, and how to use technology, while not solely depending on it and ensuring my students are having meaningful lessons. I can use technology as a tool of a lesson, but not the actual lesson itself.