Panel Discussion
Coaching, Debriefing, and Reflection
PEER COACHING AND REFLECTION: STARTALK RUSSIAN

Summer 2017 2nd-year Russian:

Anne Arundel Community College/
United States Naval Academy

Catherine O’Neil,
AACC/USNA

Annapolis, MD
Site Visit Report

Collegial feedback and support

• “Instructors appreciate the opportunity to observe their colleagues in action and thereby improve their own teaching skills.”
<table>
<thead>
<tr>
<th>Adventurous</th>
<th>Enthusiastic</th>
<th>Open-minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious</td>
<td>Friendly</td>
<td>Organised</td>
</tr>
<tr>
<td>Bright</td>
<td>Gifted</td>
<td>Polite</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Healthy</td>
<td>Punctual</td>
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<tr>
<td>Clean</td>
<td>Humane</td>
<td>Quick-witted</td>
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<tr>
<td>Confident</td>
<td>Humorous</td>
<td>Resourceful</td>
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<tr>
<td>Cooperative</td>
<td>Industrious</td>
<td>Sociable</td>
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<tr>
<td>Creative</td>
<td>Intelligent</td>
<td>Talented</td>
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<tr>
<td>Critical</td>
<td>Joyous</td>
<td>Unbiased</td>
</tr>
<tr>
<td>Dependable</td>
<td>Kind</td>
<td>Visionary</td>
</tr>
<tr>
<td>Democratic</td>
<td>Levelheaded</td>
<td>Well-informed</td>
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<tr>
<td>Eloquent</td>
<td>Magnanimous</td>
<td>Youthful</td>
</tr>
<tr>
<td>Energetic</td>
<td>Noble</td>
<td>Zealous</td>
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Facilitating a Learner-centered Classroom

Key Characteristics

In the learner-centered classroom, the teacher:

- acts as a partner with students in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learner’s performance
- engages learners in cognitively challenging real-world tasks
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner’s performance
SEARCH for purpose and meaning
FIND

fun and inspiration
RESCUE
your colleagues and students
USE YOUR STRENGTHS
COLLEGIAL RELATIONS – WHAT WORKS, WHAT DOESN’T?

**Professionalism in the work place demands the following:**

- Mature responsibility and show passion for your work
- Know how and achieve expected result
- Give appropriate feedback and on time to the co-workers and supervisor
- Respect for self and for others and their time
- Coming to work with a good attitude and performance
- Be friendly and a team player
- Problem solving perseverance
- Show a willingness to learn and volunteer for new tasks
For the audience!
can-you-can-do?

• I can identify strengths of my colleagues to support different aspects of the curriculum.

• I can understand the benefit of supporting my colleagues’ core values in their work in my program.

• Questions/comments welcome!
  Catherine O’Neil: oneil@usna.edu
Panel Discussion
Rachid Rhenifel
One World Now!
Summer Language Camp
Basics

Three-week non-residential language (Arabic, Korean, and Mandarin), culture, and leadership program for high school students
Student Make-Up

- Entering 9th grade - Graduating 12th grade
- Seattle Public Schools and surrounding areas
- 2017: 44 students (~15 per class)
- 2017: 75% students of color
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00am - 1:00pm</td>
<td>Language Class (Arabic, Korean, Mandarin)</td>
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<tr>
<td>1:00pm - 1:30pm</td>
<td>Lunch</td>
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<tr>
<td>1:30pm - 3:00pm</td>
<td>Culture Lesson (MWF) or Leadership Workshop (TTh)</td>
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<tr>
<td>3:00pm - 3:30pm</td>
<td>Staff/Teacher Meeting</td>
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Reflection

- Target Language use
- Teacher Assistants
- Target culture food at lunch
- Field trips
- Camp store
- Show case
Embrace Challenge

Step up. Step back.

Participate fully while allowing others to speak out.
Panel Discussion

Yan Wang

Fayette County Kentucky Board of Education
Support Student Program Teachers through Daily Reflection

Yan Wang
Instructional Lead
Fayette County Public Schools, KY
Chinese Student Program
FCPS Chinese Student Program

- 120 students who attend Chinese program during regular school year
- 10 week days from 9:00AM to 2:00PM
- 6 classes divided by students’ age and proficiency levels
- 6 certified teachers and 6 para-educators, 1 office assistant
How has our detailed debrief at the end of each day impacted the effectiveness of our program?
In 2015, the site visit team suggested we create the opportunity for teachers to observe other classes to have a better sense of the whole program, as well as provide peer learning experiences.
Solutions in 2016 & 2017:

Capture an episode of each class, and share it with all teachers at the end of the day to debrief the instruction.

- Utilize our technology coordinator
Requirements

• Each class/teacher suggests a 20 minute episode to record
• The episode should demonstrate STARTALK-endorsed principles for effective teaching and learning.
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<tbody>
<tr>
<td>Class</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Class NE Region</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Class SW Region</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Class Central Region</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Class NW Region</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Class SE Region</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Class Beijing</td>
</tr>
<tr>
<td>Time*</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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*Each lead teacher should communicate with the technology coordinator at least one day ahead about the accurate time for recording.*
Record

- **The technology coordinator**
  - sets up the camera 10 minutes prior to the lesson,
  - records the lesson and uploads the whole episode onto YouTube,
  - shares the link with the program director and instructional lead for approval,
  - shares all video links with teachers after the debrief.
Lesson Video YouTube Links:

6 14 2017 Wei Lin learning episode 2:
https://www.youtube.com/watch?v=zP4g9_hn_yQ

6 15 2017 Ma Chi Learning episode 1:
https://www.youtube.com/watch?v=xJf6Fuvm-As

6 16 2017 Yanyan Zou Learning episode 3:
https://www.youtube.com/watch?v=F1lw2emV3VU

6 19 2017 Zhonglian Liu Learning episode 1:
https://www.youtube.com/watch?v=bb7KnU4joyE

6 20 2017 Shanli Zhao Learning episode 3:
https://www.youtube.com/watch?v=Xrx1pMVwUTc
**Debrief**

**When:** Every day, 2:30PM -3:00PM  
**Who:** All staff expect the office assistant  
**What/How:**
- The teacher in the video briefly introduces the lesson outcomes.
- Everyone watches the selected segments of the video.
- The technology coordinator highlights the lesson.
- The Instructional lead demonstrates how to give comments: *I saw ... I like ... If I teach this lesson, I would ...*
- Everyone gives comments or asks questions.
- The instructional lead follows up with the teachers.
Pros & Cons

1. The debrief made the program more effective, reinforcing the implementation of the STARTALK-endorsed principles.
2. Teachers had the opportunity to learn from each other and reflect on their own teaching.
3. The video lessons can be used for teacher training during the regular school year.
4. Potentially it can create some peer pressures and stress. Therefore, it is important to establish a positive atmosphere for feedback sessions.
Q & A

Yan Wang
Instructional Lead
yan.wang@Fayette.kyschools.us

Ben McMaine
Technology Coordinator
ben.mcmaine@Fayette.kyschools.us
Thank You for Your Attention!

Next Step: Choose your Breakout Sessions
Enjoy the day!

#startalk18