Welcome to the Mid-term Teacher Meetup!

Today's Objectives

01

Get to know each other ☺

02

Share teaching strategies

03

Diagnose teaching problems as a group

Get To Know Each Other – 2 Mins!

Please rename yourself so others know who you are

First Name - Level You Teach, What You Teach (ESL/GED), When You Teach (AM/PM)

Mark - 2, ESL, AM

New Teacher To Do List

Have you completed your onboarding tasks?

- ❑ Submit your **Volunteer Application**
- ❑ Digitally Sign and Send your **Volunteer Waiver & Release**
- ❑ Send a **Picture & Biography** for the student website

  Please let your coordinator know if you prefer to opt out of this
- ❑ Create an **Introduction Slide** to share with students

  No need to share this slide with your coordinator

Refer to the New Volunteers page for full details

Questions? Please ask your coordinator via Remind or email

AM Coordinator: Mark mhanson@clues.org / PM Coordinator: Trisha tmcintyre@clues.org

Teacher To Do List

Have you completed your required teacher trainings?

- ❑ These trainings are **required** by the Minnesota Department of Education
- ❑ Complete **Modules 1-4** and the **Targeted Trainings** *as soon as possible*
- ❑ Forward your **Continuing Education Units** (CEUs) to your coordinator after completion of each course

Refer to the Teacher Training page for full details

Questions? Please ask your coordinator via Remind or email

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Opportunity: Community of Practice

- **Join other volunteer teachers** to improve your effectiveness and confidence in independently leading adult education classes
- Facilitator: Meghan Boyle, **Literacy MN**
- **Apply ASAP**. Use link until 10/28.
- Info on clueseducation.com

COMMUNITY OF PRACTICE

FOR VOLUNTEERS

LEADING CLASSES

Description
Literacy Minnesota's volunteer training department is facilitating a community of practice for volunteers who lead adult education classes. This is a participant-directed experience facilitated by Tutor Training Coordinator, Meghan Boyle, who has 12 years of experience leading adult ESL/ELL classes. The outcome for participants will be improved effectiveness and confidence in independently leading adult education classes.

Participants
Volunteers leading adult education classes on their own or with a co-volunteer. Participants should not have close support and supervision from a staff person.

Example activities
- Share experiences and ask questions
- Learn from other participants, the facilitator and the facilitator's research
- Engage in problem-solving, sharing materials, synergy and optional classroom visits

Possible topics
Differentiating activities, routines, open enrollment, classroom management, coordinating efforts with other volunteers, requests for support from program staff, etc.

Format & schedule
Participants will meet virtually via Zoom on Fridays from 1-2:30 on **November 8th & 22nd and December 6th & 20th**. Attending all four meetings is not mandatory, but it is strongly encouraged. Participants will receive 1.5 CEUs for each meeting they attend.

Apply with this link or QR code by Friday, October 25th or email Meghan at mboyle@literacymn.org with questions.

Reminders

End of Term: Thurs, Dec 19

NO CLASSES:

Nov 28-29

End of Term Gathering at CLUES St. Paul: Sat, Dec 21 11am-1pm

Winter **Term**

Jan 21 – Apr 24

Let your coordinator know your winter volunteer plans asap

THANK
YOU
VERY
MUCH

ESTABLISHING A ROUTINE

Calendar Talk

LA FECHA

Hoy es:

_____el_____ de _____ de 2022

Ayer fue:

_____el_____ de_____ de 2022

Mañana será:

_____el_____ de_____ de 2022

¿Qué tiempo hace hoy?

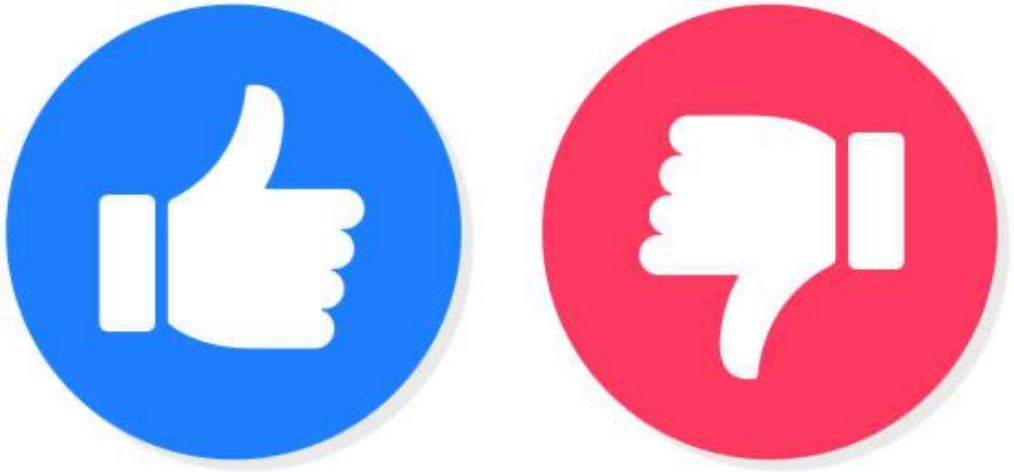
Hoy está_____.

This or That

Cats or dogs?

Coffee or tea?

Agree / Disagree



I like winter.

I think Minnesota is beautiful.

Because…

I am tired.

I am sick.

I worked today.

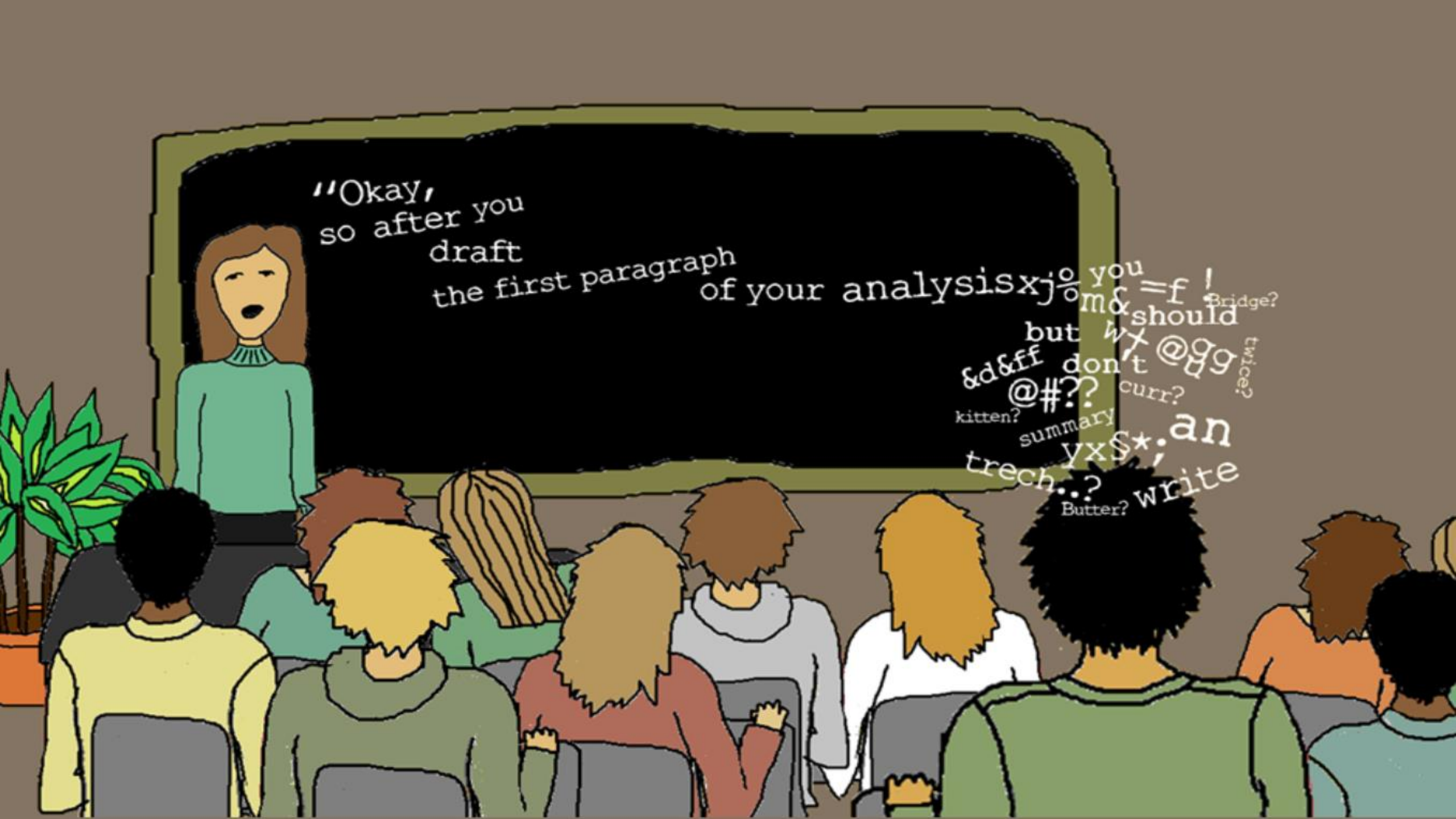
I am happy.

Breakout Session #1

Discuss the following questions and come up a list of 3-5 ideas and record on the shared Google Doc.

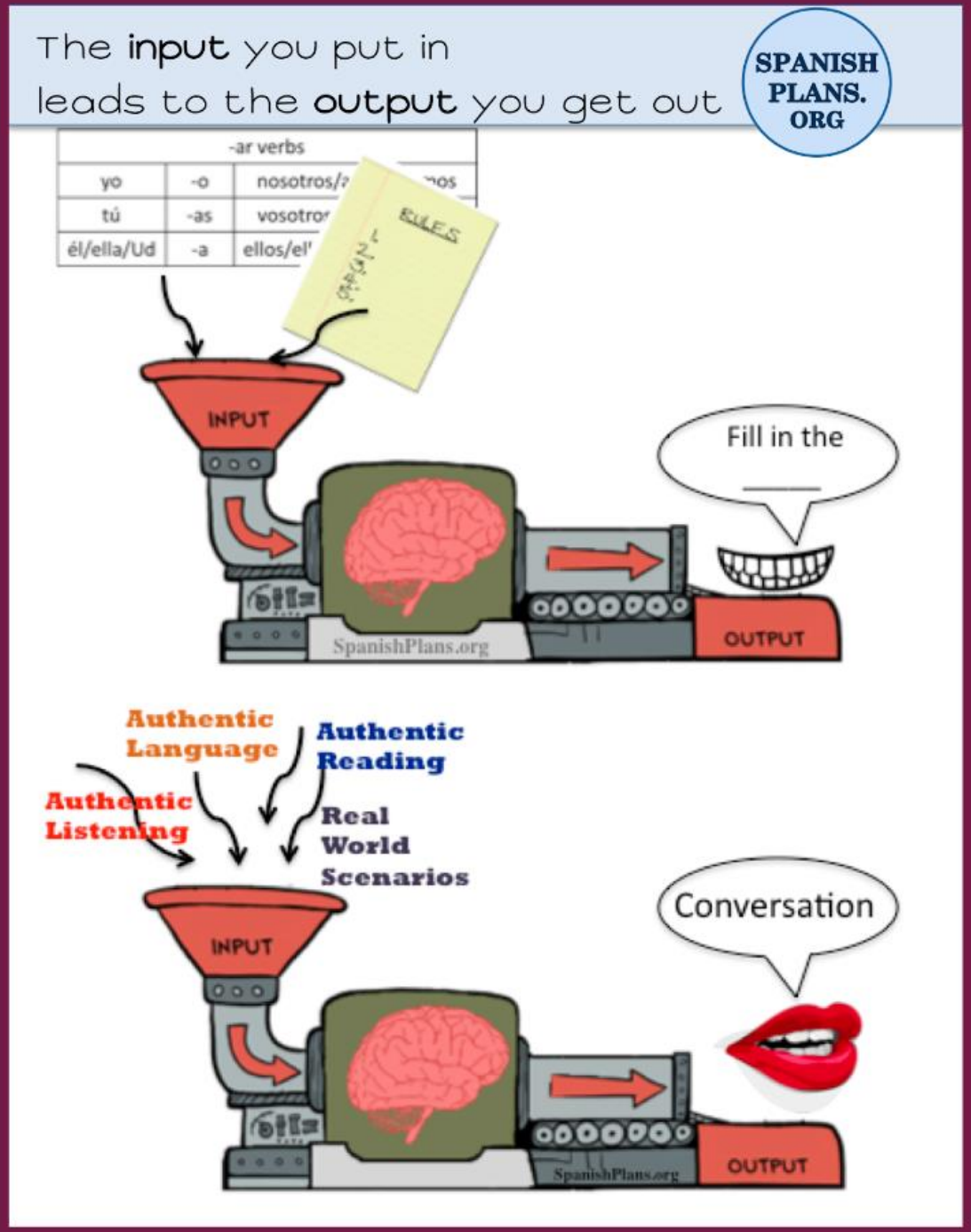
- **Warm-Up Activities**: What warm-up activities do you find most effective for energizing your students at the start of a lesson? Can you share a specific example?
- **Daily Routines**: How do you structure your daily routine to maximize student engagement and participation? What specific elements do you include?
- **Ice Breakers**: What ice breaker activities have worked well for you to build rapport among students, especially at the beginning of a class or after a break?

Comprehensible Input: Providing language that the students can understand.


"Okay,
so after you
draft
the first paragraph
of your analysis
you
should
Bridge?
but
twice?
don't
curr?
kitten?
summary
an
write
Butter?

What strategies do you use to make your lessons more comprehensible?

What do you do if you can tell a student doesn't understand something?



"You can't get water out of a dry sponge"

A flood of input before a drop of output

Breakout Session #2

Discuss the following questions and come up a list of 3-5 ideas and record on the shared Google Doc.

- **Comprehension Strategies**: What strategies do you use to ensure your lessons are comprehensible for all students? Share specific techniques to simplify complex concepts and enhance understanding. Consider using visuals, real-life examples, or scaffolding techniques that have worked well for you.
- **Technology Tools**: Which technology tools or platforms have you integrated into your teaching, and how do they enhance student engagement and comprehension? Provide an example.
- **Interactive Activities**: What interactive activities do you use to enhance student learning and participation? Share a specific activity that has been particularly successful.

PictureTalk

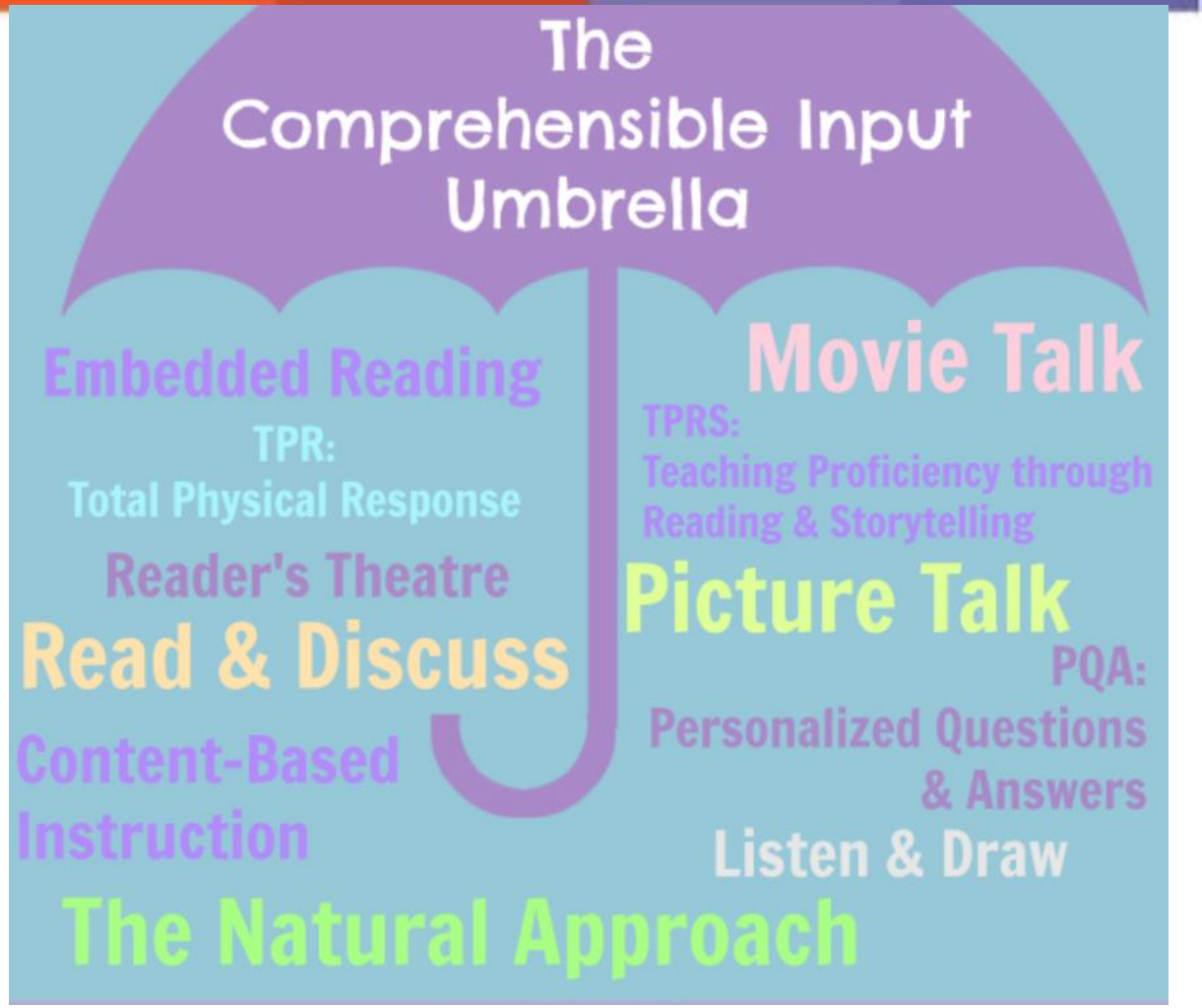
Ask what they see in the picture.
Ask them to describe what they see.
For early levels: ask them the color, if it is big or small, is it next to something, far from something, how many are there, etc.
For higher levels, you can ask what is happening in the photo, why it is happening, what they think will happen next.

Discuss. Agree/disagree. Logical or not? Tell a background story of the photo.

You can also show two pictures and ask them to talk about the differences between the two pictures.

Input needs to be R.I.C.H.

Repetitive
Interesting
Comprehensible
High-frequency

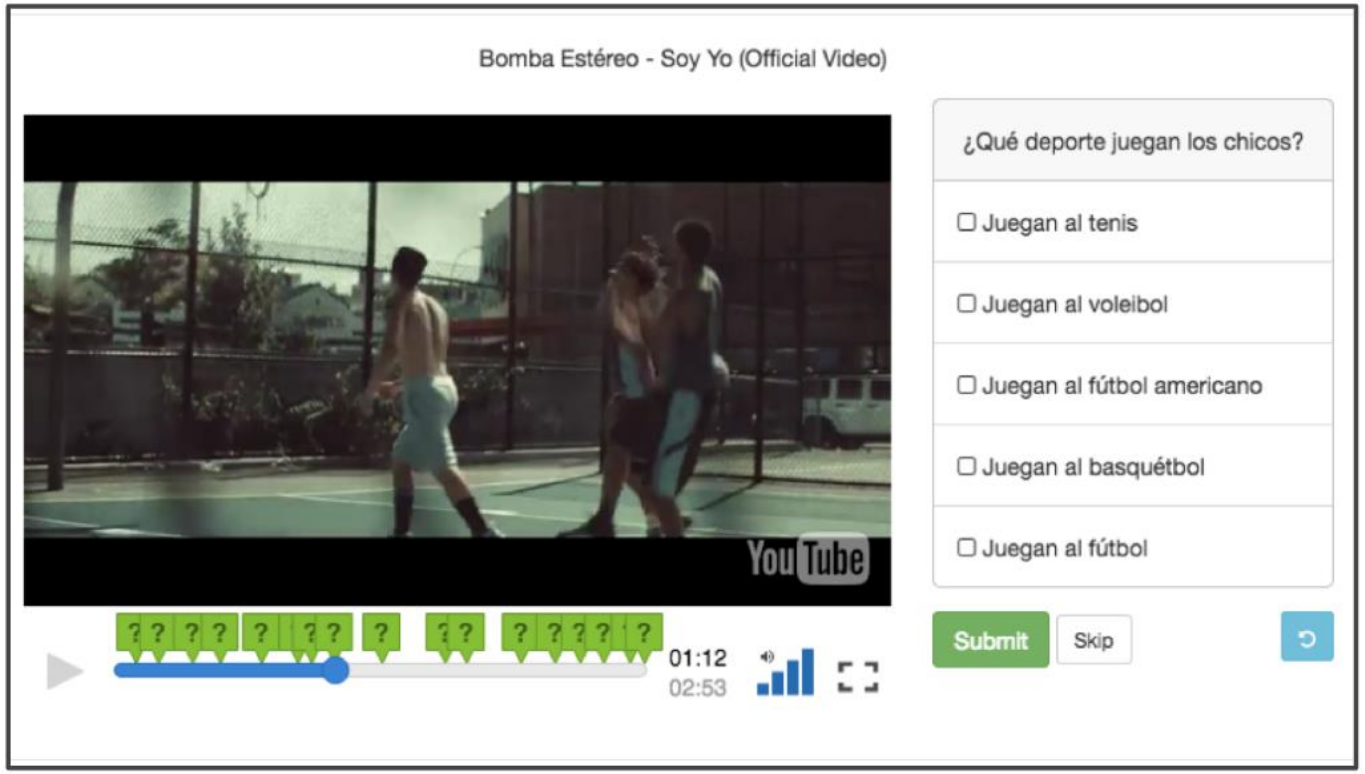


Circling

- This is Susana. Is Susana studying? Is Susana studying at the library? Susan is studying at the library, isn't she?
- Is Susana studying or playing football at the library? Is Susana studying at the hotel or at the library?
- Is John studying at the library? Is Susana sleeping at the library? Is Susana studying at the mall?
- Who is studying at the library? Where is Susana studying?
- At what time does Susana study at the library? Who studies at the library with Susana?

Edpuzzle.com

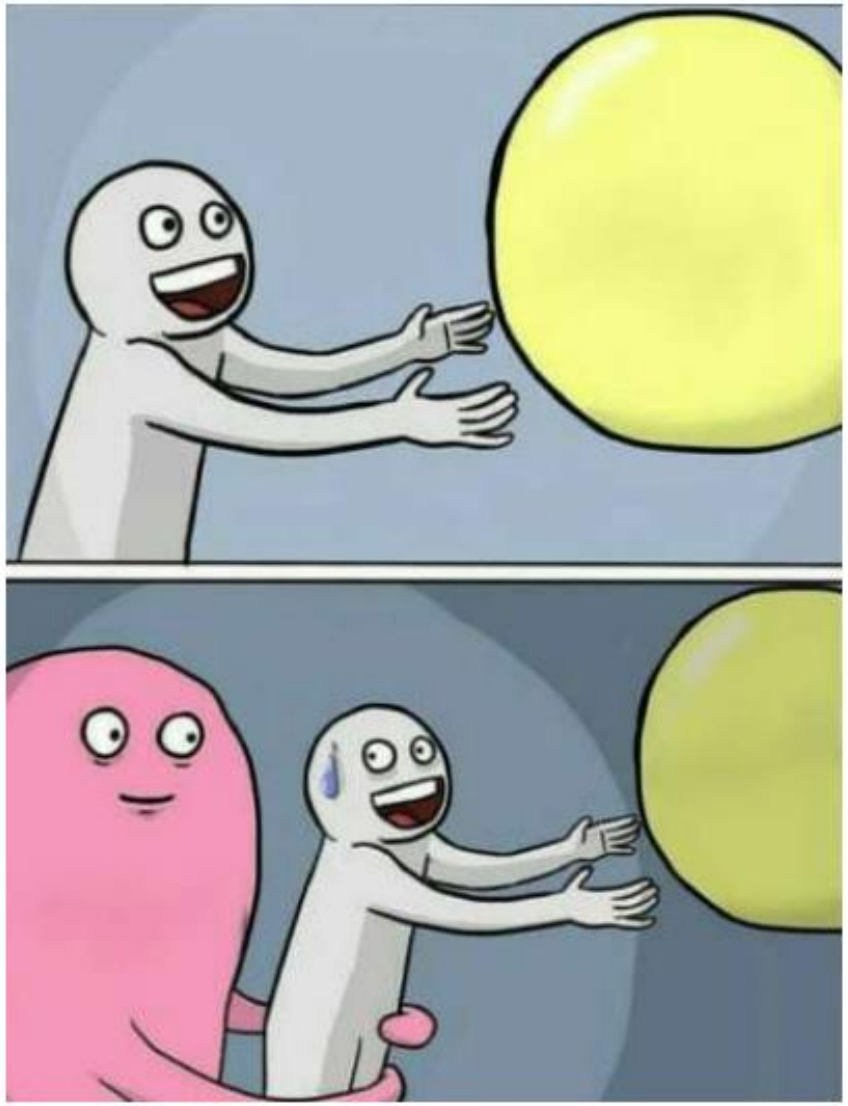
- Insert questions into videos
- Comprehension checks
- Provides extra input
- Visual aid
- Cultural component



What helps students understand?

- Visual aids
- Gestures
- Repetition
- Key words translated
- Cognates
- Build off prior knowledge
- Tone of voice
- Sentence frames (I will _____ tomorrow)
- Pre-teach vocab
- ¿?

Exit Ticket: Complete The Meme



Thank You
For
Coming