

**\*\* People-Places-Things Culture & Language Bridge Services**

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**Ampersand:** Experiential Training for Language Teachers

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Stages of Teacher Development with  
**&: English for the Community Certification**

**Stage 0: Trailhead – 1 class (no cost)**

**Goals:**

- To give the Applicant and PPT an opportunity to understand each other
- To expose the Applicant to the realities of language teaching and culture bridging
- To expose the Applicant to PPT community members: students, volunteers, partner organizations
- To expose the Applicant to PPT philosophy, theory, and practice



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**Milestones to pass this level:**

- Applicant contacts us with some interest, and together, we determine needs, goals, background, skills, and timeline (Complete an Applicant Assessment)
- Applicant participates in at least one class as a Classroom Assistant, which counts toward the 50 total
- Applicant participates in Audition Meeting (about 30 min) to debrief classroom experience and note any new challenges or realizations. If Applicant chooses not to continue in Ampersand, there will be a brief exit interview here. If Applicant wants to continue teaching in a PPT site, options are discussed, and then Applicant will be introduced to the volunteer coordinator and Primary Instructor for suitable program(s)
- Applicant is given Student Handbook and the Making It Real Packet (via email)

## Stage 1: Audition - 4 Classes (no cost)

### Goals:

- To give the Applicant and PPT an opportunity to better evaluate each other before making a commitment
- To further expose the Applicant to the diversity of language skills development sites
- To provide a basis for clarifying the differences and interconnections between PPT, Ampersand, and Voz Alta
- To give the Applicant their first Primary Instructor experience
- To enroll the Applicant in the Ampersand program in a way that works with their schedule and needs

### Expectations:

Show up early

Treat it like a job

Communicate with and support your Primary Instructor

Question everything, but try it anyway

Describe what happened in class without critiquing

Fill out volunteer paperwork with collaborating organizations if applicable

Submit info for background check if applicable

Participate with as much energy as you can muster – you have the ability to seriously impact lives

### Milestones to pass this level:

- Applicant attends one “Office Hours”
- Applicant has their first Primary Instructor experience using a lesson prepared for them face to face with the program director or more advanced & student (class must be more than 3 people)
- Applicant implements a lesson as Primary Instructor with all the attendant responsibilities
- Applicant meets with Program Director to finalize teaching assignment, scheduling, working with Classroom Assistants, and other considerations
- Applicant shows they have read the Making it Real Packet, Teacher Progression, and Student Handbook by bringing three questions about each of these documents
- Applicant agrees to enter the program by signing an agreement and paying the first \$100 or making other payment arrangements

In your first PI experience, you will usually have a Classroom Assistant (who may normally be the PI for your class, and will probably be at stage 3 or 4 ), but the Program Director will not be there. The Classroom Assistant will handle documentation of what happens in the class and student attendance, and assist you in any way you need. Your lesson will not be critiqued – your CA will only reflect back to you what happened. You are, of course, welcome to ask for evaluation.

You are not required to be PI during this stage, unless the normal PI is not present for some reason. However, if you want to be PI, we can do it if you're ready and there's a suitable class.

We will be checking in with program coordinators, primary instructors, and others to determine your suitability for our program. And you can evaluate our program too! You are only eligible for work study after passing the audition period.

## Stage 2: Instructor - 10 classes (\$100)

### Goals:

To develop skills in classroom management and implementation of the Voz Alta Curriculum, specifically by:

- Showing up to your classes early prepared with a lesson and the required materials
- Appreciating the challenges of working with multilevel, open-entry classes
- Developing skills working with Site Coordinators
- Communicating effectively with Classroom Assistants and visitors (give everyone something to do)
- Creating Lesson Plans and Reflections
- Posting a Class Report 24 hours after your class
- Communicate in a timely way with the “&” community

### Expectations:

Be there early and bring a lesson

Treat it like a job

Communicate with your Classroom Assistant before and after the class

Invite feedback and reflection – people will be too nice or too mean a lot of the time

You hold a position of authority and responsibility.

Act independently, but ask for help when you need it

Try not to explain

Be honest with yourself; be gentle with yourself

Try to describe what happens and how you feel instead of making a judgment

Remember that we are all thinking about you - we care what happens

Participate with as much energy as you can muster – you have the ability to seriously impact lives

Instructors can only have one scheduled class per week as a general rule, and will usually teach at one site

Program Director will not CA for you at this stage

Program Director will be available by email and at Office Hours, but usually not by phone

### Milestones to pass this level:

- Instructor completes 10 classes (more than 3 learners) as Primary Instructor, accompanied by appropriate documentation
- Two of the 10 classes will be modeled by the Program Director, Member, or Facilitator level (Instructor will play the role of CA) – Generally, Program Director will model the first class after your initial PI experience
- Attend 2 Office Hours
- Pay \$100 for Practitioner stage
- Provide copies of your lessons to PPT

#### Instructor: How Does It Feel?

At this stage, you sometimes want to hide and just get the lesson over with. You may experience a lot of anxiety before the class. You will secretly want the class to be huge, and you will secretly want it to be tiny. You'll want to believe you are the most amazing teacher ever, and you'll want your class to fail so you won't have to come back. After your third class, you will feel like you've been doing it all your life, and you suddenly feel out of ideas. If you experience any of this, it's totally normal! Call your Classroom Assistant, and talk to them. Send Patrik a text.

Written lesson plans submitted by email or by hand are the primary documentation of your completion of the program, so please keep a copy for your records just in case. Lessons are shared with all program participants. By providing the lesson to PPT, you give us the right to use it in future trainings or publicity. You do not give up any of your rights to use your own lesson, of course.

## Stage 3 – Practitioner – 15 classes (\$100)

### Goals:

To develop your classroom management, lesson planning, and activity design abilities, by:

- Perceiving the differences between different groups
- Learning to work with group energy
- Minimizing explanation in favor of practice
- Cultivating an experimental attitude
- Delegating responsibility
- Participating in the economy of support
- Practicing the difference between description, advice, critique, and criticism
- Acting on your feet

### Expectations:

Nuts and bolts are no longer an issue – documentation is second nature

Invite feedback and reflection – people will be too nice or too mean a lot of the time

Be honest with yourself and be gentle with yourself

You hold a position of authority and responsibility; you are not “The Authority”

Be firm when necessary; be flexible when possible

Create realistic challenges for learners

Act independently - ask for help when you need it.

Be creative and challenge yourself - try something you don't think will work

Practitioners may PI more than one class a week

Program Director will observe one class

Start to recognize your areas of strength and weakness

Pick up other people's slack, and recognize when people need help

Attend at least one of the three required workshops

Seek out new influences and inspiration

### Milestones to pass this level:

- Practitioner completes 15 classes (generally 8 or more learners) as Primary Instructor, accompanied by appropriate documentation (with exceptions below)
- Practitioner will PI in at least one new site
- One class of the 15 will be taught with no lesson plan or materials (reflection and class report still required)
- One class of the 15 can be as a CA for someone with more experience than you
- One class of the 15 can be as a CA for someone with less experience than you
- One class will be observed by the Program Director (who will not interfere)
- At least five of your lessons will be critiqued before class by the Program Director, Member, or a Facilitator
- Attend 3 Office Hours
- Seek out a new resource and use it in a class (document what, who, when and how)
- Pay \$200 for Facilitator Stage

#### Practitioner: How Does It Feel?

The Practitioner level is all about technique, creativity, and dealing with the unexpected. Not knowing if your assistant will be there induces more fear than calling them up. You may be spending a lot of time on your lesson planning. You will start to like some of the activities and put your own spin on them. You start looking everywhere for ideas to try in the classroom. You start to realize you can sometimes achieve your desired effect in the classroom.

## Stage 4 – Facilitator – 20 classes (\$200)

### Goals:

To become a Popular Educator, by:

- Learning step back; Learning to be strategic.
- Seeing yourself as an advocate
- Starting up a new site
- Coaching others
- Enhancing the systems in the “&” program
- Enhancing the Voz Alta curriculum
- Critiquing without criticism

### Expectations:

Nuts and bolts are no longer an issue – documentation is second nature

Inviting feedback and reflection is second nature

Face your fears and inspire others to face theirs

Be yourself

Holding a position of authority and responsibility is more comfortable

Your classes seem to fly by

You take much less time to create lessons, and can get by with no materials and no lesson – but would rather not

Your classes grow larger

You are firm when necessary, and flexible when possible

You support others in their growth without solving their problems for them

You enjoy creating new lessons and trying new activities, and you can modify them on the fly

### Milestones to pass this level:

- Facilitator completes 20 classes (generally 8 or more learners) as Primary Instructor (with exceptions below)
- Facilitator will PI at least 5 classes in three different sites (at least one should be mono and one multi lingual, this requirement may have been met in an earlier stage)
- Two classes of the 20 will be taught with no lesson plan (reflection and class report still required, and may have been met in an earlier stage)
- Two classes of the 20 will have you give a lesson to another to implement (you don't need to be present, and this may have been met at an earlier stage)
- Two classes of the 20 need to be taught with a bare minimum of speaking (as if you lost your voice, and this may have been met at an earlier stage)
- One class will be observed by the Program Director who will try to “take over” your class
- You may request voluntary observations and lesson critiques at any time
- Attend 4 Office Hours
- Attend all three required workshops
- Design a module
- Write a short paper

#### Facilitator: How Does It Feel?

In this stage, we try to see the bigger picture by leading others through their process. Though you may not feel like a great teacher, you've definitely learned some techniques you like to use, and you know some that you don't. You've had some difficult interpersonal situations, and you've gotten through them. You probably have had some hilarious moments and learned a lot about yourself. You have seen people's language skills develop, if only a little bit.. but you've seen it. And you have an idea of where you need to go to improve further.

**The Kind of Teacher I Am (short paper):**

- a) What qualities do I have that work well in a multiethnic community environment? Give an example from your experience in the program.
- b) What is the hardest thing about doing this work? Give an example from your experience.
- c) What is something uncomfortable you discovered about yourself?
- d) Do you feel more competent as a teacher? Are you a good teacher?
- e) Do you want to continue this work? Will you be able to put these skills into practice for your economic benefit?
- f) How do you think languages are best learned?
- g) What needs to change to make this program better?

You are strongly encouraged to join ORTESOL