E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Workshop on Innovative Teaching Strategies and Techniques for
Elementary and High School English Teachers in the Panamanian Educational System
Katherin Rodriguez, Panama

Through this one-day workshop, teachers from Elementary and High Schools in the Panamanian Educational System who live in Herrera province and work here or in other provinces will receive training in the appropriate use and application of strategies and techniques to motivate students in the classroom to promote meaningful learning. This workshop will be conducted in January 2013 and about 200 teachers will benefit from it. This project was developed with the knowledge acquired during the U.S. Department of State E-Teacher Scholarship Program Methods I Survey of Best Practices in TESOL online course and the Summer Professional Development Program at University of Maryland, Baltimore County (UMBC) Summer 2012.

Hosts: Any elementary or high school institution in the province of Herrera, Republic of Panama
Participants: 200 English teachers from the province of Herrera, Republic of Panama
Program: One–day professional development workshop
Schedule: January 2013
Goals: The goals of this workshop are to:

• Familiarize Panamanian English teachers with the latest innovative teaching strategies and techniques applicable to their classroom settings.
• Develop Panamanian English teachers’ abilities to design lesson plans based on the new innovative teaching strategies and techniques learned during the workshop.
• Motivate Panamanian English teachers to reflect on their teaching practice to improve the education in the country by promoting classroom management and significant learning.
Problem Identification
In Panama, English is spoken by more than 268,000 people in the country (retrieved from: http://www.spainexchange.com/guide/PA-language.htm). This is the result of the presence of retired people who decide to make Panama their new home apart from the tourist industry in the country. However, most students that finish high school lack English language competency. In addition, we find desperate teachers who have not received training in effective strategies and techniques for teaching English due to the fact that most of the training and workshops are focused more on lesson plan designs. By training teachers in the use of innovative teaching strategies and techniques for optimal classroom learning, we will provide them with the necessary tools for successful classroom learning, which will ultimately have a positive effect on classroom management.

Contextual Analysis
Panama is a country that is in constant development, including the expansion of the English language all over the country; as a result, English teachers need to be trained in such a way that students could be able to communicate using the English language in an effective and communicative way. Panama is divided into nine provinces, and in each province there is a Regional Office of the Ministry of Education. Every year the authorities of the Ministry of Education develop seminars and workshops to update teachers’ knowledge in any required file. These seminars and workshops take place in different schools of the province. This one-day workshop will be developed as one of several workshops offered by the Ministry of Education in January 2013 in the District of Chitre, Province of Herrera. The workshop will not only reach out to teachers that live and work in Herrera but who also work in other provinces including Indian reservations (Comarcas). Participants will disseminate their experience and knowledge shared in this workshop with other teachers thus attaining the “multiplier effect” through shared collaborations and interactions.

Learner Analysis
This one-day workshop is meant for English teachers in Panama who hold either a B.A. degree in English or an Associate degree in English. Most of these teachers have good knowledge of the English language in terms of communication purposes; nonetheless, they need more training in teaching methodology so that they can transfer to students all their knowledge and expertise in a meaningful way apart from addressing students’ educational needs in the best possible way. Likewise, most of them do not know how to handle the lack of motivation in students that also leads to lack of discipline and overall undesirable outcomes in classroom management. This background is the criteria to be taken into consideration when designing and implementing this workshop. A survey is going to be carried out at the end of this school year in December 2012 looking for more teachers’ and students’ needs, along with a better way to address them during the workshop.

Content Analysis
The content of this workshop includes the definition of motivation, innovation, and innovative strategies and techniques relating to language teaching; it also points out the latest techniques and strategies used in today’s classrooms. The workshop also includes training in cooperative learning and classroom interactions as part of the motivation to be developed in the classroom.

This course will be based on information acquired during the Department of State E-Teacher Scholarship Program, Methods I:Survey of Best Practices Course, mainly Second Language Teaching Methods, Increasing Classroom Interaction, Instructional Strategies, Classroom Management and the Summer Professional Development Program at UMBC, Summer 2012. Teachers will be exposed to different situations that are going to lead them to reflect and evaluate their own teacher practice and to apply the necessary improvements to motivate students, achieving appropriate classroom management.
**Delivery Analysis**

The materials needed for this workshop are the materials that teachers will use in the session to internalize the experience and knowledge about the topic. The material will be used in such a way that it is going to let teachers practice all the strategies and techniques necessary to innovate and motivate a class. Therefore, the material will include power point presentations, handouts, colored paper, glue, flashcards, and so on. The methodology to be used in the workshop is very hands-on and practical to guarantee an enjoyable learning experience and professional improvement.

**Project Plan**

The workshop is going to be implemented by the end of January 2013 since this is a month in which English teachers from the province get together to be trained in different topics. However, the preparation for this workshop will start by the end of November, when a proposal is going to be written and presented to the principal of the possible host institution and to the authorities of the Ministry of Education in the province, accompanied by a letter of approval and support. By the beginning of December a meeting is going to be conducted in the Ministry of Education to decide the exact day for the presentation of the workshop as well as the place and the resources and tools needed. In the meantime, invitations and surveys are going to be sent to teachers in all the schools of the province. All the material including handouts, power point presentation and other resources are going to be developed and polished by the middle of December.

**Design**

ESL teachers must know about the importance of motivation, innovation, and interaction in the classroom which are the strategies and techniques that can be applied to achieve these goals. The purpose of this workshop is to provide English teachers with the most updated and important teaching strategies and techniques to promote motivation, innovation as well as interaction, and excellent classroom management. English teachers will write lesson plans, present micro-classes applying the knowledge acquired, and receive feedback from their co-workers. At the end of the workshop, teachers will be equipped with the latest trends in English language teaching to carry out their teaching practice in a more effective and meaningful way.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. By end of the first activity, English teachers should be able to examine their knowledge in terms of motivation and innovative teaching strategies and techniques.</td>
<td>Power point presentation: • brainstorming questions • motivation • innovative strategies and techniques</td>
<td>Brainstorming questions</td>
<td>Brainstorming questions revised through discussion and general comments</td>
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<td>2. By the end of the second activity, English teachers should be able</td>
<td>Power point presentation • Definition of motivation • Innovative teaching strategies and techniques • Classroom Interaction o (Teaching English to Young Learners by Joan King Shin PhD. Summer PD Program at UMBC 2012) o (Classroom Interaction: Techniques and Behaviors for Increasing Student Participation and Practice in Class, by Ron Schwartz M. A. and Madelaine Schwartz UMBC E-Teacher) o (Combining Content-Based &amp; Cooperative Learning, by Professor JoAnn (Jodi) Crandall PhD. Summer PD Program at UMBC 2012) o (Providing Context and Comprehensible Input through the Medium of English, by Helena Curtain PhD University of Wisconsin guest lecturer for E-Teachers TEYL, Summer PD at UMBC 2012)</td>
<td>Group work analysis of the presentation</td>
<td>Discriminate motivational and innovative teaching strategies and techniques by defining them in their own words and from their perspective as in-service teachers</td>
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<td>to define motivation and recognize innovative teaching strategies and</td>
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<td>techniques successfully using the information given during the workshop</td>
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<td>power point presentation.</td>
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<td>3. By the end of the third activity, English teachers should be able to</td>
<td>• Lesson plan format o (Lesson Planning With a Communicative Curriculum, E-Teacher Scholarship program, Spring 2011, by Carol Haddaway and Teresa Valais)</td>
<td>Create a lesson plan based on the motivational and innovative teaching strategies and techniques acquired in the workshop to promote classroom interaction and facilitate classroom management</td>
<td>Evaluation of lesson plan structure and practical application of the knowledge through a peer-coach session</td>
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<td>design a lesson plan applying the newly learned motivational and</td>
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<td>innovative teaching strategies and techniques given during the workshop</td>
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<td>presentation.</td>
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<td>4. By the end of the fourth activity, English teachers should be able to conduct a micro-teaching using all the motivational and innovative teaching strategies and techniques given in the workshop.</td>
<td>• Micro-teaching</td>
<td>Micro-teaching presentation</td>
<td>Demonstration of effectiveness of the lesson plan application through micro-teaching</td>
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<td>5. By the end of the fifth activity, English teachers should be able to present feedback to their co-workers’ micro-teaching in terms of effective application of motivational and innovative teaching strategies and techniques given in the workshop.</td>
<td>• Reflection of Quality Teaching for EFL teachers o (Reflective Teaching: Beyond the course, E-Teacher Scholarship Program, Spring 2011, by Carol Haddaway and Teresa Valais)</td>
<td>Small group feedback o (Cup of Reflection E-Teacher Scholarship Program, Spring 2011)</td>
<td>Effective micro-teaching application of motivational and innovative teaching strategies and techniques will be assessed through rubrics, group analysis and discussion</td>
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<td>6. By the end of the sixth activity, English teachers should be able to apply in their classrooms the new motivational and innovative teaching strategies and techniques given in the workshop.</td>
<td>• Motivational and innovative teaching strategies and techniques</td>
<td>Real classroom implementation</td>
<td>Effective teaching practice through school year will be assessed through peer observations and analysis of results</td>
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<td></td>
<td>• Classroom Interaction</td>
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<td>o (Teaching English to Young Learners by Joan King Shin PhD. Summer PD Program at UMBC 2012)</td>
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**Rationale for Sequence**

This workshop has been organized to introduce teachers to the world of motivational and innovative teaching strategies and techniques as well as classroom interactions. Teachers will get familiarized with the definition of motivation, innovation, innovative teaching strategies and techniques through group interactions and discussions. Moreover, participants will be asked to apply the newly learned-strategies and techniques in the design of lesson plans and classroom demonstration through micro-teaching, accompanied by the feedback offered by other participants. All these practical activities will give them a better idea of the topics being studied and the best way to apply them, creating a motivated classroom needed to promote learning and facilitate classroom management.

**Development**

1. Gain attention

Participants will be asked to answer the questions: What is motivation? What is innovation? What are innovative teaching strategies and techniques? Give examples. They will answer these questions based on their knowledge and experience as teachers.
2. Inform learners of objectives

Participants will be given the objectives of the workshop after answering the brainstorming questions. This will help them to know what is expected from them besides giving them a better understanding of the workshop itself.

3. Stimulate recall of prior learning

Participants will be asked to think about a particular motivational and innovative teaching strategy and technique they have applied in their classroom and whether this one was successful or not and what could have been done better. This will help participants to activate their prior knowledge apart from making them aware of their strengths and weaknesses regarding the topic. This is a good activity to carry out previous to the presentation of the content to keep participants focused on the topic and their own expectations.

4. Present the content

During this one-day workshop, participants will emphasize what motivation and innovation mean in terms of language teaching, the importance of its application, and the necessary strategies and techniques for a successful classroom application. All this content will be presented in an interactive and meaningful way. The teachers will have to show understanding of the topic through lesson planning, microteaching and feedback application.

5. Guide learning

The trainer in this workshop is going to assume the role of facilitator of knowledge. He/she will monitor participants' work and performance besides providing them with useful opportunities to understand the topic through charts, graphic organizers, rubrics, checklists, guidance, videos, power point presentations and real life cases. This will make participants aware of the importance of personalizing the information according to their classroom contexts and scenarios.

6. Elicit performance (practice)

All the activities in this workshop are designed to guide the participants through significant understanding of the topic. Interactive activities, among which the last two include the design and application of a lesson plan through a micro-teaching, will guarantee that teachers are internalizing and understanding the content and purpose of the workshop while finding application in real classroom situations.

7. Provide feedback

After each activity, participants will receive feedback from both the facilitator and other trainees through comments and group discussion respectively. Likewise, there are sections of the workshop inclusively developed to carry out feedback like the lesson plan design and micro-teaching implementation.

8. Assess performance

The accomplishment of all of the objectives established in this workshop will be assessed through participants' participation in discussions, group activities and mainly through the lesson planning and micro-teaching implementation in small groups which is going to be evaluated by the peers and the instructor as well.

9. Enhance retention and transfer

During the workshop, real life examples will be given to the teachers; simulations and the micro-teaching implementation will give them an idea of how to apply and transfer the knowledge and experience acquired during the sessions. Moreover, participants will be given evaluation charts with criteria to be taken into consideration to evaluate the application of the new innovative teaching strategies and techniques in real classroom situations. The results of this evaluation will be reviewed once the trimester ends and all the participants in this workshop get together once again, including the facilitator, to analyze the results of the evaluation, share experiences, receive feedback and improve upon this work.
**Implementation Checklist**

**Items**
- Paper (white or colored)
- Butcher paper
- Flip flap chart paper
- Sticky notes
- Notepads
- Flashcards
- Markers
- Scissors
- Erasers

**Tasks**
- November 27, 2012: Write letters and the proposal to be presented to the principal of the possible host institution and to the authorities of the Ministry of Education to ask for permission and support besides explaining the purpose of the workshop. (Trainer)
- December 5, 2012: Meeting at the Regional Office of the Ministry of Education to establish the exact day of the workshop, the place and resources available and / or tools need. (Trainer)
- December 6, 2012: Write letters of invitation and surveys for all the teachers in the province. (Trainer)
- December 11, 2012: Send invitations and surveys to all of the teachers in the province. (Trainer)
- December 12 – December 15: Prepare and polish handouts, power point presentations and other resources to be used.
- December 17, 2012: Presentation of the material including handouts, power point presentations and list of resources needed like papers and so on, so that the authorities at the **Regional Office of the Ministry of Education can print them, save them on a CD and get the rest of the materials.** (Trainer, people at the Regional Office of the Ministry of Education in Herrera)
- January 25, 2012: Clean the lecture room; organize the chairs and all the material to be used in the conference. (workers at the Host institutions)
- January 28, 2013: Workshop Implementation (tentative). (Trainer)

**Evaluation**
The implementation of this workshop is very important for the improvement of the teaching practices in the province of Herrera, Republic of Panama. Therefore, the evaluation conducted by the trainer is going to be a key aspect in this process, and the results, together with a final report is going to be sent to the principal of the host institution and to the authorities at the Regional Office of the Ministry of Education in the province one week after the culmination of the workshop.

The evaluation of this workshop is based on the following criteria: objectives achieved, content and material presented, activities developed, satisfaction with the knowledge acquired during the workshop, change in behavior, impact on teaching practices, and recommendations to make it better. These expected outcomes are going to be assessed through the data collection and analysis expressed in the table below.
Criteria to Assess the Outcomes of the Workshop

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ASSESSMENT TOOLS</th>
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<tbody>
<tr>
<td>Achievement of objectives</td>
<td>End of the workshop evaluation survey</td>
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<tr>
<td>Content and material presented</td>
<td>End of the workshop evaluation survey</td>
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<tr>
<td>Activities presented</td>
<td>End of the workshop evaluation survey</td>
</tr>
<tr>
<td>Satisfaction with the knowledge acquired during the workshop</td>
<td>End of the workshop evaluation survey</td>
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<tr>
<td>Change in behavior</td>
<td>Peer reflective paper</td>
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<tr>
<td>Impact on teaching practices</td>
<td>Lesson Plan, Micro-teaching</td>
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<td>End of the trimester meeting, Evaluation and recommendations.</td>
</tr>
</tbody>
</table>

References


Schwartz, R. & M. (2012), Workshop: Classroom Interaction: Techniques and Behaviors for Increasing Student Participation and Practice in Class. E- teachers Summer PD Program at UMBC.

Shin, J.K. (2012). Workshop: Teaching English to Young Learners. E-Teachers Summer PD Program at UMBC.

Websites

The Languages Spoken in Panama. Retrieve from http://www.spainexchange.com/guide/PA-language.htm