

Bridge IDELT™ Trainee Final Report

NAME OF TRAINEE: Ross Warnlof

COURSE DATES and LOCATION: 17th August – 13th September, 2011 in Santiago, Chile

COURSE GRADING: DESCRIPTION AND SUMMARY OF TRAINEE PERFORMANCE FOR EACH COURSE COMPONENT

Course Component: Teaching Practice and Lesson Planning

Abbreviations: Ss= Students, RSLP= Receptive Skills Lesson Plan, MPF= Meaning, Pronunciation, Form of Target Language, LP= Lesson Plan, CCQs=Concept Check Questions, PPP=Present, Practice, Produce, STT=Student Talk Time, TTT=Teacher Talk Time, ICQs=Instruction Check Questions, CM=Classroom Management, L1=First Language, TL=Target Language, TS=Target Sentences/Structure, WB=whiteboard, LA Chart=Language Analysis Chart

TP #	Date & Length	Level & Type of Lesson	COMMENTS FOR LESSON PLANNING AND TEACHING PRACTICE: Overall strengths (progress) and areas for improvement (action)	Lesson Plan Grade	Teaching Practice Grade
1	8/24/11 60 minutes	Pre-Intermediate: PPP Grammar – Present Perfect	<ul style="list-style-type: none"> + Excellent detailed planning for graphic organizers + Good progression from restricted to unrestricted + Excellent grade of speech: clear, simple, well-enunciated + Use of the board and visual organization +/- Question and answer drilling; do more drilling during the presentation - Develop practical, concrete solutions for anticipated problems - Focus lesson on a specific context - Increase eliciting for grammar rules in presentation and for error corrections - Focus more on meaning during the presentation 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent
2	8/26/11 60 minutes	Intermediate: PPP Functional – Exercise Routines	<ul style="list-style-type: none"> + Excellent analysis of the target language + Excellent planned solutions for anticipated problems and areas for improvement + Thorough plan for graphic organization of the TL + Excellent visual organization and use of the board + Use of eliciting and CCQs + Great grade of speech and simple explanations - Increase detail and scripting of activities - Make sure Ss listen to each other by CCQing all of them - Increase pronunciation drilling, especially in the presentation 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent
3	8/30/11 60 minutes	Pre-Intermediate: RSLP Reading – Relationships	<ul style="list-style-type: none"> + Focused areas for improvement and solutions + Prepared with engaging, appropriate activities + Fun, engaging teacher's presence and excellent grade of speech + Classroom management: directing Ss to talk and work, using names +/- Listening for pronunciation and drilling; do more drilling in the presentation - Increase scripting of stages and procedures - Develop a plan for boardwork - Don't rely on verbal explanations 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input type="checkbox"/> Good <input checked="" type="checkbox"/> Excellent
4	9/2/11 60 minutes	Beginner: PPP Vocabulary – Abilities	<ul style="list-style-type: none"> + Detailed plans for graphic organization of the TL + Improved scripting of activities + On-point assumptions + Excellent use of the board for eliciting and error correction + Use of verbal repetition and drilling - Continue to develop lesson and activity aims - Time management: adjust activities to fit the time - Decrease verbal instructions and increase modeling 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input type="checkbox"/> Good <input checked="" type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input type="checkbox"/> Good <input checked="" type="checkbox"/> Excellent
5	9/6/11 60 minutes	Advanced: PPP Writing – World Cup	<ul style="list-style-type: none"> + Excellent detailed scripting of the lesson and well-develop language analysis + Gave clear and simple directions + Good technique for error correction +/- Clear and helpful CCQs; make sure all Ss understand, not just one +/- Created activities to practice all skills; make sure the lesson focuses primarily on writing - Careful not to interrupt Ss or finish their sentences - Time management: adjust activities to fit time restrictions 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent
6	9/8/11 60 minutes	Intermediate: RSLP Listening – The Dock of the Bay	<ul style="list-style-type: none"> + Well-planned strategies for areas for improvement + Well-developed and thoughtful analysis of the target language + Classroom management: called on Ss by name, ensured that all understood + Excellent grade of speech for this level + Visual organization: pictures, definitions on the board + Play back the audio to help Ss correct their incorrect answers - Always talk in complete sentences for this level 	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input type="checkbox"/> Good <input checked="" type="checkbox"/> Excellent	Grade: <input type="checkbox"/> Un-graded <input type="checkbox"/> Fail <input type="checkbox"/> Pass <input checked="" type="checkbox"/> Good <input type="checkbox"/> Excellent

Course Component: Written Assignments

Assignment	Grade
Professional Development Ross's thoughts and insights are reflective of the work and dedication he demonstrated throughout this course. Although it's hard to critique oneself, his analysis of the videoed lesson was good. He expressed himself with sincerity, acknowledging his growth and what also remains as he grows in ESL/EFL. He furthermore supported his arguments with specific citations and examples from classes.	Excellent
Language Analysis: Ross provided an insightful and useful analysis of the present perfect, citing potential issues that could come up in the ESL classroom. He also provided useful analyses of vocabulary selected from a text and functional language from a dialogue. Ideas were good but would have benefitted from greater focus.	Good
Assessing the Learner: Ross's analysis of a pre-intermediate student was good, and he made some interesting observations of the learner's strengths, weaknesses, and errors. He developed a full profile of the pre-intermediate class and commented on the dynamics and interactions between students. His ideas were supported by specific examples from classes.	Excellent
Portfolio Collection: Complete	

Course Component: Participation in Input

Ross was able to keep up with daily reading and homework assignments, and he worked collaboratively in pair and group settings. He participated actively and was often a leader to his peers.

Course Component: Observation & Feedback

Ross's observation and feedback were positive, accurate, and helpful. Ross was professional in his delivery during the feedback sessions.

FINAL GRADING (Percentages reflect weight of components in determining final grade)

The components for the final grading are as follows:	Weight	Component Grade	Final Course Grade
Participation in Input (Interactive lectures & workshops):	15%	Good	Good
Lesson Planning (Lesson preparation):	15%	Good	
Teaching Practice (Execution of lesson):	40%	Good	
Observation & Feedback (Self and peer observations):	10%	Excellent	
Written Assignments:	20%	Excellent	
Total :	100%		

Excellent	Good	Pass
The trainee exceeded the expectations of the course and is prepared for an entry-level ESL/EFL teacher position. The trainee consistently and convincingly showed exceptional (more than expected) understanding of the role of the learner, the role of the teacher, how to teach English, the English language, and how to organize a learner-centered class.	The trainee met all the expectations of the course and is prepared for an entry-level ESL/EFL teacher position. The trainee showed an understanding of the role of the learner, the role of the teacher, how to teach English, the English language, and how to organize a learner-centered class.	The trainee met course requirements and expectations in a way that showed improvement and is prepared for an entry-level ESL/EFL teacher position, but will need further development and guidance in understanding of the role of the learner, the role of the teacher, how to teach English, the English language, and how to organize a learner-centered class.

OVERALL COMMENTS AND RECOMMENDATIONS

This report is secured by BridgeTEFL staff and serves as documentation of trainee performance and trainer recommendation for employment and further education. Ross fulfilled all requirements to pass including submitting a final portfolio of all coursework and grading materials.

Ross (with improvement):

- Established good rapport with both groups of adult students he taught and developed good classroom management skills.
- Assessed learner needs in order to plan and teach lessons which take account of learners' backgrounds, learning preferences and current needs.
- Used and adapted materials effectively and efficiently to prepare and execute lessons designed to develop learners' overall language competency by satisfactorily defining and analyzing the language systems and language skills (reading, writing, listening, speaking) as well as how they are learned. Ross's lesson ideas are good, and his language analysis and awareness are good.
- Demonstrated his understanding of teaching methods and techniques as well as language awareness through writing his own lessons based upon material appropriate for the class level by implementing what was presented in input sessions, through executing teaching practice classes, and through producing written assignments on the following topics: grammar/language skills related tasks, teaching skills related tasks and professional development tasks.
- Demonstrated to his trainers' satisfaction that he is satisfactorily skilled in the planning and presentation of material to learners of English as a Foreign Language in the areas of: conversation, listening, grammar, function, pronunciation, vocabulary, reading, and writing using The Communicative Approach as the foundation for all activities in his classes. In addition, Ross covered the areas of: lesson planning, teacher resources, multi-media in the classroom including e-learning resources for students, the history of the English language, cultural issues for the EFL teacher and professional development.
- Demonstrated professional awareness and responsibility as well as teacher development by giving and receiving teaching feedback and working effectively with peers and trainers.
- Ross will be an asset to any team, and we confidently recommend him.

Carissa Elenbaas

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