

AIM Language Professional: Guide

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Foreword: The Goal of AIM Language Professional

As teachers, at AIM we strongly believe that development is ongoing. A teacher is always on a journey. As soon as one destination is reached, another appears on the horizon. So often, ongoing professional development, like most language courses, ends up being a dizzying sequence of unrelated ideas and concepts. Just as *AIM Language Learning* has brought clear progression, organization and sheer enjoyment to language teaching, *AIM Language Professional* brings the same qualities to a professional development path that allows you to develop at a pace that fits in with *your* schedule and requirements.

We have designed *AIM Language Professional (ALP)* to be a complete training and ongoing development resource for all AIM teachers. Everything you need is here: there is no required extra reading, you won't even need a pen and paper. All you need is your experience as a teacher, your memories of being a language learner yourself, and a keenness to learn and to share with the community.

The learning *community* is a vital aspect of this site. While we have a significant amount of input from Wendy Maxwell and other AIM experts, we have provided channels for discussion in every module and hope that long after you have completed a specific section, you continue to be involved in the discussions with new questions, suggestions and advice for your peers. We also hope you will have fun surfing through the journal and discussion posts, following threads and conversations as well as interacting and connecting with other users themselves.

The site is designed both for teachers who want to receive *AIM certification* and for teachers who simply want to use the site as a support resource as they develop their AIM expertise.

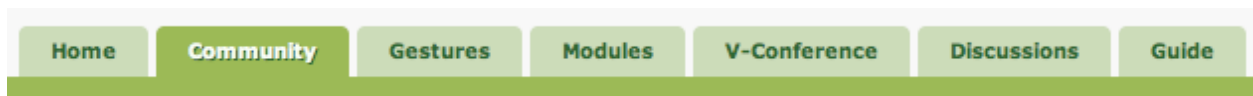
We wish you all the best on your journey with AIM.

Neil Hammond
ALP Designer

1 General Navigation

The site is divided into five interrelated zones indicated by tabs at the top of the page: **Community**, **Gesture Database**, **Modules**, the **Virtual Conference** and **Discussions**. Your navigation is assisted by our unique **Organizer**, which helps you to keep track of every note, post, journal entry, quiz and test you complete, tracks your progress and even allows you to file the posts of other members that you particularly want to refer back to.

1.1 Community



The Community zone provides an overview of the latest journal entries or discussions posted by any ALP member. You can navigate through these to explore more about the members who posted them (and what else they have to say) and through the posts to see the threads they came from.

This zone also provides an advanced search for any ALP member. To access the search, click the green 'user search' area to expand it. You can use the search to find a specific user, or to find a selection of users, ie by using combinations of location, school board, grade taught etc. Note you can also use this function to find ALP members who are looking for work.

AIM Community

User Search
Click to hide/show ▼

First Name

School

City

Grades
 1 2 3 4 5 6 7
 8 9 10 11 12
 Post-secondary

Last Name

School Board

Country


Qualifications
 BA BSc BEd MA MSc
 MEd PhD

Seeking Jobs Anywhere
 True
 False

Seeking Jobs in Area
 True
 False


APPLY

Recent Journal Entries
▼



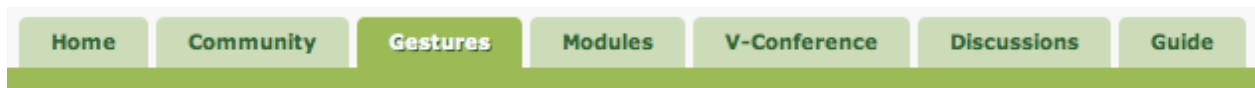
Launch? | This is getting nearer and nearer!
Gary Carkin - September, 30th

Recent Discussions
▼



Pilot stage reporting thread. Please add any i ...
Comments: 0

1.2 Gesture DB





All gestures from all AIM kits can be found in the online Gesture Database. There are two (interacting) gesture areas: the Gesture ‘zone’ and the Gesture area in your Organizer. The Gesture Zone enables you search for gestures by kit or play.

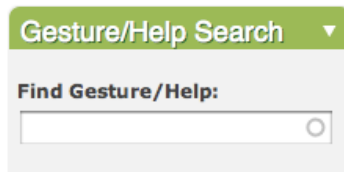
When sorting vocabulary by kit or play, make sure that you only use either the *Kit + Kit No* drop downs or the *Play* drop down. The drop downs that you are **not** using should be set to *<Any>*.



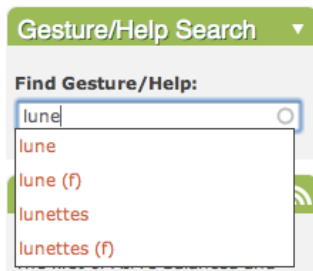
Click on the word to see the video of the gesture. Click on the green alphabet bar to expand or collapse that initial sort letter.

You can also save each gesture to the gesture area in your Organizer. Each entry has a green circle with an *add* sign . If you click on this, the gesture will be saved to your Organizer Gesture area, so you can create a list of gestures that you wish to learn. It can be removed from your area by clicking the red *remove* sign . (It will not disappear from you Organizer immediately but will be gone next time you return).

1.2.1 Side bar Gesture Search

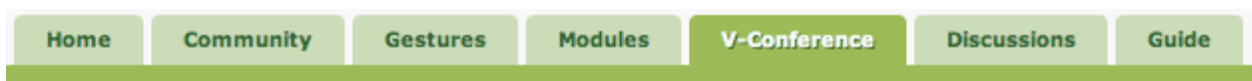


This feature allows you to search for a specific gesture at any time, on any page. The gesture video opens in a separate little window, allowing you to remain on the page you were viewing. **Please note:** To search, type the word, DON'T press enter, wait for the results in the drop down, then select and click on the option.



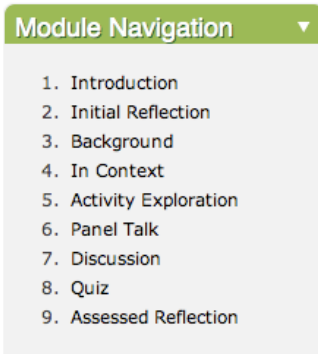
If you type the word and then hit enter (return), a new page will open with a list of all the videos found with that search, and may result in multiple versions of the same word. The useful aspect of this page is that it will enable the 'Add to Organizer' function so you can send the word to your own gesture list.

1.4 Modules



AIM Language Professional currently had eleven modules.

Each module follows the same pattern. You can choose to work through sequentially through the unit, or later jump to a specific area using the Module Navigation that will open in the sidebar.



1 Intro: Goals and Objectives.

2 Initial Reflection: Key questions to ground the theme of the unit in your previous or current experience.

3 Background: Wendy Maxwell introduces the philosophy and research behind each module theme.

4 In Context: Classroom footage, resource clips, commentator viewpoints.

5 Activity Exploration: Examine and reflect on specific AIM activities within each modular theme.

6 Panel Talk: Expert users discuss their experiences with the AIM approach.

7 Discussion: Teacher discussion thread where you can interact with other ALP members.

8 Quiz: Test your knowledge. This is also part of the assessment. The quiz randomly selects from a base of questions so is a little different each time taken.

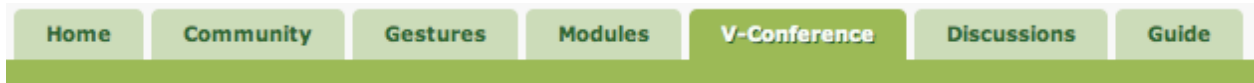
9 Assessed Reflection: This area a component of the AIM Teacher Certificate assessment and requires a short reflective essay on the theme of the module that will be assessed by an ALP Mentor.

Note that once you have paid for the AIM Teacher Certificate Assessment Package, if you save the reflection it will be sent to an ALP Mentor for assessment. You could therefore use “quick notes” to write your draft. If you have not bought the assessment package, saving your answer to this question will not send it to an ALP Mentor. However if you subsequently buy the assessment package and have previously completed reflections, simply ‘save’ them again for them to be submitted for assessment.

1.4.1 Module Notes

All notes that you write will be retained in the place you wrote them when you refer back to that area. You can add to the note later on. Your notes are also viewable in the notes section of the *Organizer* (see next page).

1.5 Virtual Conference



A growing video archive of conference workshops, sortable by presenter, location and topic. The area contains a notes field so you may take notes as you watch!

V-Conference

Presenter: <Any> Location: <Any> Category: <Any>

AIM Assessment
Watch

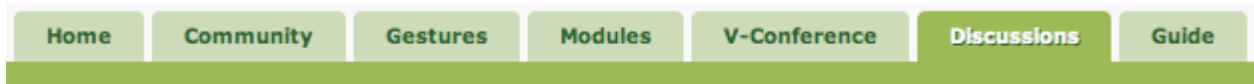
Café Teatre
Watch

First lesson with the AIM
Watch

Gesture practice
Watch

Intro to AIM in Elementary
Watch

1.6 Discussions



This is an area that links directly to all discussions, whether module-based or general. The basic page provides an overview of all threads and latest comments. When you click on Module or General 'View All Discussions', the page allows for creation of new threads and more precise discussion organization.

AIM Forums - General Discussion

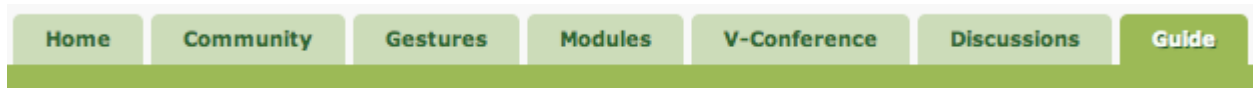
Last post:

Topic / Topic starter	Replies	Views	Last post
Pilot stage reporting thread. Please add any issues or questions here. by admin on 08/04/2010 - 11:17	0	0	by admin 11/24/2010 - 11:24
Ask Wendy Maxwell. by admin on 10/05/2010 - 05:12	0	0	by admin 10/05/2010 - 05:12

New posts No new posts Hot topic with new posts Hot topic without new posts

Sticky topic Locked topic

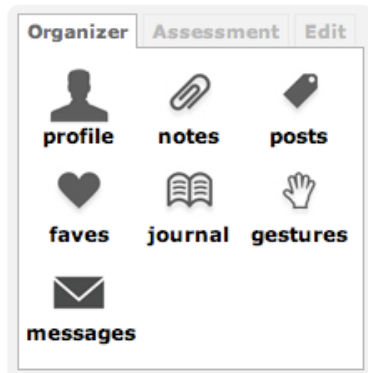
1.7 Guide



The guide contains a collection of short videos with information and advice on using the site as well as a link to the ALP Manual that you are reading right now.

2 Profile Navigation

2.1 The Organizer



The *Organizer* helps you order your learning and keep track of every interaction you have with the site.

2.1.1 Profile

Your image within the ALP Community. Put up as much information as you want. The profile is viewable only once people are logged in as members, or trial accounts that have had to take several steps of sign up and enrollment. The profile also has a *Learning Journal* area (see below).

In this area is also where you can add entries to your learning journal.

2.1.2 Notes

Allows you to sort by note type and module , and even search by specific word. Module-based notes can be viewed within the module they came from by clicking 'View Note' then 'View within Module'.

2.1.3 Posts

Allows you to track the posts you have made within module or general discussion threads.

2.1.4 Faves

You can favorite other people's discussion posts, and view them in this compilation area.

2.1.5 Journal

The journal entries that you make in the profile area can be viewed and sorted here (see below).

2.1.6 Gestures

Your own mini gesture database, containing the gestures that you choose within the Gesture Database zone

2.1.7 Messages

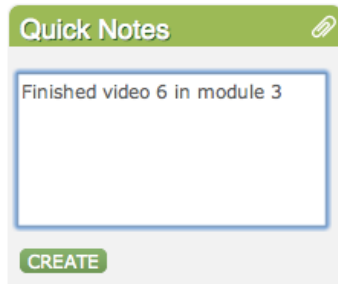
Internal member to member mailing.

2.2 Learning Journal

The Journal can be used both to keep track of your progress and development using AIM, and also as a 'status bar' which other ALP members will see in the Community Page. Accordingly, you can set the specific journal post as either public or private.

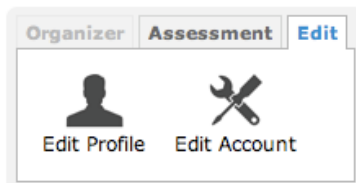
You can create an journal entry via your profile page. The compiled private and public entries can be viewed and sorted in the Journal section of your organizer. Journal entries will not form any component of assessment, but will help you to reflect on your development over time.

2.3 Quick Notes



The Quick Notes section is always present in the sidebar and can be used at any time. While there are specific note fields accompanying all videos and learning areas, the Quick Notes section can be used to help you keep track of what you are doing. The notes are viewable and sortable in the Notes section of the Organizer.

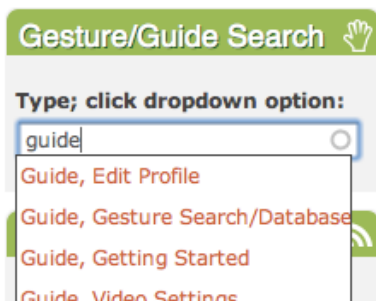
2.4 Edit Profile and Account



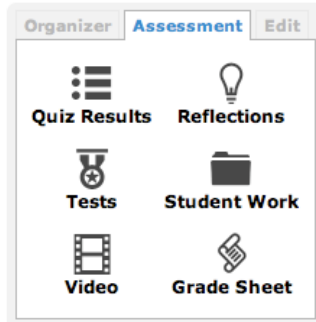
Use the *Edit* tab in the Organizer to alter your profile information.

Use **Edit Profile** to upload your picture and information that you would like to include. It is up to you how much you want to include. The more information you add will help other users to find you, and for you to link with other AIM users in your area. But do include a picture! You are way more gorgeous than you think.

Edit Account is where you can alter your password and email information



3 Assessment and Certification



There is currently one level of AIM Certification: the **AIM Teacher Certificate**. An **AIM Teacher Diploma level** is planned to be introduced in the future. Additionally, for trainee teachers and support teachers (ie teachers who may not yet be able to implement AIM with their own classes), we have the **AIM Basic Theory Transcript**.

3.1 Overview

AIM Teacher Certification rewards teachers dedicated to developing their teaching skills and educational philosophy.

The AIM Teacher Certificate entails 100 hours of online study, and would take place over the course of a year's teaching, though this would be less for teachers already well experienced with AIM.

You can purchase an assessment package at any stage. This entitles you not to a single attempt at passing, but to an **ongoing assessment partnership** between you and our Mentors. Once the assessment package has been activated, relevant work is then submitted to the ALP Mentor pool for assessment, and you can submit each assessment piece separately whenever you feel ready.

While the award of the AIM Teacher Certificate or Diploma is dependent on passing 26 discrete areas, there is no final 'fail'. Rather each assessment component is either 'pending' or 'passed'. When all areas have been passed, Certification is awarded.

Expert AIM Mentors assess your submitted modular reflections, student work and classroom footage, provide commentary and award the work either a pass, or a request to resubmit. You can resubmit any assessment component until you have a pass in all areas.

The AIM Teacher Certificate assesses a mixture of theoretical knowledge, reflection and actual classroom skill using AIM.

The **AIM Teacher Certificate** shows that you have foundation level theoretical knowledge and proven practical classroom skill as an AIM teacher.

The **AIM Teacher Diploma** will be linked to future Level 2 modules.

Attainment of the Diploma will show that you have mastered both the theory and practical application of AIM at a high level of sophistication. A Diploma level AIM Teacher would be able to mentor other trainee AIM teachers, and facilitate and coordinate AIM training sessions.

Additionally, we offer the **AIM Basic Theory Transcript** which you can apply for when you have completed all the modular quizzes and the global level test of the AIM Teacher Certificate. This is to help teachers currently in training or teachers on call who are using AIM Language Professional to increase their knowledge of language teaching but have not yet had chance to use AIM materials in the classroom. Assessment for the transcript is not paid for in advance. Once all Level 1 quizzes and the Level 1 test have been completed, a message will appear in the grade sheet detailing how the transcript can be applied for.

3.2 Assessment Structure

Teachers are assessed for knowledge, reflection, classroom skill and their students' work. There is no fail, rather a 'pass' or 'pending'. A global pass is comprised of a pass in 26 discrete areas:

- ✓ 11 Module based assessed quizzes
- ✓ 11 Module bases assessed reflections (assessed by your ALP mentor)
- ✓ Level Test
- ✓ Video upload of classroom footage and reflection (assessed by your ALP mentor)
- ✓ Upload of student written work and reflection (assessed by your ALP mentor)
- ✓ Discussion Posts

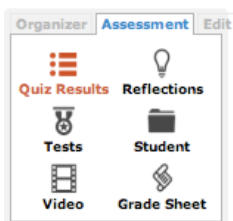
3.2.2 Course Timing

The following is an approximate guide to the minimum amount of time it would take to complete the AIM Teacher Certificate Course, if there were no requests to resubmit any of the assessment components. Note that we recommend that you submit your classroom video after about one academic year of teaching for teachers new to AIM.

Familiarization (Reviewing Guide)	120 minutes
Module Components	
Intro	5 minutes
Initial Reflection	60 minutes
Background	30 minutes
In Context	120 minutes
Activity Exploration	90 minutes
Panel Talk	30 minutes
Discussion	30 minutes (+)
Quiz	30 minutes
Assessed Reflection	60 minutes
Total per Module	(7.5 hours)
Module Total (11 modules)	82.5 hours
Selecting and critiquing Virtual Conference Level Test	480 minutes (8 hours)
Upload and critique of student work	90 minutes
Filming, uploading and critiquing classroom	120 minutes
Total 100 hours	240 minutes (4 hours)

3.3 Assessment Components

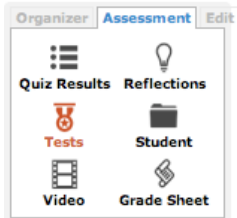
3.3.1 Module-based quizzes



The quizzes comprise of focused multiple-choice questions based directly on material from the module content. Each quiz comprises of a 10 to 15 random questions. To add a reflective angle of the quiz, **one to four** of the choices for any one question can be correct - not just one! We see the goal of the quizzes as developmental in nature rather than merely assessment-oriented and as such you can repeat the quiz as many times as you like. The required pass rate is 80%.

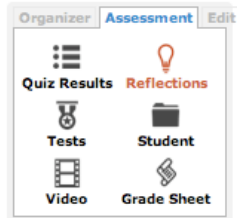
Note that your 'grade sheet' in the Organizer > Assessment tab takes your *latest* score not your *best*!

3.3.2 Level Test



The level test comprises 50 random questions taken from the entire question pool from each module as well as additional more open questions. As with the module quizzes, one to four of the choices for any one question can be correct and can be repeated as many times as the teacher likes. The required pass rate is also 80%.

3.3.3 Module-based assessed reflections



At the end of each module, teachers are asked:

Discuss ways in which your teaching and the experience of your students has (or will be) changed by employing the aspect of AIM discussed within this module. Your answer should be between 200 and 250 words.

Teachers are required to demonstrate an understanding of the aspect of AIM covered, and ability to reflect of how it is changing their classroom experience, and/or predict ways in which it will affect their teaching.

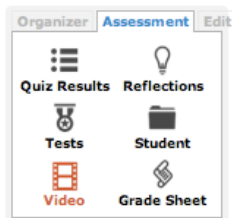
3.3.3.1 Assessed Reflections and the Virtual Conference

The Assessed Reflection in the final module requires a response based on the Virtual Conference area of AIM Language Professional. The requirement is candidates have viewed enough of the expert facilitator workshops to have chosen two to critique.

The question is as follows:

Choose two workshops from the Virtual Conference area and discuss what you can incorporate into your teaching, ways in which you might already be doing something similar and how you might need to adapt the advice to suit the specific needs of your classroom.

3.3.4 Upload of video classroom footage

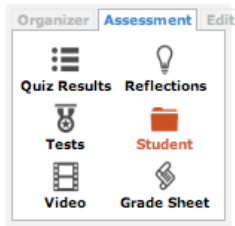


The ‘observation’ of teachers using AIM in the classroom is at the heart of AIM Teacher Certification. The teachers required to upload video, with supporting written self-reflection to be assessed by an ALP Mentor. Uploading is very easy (see the video in the ALP Guide). The teacher is required to upload one or several videos totaling approximately 30 minutes which demonstrate the following whole class activities:

- 1) *Teacher-Lead Self-Expression*
- 2) *Leading one simple activity (e.g. song/dance rehearsal, reading the play, gesturing the play, teaching a rap, simple language manipulation activity)*
- 3) *Leading one creative activity - story retelling (oral or written) or story extension.*
- 4) *Partner/Group Activities - students working in on one oral activity: group play rehearsal, oral story retelling in partners and also one written activity total or partial questions with a partner or story retelling/story extension*

The video uploads are accompanied by the chance for the teacher to comment on their lesson delivery which is taken into account by the mentor in the assessment process.

3.3.5 Student Work Uploads

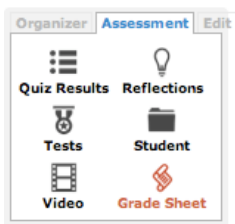


While student participation can be viewed in the classroom video upload, their written work is an essential part of AIM teacher assessment. We require that teachers submit 3 pieces of student writing, showing a stronger, weaker and middle piece of work and brief commentary. The writing samples can be examples of partial questions, story retelling or extensions or journal entries and should be extensive (minimum of two pages in length each). The Mentor will read the commentary and scan the examples for correct syntax, correctly-spelled high frequency words, verb endings, double verb constructions (French), agreement and, of course, creativity.

3.3.6 Discussion Posts

Certification also requires that teachers take part in the modular discussion posts to show how the teacher is engaging with the wider AIM teaching community. The AIM Teacher Certificate requires a minimum of 35 posts. The Diploma requires a minimum of 100 posts.

3.3.7 The Grade Sheet



The Grade Sheet provides a summary of each assessment area and updates itself as each assessment category is completed. When you have passed all areas, the grade sheet will display the global pass, and will notify the ALP team to send you your certificate.

4 Credits

Instructional Design	Neil Hammond
Instructional Content	Wendy Maxwell
Coding	Appnovation Technologies
Project Management	Neil Hammond
Quizzes, Activity Explorations	Karen Oraas
Filming	Gord Carson
Film Editing	Gord Carson, Cam Hayduk
Video Management	Najand Zarai
Content Management	Adel Ricketts
Coding	Appnovation
Technical Advisor	Pete Rawsthorne
General Advisor	Matt Maxwell
E-Commerce Advisor	David Demner