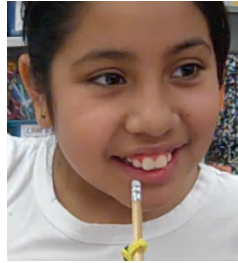


Tools and Practices for Supporting Teachers of English Learners



Jeff Zwiers
MATSOL
June 1, 2017
jeffzwiers.org/june1
jzwiers@stanford.edu

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Overview



- 1. Authentic Communication**
- 2. Practices**
- 3. Tools**
- 4. Next Steps**

Authentic Communication in School is

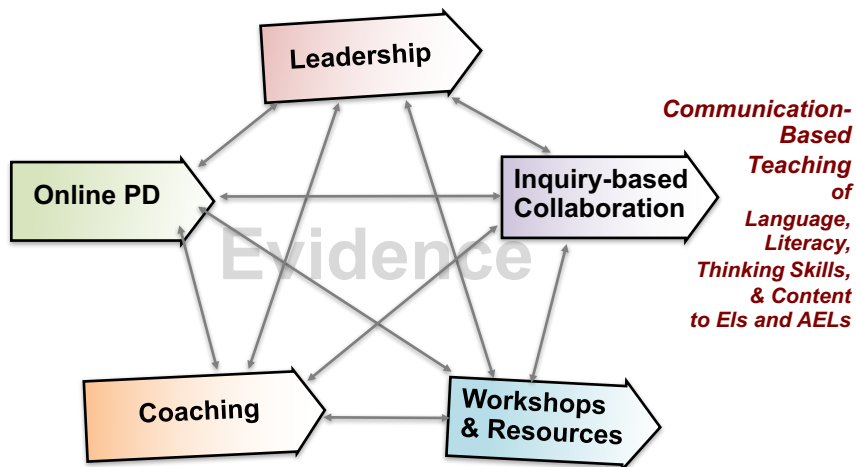


the use of words
 (and/or other meaning-carriers)
to share information
for doing meaningful things (creating,
 changing, deciding, clarifying, etc.)
that just one person can't do.

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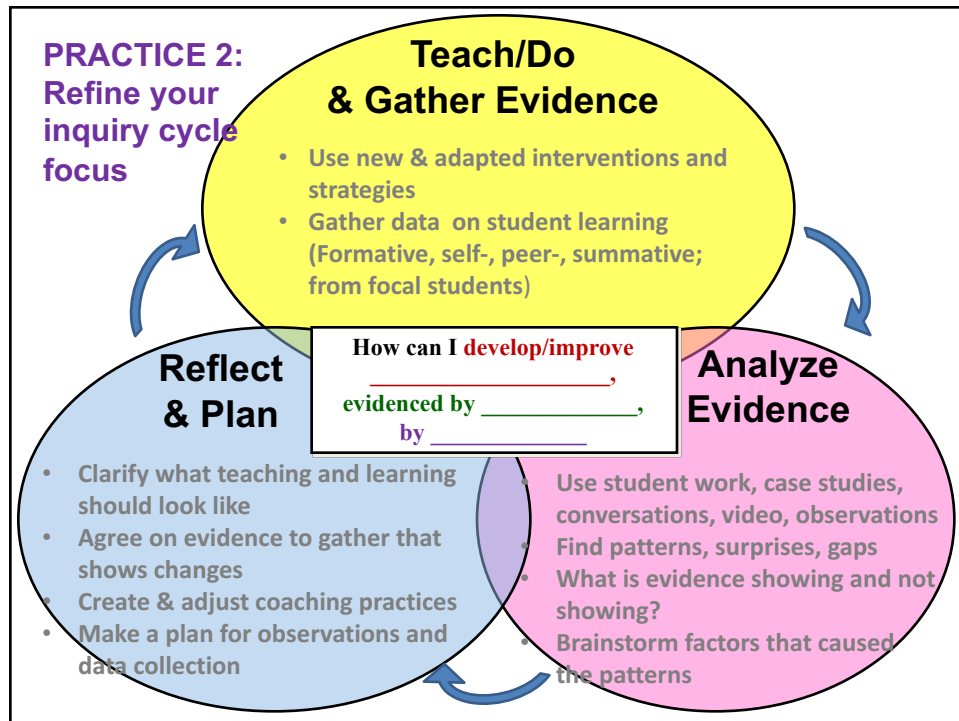
Understanding Language

PRACTICE 1: Align & Connect Dimensions of PD



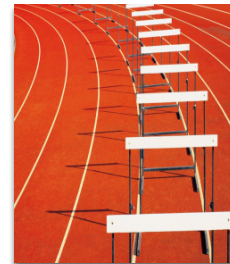
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Understanding Language



PRACTICE 3: Reduce these Obstacles to Building Communication-Rich Classroom Culture

- Our desire for “control” over learning (e.g., “I don’t know what they’re saying back there.”)
- Lack of seeing the long-term & learning value of classroom communication (curriculum)
- Teaching to assessments that don’t value or inspire communication
- Lack of consequences for unclear language
- Lack of academic conversation assessments, models, supports, and practice time (scrimmages)
- Over-structured “discourse” activities and over-use of sentence frames



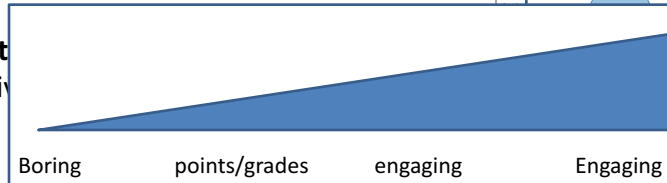
How can you create a tool from this?

TOOL 1: Communicativeness “Test” for Activities (3 Essential Features for Language Development)

___ Is there a useful & engaging purpose? In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...)
Are there consequences for lack of clarity?

Discuss how authors...
Decide how Columbus...
Co-design an experiment that helps you know how to best grow beans

___ Is the activity boring or engaging?



STUDENT A STORY 1 (blue smiley)

STUDENT B STORY 2 (orange smiley)

STUDENT C STORY 2 (green smiley)

___ Is there attention to language in service of communication? In the activity, is there extra assessment focused on improving how language is used?

- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback



Try it out: *Transition Improv Activity: Pro-Con*

Topics:

Social media's influence on language development

(You will make recommendations to teachers and students about the uses of social media)

Transitions: However,
On the other hand,
Then again,

~~but~~

Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

A & B, Lean?

Use the TOOL: Communicativeness “Test” for Activities (3 Essential Features for Language Development)

___ **Was there a useful & engaging purpose?** In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...) *Are there consequences for lack of clarity?*



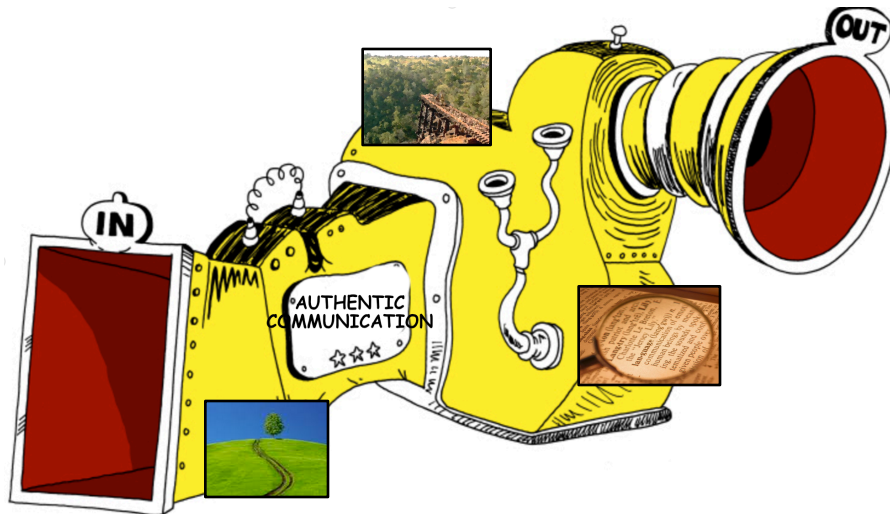
___ **Was there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Was there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?



Transforming Curriculum, Lessons, Activities



Strengthening Language Development in every Activity



Write essay, report, letter
 Read & answer questions
 Use graphic organizers
 Take notes
 Create a poster
 Write a lab report
 Solve a word problem
 Writers' Workshop
 Simulation/dramatization
 Analyze a painting
 Create a story

Give One, Get One
 Four Corners
 Games (Bingo, Jeopardy, etc.)
 Oral Presentation
 Gallery Walk
 Answer teacher questions
 Think-Pair-Share
 Literature Circles
Jigsaw
 Socratic Seminar
 Video

TOOL 2: Conversation Observation & Analysis Tool (COAT)

TEACHER Notes
 on prompt
 effectiveness &
 teacher use of
 supports &
 structures to
 scaffold quantity
 & quality.

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to Talk (Info gaps, BK)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
<input type="checkbox"/> Length of turns	
<input type="checkbox"/> Equity of voice	
Quality	
<input type="checkbox"/> Use conversation skills to co-construct & argue ideas	
<ul style="list-style-type: none"> — Turns build on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) 	
<ul style="list-style-type: none"> — <i>If there are two or more competing ideas (argue/decide):</i> — students build up both ideas and — (a) evaluate the strength/weight of the evidence of each idea — (b) compare the strengths/weights and choose the "strongest/heaviest" idea — (c) explain and/or negotiate final decisions & conclusions 	
<input type="checkbox"/> Effective listening	
<input type="checkbox"/> Clear speaking (+ use of language asked for in prompt)	
<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)	
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)	
<input type="checkbox"/> Nonverbal communication (posture, nods, eye contact)	
<input type="checkbox"/> Value one another's ideas, thinking, and feelings	

STUDENT Notes
 on response to
 prompt, quantity
 & quality

Conversations

Alex: What caused the fall?
 Carlos: The book said disease and war.
 Alex: It also said crops and politics.
 Carlos: All of them, I guess.



Mansur: I think there are different ways to solve it.
 Lynn: So? Just do what the teacher did.
 Mansur: But why did she turn the fraction over?
 Lynn: Who cares? Just turn it over.
 Mansur: OK.

$$\frac{3a}{3c-6} \div \frac{9ab}{c^2-4} =$$

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Understanding Language/SCALE

Video 1

- Context
- 2nd Grade
- Had read a story about hobbies and learned the word 'obsess'
- Prompt: Are some hobbies better than others?
- Look for strengths and areas to improve based on the COAT



Prompt	
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<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
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<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)
<input type="checkbox"/> Nonverbal communication

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Next Steps

PRACTICE 2: Refine your inquiry cycle focus

Teach/Do & Gather Evidence

- Use new & adapted interventions and strategies
- Gather data on student learning (formative, self-, peer-, summative; from focal students)

Reflect & Plan

- Clarify what teaching and learning should look like
- Agree on evidence to gather that shows changes
- Create & adjust coaching practices
- Write a plan for observations and data collection


Analyze Evidence

How can I develop/improve evidenced by _____ by _____

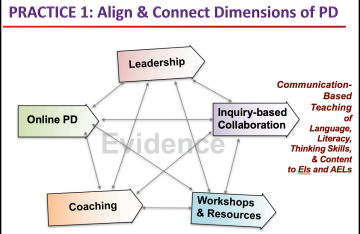
- Use student work, case studies, conversations, video, observations
- Find patterns, surprises, What is evidence showing?
- Brainstorm factors that cause patterns

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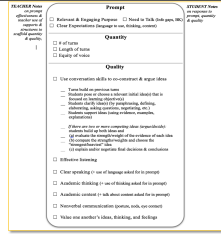
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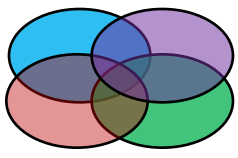
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CONTACT INFORMATION

Email: jzwiers@stanford.edu

Web sites: jeffzwiers.org / june1ell.stanford.edu





Jeff Zwiers

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