Migrant Field Office K-20

08/02/2013

Friday the 8th of February, 2013 (very British)

8:30 -12;00

First on Agenda; Mary – Writing Workshop updates

Academic Language Workshop Draft Agenda

MEP Field office Service Delivery Plan 2012 – 2013

Activity 7 Provide training and technical assistance to districts and schools on effective academic vocabulary development and reading comprehension strategies in the content areas.

Academic Language Workshop Agenda

1. Welcome and introductions
2. Purpose of Workshop—This workshop will provide participants with strategies for effective academic vocabulary development and improving reading comprehension within the context of Math and Science as outlined in the Common Core State Standards and End of Course exams.
3. Warm up activity – from Wayne Calendar - Instructional Routine simulation with posttest Dawn
4. Inquiry Chart (links to prior knowledge – What works – (what you know) and challenges (want to know) Donald
5. Graphic Organizer *Puzzle Pieces of Educational Practices* Donald
6. Rationale—Why a special workshop dealing with migrant students? Introduce the special considerations of migrant students in the area of language acquisition and literacy. Show the data and cite the research
   1. Living Wall activity to provide examples of research to practice and show alignment to standards
   2. Gap analysis

Thom

1. Motivational and Cultural Process issues —
   1. Accessing student and community background
   2. Prepare for careers in global community (additive vs. subtractive)

Mary

1. Building Background Activity (describe an orange) Dawn
2. GLAD Simulation EOC Biology unit vocabulary building Kathy
3. Fliver vocabulary Test Wayne Calendar Dawn
4. Evaluation—Nicole

1)Process the inquiry chart (add what else do you want to know or what other questions they still have…) Donald

2)Metacognition—Reflection--How will you use this learning…

3)Formal evaluation of workshop to include connections to your PD (TPEP) and what more do you need? Nicole

**Important presenter connections for every item that we present:**

* Make your part of the agenda as interactive as you can for participants (I do, we do, you do…)
* Include time for participants to reflect (10:2)
* Make connections across content areas (at least Science and Social Studies)
* How would you adapt for ELLs at levels 1&2? (Use of L1)
* Always emphasize that academic vocabulary development is inseparable from reading, writing, speaking and listening
* Weave in and mention often the specific Migrant considerations
* Reference the CCSS 7-9 on the research process. Show how the strategy connects to the research process.
* Cite the research behind each strategy you present and add those references to the workshop’s biblioigraphy. (Nicole will prepare the bibliography if we all get the article or book citations to her).