

NWESD EL Cooperative

EL Specialists

January 23, 2018

Anne Jones B-ESD
Sarah Southard NWESD

Overview:

- 8:30 EL Specialist Overview
- 9:00 Oracy
- 10:30 Academic Discourse
- 11:30 Practice and Reflection
- 12:00 Lunch
- 12:30 Coaching Practice
- 2:45 Reflection



Check and Connect

What was your favorite moment from 2017?

What is one thing you are excited for in 2018?



Oracy

“One reason people are successful in public life is that their shared history gives them privileged networking connections. But they are also commonly very confident, fluent public speakers. They were not born that way. Their skills were developed through their school experience of debating societies, discussion groups and engaging in dialogues with their teachers. Although the term might not have been used, their education included **oracy – skills in using spoken language** – as well as literacy and numeracy. For the sake of social equality, all schools should teach children the spoken language skills that they need for educational progress, for work and for full participation in democracy.” Neil Mercer, Professor of Education, University of Cambridge

Oracy

Turn and Talk with a partner.

What does this mean to you?

WRITE DOWN:

What is one goal you have around intentionally providing oral language opportunities for your students?



Oracy

- ★ Providing the Conditions for Student Talk
- ★ Discussion Agreements
- ★ Talk Moves
- ★ Sentence Stems
- ★ Accountability with Student Talk
- ★ Class Ambassadors
- ★ Progression of Language Acquisition - ELPA standards



Oracy

What are the activities?

Provide a student task

Embed opportunities
throughout learning
for student talk.

What are the structures?

Time

Turns

Assessment

What are the scaffolds?

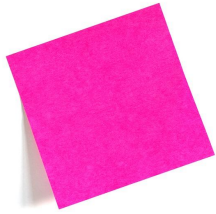
Must be clear:

What to talk about
&
How to talk about it
&
Who to talk to

Oracy

Write down some things you currently do in each section on a post it and then place it on the corresponding poster.

What are the activities?



What are the structures?



What are the scaffolds?



Oracy Talk Moves

Task: Watch the following video and take notes on the questions provided. After the video you will take turns talking in your group to discuss your learning.

Structures: Talk in table groups of 4, eyes on speaker when listening, each person must share at least one time, timer will be visible to monitor time

Scaffolds: Write questions on sticky notes, Sentence Stems and Talk Moves handout

Talk Moves and Sentence Stems [\(page 2 and 3 of digital toolbox\)](#)

Oracy in the Classroom: Strategies for Effective Talk

Take notes on this video while you are watching it.

What do you notice? What are the tasks? What are the structures? What are the scaffolds?

What is something new to your learning?

What do you wonder about?



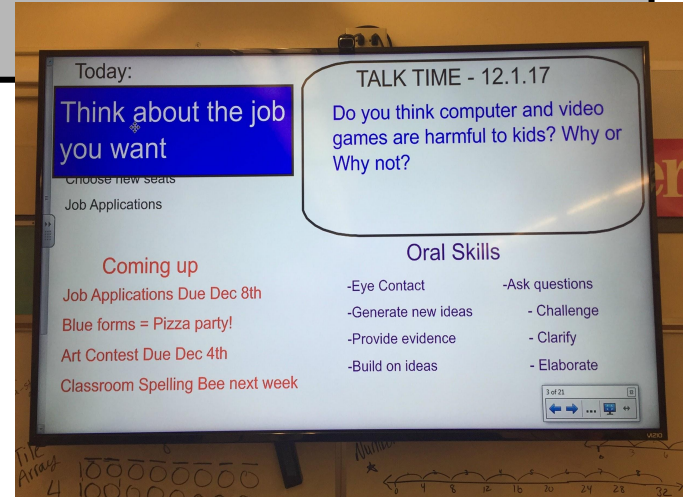
Oracy Structures

6:00

What do you notice? Task? Structure? Scaffolds?	What is new learning?	What are you wondering?
<ul style="list-style-type: none">● Multiple groupings● Students made discussion guidelines● Very expressive with their hands● Kids listened to each other, respond and on task● Expectation to talk, prompted by other students.	<ul style="list-style-type: none">● Discussion Guidelines● “Social mobility” creating purpose and speaking in different contexts.● Language for explanation● Sentence frames-3 printed, purposeful, intentionality● Oracy as student expression● Balance of student voice and intentionality of teaching certain language● Speaking connecting to writing	<ul style="list-style-type: none">● What type of ELL program and population they have?● What was the background that lead the teacher to have a discussion around culture?● What would be the structures to support EL students feel more confident speaking?

Oracy: Daily Talk Time

- Students enter the classroom and take out their literacy journal. Write the heading "Talk Time" and the date. (1 min)
- Student timer calls out "knee to knee" students turn knee to knee and determine who will go first. Listener reads the question to the speaker, speaker answers. Listener asks elaboration questions. (2 min)
- Student timer calls out "switch" and partners switch roles
- Student timer calls out "write" and students record the conversation in their journals. Could be what they said, what their partner said, whether they agreed, etc. (3 min)
- Student timer calls out "heads together" and table group determines sequence of sharing, then shares out. (3 min)
- Whole class share out or table share out



Accountability with Oracy

- Numbered Heads Together
- Popsicle sticks
- Random Name Picker (app)
- Cards
- Dice



**STRUCTURED
INTERACTION**



Accountability with Oracy-Numbered Heads

- Number off in your teams 1-4.
- Write your number down to remember it.
- When it's your team's turn to share out, I will call a number and that person will share the team's contribution.



Class Ambassadors



Choose a ONE student each week.

Anytime someone enters the room that student will get up, shake hands with the person and tell them what is happening at that moment in the classroom.

Focusing on:

- Presentation skills
- Summary skills
- Leadership
- Can be done in language of choice

Oracy with videos

Students watch a video on content related social studies or science during their literacy time.

They take notes (draw pictures, write words or phrases they think are important).

Each person shares one fact they learned. Students use Talking Hands to show if they Agree, Disagree or want to Add on. Then the next person shares.

When they are all done their notes are added to a class poster for review at a later whole class time.



Oracy Reflection

Turn and Talk with a partner.

Reflect on the goal you created at the beginning of the session? Is it the same or has it changed? (feel free to make changes as desired)

MAKE A PLAN:

What are your first steps in intentional implementing the goal you set?

What supports do you need?



Break



Academic Discourse

30 minute
timer
30:00


Find a partner and then choose a station of interest.

Read through the article and then practice the with a partner.

Move on to another station when completed.

Academic Conversation Placemat

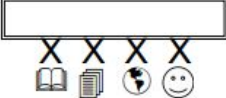
Elaborate and Clarify



Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 Let's see, an analogy might be...
 It is important because...

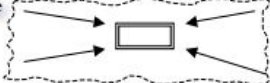
Support Ideas with Examples



Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example? Are there any cases of that in real life?
 Can you give an example from your life?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...

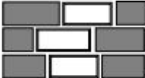
Paraphrase



Prompt starters:
 Is that clear?
 Can I hear what you heard?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure of all that I said.

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...


Build on or Challenge a Partner's Ideas



Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 What else could support this idea?
 Do you agree?
 What contradicts this?
 What are other points of view?

Response starters:
 I would add that...
 Building on your idea that..., I think...
 That idea connects to...
 I see it a different way, On the other hand, ...
 Let's stay focused on the idea of... Let's get back to the idea of...
 That makes me think of...

Synthesize Conversation Points



Prompt starters:
 How can we summarize what we discussed?
 What have we discussed?
 How can we bring these ideas together?
 What is the main point we want to communicate after discussing this?
 What is our conclusion?

Response starters:
 We can say that...
 It boils down to...
 We can agree that...
 Even though some might think that..., we conclude that...

Academic Discourse

Table Talk:

Do you feel prepared to bring back one strategy to support Academic Discourse?

What would you like to focus on?

What is your first step.



Academic Conversation Placemat

Elaborate and Clarify

Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 Let's see, an analogy might be...
 It is important because...

Support Ideas with Examples

Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example? Are there any cases of that in real life?
 Can you give an example from your life?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...

Paraphrase

Prompt starters:
 Is that clear?
 Can I hear what you heard?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure of all that I said.

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...

Build on or Challenge a Partner's Ideas

Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 What else could support this idea?
 Do you agree?
 What contradicts this?
 What are other points of view?

Response starters:
 I would add that...
 Building on your idea that..., I think...
 That idea connects to...
 I see it a different way, On the other hand, ...
 Let's stay focused on the idea of... Let's get back to the idea of...
 That makes me think of...

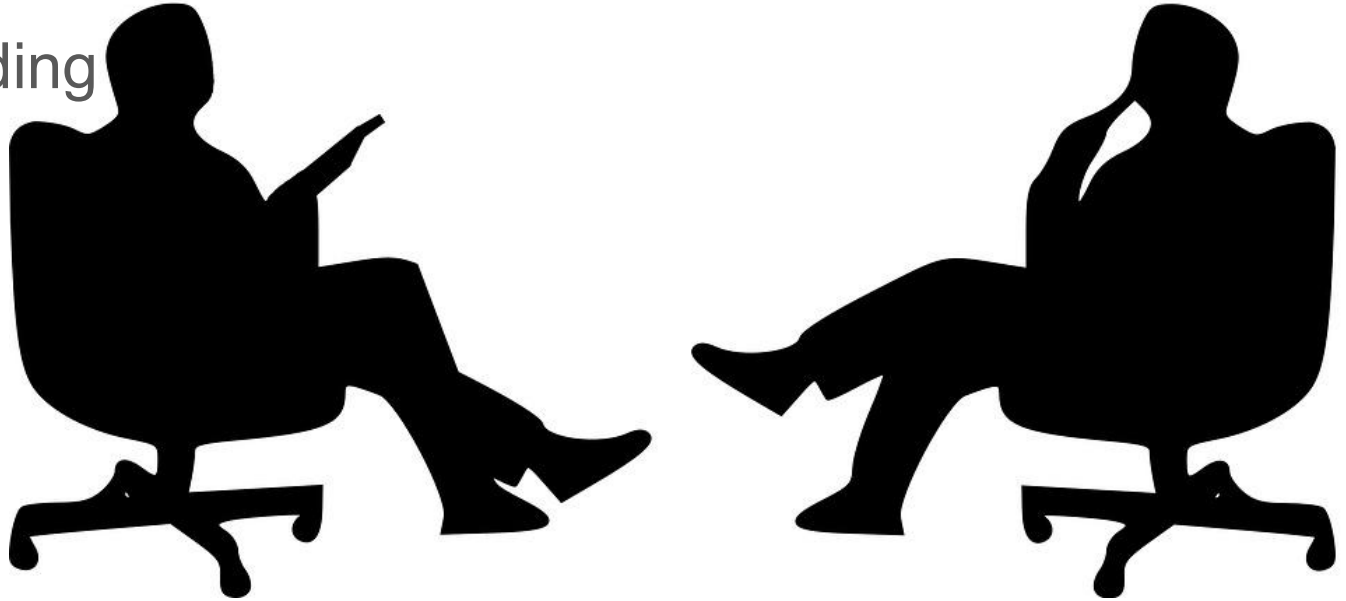
Synthesize Conversation Points

Prompt starters:
 How can we summarize what we discussed?
 What have we discussed?
 How can we bring these ideas together?
 What is the main point we want to communicate after discussing this?
 What is our conclusion?

Response starters:
 We can say that...
 It boils down to...
 We can agree that...
 Even though some might think that..., we conclude that...

Planning Conversation Focused on Oracy

- Invitational Inquiry
- Paraphrases
- Pauses
- Fully Attending



2

3

4

9

10

11

LUNCH

6

17



Agenda

- Activating & Engaging
- Reconnecting with our Previous Learning
- Learning-Focused Toolkit
- Video Viewing
- Structured Conversations
- Organizing & Integrating



Visual Synectics

3:00

A Learning-focused Supervisor is like/NOT like

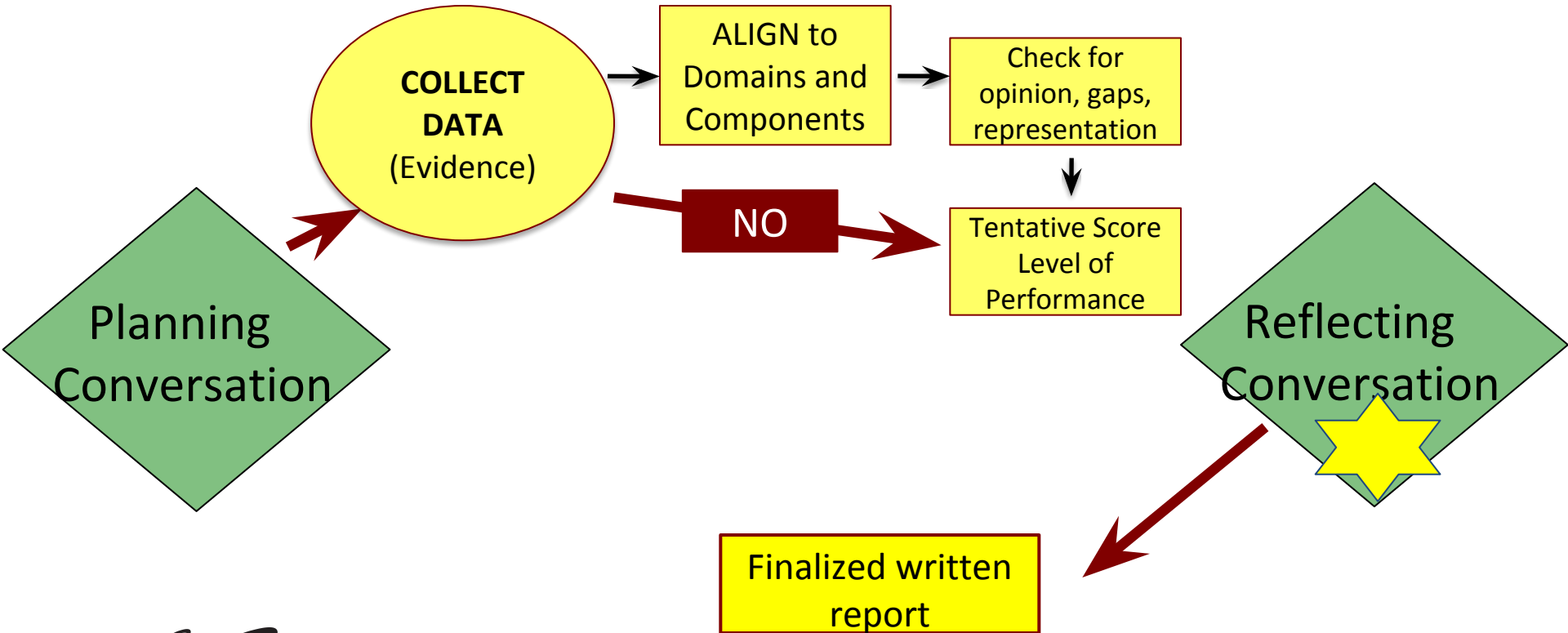


because

The

Growth

Cycle





Outcomes

- Explore learning-focused conversations that are data-driven for developing expertise and improving professional practice
- Engage with a continuum of learning-focused interaction
- Apply templates and tools for reflecting conversations

Partner Appointments



Think, Write, Pair, Share

Think & Write:

Given today's outcomes and agenda , what are some things you are curious about?

Pack, stack, pair with your 12 o'clock and share

Sit with another pair of partners

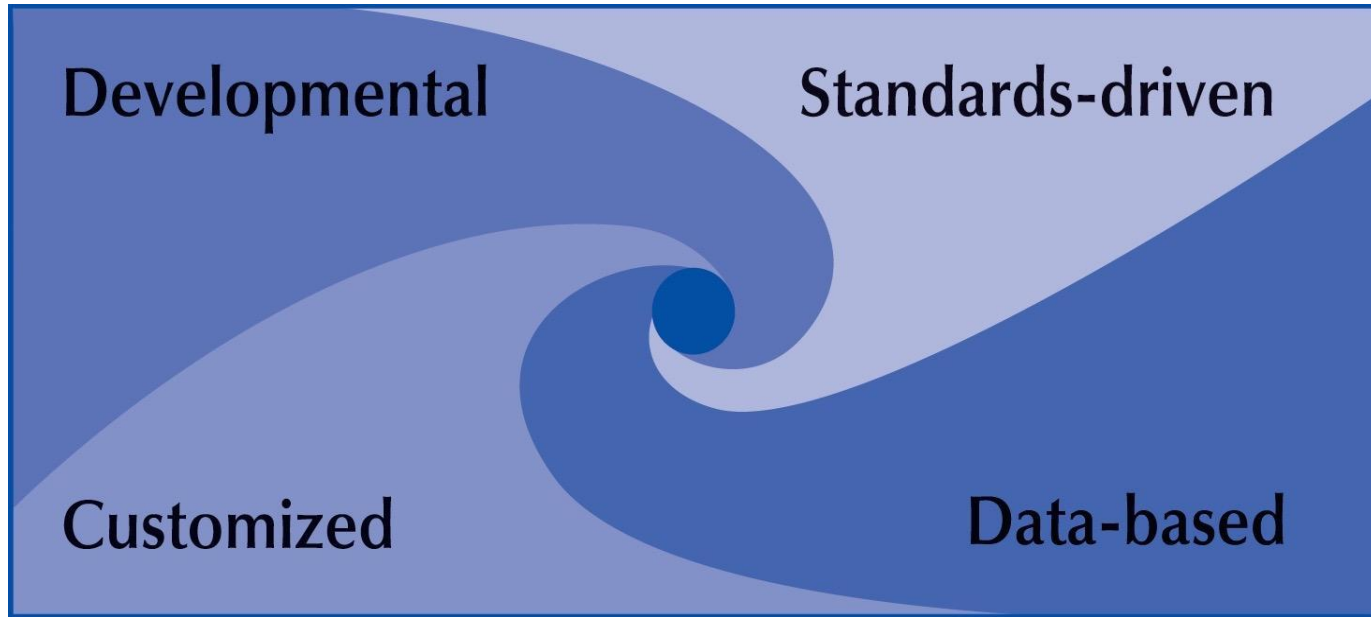


Looking Back... Lightning Round

1. Letter Off in your group of 4: A, B, C, and D
2. Take turns giving a quick description of the main idea for each slide.
3. Help out, when needed



Four Qualities



Why Standards?

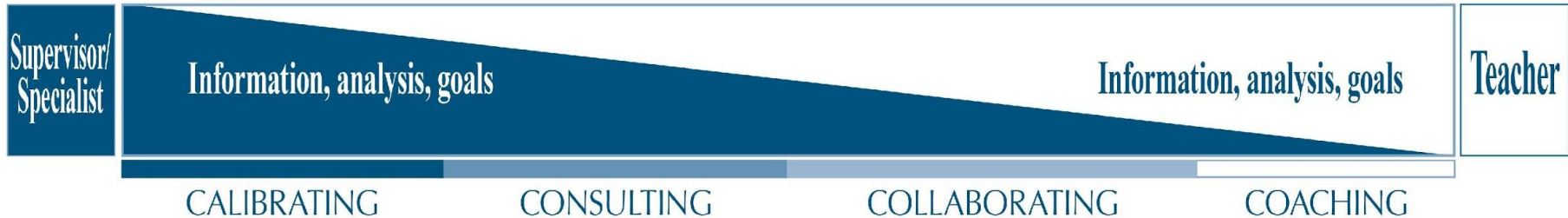
- Standards are rallying points for essential conversations about practices and results
- Standards are measured comparisons and most incorporate a metaphor or simile implicitly or explicitly
- Standards not only *structure* expectations
 - they *raise* them

Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The Continuum of Learning-focused Interaction



Data Focus: The Third Point p. 14

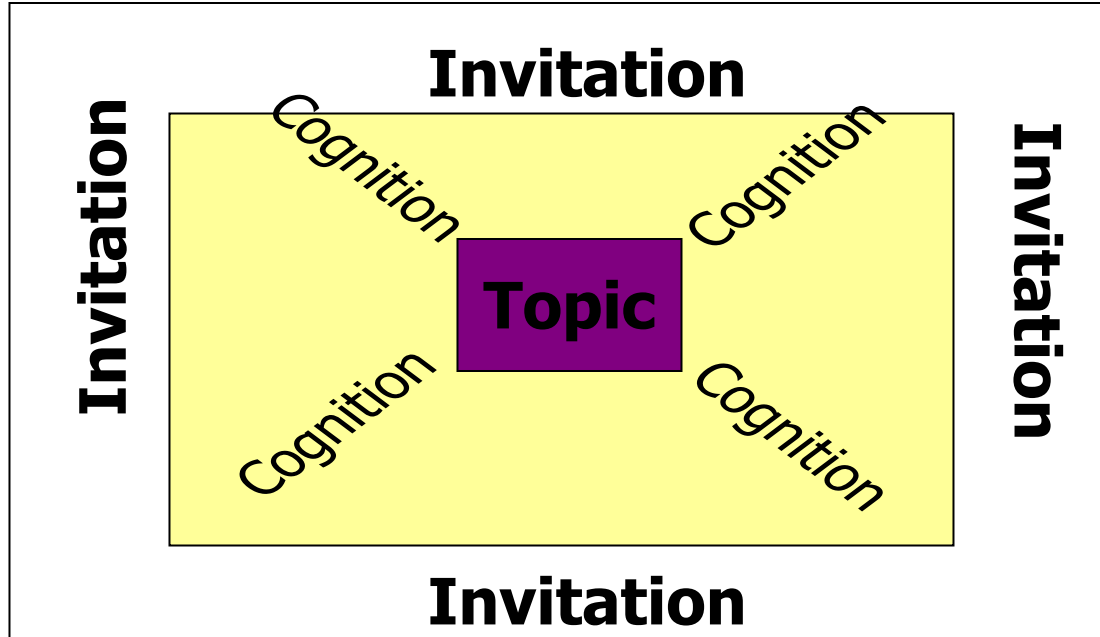


Eyes on the data

Frozen gesture

Neutral pronouns

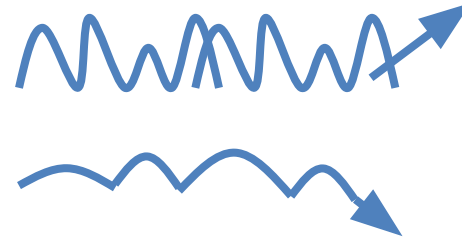
Invitational Inquiry p. 41



The Tonal Layer

Approachable voice

Credible voice

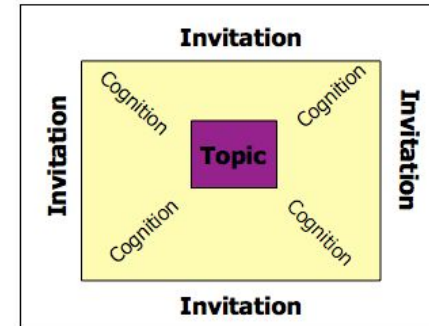


The Syntactical Layer

Plural Forms

Exploratory Language

Non-dichotomous Forms



Elements of the Invitation to Think

Non-dichotomous forms

Can you think of any . . .

What are some . . . ✓

Positive presuppositions

Given your knowledge of . . .

Based on your experience with . . .

Reflecting on . . .

As you consider . . .

Invitational Inquiry

How might . . .
What would . . .
What are some . . .
What might be some . . .
In what ways . . .
How might you
What seem(s) . . .
Given your . . .
Based on . . .
Reflecting on . . .
As you . . .

Predict
Recall
Summarize
Identify
Describe
Compare
Contrast
Prioritize
Interpret
Infer
Conclude
Generalize
Connect
Apply
Evaluate

Outcomes
Curriculum
Instructional strategies
Student readiness
Student behavior
Student work
Student engagement
Performance standards
Assessment results
Expectations
Lesson
Materials
Groups
Classroom climate
Procedures

Most Important Point



Think of a **MIP** from **our**
last session

Stand and share your **MIP**
with your partner

Be ready to share
your **partner's** thinking
with the group

Attuned to Others



Being Present

T here

Emotional here and there

Mental here and there

Technological here and there

The Primacy of Listening

Typical speaking rate – 150-180 wpm

Listening rate – 500-800 wpm





Personal listening

Detail listening

Certainty listening

Blocks To Understanding

Personal listening

“Me too” or “I would never”

Blocks To Understanding

Detail listening

“I want to know more.”

“What are some details?”

Blocks To Understanding

Certainty listening

“You really should . . .”

Blocks to Understanding

Unlearning Exercise

Partners:

Letter off **A-B**

A talks about recent experience or event

B listens and responds as cued on the paper

Round 2:

Reverse roles



Personal Reflection

What are some of your own listening tendencies?

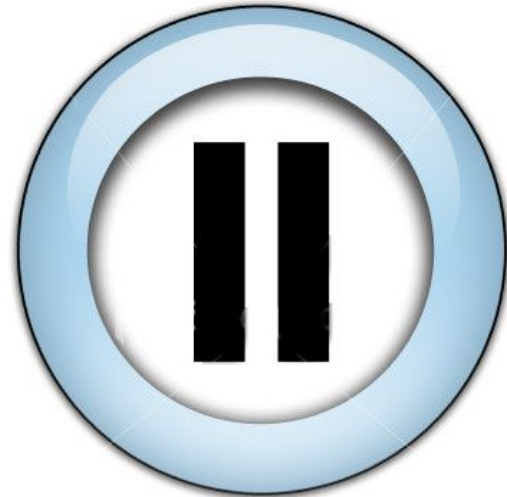
What might 'trigger' productive/non-productive listening?



BREAK



- After asking a question
- After the teacher's/colleague's response
- Before paraphrasing
- After paraphrasing

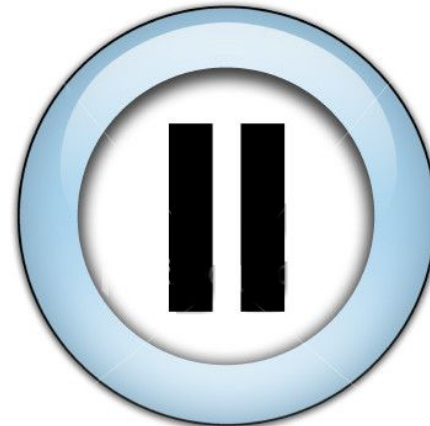


Think, Pair, Share



- After asking a question
- After the teacher's/colleague's response
- Before paraphrasing

For you, what causes
comfort/discomfort with
pausing?



A Template for Planning p.20

Activating and Engaging (1a, 1b)

CONTEXT

PRESENTING ISSUES

Exploring and Discovering

GOALS AND OUTCOMES (1c)

INDICATORS OF SUCCESS (1f)

APPROACHES, STRATEGIES AND RESOURCES (1d, 1e)

POTENTIAL CHOICE POINTS AND CONCERNS (1e, 1f)

Organizing and Integrating

PERSONAL LEARNING

NEXT STEPS

Video Viewing

- Use of third point/ data
- Continuum shifts
- Toolkit (pauses/ paraphrases/ inquiries)



Be ready to be as
specific as possible

Pairs Practice p. 95

3:00



Debrief

What are some things you're learning about structured conversations?



Reflection

Please make note on your reflection form if you don't currently have access to canvas.



Please also share the area of focus you would like to learn more about during our third session.