

Talk, Thought & Interaction: Creating a Curricular Space for Teachers of English Learners

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Multiple Cultures, Multiple Voices

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Session Goals

- Share a one week professional development model focused on ELD.
- Identify essential elements of English language development pedagogy and content.



Framework for Institute


- Vision (Beliefs)
- Knowledge
- Practice
- Motivation
- Reflection

Aida Walqui



Institute Goals

- Promote a shared vision.
- Make public principles & practice through dialogue in community.
- Establish a space for the intersection of minds & voices to create new meaning.
- Provoke common language toward common action.



Caminante, no hay camino.
Se hace camino al andar.

*Traveler, there is no road.
We make the road as we travel
together.*

Macedo, 1993



Key Features of Institute Model

- Situated
- Principled
- Transformative
- Collegial



Dialogic Inquiry as a Catalyst

- Book club
- Community circle
- Collaborative decision-making
- Peer feedback
- Critical dialogue



Language Assembly Task

1. Three words that name or identify your shoe.
2. Describe your shoe three different ways.
3. Explain three uses for your shoe.
4. What do you like about your shoe?
5. Where wouldn't you want to wear your shoe?
6. Compare the shoe in the picture to the one you are wearing.
7. Create a simile for your shoe.

My _____ is like a _____.



What Is ELD?

Bricks

- Vocabulary
- Functions
- Forms
- Fluency (listening, speaking, reading, writing)

Mortar

- Time
- Data
- Resources
- Standards
- Participatory structures
- Strategies for differentiating instruction



Professional Development Sequence

- Warm-up activity
- Community circle
- Content: Building common understanding
- Book club inquiry
- Content: Application of learning
- Daily evaluation as feedback




Strategy Log

What is it?	How do I do it?	What does it sound like?	Classroom Application




Book Club Inquiry

- Establish individual/group inventory of issues and needs
- Search for solutions or responses
- Sharing, discussion, connections
- Reflect on questions answered and pending questions
- Generate new questions



“I enjoyed the quiet time our group used for reading. It allowed for me to focus on the issues so that we could later reflect as a group. I liked the discussions we had after reading. It’s always interesting to hear different perspectives and learn from others.”



“I liked having a group to bounce ideas with, or ask questions. We also had a book to go to and look for answers. Almost all of us like reading professional books. It was great having different grade levels represented in our group that brought in different perspectives.”



Community Circle

Purpose: To document the group's learning through three different lenses

How: Participants sit in a circle and share the previous day's learnings.

- 1) a summary of the activities
- 2) a personal reflection
- 3) a visual representation of the learning



Content

- Principles and theories of language acquisition
- Awareness of academic language
- Bricks and mortar of language
- ELD standards
- Assessment of language
- Standards-based instructional model
- Pedagogical decision-making
- Differentiated instruction



Standards-Based ELD Units

English Language Development units:

- Provide experiences to develop language
- Address academic language
- Integrate scaffolds to acquire content
- Work towards the development of writing
- Connect the learning to the home.



Structure for ELD Units

- Whole group activities
- Small group differentiated activities (B, EI, I)
- Independent activities to practice language
- Writer's workshop model
- Home connections
- Ways of evaluating learning



Evaluation

- Teachers: learned alternate ways on how to evaluate learning in the classroom.
- Facilitators: provided information on the content learned
 - 1) Evaluation activities
 - 2) Exit cards - What I learned
Questions I have



Ways to Share Learning

- Stand Up and Share
- 3-2-1
- Whip Around
- Poetry Frame: Why?
- Inside/Outside Circles
- Letter to Facilitators



Why?

I do not understand

why

why

why

Most of all I do not understand

why

because

What I understand best

is

because



*Caring about making a change is
not the same thing as
understanding what it is you are
trying to create.*

Sharing a vision develops over time.



What Did We Learn?

- Teachers' beliefs about teaching and learning influence their decision-making and their collaboration.
- Dialogue and inquiry are critical to deal with the contradictions and tensions of their practice.
- Immersing teachers in the role of learners deepens their understanding of pedagogy and strengthens their commitment.