

Bridging Home and School through Academic Conversations

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Objectives

- Reflect on the current research by Zwiers and how it has informed practice.
- Explain the order of implementation of the four core communication skills.
 - Foundation is Focused Listening
- View and analyze oral language of students and assess progress over time.



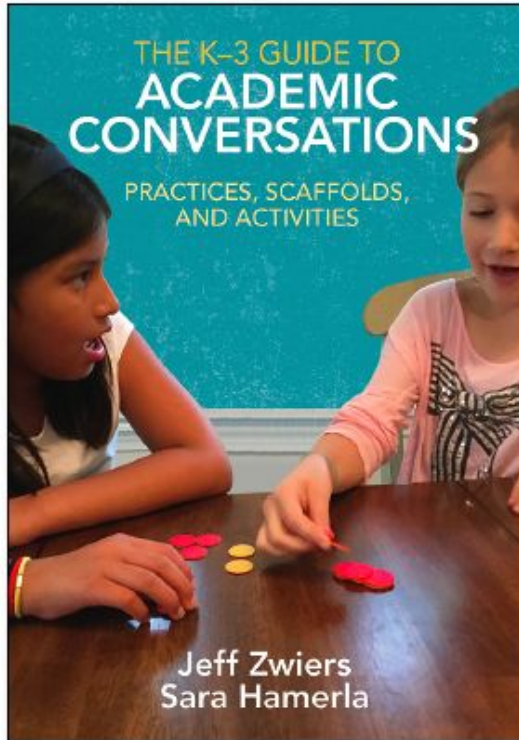


Objectives



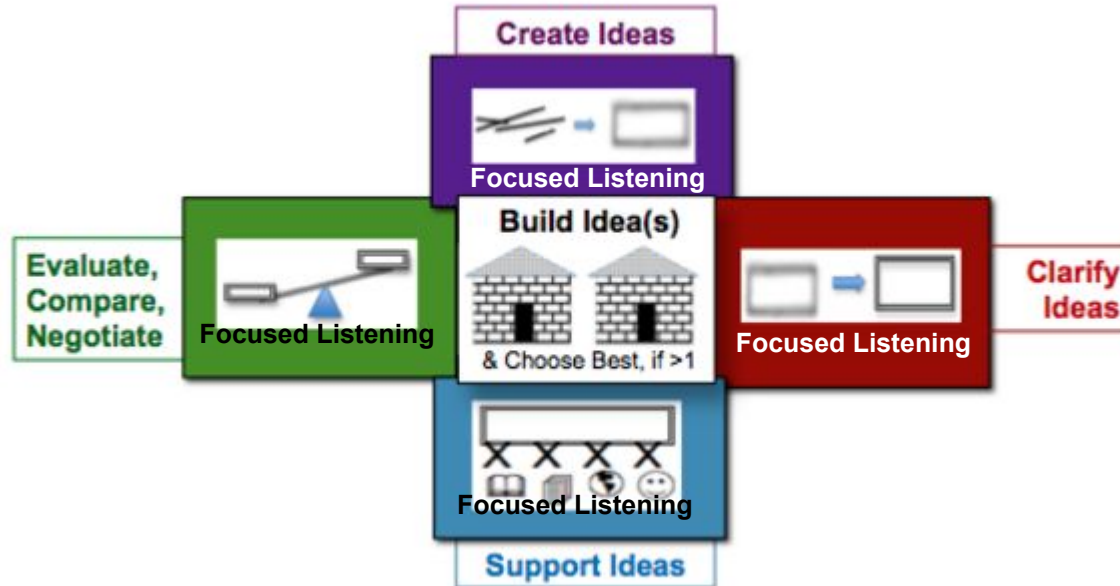
- Adapt this approach to meet the needs of your students.
- Learn about conversation patterns in the cultures of your students.
- Bridge conversation skills between home and school.
- Consider activities and resources that can be shared with families so they can practice at home.

Current Research



- Children increasingly use screens to communicate
- Need for research on peer-to-peer dialogue
- Communication skills: active/focused listening, building empathy, negotiating, building ideas
- Activities in book: pro-con, argument balance scale, opinion continuum, respectfully agree and disagree

Core Communication Skills



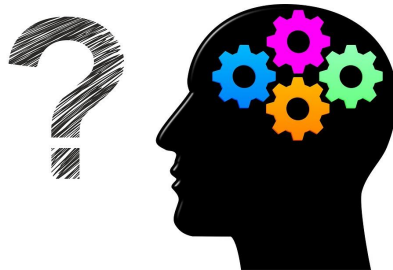
ELL Parent Coffee Hour - November 2017

Introductions - Please say...



- Your name and where you are from
- Your child's name and classroom teacher
- *Something you would like to share about yourself (optional)*

Hello, my name is _____ and I am from _____. I am _____'s mother/father. He/She is in Ms/Mr _____'s class. *I like to* _____.



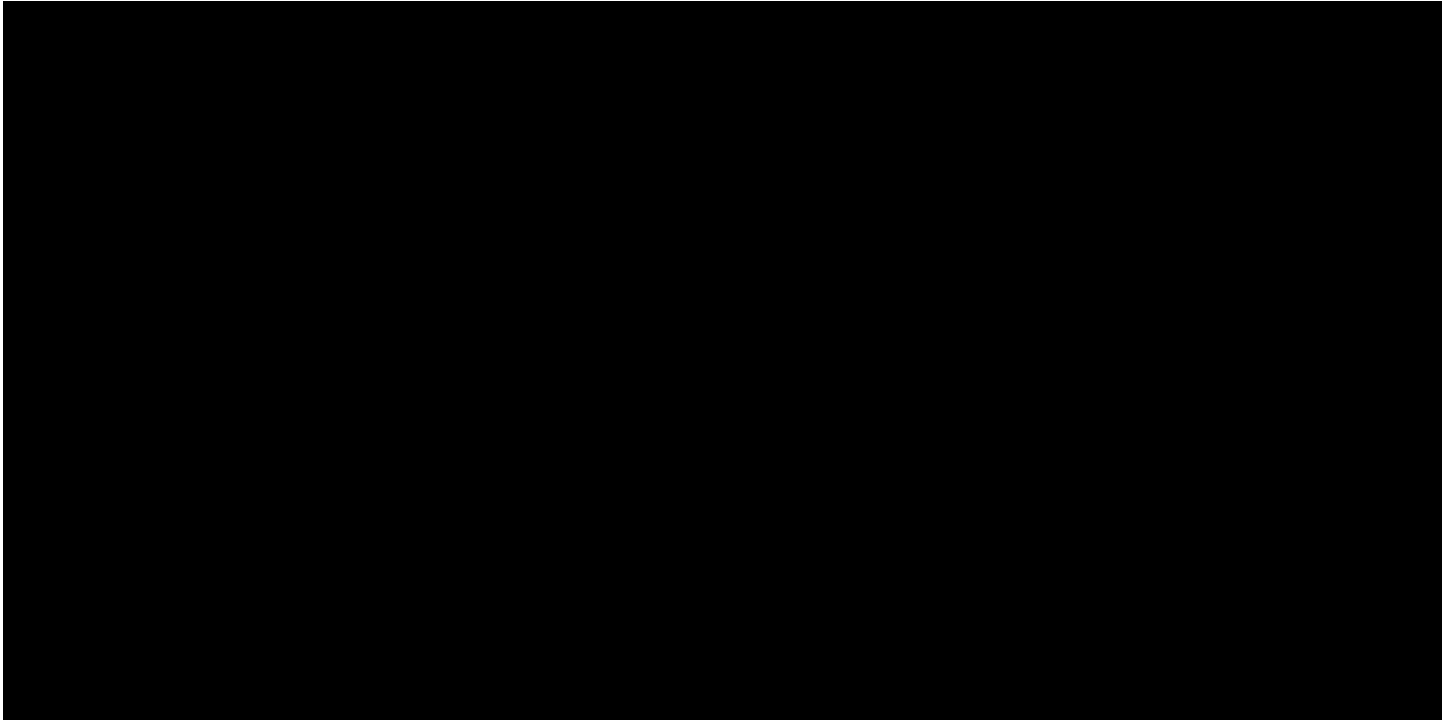
A challenge of raising a bilingual child in the United States is _____ because _____.

Can you say more about....

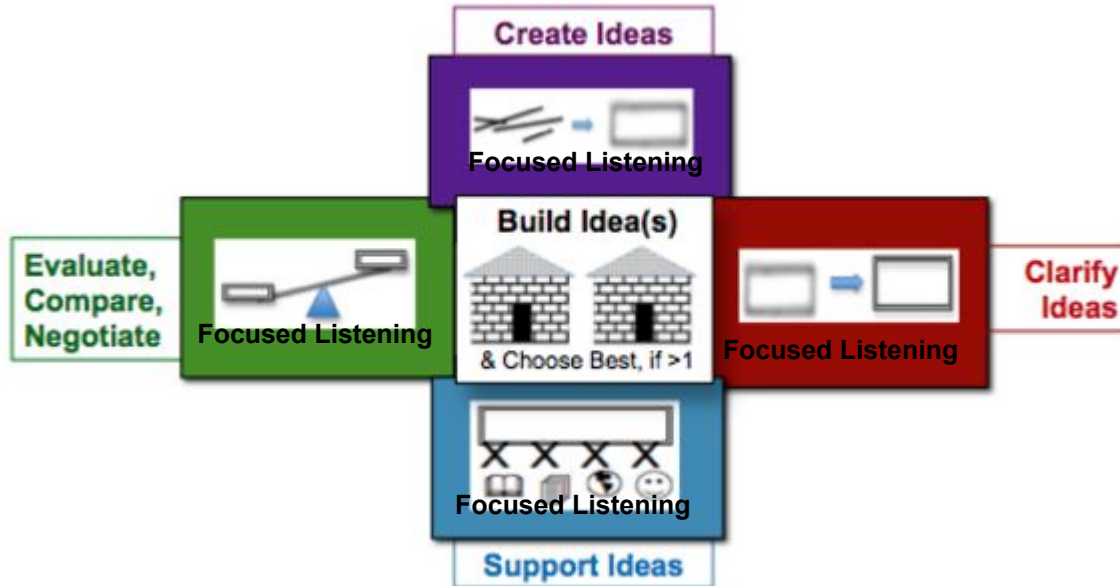
- What...?
- When...?
- Where...?
- Why...?
- Who...?
- How...?

If I understand you correctly, you think _____ is a challenge of raising a bilingual child in the United States. Is that correct?

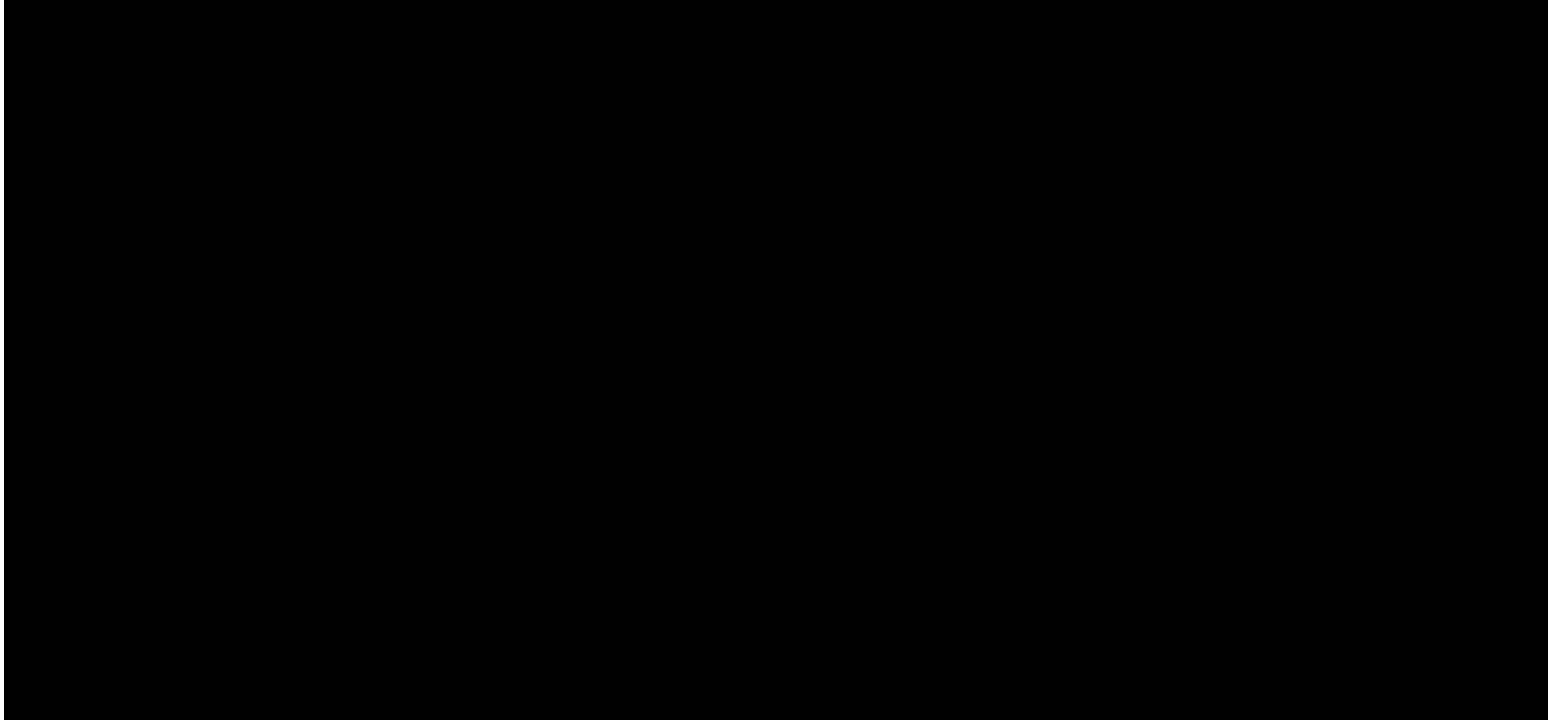
February 13: What did you learn about Chinese New Year?



What did you notice?



May 2: Visualizing and Verbalizing



Students read a short nonfiction passage about birds and feathers. Here they discuss some prompts.

Parent Visit May 2, 2018



Parent Involvement vs. Parent Engagement: *What was schooling like in your country?*

In Guayaquil, Ecuador: We had a lot of homework and assignments to do at home. The parents were involved with helping with homework. They were expected to teach at home. At school concepts were reviewed and reinforced.

In Korea: There were lectures. We were not expected to share ideas.



Heritage Country Expectations for Participation in School



What was the expectation around talking/asking questions in class?

In Guayaquil, Ecuador: The teacher would ask questions and we'd raise our hands to respond.



In Korea: We could ask questions. However, when someone asked a question, sometimes we would get frustrated because it would derail the lecture and we would lose time.



Parent question/concern:

Can I practice conversations with my child in the native language?



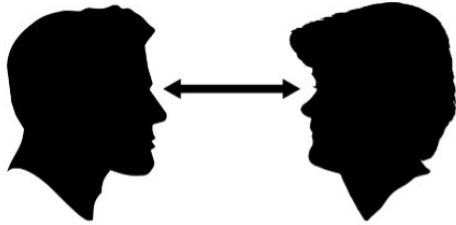
Ask your colleague

*What ways have you **engaged** parents to learn about their cultures and languages?*

What would you like to try?

Handout for parents

Conversation Skills to Practice



Eye Contact



Paraphrase



Prompt others
to speak



Ask questions



End the Conversation

Try on the C.O.A.T.

Turns build on previous turns to build up a relevant idea(s)

_____ Students create or choose a relevant initial idea(s) that is focused on learning objective(s)

_____ Students clarify idea(s) (by paraphrasing, defining, elaborating)

_____ Students support ideas (using evidence, examples, explanations)

If there are two or more competing ideas (i.e., an argument),

_____ Students evaluate the strength/weight of the evidence of each idea

_____ Students compare the strengths/weights and choose the “strongest/heaviest” idea

_____ Students explain (and/or negotiate) final decisions

Active (Focused) Listening Rubric

Names (partners observed): _____

Date: _____

Academic Conversation Topic: _____

Criteria	Below Standard	Approaching	At or Exceeds
Listening <i>Comprehension</i>	Little or no observation of building on partner ideas and requests for clarification; little or no evidence of listening	The majority of the time, builds on partner ideas, asks for clarification, and paraphrases partner ideas to show listening.	Builds on partner ideas, asks for clarification, and paraphrases partner ideas to show effective listening.
Use of appropriate nonverbal behaviors (active listening)	Partners seldom use appropriate postures, movements, and eye contact to show engagement and listening.	Partners use some appropriate postures, movements, and eye contact to show engagement and listening.	Partners always use appropriate postures, movements, and eye contact to show engagement and listening.

Provide Feedback that is kind, specific, and helpful.

Partner 1:	Partner 2:
Something positive I noticed...	Something positive I noticed...
_____	_____
_____	_____
_____	_____
Something(s) to improve or change...	Something(s) to improve or change...
_____	_____
_____	_____
_____	_____

May 9, 2018

What do you want to be when you grow up and why?



Prompting Others

What do you want to be when you grow up Faby?

Ask your partner:

What did you notice - using Conversation Skills Parent Handout, C.O.A.T., or rubric as a guide?

Where would you focus future lessons? What language goals would you design next for these students?

Email to Parents

Good Afternoon,

Today and last Wednesday, your children practiced having an academic conversation. We used the prompt, "What do you want to be when you grow up?" Last week, students shared what they wanted to be and why. This week, we interviewed one student in the group to get more details and information about her choice. Our focus this week was asking appropriate follow-up questions to show active listening.

The students are doing an excellent job practicing their conversation skills in class. Please help them practice at home too.

Future Plans:

- Trying to move towards 70/30 model of student/teacher discourse.
- Incorporate conversations into every parent meeting
- Send weekly prompts home to spark conversations
- Learn *from* and *with* families!
- Move away from “raise your hand”

Questions

