MATSOL
May 7, 2015

Unleash the power of Teaching ALL

Debbie Zacarian, Ed.D.

Mastering Academic Language

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Welcome!

- Why is an ideology of teaching ALL needed?

- What research does it draw from?

- How does it focus intentionally on advancing student achievement?

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What is academic language?

Read the following excerpt from the Smarter Balance Practice test…

Think about what students need to be able to respond to the question asked

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PARCC Grade 3 reading passage

When she was twenty-six, Eliza bought tickets to faraway Alaska. Few tourists had ever been there. Eliza wrote reports for the newspapers back home. She loved sharing the fascinating things she saw, such as huge glaciers, spouting whales, and the native people. Eliza even wrote a book—the first guidebook about Alaska.

When Eliza went back to Washington, it wasn't long before she started thinking about traveling again. She decided to visit her older brother, who was working in Japan. Eliza sailed across the ocean.

In Japan, she rode on trains, carriages, and bumpy rickshaws. She climbed mountains, ate strange foods, and visited ancient temples. Everything was so different! She studied Japanese art and learned to speak Japanese. She fell in love with Japan and its people.

Eliza especially loved Japanese gardens. Eliza's favorite plants, by far, were the Japanese cherry trees. Eliza called them "the most beautiful thing in the world." Thousands of the trees were planted in parks and along the riverbanks. When they bloomed, the trees

Explain where Eliza traveled and use at least 2 details to discuss the different locations.

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We have to possess the following:

- Deep social and cultural knowledge

- The ability to listen, speak, read, and write

- Academic knowledge

- Thinking skills

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Academic Language

1. Ability to meet the state's proficient level of achievement on state assessments

2. The ability to successfully achieve in classrooms …

3. The opportunity to participate fully in society

(US Department of Education, 2004)

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Literacy Framework

Carries academic language   **Academic Language Learner**

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What does the research tell us?

National Literacy Panel Meta Analyses

CREDE Meta Analyses

Parent engagement (Lawrence Lightfoot; Epstein; Bartel-Haring & Younkin; Bronfenbrenner & Ceci; Depaua & Marshall; Delpit, Espinosa; Henderson, et al; Hofstede; Moll; Yoshikawa, & Zacarian)

Using data to make informed decisions (Love, et al; CREDE; Teemant; Wayman, et al)

Teacher evaluation CREDE; Teemant; Wayman, et al

Child development, Gauvain, Rogoff

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Research on Motivation

1. Having a voice in decision-making

2. Getting accurate feedback about our progress and celebrating our successes

3. Being part of something that is meaningful

Daniel Pink, (2009). *Drive: the surprising truth about what motivates us.*

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Evaluation--Many not descriptive enough and use deficit-based language

Performance Rating		1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Proficient			
	Needs Improvement	Directed Growth Plan		
	Unsatisfactory	Improvement Plan		
Learn more about Educator Plans		Low	Moderate	High
		Impact Rating		

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Understanding professional growth as a developmental & strength-based process

	Emerging	Developing	Enacting	Integrating
Sociocultural				
Language-Literacy				
Academic				
Cognitive/Thinking-to-learn				

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Learning is sociocultural

Relationships

Individualist v collectivist

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Connect learning to issues that are **socially relevant to students**

Ex: Math unit on **odds & evens**…with what's happening at recess

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Importance of interaction

Understanding students learn best from peers as **reflects a cultural way of being**

Let's watch Beth Jewell, Kindergarten teacher, discuss how she uses paired and groupwork methods & her students engaging in this method.

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rubrics   ☰

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Sociocultural Frame   —

Builds relationships with students

Builds relationships with parents/guardians

Connects curriculum with students' lives to create a context-rich learning environment

Connects curriculum with parents'/guardians' lives to support student learning in and out of school

Engages students in paired and small group learning

Academic language learning is developmental

Students come at different stages of literacy

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Academic Language Literacy Frame

Pays attention to students' language and literacy development

Makes learning understandable

Models and provides consistent practice opportunities

Assigns homework and assesses based on students' level of literacy

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Stage of Professional Development (Language-Literacy Frame)	Emerging	Developing	Enacting	Integrating
Models and provides consistent practice opportunities	• Provides verbal directions expecting students to begin working after listening to these	• Models behaviors, thinking, process, or procedures with some opportunities for students to practice	• Provides a model of completed product that students then make, or models the behaviors, thinking processes, or procedures necessary for the task • Gives students more practice time	• Provides a model of completed product that students then make, or models the behavior, thinking processes, or procedures necessary for a task and assists students during practice tasks

Learning is an academic process

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4th Prong
Learning is a Cognitive Process (how we support students to think-to-learn)

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We use language to express thinking

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Graphic and Visual Displays Promote Learning

5 key reasons why people move from one place to another….:

1. _____
2. _____
3. _____
4. _____
5. _____

Example--

Uses visual organizers to support thinking-to-learn development

emerging (i)   developing (i)

enacting (i)   integrating (i)

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rubrics

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Sociocultural Frame   +

Academic Language Literacy Frame   +

Academic Curriculum Frame   +

Cognitive Thinking-to-Learn Frame   +

Using these tools empowers us individually and collaboratively

- Use common language
- Draw from strengths
- Have a voice
- Make improvements- get accurate feedback, and celebrate success

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Questions & Next Steps…

Questions

Next Steps…

Teach ALL

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