

CONFERENCE HIGHLIGHTS, PART 1

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Dual Language in Delaware

LITERACY ACROSS The DISCIPLINES Classroom Strategies for Interactive Learning- Doug Buehl

- Fostering comprehension
 - front loading: 95% (Lyon, 2009)
 - questioning for understanding
 - mentoring reading
 - strategies for scaffolding
 - I do, you watch- I do, you help - you do, I help - you do, I watch

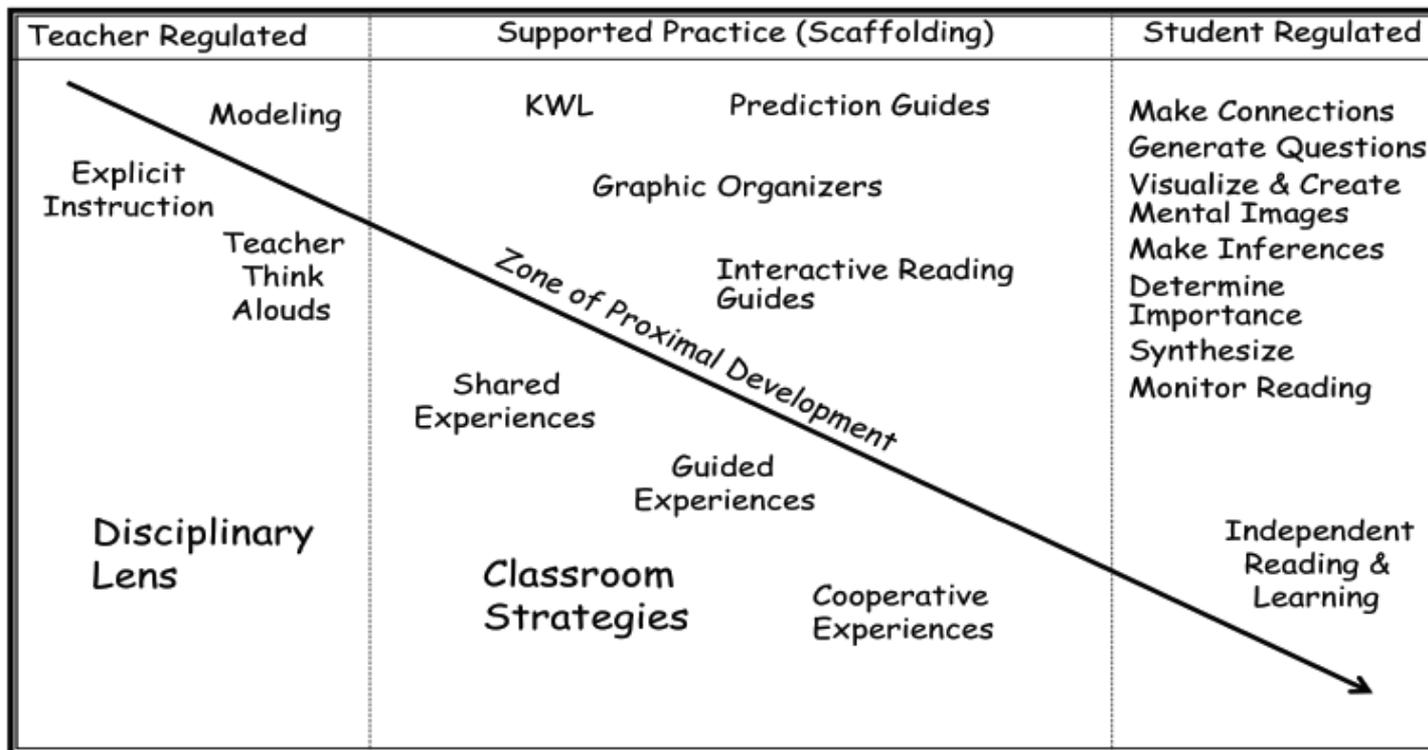
Think – Share: What scaffolding strategies do you and your teachers use to help make authentic text accessible to students?

WHAT PROFICIENT READERS DO

And, how might we help other readers engage in these practices?

- Make connections to prior knowledge
- Generate questions
- Create mental images
- Make inferences
- Determine importance
- Synthesize
- Monitor reading and apply fix-up strategies

Gradual Release of Responsibility (Pearson & Gallagher, 1983)



I Do
You Watch



I Do
You Help



You Do
I Help



You Do
I Watch

Buehl, D. (2009) *Classroom Strategies for Interactive Learning*, 3rd Edition. Newark: DE: IRA. Portion of graphic adapted from Wilhelm, J.D., Baker, T.N., & Dube, J. (2001).

Dual Language Immersion: Takeaways

- Two-way immersion: 90/10 or 50/50 model (including specials)
- Reading in the non-English language
- Cost
 - Transitional bilingual and ESL programs are more costly
 - Dual programs incur only start-up costs
- Sweet spot
 - After 4th or 5th grade when cognitive demand increases - two-way and one-way dual outperform.
 - Average of 6 years for English dominant learners to get up to grade level in second language
- Closing of the achievement gap
 - 18% can be attributed to low SES
 - Dual language erases almost all negative impact but brings it down to less than 5%



Dual Language Proficiency Targets in Utah: French or Spanish

Grade Level	Listening	Speaking	Reading	Writing
1	NH	NM		NM
2	IL	NH		NH
3	IM	NH		NH
4	IH	IL		IL
5	IH	IL	IM	IL
6	AL	IM	IH	IM

Dual Language Proficiency Targets in Utah: Chinese

Grade Level	Listening	Speaking	Reading	Writing
1	NH	NM		NL
2	IL	NH		NM
3	IM	NH		NM
4	IH	IL		NH
5	IH	IL	IL	IL
6	AL	IM	IL	IL

Some truths

- You won't get to higher levels without literary/cultural knowledge
- Literacy curriculum development
- Focus:
 - Storytelling
 - Authentic texts
 - Investigation
 - Questioning strategies
 - Student output
- Dual language is an achievement amplifier

[Www.thomasandcollier.com](http://www.thomasandcollier.com)

[Http://ESL.ncwiseowl.org/resources/dual language](http://ESL.ncwiseowl.org/resources/dual_language)

Pinterest is your friend: Scaffolding Writing



Pinterest Is Your Friend: Scaffolding Speaking

Accountable Talk/ Discusión responsable

Popular prompts:

I agree because...	Estoy de acuerdo, porque...
I do not agree because...	No estoy de acuerdo, porque...
In my opinion...	En mi opinión...
This reminds me of...	Esto me recuerda de...
I was confused when...	Yo estaba confundido cuando...
I did not like...	No me gustó...
I think that...	Yo pienso que...
I like...	Me gusta...
I discovered that...	Descubrí que...
I predict that...	Mi predicción es que...
Can you show me?	¿Me puedes enseñar?
Why do you think that?	¿Por qué piensas eso?

Pinterest: Authentic Materials Across The Proficiency Levels

PUEBLA sana

5 comidas al día

Comer 5 veces al día te mantiene activo y además favorece tu metabolismo. Aquí algunos alimentos que te pueden ayudar a estar sano.

DESAYUNO

Un desayuno adecuado nos proporciona la energía que necesitamos para empezar el día.

Leche, Café con leche, Huevos, Jugo de fruta natural, Frutas, Pan, Cereal integral.

En el desayuno deben ingerirse sobre todo fibra, grasas monosaturadas, carbohidratos, alimentos ricos en calcio, proteínas y vitamina C. El desayuno debe ser alcalino, es decir, no debe ser ácido o agresivo para tu estómago. Procura que tus alimentos sean integrales, orgánicos y de temporada.

MEDIODÍA

Tomar algo a media mañana evitará que pasemos las horas previas a la comida con hambre y mal humor y nos hará rendir más en nuestras tareas.

Frutas, Yogurt, Barras de cereal integral.

Se recomienda que sean refrigerios que contengan entre 100 y 200 calorías. Deben ser alimentos ligeros que nos ayuden a llegar con menos hambre a la comida.

How might you use this text at the Novice level? How might that be different at the Intermediate level?



COMIDA

Lo ideal es tomar una sopa, caldo o cualquier alimento no sólido y acompañarlo de un guisado con carne, pescado o verduras. Puedes terminar con una porción normal de postre.



El agua no engorda ni antes, ni en medio, ni después de las comidas. La naturaleza es sabia y la comida "pide bebida", ya que esta última favorece la óptima consistencia de los alimentos que debemos digerir.



MERIENDA

Igual que sucede a media mañana, a media tarde, cuando la cena aún se ve lejana, podemos sentir hambre.



Un vaso de leche con un par de galletas integrales o con una tostada pequeña con tomate, una pieza de fruta o un yogurt son una excelente opción.



CENA

La cena debe incluir alimentos ligeros, para poder conciliar mejor el sueño porque la digestión influye en el descanso.



Se recomienda evitar la grasa, por eso lo mejor es cocinar al vapor, al horno, a la plancha, con microondas o hervir los alimentos. Tampoco debemos comer en exceso de harinas refinadas y dulces. Lo ideal es ingerir proteína baja en grasa. Debemos cenar al menos 1 hora antes de acostarnos.



**Y RECUERDA: BEBE ENTRE
1 Y 2 LITROS DE AGUA AL DÍA**



CAN-DO STATEMENTS: FOR LEARNERS

For Learners: How can you use the Can-Do Statements?

Use the checklists to record what you think you can do. You may realize that your progression may not be the same for each mode: Interpersonal, Interpretive, or Presentational. This is to be completely expected. For example, you may progress more quickly in Interpretive Reading than in Interpersonal Communication. You will begin to determine your progress on the proficiency ladder by assessing each mode separately. Include evidence electronically or in a hard copy to support your self-assessment selections. Uploaded audio, video, or text files, linked to specific Can-Do Statements, can provide evidence of what you can do. You can validate your self-assessment estimates by comparing them to ratings on official tests you may have taken, such as AAPPL, Advanced Placement, ACTFL OPI, etc.

The header statement at the beginning of each proficiency level is a Global Can-Do Benchmark or general description of the proficiency level from the self-assessment grid. The bold statements are the main indicators for that mode and that level, followed by specific examples (I can...). Check off a specific can-do statement when you are able to demonstrate that you can perform that specific task. It is not necessary to demonstrate every task in order to check off the main Can-Do Statement as some examples may refer to individual goals that are not your own. You may set your own goals in the blank space following "I can..." You are encouraged to look ahead to tasks at the next higher level to identify the goals you want to set for yourself.

CAN-DO STATEMENTS: FOR FACILIATORS OF LEARNING

For Learning Facilitators: How can you use the Can-Do Statements?

Use the Global Can-Do Benchmarks and main indicators to set long-term learning goals. Ask yourself what you expect your learners to be able to do with language after one semester, after one year, or after several years, and re-evaluate your goals when informed by assessment. Choose more specific can-do statements or customize new ones to establish learning targets for thematic units and lessons. These targets can help drive your instruction to be more performance-oriented and provide more opportunities for your learners to produce language.

Use the checklists to model goal setting for your learners. Share with your students the Can-Do Statements you are targeting for each day's lesson and show them how those targets relate to the unit goals. Encourage learners to set their own goals and provide the guidance and class time for self-assessment and reflection. When developing performance assessments, use wording from the Can-Do Statements in the rubrics, so that your learners know exactly what you expect of them. For example, for Novice-level Interpersonal tasks, the rubric might include "asks and responds to simple questions." For Intermediate-level Presentational tasks, the rubric might include "uses connected sentences."

Finally, help learners to understand how what they write or say actually demonstrates that they have or have not met the goal of the Can-Do Statements. In this way you can help them become more independent learners, able to set their own goals and provide evidence. Learning that is guided by Can-Do Statements enables one to become an autonomous and life-long learner.

GLOBAL STATEMENTS: INTERPERSONAL

Interpersonal Communication

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

GLOBAL STATEMENTS: PRESENTATIONAL

		Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Presentational Speaking		I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
		I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

GLOBAL STATEMENTS: INTERPRETIVE

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
Interpretive Reading	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

SPECIFIC CAN-DO STATEMENTS

NOVICE MID

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.
- I can _____

I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.
- I can _____

I can answer a variety of simple questions.

- I can answer questions about what I like and dislike.
- I can answer questions about what I am doing and what I did.
- I can answer questions about where I'm going or where I went.
- I can answer questions about something I have learned.
- I can _____

I can make some simple statements in a conversation.

- I can tell someone what I am doing.
- I can say where I went.
- I can say whom I am going to see.
- I can express a positive reaction, such as "Great!"
- I can _____

I can ask some simple questions.

- I can ask *who, what, when, where* questions.
- I can ask questions about something that I am learning.
- I can _____

I can communicate basic information about myself and people I know.

- I can say my name and ask someone's name.
- I can say or write something about the members of my family and ask about someone's family.
- I can say or write something about friends and classmates or co-workers.
- I can _____

I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information.
- I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.
- I can _____

QUOTE TO GUIDE OUR WORK

- “You don't teach toward Novice. They are already there. You teach toward Intermediate. Even Novice-Mid is already showing some signs of Intermediate.”. Paul Sandrock
- What does this quote mean with regard to instruction and scaffolding?

LinguaFolio® Resources from NCSSFL

- LinguaFolio® Home:
http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index
- LinguaFolio® FREE registration:
<http://www.ncssfl.org/LinguaFolio/index.php?registration>
- The registration is necessary so that updates and changes can be communicated to all LinguaFolio® users. Users will not receive other unsolicited emails.

LinguaFolio® Software Options

- If your state or district is interested in developing its own online LinguaFolio® for learners, there are two options:
 - Contact Michael Kimsal, the North Carolina e-LinguaFolio® software developer, at mgkimsal@gmail.com for more information about how to obtain the open source software to build a state or district e-LinguaFolio®.
 - Go to the Center for Second Language Studies (CASLS) (<http://casls.uoregon.edu/pages/tools/linguafolio.php>) at the University of Oregon for details about purchasing access to LinguaFolio® Online using a credit card or e-check.

Keynote speaker: ACTFL 2013 Tony Wagner

- Take away:
 - Creating innovators- the making of young people who will change the world
 - The formulation of the problem is more important than the solution
 - The world cares about what they can do with what they know Can they create new knowledge?
 - How do we engage students? 8 in 10 are engaged in 5th grade 4/10 are engaged in high school.
 - Driven by rote memorization
 - The global economic collapse - college graduates with no job and \$30,000 debt
 - 52% unemployed or underemployed college graduates
 - Academically adrift - after 2 years of college students are not able to write or think more skillfully. 1/3 after 4 years

WHAT ARE THE SKILLS THAT MATTER MOST? 7 CORE COMPETENCIES

- **CRITICAL THINKING AND PROBLEM SOLVING** (all about asking the right questions, really good questions)
- **COLLABORATION ACROSS NETWORKS AND LEADING BY INFLUENCE** [teams from IBM from all around the world (deep understanding of cultural, religious differences) led by peers through influence]
- **AGILITY AND ADAPTABILITY**
- **INITIATIVE AND ENTREPRENEURSHIP** (good little doobie vs 10 stretch goals and meets 7 or 8)
- **EFFECTIVE ORAL AND WRITTEN COMMUNICATION** (They can't do it because they don't know how to think and write with voice.)
- **ACCESSING AND ANALYZING INFORMATION**
- **CURIOSITY AND IMAGINATION**

What do you and your teachers do to provide opportunities for students to practice these skills?



FOSTERING INNOVATION

- The culture of schooling is fundamentally at odds with innovation
- Culture of learning is about celebrating individual achievements vs collaboration
- Silo effect favors specialization vs interdisciplinary teams
- Passive (sit and git) vs creating real products/services, solving problems
- The "F" word - failure risk aversion vs. Risk friendly, take risks and fail. "fail early and fail often." grade based on final product we teach students to reflect on what they learn and how they apply to another product (iteration). If you don't stretch you're probably not learning.
- Skill vs will - extrinsic vs intrinsic motivation - best work when engaged and making a contribution

PLAY, PASSION, PURPOSE!

TONY WAGNER

- “We don't learn to speak English by memorizing vocabulary and conjugating verbs.”
- The 4 C's – What is the evidence that students are getting there?
- <http://creatinginnovators.com/>