Let Them Talk

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Find a different partner (from other tables) for each sport. Write each other’s name in the same spot. Repeat process until you have a partner for each sport.

<table>
<thead>
<tr>
<th>Sports</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>baseball</td>
</tr>
<tr>
<td>Susan N.</td>
<td>Juan F.</td>
</tr>
<tr>
<td>soccer</td>
<td>basketball</td>
</tr>
<tr>
<td>Laura M.</td>
<td>Maria G.</td>
</tr>
</tbody>
</table>
That is so me!

- Do you talk to yourself when you compose an email?

- Have you ever asked a colleague or friend for feedback or clarification, and as soon as you state your thoughts, something else comes to mind (or you figured out what was puzzling you)?

- After receiving the initial training on the TKES platform, your system’s online learning platform, or something similar, who turned to a neighbor for help?
Explain the importance of using less “teacher talk” and more “student talk,” while modeling activities that foster academic conversations among students.
Find your famous partner. Follow directions below. Person with the most *jewelry* goes first.

Explain why it’s important for you to participate in the *modeled* activities.

*(stay standing with your partner when you’re done)*
College and Career Readiness Skills

• **Work effectively on a team with diverse personalities**

• Key Cognitive Strategies are the ways of thinking that are necessary for college-level work. They include *formulating hypotheses* and developing problem-solving strategies, identifying sources and collecting information, analyzing and evaluating findings or conflicting viewpoints, organizing and constructing work products in a variety of formats, and monitoring and confirming the precision and accuracy of all work produced.

• Key Learning Skills and Techniques consist of two broad categories: student ownership of learning, which includes goal setting, persistence, self awareness, motivation, progress monitoring, help seeking, and self-efficacy; and *specific learning techniques*, such as time management, study skills, strategic reading, memorization techniques, *collaborative learning*, technology skills, and self monitoring.
The hallmarks of CTE programming are an industry focus and emphasis on technology. These are incorporated into several aspects of the CTE experience:

- Hands-on lab activities and classroom instruction encourage critical thinking, innovation and collaboration.

- Career & Technical Student Organizations like Future Business Leaders of America (FBLA), DECA, HOSA, and Skills USA build leadership and community.
Gwinnett County

Mission:
Why we exist—our core business

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

Strategic Goals: Our plan for achieving our mission

Gwinnett County Public Schools will...
- Ensure a world-class education for all students by focusing on teaching and learning the Academic Knowledge and Skills (AKS) curriculum.
- Ensure a safe, secure, and orderly environment for all.
- Optimize student achievement through responsible stewardship of its financial resources and the proactive pursuit of all resources necessary to meet current and future demands.
- Recruit, employ, develop, and retain a workforce that achieves the mission and goals of the organization.

- Support instructional and operational needs with technological systems and processes that support effective performance and desired results.
- Provide and manage the system's facilities and operations in an exemplary manner as determined by programmatic needs and best management practices.
- Apply continuous quality improvement strategies and principles as the way the organization does business.

What does “World-Class” mean?

In Gwinnett County Public Schools, “world-class” describes any product, service, or organization that is judged by qualitative and quantitative measures as one of the best in its class, and is recognized accordingly by customers, stakeholders, professional peers, and competitors alike.

Characteristics of a “world-class” school:
- Rigorous academic standards and high expectations for all students
- A comprehensive, challenging, and relevant curriculum
- Effective, engaging instructional strategies
- Reliable, appropriate, and meaningful assessments
- High-performing and inspiring employees committed to professional development, training, and lifelong learning
- A safe, secure, and positive learning environment
- A culture of continuous improvement
- Accountability for results at all levels of the organization
- Productive and engaging partnerships with families and the community
- Effective use of technological resources to advance teaching and learning
- Innovative and productive approaches to management, operations, and use of resources
- Behavioral standards that promote teaching and learning
- An inclusive environment that acknowledges and values differences and encourages positive interactions between members of a diverse community
- Students who are prepared for the next grade level and graduate ready for college and careers
- Communication with internal and external audiences as a priority
- A shared vision for success
Pursue Continuous Learning
- Master and apply academics for college and career success
- Make connections to discover new knowledge and ideas
- Develop talents, interests, and passions
- Use technology effectively to access information and to display learning

Exhibit Strong Personal Qualities
- Display integrity, perseverance, and drive to achieve personal goals
- Accept responsibility for personal actions
- Advocate for self, others, and the community
- Maintain wellness and balance in life

Interact Creatively and Critically Think
- Solve problems and create solutions
- Use knowledge and skills to solve world situations
- Embrace innovation to adapt to an ever-changing world

Engage and Contribute
- Connect to be a world-wise person
- Develop relationships across boundaries and cultures
- Interact in a multilingual community
- Demonstrate civility and respect differences in others

Interact Effectively
- Communicate responsibly through reading, writing, listening, and speaking
- Work collaboratively with others
- Cultivate and maintain positive relationships
Turn and Talk- what are some language objectives built into the standards you teach? Take 10 seconds and find as many “language” verbs as possible.
Why I Can’t Make Par on a Golf Course
Teachers Should Balance Linguistic Exchanges

Frequent opportunities for interactions/discussions

- Between teacher/student
- Among students
- Encourage elaborated responses about lesson concepts

What percent of a lesson is typically comprised of a teacher talking?

75%-80%
What is the recommended amount of time in a given lesson teachers should talk?

A handy recommendation is a limit of 30% of a lesson, and no more than 10 minutes at one time.
“…reading comprehension and writing skills are positively correlated with oral language proficiency in English, two areas that are particularly challenging for English learners.”

Verbalize to Internalize

Quad Partners

• Explain why it is important for all students to be given frequent opportunities in a lesson to orally process the content.

• Discuss the “formula/ratio” of teacher talk vs. student talk.
Verbalize to Internalize

Round-the-clock Appointments

Make an appointment with 12 different people—one for each hour on the clock. Be sure you both record the appointment on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.
Effect Size

“In statistics, an effect size is a quantitative measure of the strength of a phenomenon. … effect sizes are the correlation between two variables…”

For each type of effect-size, a larger absolute value always indicates a stronger effect. [https://en.wikipedia.org/wiki/Effect_size](https://en.wikipedia.org/wiki/Effect_size)

'Effect size' is simply a way of quantifying the size of the difference between two groups. 'How well does it work in a range of contexts? [http://www.leeds.ac.uk/educol/documents/00002182.htm](http://www.leeds.ac.uk/educol/documents/00002182.htm)

.10  .40  .95
Why should students be given opportunities to interact?

- Interaction  ES 0.82
- Review and Assess  ES 0.75
- Teacher Clarity (comprehensible input)  ES 0.75
- Metacognitive strategy instruction  ES 0.69
- Vocabulary Instruction/Build Background  ES 0.67
- Self-questioning  ES 0.64
- Annotation (study) skills  ES 0.63
- Summarizing  ES 0.63
- Notetaking  ES 0.59
- Explicit Instruction  ES 0.59
- Teacher Questioning  ES 0.48
- Extended Writing  ES 0.44
Why should students be given opportunities to interact?
Stand Up, Hand Up, Pair Up

Choose one sentence frame to complete. Each person responds, but shorter person goes first.

✓ It is ______________ to give learners time to orally process content because __________________________.

✓ I think the effect size means the __________ the number (in a given phenomenon), the __________ the impact on learning.

✓ I think the effect size means the __________ the number, the __________ the results.

Word bank

critical  greater  stronger
important  larger  greater
essential  smaller  weaker
imperative
Characteristics of the terrestrial biome known as a _______________ are_________________ and _________________.

- tropical rainforest: high rainfall
- savannah: constant temperature
- desert: grasslands with some trees/shrubs
- tundra: low levels of yearly rainfall, covers 20% of the Earth, low biotic diversity (only the strongest organisms in the tundra can survive), rainy and dry seasons, extremely cold climate

differentiation: Some of the different terrestrial biomes are ________________, ________________, ________________, ________________, and ________________.
One Sentence Summary Frames

Description: A ___________________ is a kind of ____________________
that ________________________________.

Compare/Contrast: ___________________ and ____________________ are similar in that they
both ___________________ and ___________________, but
__________________________ while ________________________.

Sequence: __________________ begins with __________________, continues with
__________________________, and ends with ____________________.

Problem/Solution: __________________ wanted________________, but ___________________,
so, ____________________________.

Cause/Effect: ____________________________ happens because _______________________.
# Sentence Stems

<table>
<thead>
<tr>
<th>Task</th>
<th>Sentence Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make predictions</td>
<td>I think ____________________________ will __________________________.</td>
</tr>
<tr>
<td>Hypothesize</td>
<td>If ____________________________, then I think __________________________.</td>
</tr>
<tr>
<td>Measure</td>
<td>A ___________ is _____ cm long, ______ cm wide, and ______cm tall.</td>
</tr>
<tr>
<td></td>
<td>This ____________ holds a volume of _____ mL.</td>
</tr>
<tr>
<td></td>
<td>Before we ____________, the liquid ____________, but now it _____________.</td>
</tr>
<tr>
<td>Retell/Sequence</td>
<td>First, ____________, next, ____________, and then ____________.</td>
</tr>
<tr>
<td>Give and support opinions</td>
<td>I think ________________ is ____________ because __________________________.</td>
</tr>
<tr>
<td>Disagree</td>
<td>I don’t think the evidence supports ________________ because ______________. I don’t agree with that statement because __________________________.</td>
</tr>
</tbody>
</table>
http://tinyurl.com/hbng3hx

Sentence frames/stems found as images on Internet.
Be the teacher who makes kids excited to come to school every day.

The Teacher Next Door
References


2. David T Conley, PhD, A Complete Definition of College and Career Readiness, p. 2