

Effective Instruction: Concept to Implementation Parts 1 & 2

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Part 1

Focus Questions:

- How can I move my learners to independent practice and production?
- How can I use the unit learning goals more effectively?
- What frameworks can I use to design activities that develop independent practice & production?
- How do the TEKS for LOTE Student Expectations guide the scaffolding?

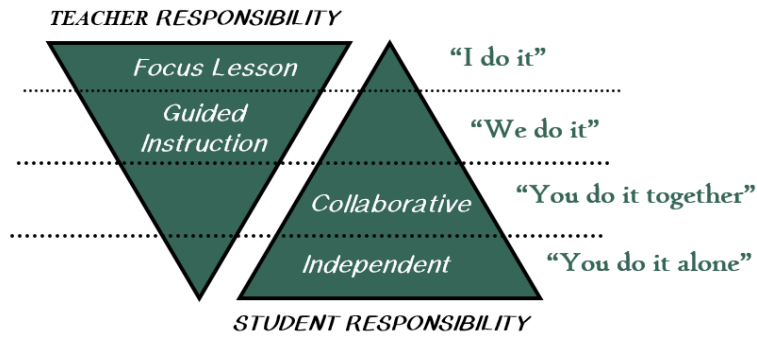
Stage 1 Goals		
Transfer	Meaning (Making)	Acquisition

In this Unit, I want you to learn

So that, in the long run, you will be able, on your own, to use that content and skill to:

Cueing and Prompting:

Gradual Release of Responsibility



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

	Teacher Role	Student role
I do: Teacher Centered Input; focus lesson	<ul style="list-style-type: none"> Establishes goal & purpose Provides input Models Frames task Checks for Comprehension 	<ul style="list-style-type: none"> Actively listens Cognitively Engages Responds to comprehension checks Participates
	TIPS	Pitfalls
We Do: Guided Teacher-Student Centered teacher guides students Guided instruction	<ul style="list-style-type: none"> Interactive instruction Scaffolds for Success Checks, prompts, cues Clears up misconceptions Adjusts as needed Defines "success" Checks for Learning 	<ul style="list-style-type: none"> Participates w groups/pairs Asks and responds to questions Cognitively Engages Processes Learning Practices Learning Takes Risks Re-does as necessary
	TIPS	Pitfalls
We Do: Collaborative Student Centered Teacher facilitates collaborative and cooperative groups	<ul style="list-style-type: none"> Scaffolds for Success Clarifies confusion Guides on the Side Manages classroom Clears up misconceptions Gives feedback 	<ul style="list-style-type: none"> Participates w groups/pairs Shares learning Practices Learning Applies Learning Takes Risks Self & Peer feedback
	TIPS	Pitfalls

You do: Independent Student Centered Independent of teacher cuing, guidance, scaffolding	<ul style="list-style-type: none"> • Provides Feedback • Determines level of understanding • Evaluates teaching • Evaluates learning 	<ul style="list-style-type: none"> • Independently applies learning • Owns the performance or product • Self-Assesses
	TIPS	Pitfalls
Scaffolding + GRR		

TEKS for LOTE Student Expectations & Functions

Function	At level 1	Looks like at Level 2	Looks like at Level 3
Asking & Answering Questions			
Give or state Personal Opinions & Preferences			
Tell Others what they need to, should, or must do (giving direction, persuading, instructing)			
Making Plans, offering alternatives, suggesting			
Carry out conversation in culturally appropriate ways			
Identify key words, themes, details from a resource			
Infer meaning of words from a resource			
Describe people, objects, situations			
Narrate situations & events			

Part 2

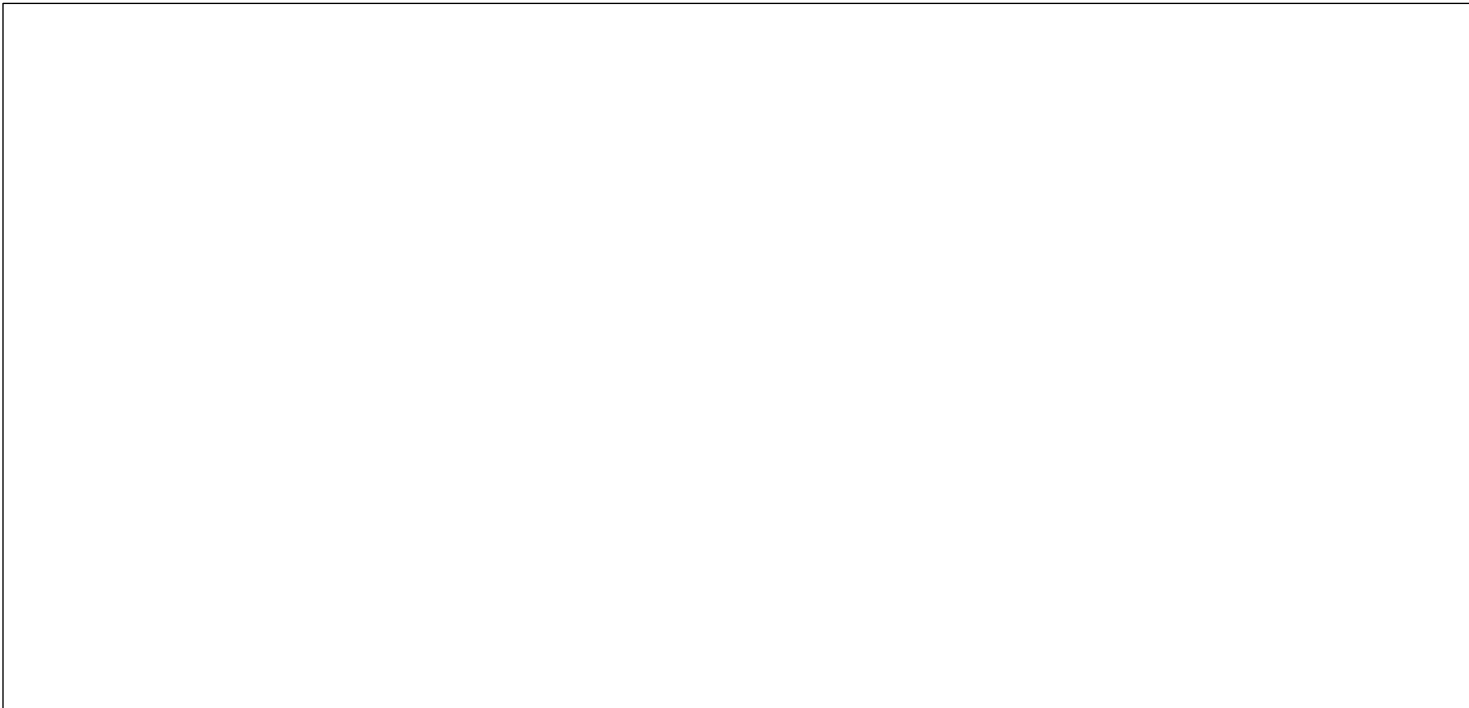
Focus Questions:

- How can focusing on end-of-year outcomes impact alignment & articulation?
- How does the concept of Performance impact Proficiency Goals?
- How do choices of instructional strategies impact learner progress?

Proficiency Is . . .	A NON-Example of Proficiency is . . .
Performance Is . . .	A NON-Example of Performance is . . .

Timed Writing:

My visual for Performance vs Proficiency:





What teaching activities and strategies do you tend to use often? Make a list!

My activities & strategies	A Colleague's activities & strategies

What are “core practices”?

Core Practices for Language Learning

How do your activities and strategies align with the core practices?

What do our Learners need to progress from Novice to Intermediate?

Novice Learners: Communicate with formulaic questions & responses, produce lists, phrases & simple sentences

Intermediate Learners: Create questions & responses; use tenses; produce sentences & strings of sentences

Novice Learners can:

- Identify people, places & things
- Give simple descriptions of people, places, & things with details
- State likes and dislikes, preferences
- Tell when and where they do activities & things
- Ask and respond to simple questions



Intermediate Learners can:

- Explain connections between people, places, & things
- Describe people, places, & things with elaboration
- express opinions with supporting statements
- Tell a story or relate an event with details
- Ask and answer personalized questions; manage interactions

What do Novices need to experience in their journey to become Intermediates?

What do our learners need to progress from Intermediate to Advanced?

Intermediate Learners: Create questions & responses; use tenses; produce sentences & strings of sentences

Advanced Learners: Create situational & responsive questions & responses, narrate across tenses, produce connected discourse

Intermediate Learners can:

- Explain connections between people, places, & things
- Describe people, places, & things with elaboration
- express opinions with supporting statements
- Tell a story or relate an event with details
- Ask and answer personalized questions; manage interactions



Advanced Learners can:

- Compare, analyze and explain connections among events, people, places, & things
- Describe events, people, places, & things with elaboration
- Defend an opinion or preference with elaboration
- Tell a story or relate an event across time frames with paragraph level discourse.
- Ask and answer questions; solve a problem; handle a complication

What do Intermediates need to experience in their journey to become Advanced?

Reflection: How will I put all of this together? What one or two elements will I focus on?