Alignment to Learning Forward Standards

The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

This session aligns to the following standards:

- **Resources** – requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs** – integrates theories, research, and model of human learning to achieve its intended outcomes.
- **Outcomes** – aligns its outcomes with educator performance and student curriculum standards.
“Great teachers aren’t born—they’re taught.”

~TeachingWorks, 2016
www.teachingworks.org
Eileen Glisson
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American Council on the Teaching of Foreign Languages (ACTFL)
Research Priorities
Goals

• Deconstruct the core practices in order to acquire the skills to enact them.

• Discover how the High-Leverage Teaching Practices address specific teaching challenges.

• Provide guidance to educators for practice.

• Give time and questions for reflection and offer feedback.
What are high-leverage teaching practices (HLTPs)?
# 1. Facilitating Target Language Comprehensibility

Learning how to engage learners in comprehensible talk-in-interaction is fundamental to all language instruction and at all levels.
Considerations about Using the Target Language during Instruction
Considerations

• What do I talk about?
• Can’t I just translate what they don’t understand?
• Can’t I just use pictures and gestures to make my learners understand me?
• What do I do if learners complain about my using the TL to the maximum extent in class?
• What are learners supposed to comprehend?
#2. Building a Classroom Discourse Community

What students ultimately learn about language and communication is closely connected to the types of the interactional practices that teachers provide in their classrooms.
Considerations about Developing a Classroom Discourse Community
Considerations

- What makes oral communication “interpersonal”?
- How does oral interpersonal communication differ from presentational communication?
- What types of tasks prompt oral interpersonal communication?
- What tools do learners need to engage in an interpersonal task?
- What if learners speak in English during interpersonal tasks?
- What types of teacher behavior promote a classroom discourse community?
- How can oral interpersonal communication be assessed?
#3. Guiding Learners to Interpret and Discuss Authentic Texts

Acquiring new perspectives and insights through text-based discussions is a skill that goes beyond the foreign language classroom and situates language learning within a broader educational mission.
Considerations

• How do I select an authentic text?
• Should the focus be on literal or interpretive comprehension?
• Is making inferences appropriate for more advanced learners?
• What type of preparation do learners need prior to interpreting a text?
• Should interpretive tasks always be done in the target language?
• Does reading aloud a printed text in class promote comprehension?
Considerations about Developing a Classroom Discourse Community
Thank you for attending!

I hope you will return for Part 2.

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