



High-Leverage Teaching Practices Part 1

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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.

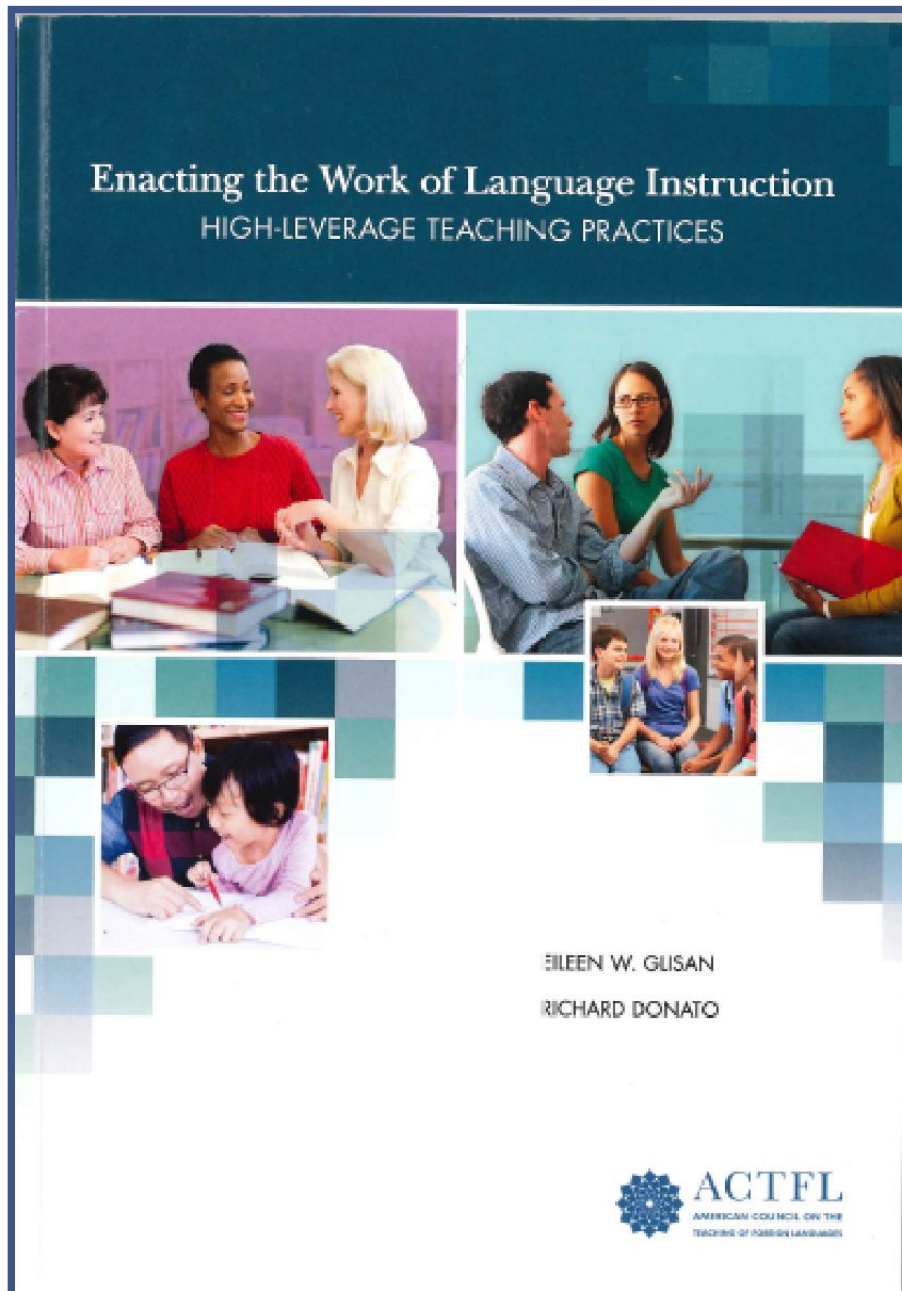
This session aligns to the following standards:

- 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
Richard Donato
Authors

**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



Ticket Out

Thank you for attending!

**I hope you will return for
Part 2.**

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