From Courtship to Speed Dating - Experience SEAL Strategies

CABE 2017

Kim Nguyen
Instructional/SEAL Coach
Milpitas USD
knguyen@musd.org

Ann Du Bois
Instructional/SEAL Coach
Milpitas USD
adubois@musd.org

Venus Cenizal
Coordinator of Learning and Development
Milpitas USD
vcenizal@musd.org

AGENDA

- Icebreaker
  - SEAL Strategy: Draw and Label
  - Introduction to Global Competence
    - What is SEAL?
    - Zoom Activity
  - SEAL Strategy: Think - Pair - Share
  - SEAL Strategy: 5 Exchange Conversation
- Speed Dating Activity: Exchanging Ideas for Oral Language Strategies
- Questions & Answers
Raise your hand and SHOUT “That’s me!” if...

- You were born in another country.
- Your parents were born in another country.
- Your first language was not English.
- You learned a second language in school.
- You came to CABE from Northern California.
- You came to CABE from Southern California.
- You came to CABE from somewhere in between.
- You’re visiting Mickey this week!
- You are proud to be an educator!

Milpitas Draw and Label

Draw and Label is a research-based strategy designed to teach high-level vocabulary and concepts in a brain compatible way (Susan Kovalik).

Because the image is being drawn in front of them, it is imprinted on the brain, making the information retrievable over a longer period of time.
Prior to the Draw & Label lesson, the teacher determines the concepts s/he would like to teach. S/he creates a pencil image of the Draw & Label on butcher paper that will later be traced in front of the students using a marker.

On the first day of the lesson, students sit on the carpet and teacher does the lesson for the students by tracing over the image in marker and talking about the concepts while writing and drawing. Throughout the presentation, teacher engages the students in chorale responses and adds pictures to the chart or shows realia while teaching.

Examples of Draw and Label Strategy:
Examples of Draw and Label Strategy:

Goal for this session:
Is to learn more about
Global Competence
using SEAL strategies.
The Sobrato Early Academic Language Model

FOUR PILLARS

- The Sobrato Family Foundation
- SEAL
- Rich intentional language development
- Affirming and enriched environment
- PreK-3 articulation and alignment
- Family and school partnership

New CCSS Paradigm

Language is central to all academic areas!
And... CONTENT is central to all language areas!

THREE FOUNDATIONS OF SEAL

Prevent Long Term English Learners

Increasing rigor and 21st century vision of education in the Common Core Standards

New convergent English Learner Research

The “HLPP” Strategies: High Level Pedagogical Practices
Think - Pair - Share
What reflection and discussion questions arise from this activity?

5 Exchange Conversation
Amplification/Teacher as Language Coach
Informal exchanges are powerful opportunities for students to hear the language and to acquire vocabulary, syntax and a wider range of language options for expressing what they want to say.

Teacher can serve as a 'language coach' by modelling, encouraging, probing, extending, and amplifying a child's language.
5 Exchange Conversation

Format:
1. Teacher asks a question.
2. Student responds to that question.
3. Teacher repeats what the student has said and then amplifies the statement using more complex and extended language.
4. Teacher responds to what the student has said and asks a follow-up question.
5. The sequence is repeated through five exchanges.

So What?
Alignment Lens
- Are we the only ones that define our purpose? Our students’ purpose? What or who are the influencers?
- How do we communicate our purpose to new members or people outside of our group?
- Why is it important that we all understand the purpose of our group/activity/etc.?

Inclusion and Involvement Lens
- What does it mean to be inclusive or exclusive?
- What did we do as a group that was inclusive? That was exclusive/non-inclusive?
- Why is inclusion and involvement important?
- Feedback Lens
- Why is feedback important? What kind of feedback is important?
- What does constructive/effective feedback look like?
- How did positive/negative/or no feedback affect your success?

Now What?
- What does this activity tell you about the strengths of your group? Your students? The areas for next steps?
- How can we implement these lessons in our schools? Classrooms?
- What can you do differently moving forward?

Additional Questions to Think About...

What?
- What was the goal of this activity?
- What types of communication skills were used? Collaboration? Creativity? Critical Thinking? How were those skills used?

Now What?
- What does this activity tell you about the strengths of your group? Your students? The areas for next steps?
- How can we implement these lessons in our schools? Classrooms?
- What can you do differently moving forward?

Globally competent individuals...
1. are lifelong learners
2. have an appreciation for cultural differences
3. have an ability to understand and consider multiple perspectives
4. are critical thinkers
5. have comparative thinking skills
6. have problem solving abilities
7. are comfort with ambiguity and change
8. understand globally significant issues

SEAL Strategies
1. Think Pair Share
2. 5 Exchange Conversation

Zoom Wrap Up
Barrier Games

Barrier games provide students the opportunity to build speaking and listening skills.

Barrier games require that students speak audibly and use precise descriptive vocabulary, listen carefully and piece together a mental picture of something based upon another student's descriptive language.

Format:

Barrier games are usually played by two students.

A “barrier” is placed between them so that neither can see what the other is doing or what objects the other has.

The objective is for one student to describe something, and for the other to guess what it is or complete the action that is being described.

At the end of the game, the barrier is removed and the results are checked for accuracy.

Game Time!

- Pair up with a partner!
  - Establish who will be Partner A and who will be Partner B.
  - Partner A holds up the barrier and then picks a card from the pile of picture cards.
  - Partner A describes the picture to Partner B
  - Partner B can ask clarifying questions.
  - When ready, Partner B can hold up a card to guess and see if it/they has the correct card selected.
  - Game ends when each player has one card left and remaining cards are held up and confirmed as a match.
  - Then switch roles and play again.
Samples of Barrier Games

More Barrier Games

Table Talk

What ideas do you have for implementing Barrier Games in YOUR classrooms, at your sites, with colleagues next week? Next month? Next unit?
**Speed Dating Time!**
Guiding Questions regarding Global Competency, Multiple Perspectives, and Language Development

- What types of books do you use to value global competency?
- What kinds activities do you use to engage your students in academic language (oral or written)?
- How do you engage students who are non-verbal?
- How do you engage families to participate in their child’s education?

Globally competent individuals...

1. are life-long learners
2. have an appreciation for cultural differences
3. have an ability to understand and consider multiple perspectives
4. are critical thinkers
5. have comparative thinking skills
6. have problem solving abilities
7. are comfort with ambiguity and change
8. understand globally significant issues

**SEAL and Language Strategies**

1. Barrier Games
2. Speed Dating (aka Give One, Get One)

**The Arrival Wrap Up**

**Speed Dating**

**Format:**

1) Converse with as many peers as you can during a set amount of time.
2) Gather as one piece of information from your peer and share your thoughts.
3) Record ideas on the sheet.
4) Repeat the sequence as many times as you can before time’s up!
What did we do during this session?

- City of Milpitas
  - Draw and Label
- Zoom Activity
  - Think-Pair-Share
  - 5 Conversation Exchange
- The Arrival
  - Barrier Game
  - Speed Dating

Questions and Answers

Thank you for coming!