

Speaking and Listening

Facilitator's Guide

This presentation has five sections. Use the materials in their entirety or select sections that best meet your professional learning needs.

The goals of this professional learning are:

- Understand how collaborative conversation, listening, and presentation of knowledge and ideas fit within other Wisconsin education initiatives (including Agenda 2017, Guiding Principles of Teaching and Learning, Response to Intervention/Multi-level System of Support, culturally responsive practices, and Foundations for ELA)
- Apply critical literacy in teaching, practicing, and assessing collaborative conversation, listening, and presentation of knowledge and ideas
- Teach English language arts as an integrated discipline – capitalizing on the reciprocal relationship between reading, writing, speaking, listening, and use of language
- Improve ability to teach students to participate in collaborative conversation, listen, and present knowledge and ideas by:
 - Understanding relevant educational research
 - Understanding Wisconsin's grade-level standards from 4K through grade 12
 - Experimenting with ready-to-use instructional strategies, including anchor charts, draft/multiple listening, and technology tools for presentation of knowledge and ideas

The materials are organized by domain: collaborative conversation, listening, and presentation of knowledge and ideas. Each domain includes relevant research, Wisconsin's academic standards, an instructional strategy, and an assessment technique.

These professional learning materials are designed to improve student outcomes. The materials can be used in professional learning communities; school, district, or CESA-level professional development; pre-service and graduate teacher education; and/or personalized learning. No portions may be altered, but they may be reproduced and dissemination for non-profit, educational purposes without prior permission.

Overview of Section	Supporting Materials
<p>Section 1. Introduction <i>approximately 30 minutes</i></p> <ul style="list-style-type: none"> - 5 minutes: Objectives - 10 minutes: Wisconsin’s Vision for All Learners* - 5 minutes: Foundations for Speaking & Listening* - 10 minutes: Introduction to Critical Literacy* 	<p>Supplementary Videos: Wisconsin’s Vision for All Learners Foundations for Speaking & Listening Critical Literacy, Part 1 Critical Literacy, Part 2</p> <p>Handouts: Overview and Reflection Critical Literacy Overview</p> <p>Information to Build Background: Wisconsin’s Vision for All Learners</p> <ul style="list-style-type: none"> - Agenda 2017 - Wisconsin definition of College and Career Readiness - Guiding Principles of Teaching and Learning - Response to Intervention - Academic Standards <p>Foundations for Speaking and Listening</p> <ul style="list-style-type: none"> - Wisconsin Foundations for English Language Arts - Portrait of a Literate Individual <p>Critical Literacy</p> <ul style="list-style-type: none"> - DPI – Promoting Excellence for All - Wisconsin RtI Center – Culturally Responsive Practices

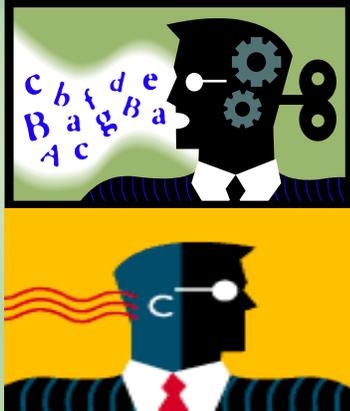
Overview of Section	Supporting Materials
<p>Section 2. Collaborative Conversations <i>approximately 90 minutes</i></p> <ul style="list-style-type: none"> - 5 minutes: Objectives - 5 minutes: Research ab. Collaborative Conversations* - 15 minutes: Relevant Standards - 45 minutes: Instructional Practice: Anchor Charts - 10 minutes: Assessment Strategy: Rubrics - 10 minutes: Conclusion 	<p>Supplementary Videos: Research – Collaborative Conversation</p> <p>Handouts:</p> <ul style="list-style-type: none"> - Vertical Standards Alignment: Collaboration - Anchor Charts - Conferring with Students (Discussion rubric) <p>Supplies for Facilitation:</p> <ul style="list-style-type: none"> - Easel, chart paper, markers - Video of students in a collaborative conversation (such as this discussion of <i>Bud, Not Buddy</i>) - Texts for reading and discussion: <ul style="list-style-type: none"> ▪ Malala Yousafzai’s Nobel Prize acceptance as text or video ▪ “Superman and Me” by Sherman Alexie <p>Information to Build Background:</p> <ul style="list-style-type: none"> - Cazden’s research about literature discussion
<p>Section 3. Listening <i>Approximately 80 minutes</i></p> <ul style="list-style-type: none"> - 5 minutes: Objectives - 5 minutes: Research about Listening* - 5 minutes: What Do Students Listen To? - 15 minutes: Relevant Standards - 30 minutes: Instructional Practice: Draft Listening - 10 minutes: Assessment: Text-Dependent Questions - 10 minutes: Conclusion 	<p>Supplementary Videos: Research – Listening</p> <p>Handouts:</p> <ul style="list-style-type: none"> - Vertical Standards Alignment: Listening - Draft/Multiple Listening - Text-Dependent Questions <p>Supplies for Facilitation:</p> <ul style="list-style-type: none"> - Short audio text to be read aloud or listened to. Suggestions: <ul style="list-style-type: none"> ▪ <i>Brown Girl Dreaming</i> by Jacqueline Woodson (pages 3 – 5) ▪ “Danger of a Single Story” by Chimamanda Adichie

Overview of Section	Supporting Materials
<p>Section 4. Presentation of Knowledge and Ideas <i>Approximately 80 minutes</i></p> <ul style="list-style-type: none"> - 5 minutes: Objectives - 5 minutes: Research about Presentation* - 10 minutes: Responsiveness and Presentation - 15 minutes: Relevant Standards - 30 minutes: Technology Tools for Presentation - 10 minutes: Assessment: Text-Dependent Questions - 10 minutes: Conclusion 	<p>Supplementary Videos: Research – Presentation of Knowledge</p> <p>Handouts:</p> <ul style="list-style-type: none"> - Vertical Standards Alignment: Presentation of Knowledge and Ideas - Technological Tools for Presentation - Co-Creating Scoring Rubrics with Students <p>Supplies for Facilitation:</p> <ul style="list-style-type: none"> - Jamila Lyiscott’s “Three Ways to Speak English” - Internet connectivity and ability for participants to access PowerPoint slide with list of technology tools
<p>Section 5. Conclusion <i>Approximately 15 minutes</i></p> <ul style="list-style-type: none"> - 5 minutes: ELA as an integrated discipline - 10 minutes: Summary of learning 	None



*The professional learning module includes supplementary videos. Each video features a DPI consultant discussing key portions of the learning. For the sections with video, facilitators can choose to show the video or present the corresponding slides themselves. Each slide that can be replaced with video is marked with the icon shown on the left.

Speaking & Listening



Laura Adams

Literacy Consultant

Marci Glaus

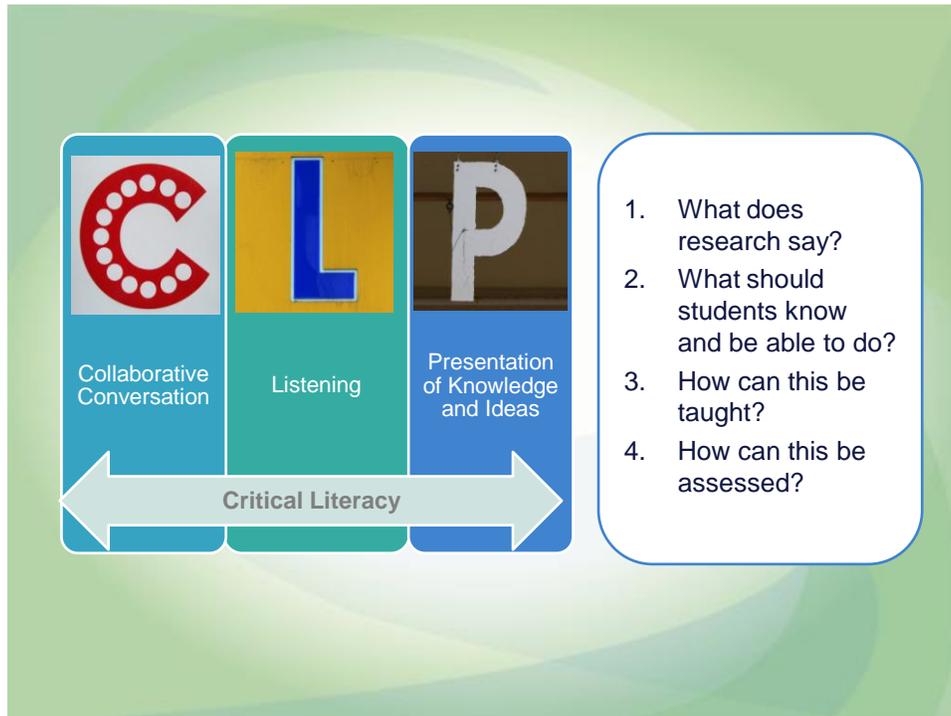
English Language Arts Consultant

Barb Novak

Literacy Consultant

Delete DPI contact information. Replace it with your facilitators' contact information.

Slide 2 – Introduction



Today's learning focuses on listening, collaborative conversations, and presentation of knowledge and ideas. Each topic will include a discussion of:

- Relevant research
- What students should know and be able to do (Wisconsin standards)
- Instructional strategies
- Assessment strategies

We have a responsibility to ensure that all students develop proficiency in standards and are college and career ready. But, how do we help students engage with this content and apply it to their lives? We offer critical literacy as an alternative for creating purpose and generating engagement.

Slide 3 – Wisconsin’s Vision for All Learners

Wisconsin’s Vision for ALL Learners

**The Relationship between:
Vision, Principles, Process, Content**

“Every child must graduate ready for future education and the workforce. We must align our efforts so all our students are prepared to succeed in college or a career.”

Tony Evers,
State Superintendent

This learning about listening, collaborative conversations, and presentation of knowledge and ideas fits within other Wisconsin education initiatives.

All of our education work in Wisconsin begins with our vision, or goal, for Wisconsin learners. That vision is best articulated by State Superintendent Tony Evers and represents the largest circle in this graphic.

First, notice what is outside of this graphic: stakeholder communication and engagement and professional learning. These important components support student learning, the goal of schools.

On the left, is stakeholder communication and engagement. Schools cannot educate and support students in isolation; we need the support of family, community, and business in order to make our vision a reality.

On the right, is professional learning. We must constantly re-invest in our schools and educators in order to provide our students with the best of what we know and what research tells us about quality education. We see this belief in professional learning reflected in Wisconsin’s Educator Effectiveness model and professional learning materials, such as this module, developed by DPI and CESAs.

Slide 3 – Wisconsin’s Vision for All Learners (continued)

Stakeholder communications and engagement and professional learning provide support for State Superintendent Tony Evers’s vision for learning in Wisconsin which centers on advancing education reforms to ensure every Wisconsin child graduates ready for further education and the workplace. This is reflected in the outermost circle of the graphic on this slide.

Through collaboration with outstanding Wisconsin educators, the Department of Public Instruction established guiding principles (The Guiding Principles of Teaching and Learning) that can be enacted to make the vision of every child a graduate a reality. These principles are reflected in the second circle in the graphic on this slide.

The guiding principles alone are not enough to ensure that every child is a graduate. Schools must carefully design systems and processes for ensuring success for all students. This process – response to intervention (RtI) or multi-level system of support (MLSS) – is represented in the third circle of the graphic on this slide.

The inner-most circle of the graphic on this slide represents what exactly it is that students who graduate ready for further education and the workplace know and are able to do, Wisconsin’s academic standards and the inter- and intra-personal skills that make proficiency in each standard possible.

The next several slides provide further information about each of these ideas.

Additional Resources:

- **Agenda 2017:** <http://statesupt.dpi.wi.gov/>
- **Guiding Principles of Teaching and Learning:** http://standards.dpi.wi.gov/stn_guiding-principles
- **Response to Intervention:** <http://www.wisconsinrticenter.org/>
- **Academic Standards:** <http://standards.dpi.wi.gov/>

Slide 4 – Agenda 2017



The slide features a dark blue header with the text "Agenda 2017" in white. Below the header is a light green background with a subtle pattern. On the left side, there is a photograph of two young boys in a classroom; one is wearing a blue shirt and a backpack, and the other is wearing a pink shirt. To the right of the photo, there are four bolded section headers, each followed by a bullet point with a question. At the bottom right of the slide, there is a dark grey play button icon.

Agenda 2017



- Standards & Instruction**
 - *What and how should kids learn?*
- Assessments and Data Systems**
 - *How do we know if they learned it?*
- School and Educator Effectiveness**
 - *How do we ensure that students have highly effective teachers and schools?*
- School Finance Reform**
 - *How should we pay for schools?*



State Superintendent Evers’s Agenda 2017 aims to advance and unite education reforms around a single vision of every Wisconsin child a graduate ready for further education and the workplace. That vision can be divided into 4 focus areas.

Education reforms include:

- Standards and instruction – What and how should kids learn?
- Assessments and data systems – How do we know if they learned it?
- School and Educator Effectiveness – How do we ensure that students have highly effective teachers and schools?
- School finance reform – How should we pay for schools?

The focus of this learning – listening, collaborative conversations, and presentation of knowledge and ideas – focuses primarily on standards and instruction and assessments and data systems.

Additional Resources:

- **Agenda 2017:** <http://statesupt.dpi.wi.gov/>

Slide 5 – Guiding Principles

Guiding Principles

Guiding Principles for Teaching and Learning

1. Every student has a right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.



Wisconsin's guiding principles for teaching and learning inform the actions we take to reach our vision. Through collaboration with outstanding Wisconsin educators, the Department of Public Instruction established guiding principles (The Guiding Principles of Teaching and Learning) that can be enacted to make Agenda 2017 - the vision of every child a graduate - a reality.

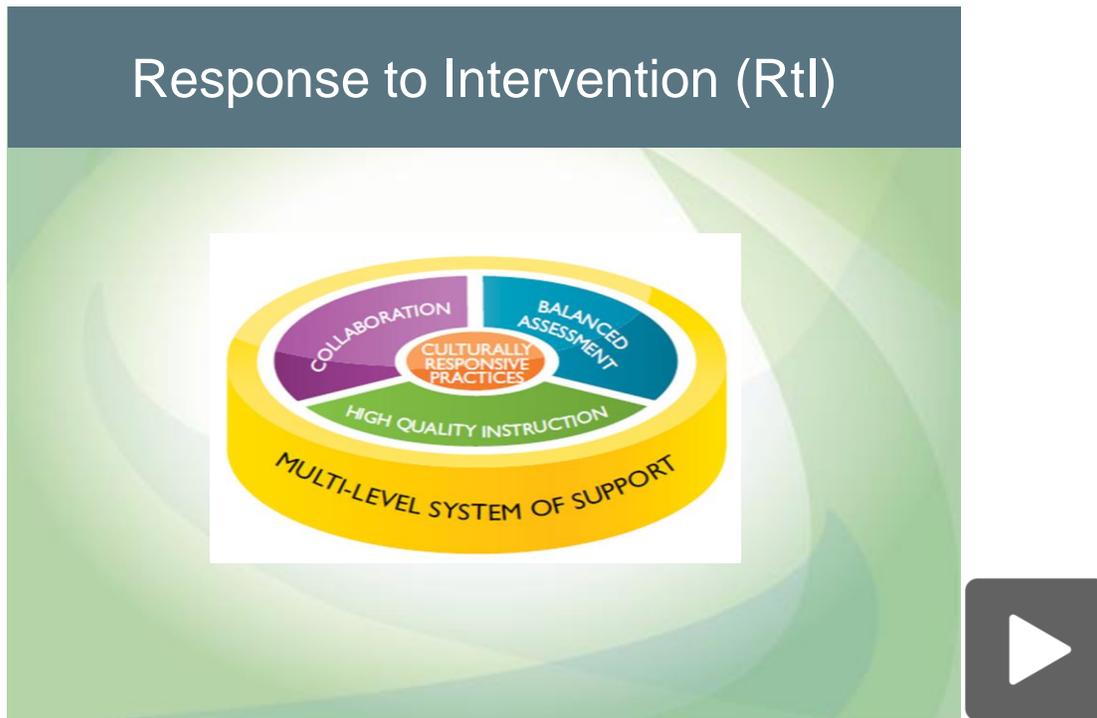
The information within this module reflects each of these guiding principles. Our choice to use techniques and strategies consistent with critical literacy particularly emphasis:

- Rigorous and relevant instruction
- Strengths and experiences each student brings to learning
- Responsive environments

Additional Resources:

- **Guiding Principles of Teaching and Learning:** http://standards.dpi.wi.gov/stn_guiding-principles

Slide 6 – Response to Intervention (RtI)



The guiding principles alone are not enough to ensure that every child is a graduate. Schools must carefully design systems and processes for ensuring success for all students. In Wisconsin, this process is response to intervention (RtI) or multi-level system of support (MLSS).

In Wisconsin, schools/districts systematically and intentionally employ collaboration, balanced assessment, and high quality instruction that are culturally responsive to ensure that all students are successful in academic and behavior. A well-functioning MLSS implements high-quality universal instruction, for all students, utilizes screening tools to quickly and consistently identify students who might be struggling, and provides multiple levels of interventions and enrichments, when necessary. Collaboration is embedded within this entire process. Culturally responsive practices are defined as programs, practices, and procedures shown to be effective with, reflective of, and respectful of students served by the organization.

The conclusion of each section of this presentation asks participants to think about supporting all students by asking

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Additional Resources:

- **Response to Intervention:** <http://www.wisconsinrticenter.org/>

Slide 7 – Academic Standards



Wisconsin’s academic standards (and the inter- and intra-personal skills that make proficiency in each standard possible) detail what exactly it is that students who graduate ready for further education and the workplace know and are able to do.

This presentation highlights Wisconsin’s standards for listening, collaborative conversation/discussion, and presentation of knowledge and ideas.

- For students from birth through age 5, these ideas are included in the Wisconsin Model Early Learning Standards (WMELS)
- For students in 5K through grade 12, these ideas are included in Wisconsin’s Standards for English Language Arts and Wisconsin’s Standards for Literacy in All Subject Areas
- A small percentage of students – students with significant disabilities as determined by an IEP team – access English language arts standards through Essential Elements

This presentation focuses on listening, collaborative conversation/discussion, and presentation of knowledge and ideas within the Wisconsin Model Early Learning Standards and Wisconsin’s Standards for English Language Arts.

Additional Resources:

- **Academic Standards:** <http://standards.dpi.wi.gov/>
- **WMELS:** <http://www.collaboratingpartners.com/wmels-about.php>
- **WI Standards for ELA:** <http://ela.dpi.wi.gov/>
- **WI Standards for Literacy in All Subject Areas:** http://standards.dpi.wi.gov/stn_disciplinaryliteracy
- **Essential Elements for ELA:** http://sped.dpi.wi.gov/sped_asmt-ccce

Slide 8 – Foundations for ELA

Foundations for ELA

WISCONSIN FOUNDATIONS FOR ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS IS AN INTEGRATED DISCIPLINE

ENGLISH LANGUAGE ARTS INSTRUCTION BUILDS AN UNDERSTANDING OF THE HUMAN EXPERIENCE

LITERACY IS AN EVOLVING CONCEPT, AND BECOMING LITERATE IS A LIFELONG LEARNING PROCESS

CRITICAL THINKING AND PROBLEM SOLVING, COMMUNICATION, COLLABORATION, AND CREATIVITY ARE ASPECTS OF EFFECTIVE ENGLISH LANGUAGE ARTS INSTRUCTION AND ATTRIBUTES OF WI GRADUATES

LITERACY, LANGUAGE AND MEANING ARE SOCIALLY CONSTRUCTED AND ARE ENHANCED BY MULTIPLE PERSPECTIVES

Students in Wisconsin...

1. Demonstrate independence.
2. Build strong content and knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably
7. Come to understand other perspectives and cultures.

The Guiding Principles of Teaching and Learning provide ideas about what needs to be enacted in a school/district to result in every student graduating ready for college or the work place. Wisconsin's foundations for English language arts and the Portrait of a Literature individual provide specific guidance for English language arts instruction and assessment.

In Wisconsin:

- English language arts is an integrated discipline
- English language arts instruction builds an understanding of the human experience
- Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives
- Critical thinking and problem solving, communication, and creativity are aspects of effective English language arts instruction and attributes of Wisconsin graduates
- Literacy is an evolving concept, and becoming literate is a lifelong learning process

Students in Wisconsin:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Slide 8 – Foundations for ELA (continued)

This presentation's focus on including components of critical literacy in instruction and assessment highlight several of these ideas, including using ELA to build an understanding of the human experience, understanding multiple perspectives, and responding to the varying needs of audience, task, and purpose.

Additional Resources:

Wisconsin Foundations for English Language Arts: <http://ela.dpi.wi.gov/>

Portrait of a Literate Individual: <http://standards.dpi.wi.gov/sites/default/files/imce/cal/pdf/portrait-literatestudent.pdf>

Slide 9 – Foundations for Speaking and Listening

Foundations for Speaking & Listening

The Relationship between:
Vision, Principles, Process, Content

What is important:

- Integrated nature of literacy
- Culturally responsive practices
- Broad definition of text

Stakeholder Communication and Engagement

Professional Learning

Academic Standards and Functional Skills

Systems for Ensuring Student Success: MLSS

Guiding Principles of Teaching and Learning

Vision: Every Child a Graduate

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

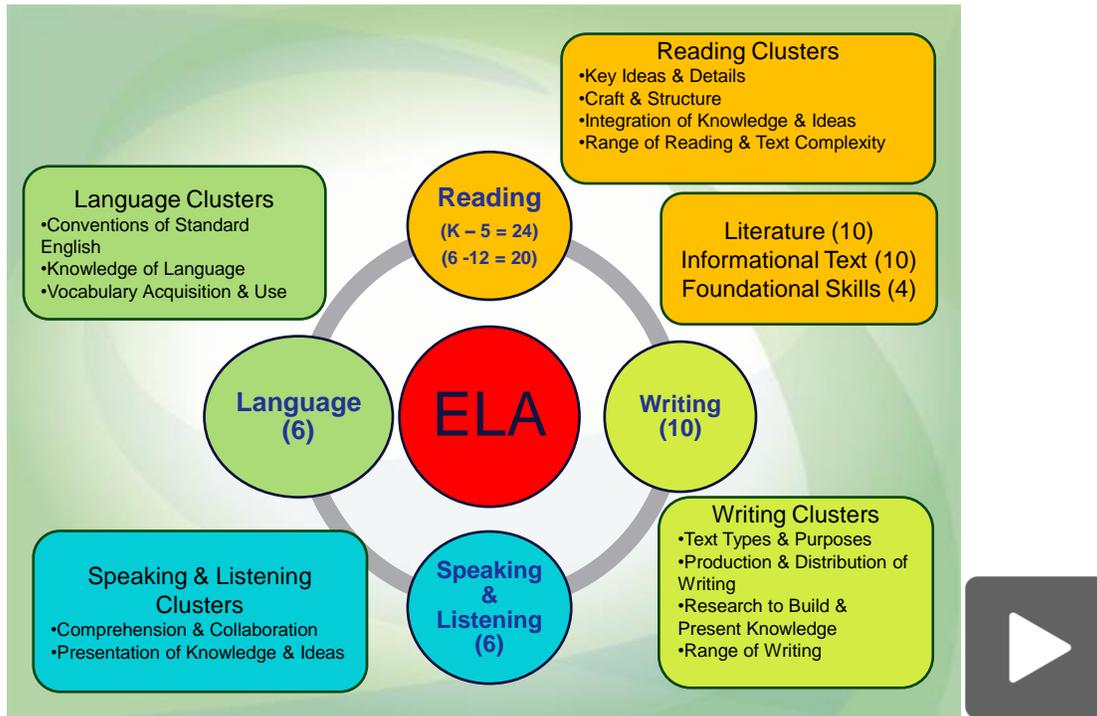
There are some elements of Wisconsin’s Guiding Principles for Teaching and Learning, Foundations for ELA in Wisconsin, and the Portrait of a Literate Individual that are especially important for today’s learning.

Those are:

- Integrated nature of literacy
- Culturally responsive practices
- Broad definition of text

The next several slides provide further information about each of these ideas.

Slide 10 – ELA as an Integrated Discipline

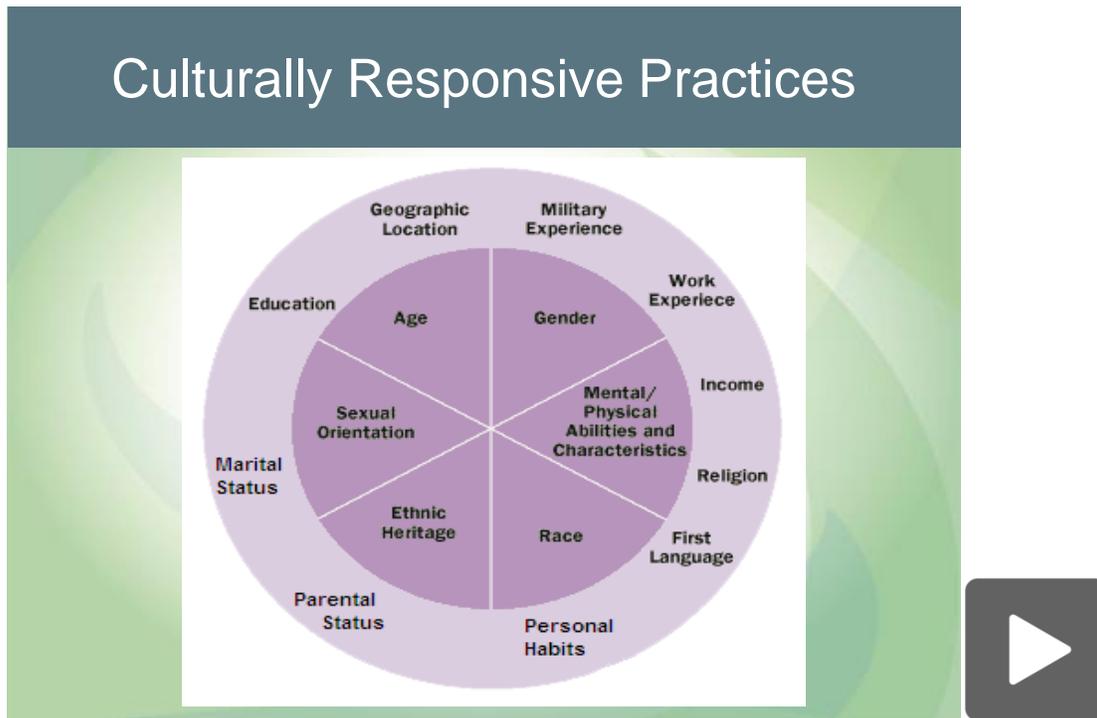


Wisconsin’s standards for English language arts include standards about reading foundational skills, reading informational texts, reading literature, writing, speaking and listening, and language.

These strands are intended to be taught in a very integrated manner. A student’s development as a reader compliments and contributes to his/her development as a writer, speaker, listener, and user of language. This is consistent with Bergman’s 1999 research findings that listening to and reading the same text at the same time contributes to greater reading comprehension.

The examples within this presentation exemplify this integration. We will write about things we listen to. We will discuss things we read. We will develop our understanding of a single topic through listening, reading, writing, and discussion.

Slide 11 – Culturally Responsive Practices



Dr. Carol Lee explains culturally responsive practices as the ability to notice and respond to what the person in front of you cares about, needs, and wants. These needs and wants can be related to a person's membership in or identification with one or more cultures (some of which are included in this slide).

The Wisconsin RtI Center defines culturally responsive practices as programs, practices, and procedures shown to be effective with, reflective of, and respectful of students served by the organization.

Additional Resources:

- **DPI – Promoting Excellence for All:** <http://statesupt.dpi.wi.gov/excforall>
- **Wisconsin RtI Center – Culturally Responsive Practices:** <http://www.wisconsinrticenter.org/educators/understanding-rti-a-systems-view/crp.html>

Slide 12 – Culturally Responsive Practices

Culturally Responsive Practices

- Think of all students as capable learners and have high expectations for them
- Be culturally competent
- Draw on students' experiences
- Use a variety of engagement strategies
- Foster critical consciousness and cultural knowledge
- Bridge students' home and school lives while meeting district and state curricular requirements

Dr. Gloria Ladson-Billings



Dr. Gloria Ladson-Billings identifies these components of culturally responsive practices. Teachers who are culturally responsive are culturally competent about their students' cultural beliefs and practices. This includes understanding the listening, collaboration, and speaking habits, patterns, and beliefs that are part of varying cultures. For some students the types of speaking and listening expected in a school culture may be very different from what is expected in other cultures they are part of. How can we teach students to participate in the school culture without devaluing other cultures they belong to? How can we explicitly teach students to transition between the behaviors and expectations of various cultures? (For example: teaching students to code switch).

English language arts classrooms are places where texts and discussion are an integral part of culturally responsive practice. Text can serve as windows and mirrors. Text serves as a window by allowing students to look into cultures other than their own. Text serves as a mirror in situations where students can see themselves in what is being read or talked about. Therefore, texts can help students better understand their culture and the culture of others. This understanding and the discussion that fosters it can help students deal with the inequitable treatment of students of color and other underserved populations.

Wisconsin’s Definition of Text

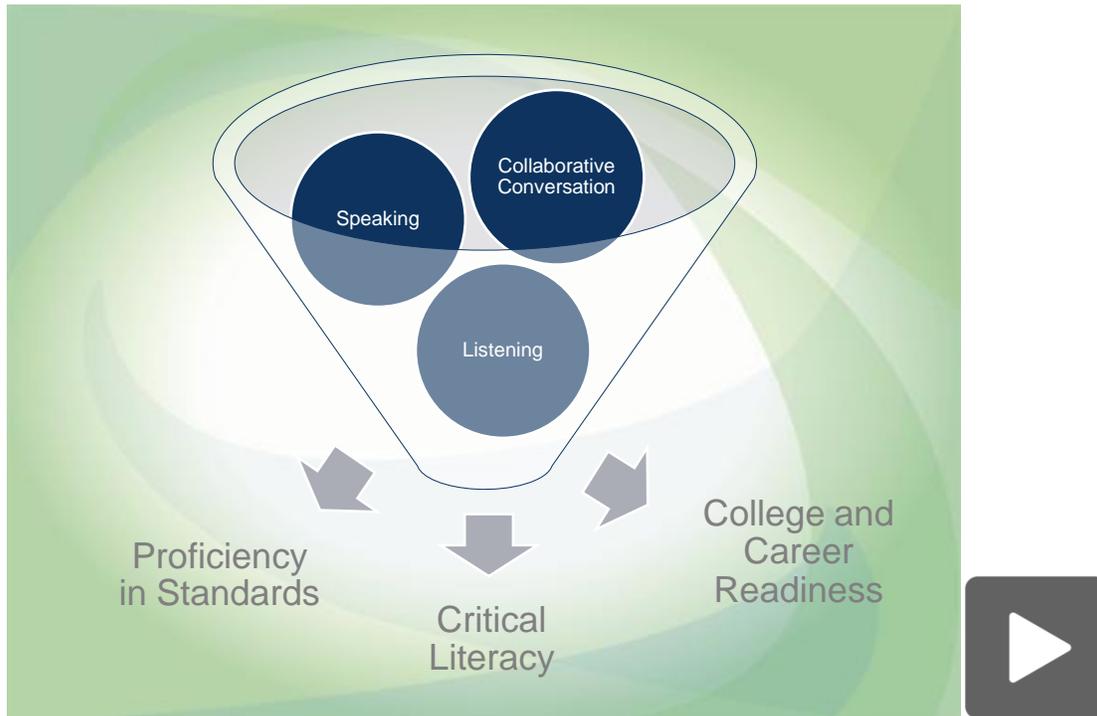
A text is:
any communication –
spoken, written, or
visual – involving
language



This learning about listening, collaborative conversation/discussion, and presentation of knowledge and ideas relies heavily upon Wisconsin’s broad definition of text.

A text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Slide 14 – Introduction to Critical Literacy



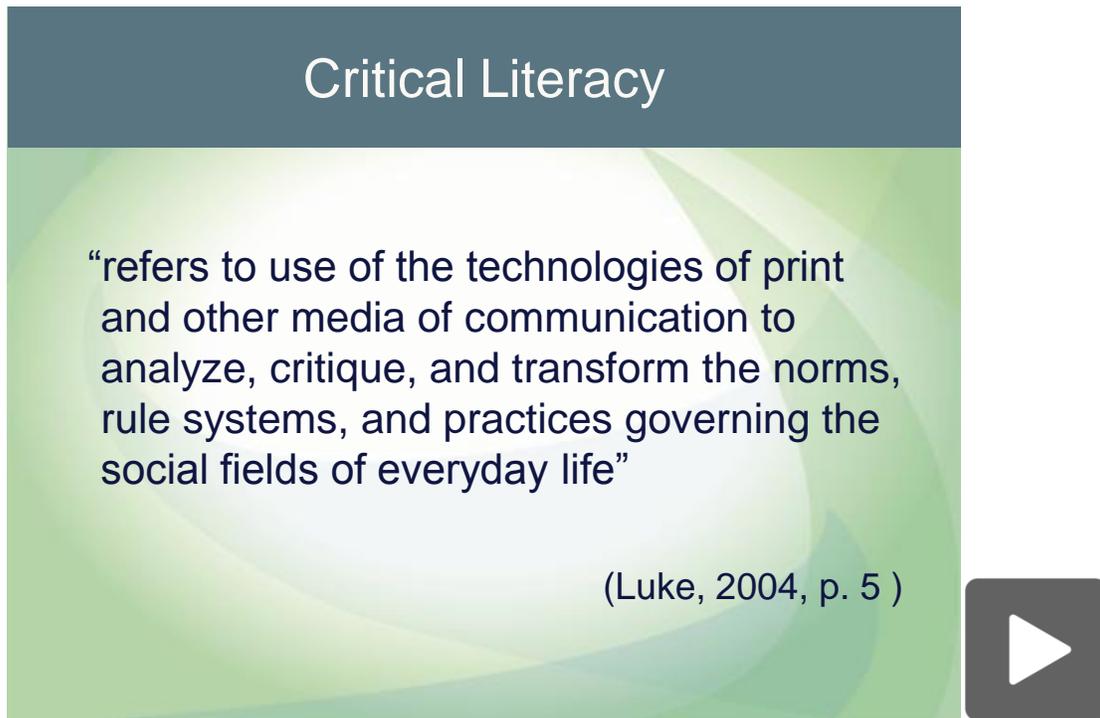
NOTE: This introduction to critical literacy is included in a supplementary video. Facilitators can choose to use the speaker notes or the video during this part of the presentation. The video can be accessed at: <http://ela.dpi.wi.gov/ela-speaking-and-listening>

Students listen, engage in collaborative conversation, and present knowledge and ideas to achieve proficiency in standards and college and career readiness.

Do these goals really matter to students? Do these goals motivate and engage students to do the important work of ELA? Do these goals help students understand the power each of them has to understand how reading, writing, speaking, listening, and language can be used to change the world?

We believe that a classroom community, instruction, and assessment that utilizes the components of critical literacy can help students accomplish so much more than proficiency in standards and college and career readiness.

Slide 15 – Critical Literacy



Critical Literacy

“refers to use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of everyday life”

(Luke, 2004, p. 5)

This broad definition of critical literacy is a first step into thinking about how we use Wisconsin’s definition of text in relation to the analysis, critique, and discussion that takes place in classrooms. When we use a critical literacy lens, we think about more than one point of view and how norms and rule systems established affect everyone.

The following examples will provide examples and ideas to do this.

Slide 16 – What Can College-Career Readiness Look Like?

What Can College-Career Readiness Look Like?



Like A Girl
<https://www.youtube.com/watch?v=XjJQBjWYDTs>

Legos
<http://www.buzzfeed.com/rachelzarrell/ego-creates-female-scientist-set-months-after-7-year-old-gi#.cuwyz3xaQg>



These are examples of critical literacy, as we will see. First, the “Like A Girl” (<https://www.youtube.com/watch?v=XjJQBjWYDTs>) provides an example of how different perspectives lend themselves to some commonly held beliefs about what it might mean to do things like a girl. The purpose for viewing this video is to take note of the various assumptions, opinions, and actions from the different perspectives gathered.

The second example of critical literacy can be found here:

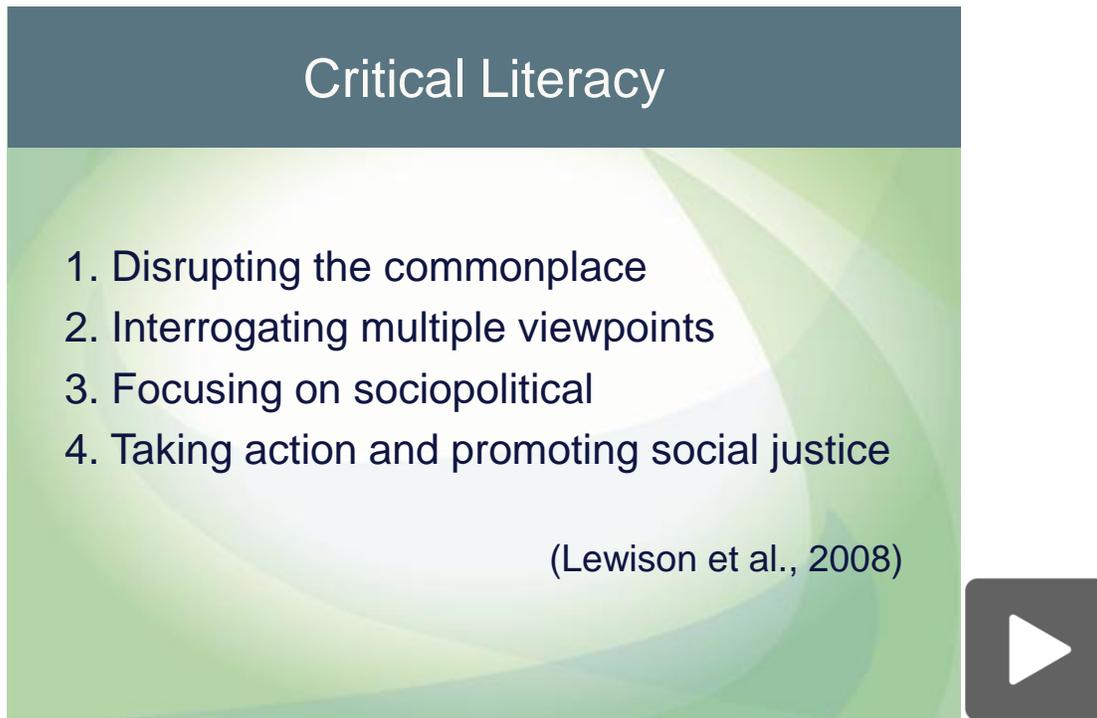
(<http://www.buzzfeed.com/rachelzarrell/lego-creates-female-scientist-set-months-after-7-year-old-gi#.uaZo1PWlxV>) The purpose for reading the article, including the letter from the girl is to take note of how she is attempting to transform the norms and rule systems established.

Both of these examples will come up within this section again to further explore critical literacy links to speaking and listening.

For discussion:

What assumptions, opinions, and actions from the different perspectives in the video, “Like A Girl” <https://www.youtube.com/watch?v=XjJQBjWYDTs> establish this text as an example of critical literacy? How is/was gender represented in your home or community? The media? This is an example of one of the many cultures from Dr. Carol Lee’s graphic from slide 11. How might using this text in a classroom inspire discussion on a critical issue that is relevant to students’ concerns and interests?

Slide 17 – Critical Literacy



Critical Literacy

1. Disrupting the commonplace
2. Interrogating multiple viewpoints
3. Focusing on sociopolitical
4. Taking action and promoting social justice

(Lewison et al., 2008)

NOTE: This introduction to critical literacy is included in a supplementary video. Facilitators can choose to use the speaker notes or the video during this part of the presentation. The video can be accessed at: http://ela.dpi.wi.gov/ela_speaking-and-listening

Although the critical literacy framework does not have to be a lockstep four part process, the components listed here are commonalities gathered from the field on what critical literacy might actually look like in an academic setting. The first, disrupting the commonplace is thinking through issues and ideas to consider new “frames” to understand experience. Interrogating multiple viewpoints, then, makes sense as the second idea within critical literacy as a means for understanding not only our own perspectives, but considering various perspectives through multiple texts and voices. This includes asking the question, “Whose voices are heard and whose are missing?”

Focusing on the sociopolitical establishes a method for simply paying attention to thinking and talking about the systems to which we belong, how different power relationships are established through these structures, along with language, and how these shape our perceptions, responses, and actions.

Finally, taking action and promoting social justice requires an understanding of different perspectives listed above and planning an appropriate response for an intended audience. One idea is for educators to ask themselves, “which of these four descriptors listed are the easiest starting points? See the handout for further information and for starting a discussion.

HANDOUT: Critical Literacy Overview

Slide 18 – Critical Literacy Examples

Critical Literacy Examples

- Text selection and purposeful prompts for new ways to understand the world (Labadie, Mosley Wetzel, & Rogers, 2012).
- Making time for discussion where students consider critical issues in texts and even role play (Lewison et al., 2002)
- Theme-based approaches to literacy and topics relevant to students' concerns and interests (Man Chu Lau, 2012)
- Read to “examine society” from a broad definition of text (Christensen, 2000, 2009)



This list provides more context for ideas from classrooms that successfully utilize critical literacy. The purposeful selection of various texts and providing time and space for classroom or small group discussion for students to think and talk through important issues are examples of the critical literacy framework. Another example is one that many educators already implement in their instructional planning when organizing lessons and units around a theme, which might be an essential question/s or big idea. Remember Wisconsin's broad definition of text when selecting reading and speaking and listening opportunities for students to examine important issues/ideas. Be on the lookout for these examples throughout the day.

Slide 19 – Critical Literacy in Action

Critical Literacy In Action

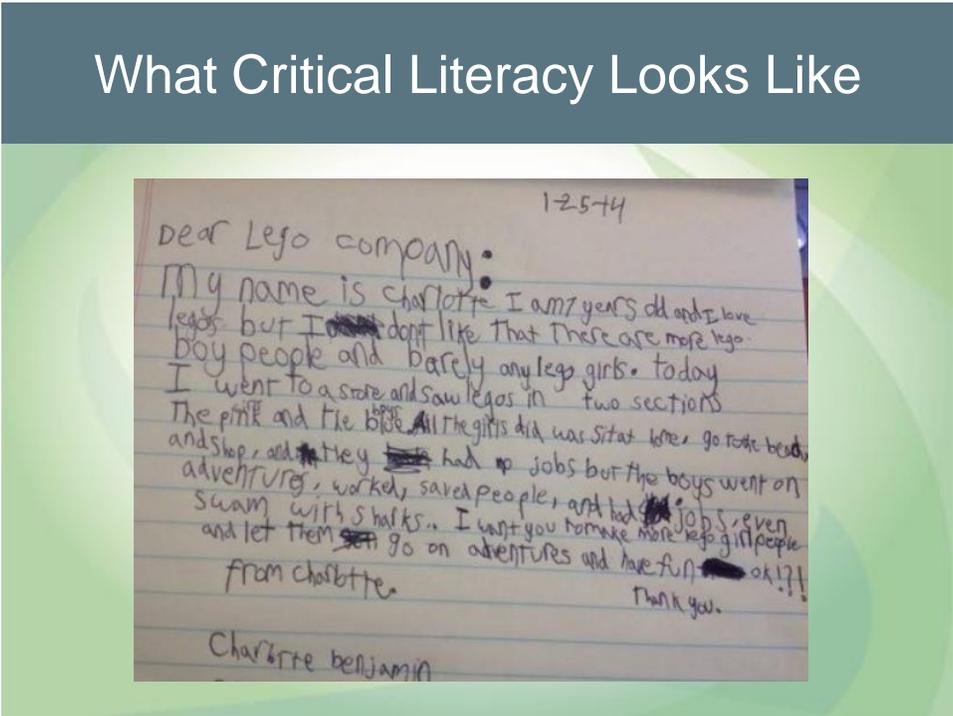


- Text selection
- Space for discussion
- Constructivist learning
- Respect for student differences
- Respect for school and classroom context
- Authentic tasks



Remember, the principles of critical literacy might look like one or more of the ideas listed here. From purposeful text selection to providing the time and space for students to discuss the issues within the texts, critical literacy in action is based on respecting student differences and contexts, building understanding together through authentic tasks. These ideas will be examined throughout the day.

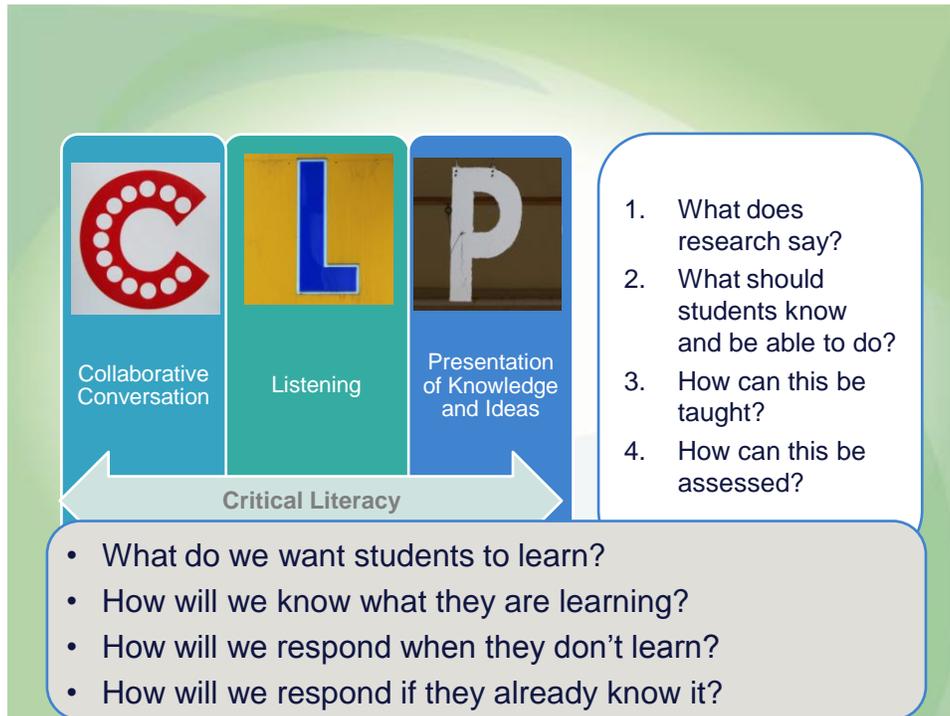
Slide 20 – What Critical Literacy Looks Like



For discussion:

How is the “Legos” article and letter from the girl writing to the Legos company an example of the “taking action and promoting social justice” component to a critical literacy framework? How does she show an understanding of different perspectives? What, specifically, is her action step here? Take a few moments to talk through this. The link is also here: <http://www.buzzfeed.com/rachelzarrell/lego-creates-female-scientist-set-months-after-7-year-old-gi#.uaZo1PWlxV>

Slide 21 – Introduction to Collaborative Conversation



Today's learning focuses on listening, collaborative conversations, and presentation of knowledge and ideas. Each topic will include a discussion of:

- Relevant research
- What students should know and be able to do (Wisconsin standards)
- Instructional strategies
- Assessment strategies

We have a responsibility to ensure that all students develop proficiency in standards and are college and career ready. But, how do we help students engage with this content and apply it to their lives? We offer critical literacy as an alternative for creating purpose and generating engagement.

Slide 22 – Introduction to Collaborative Conversation (slide 2)



In each of the 3 components of this professional learning opportunity, we will work through these 4 steps:

- We will begin by exploring what the research says
- We will examine what the standards say about what students should know and be able to do
- We will explore different instructional practices
- And we will explore various means of assessment.

Remember that we will be relying on the integrated nature of literacy and a broad definition of text. Critical literacy and culturally responsive practices also serve as a foundation for the instructional practices and assessments that are highlighted.

Now we turn our attention to collaborative conversations.

Slide 23 – How do you Collaborate?

How do you collaborate?

What type of collaborative conversations and discussions are part of your personal and professional life?

- One-on-one
- Small group
- Large group
- Digital – synchronous or asynchronous



Take a few minutes to brainstorm a list in response to this question:

What type of collaborative conversations and discussions are part of your personal and professional life?

Consider different size groups (one-on-one, small group, or large group) and different mediums (face-to-face, synchronous digital, asynchronous digital).

Note to Facilitator:

Give participants time to brainstorm independently and share with a partner before sharing with the large group. Adjust the steps as time allows.

This professional learning focuses on face-to-face small group collaboration. This would be a good place to have participants talk about other types of collaborations (such as one-on-one or large group) and collaboration in digital environments. Possible discussion topics include:

- *How one-on-one collaboration is used in their schools or classrooms*
- *How large group collaboration is used in their schools or classrooms*
- *How students are taught to participate in one-on-one collaboration*
- *How students are taught to participate in large group collaboration*
- *Examples of synchronous digital collaboration (real-time collaboration such as Google Messenger)*
- *Examples of asynchronous digital collaboration (delayed collaboration such as Twitter or blog comments)*

- *How digital collaboration is used in schools*
- *How digital collaboration blurs the lines between listening, speaking, collaboration, reading, and writing*

Benefits: Collaborative Conversations

Collaborative conversations benefit all students, but how often do collaborative conversations actually happen?

- Low-achieving and high-achieving students internalize knowledge and skills to independently work through challenging literacy tasks (Applebee, Langer, Nystrand, & Gamoran, 2003)
- English language learners build oral language and build knowledge (DaSilva Iddings, Risko, & Paula Rampulla, 2009)
- Discussion rarely took place and lasted an average of less than one minute (Nystrand, Gamoran, Kachur, & Prendergast, 1997)



Note to Facilitators:

The slides about research related to collaborative conversations are summarized in a video. You could choose to play the video accessible here: http://ela.dpi.wi.gov/ela_speaking-and-listening

Next, we will examine some research about collaborative conversations and discussions.

First, research shows us that discussion-based approaches benefit all students.

- In their research in middle and high school English classrooms that utilized discussion-based approaches, Applebee and colleagues found that discussion-based approaches help high-achieving and low-achieving students develop knowledge and skills needed to independently work through challenging literacy tasks.
 - Low-achieving and high-achieving students in grades 6 – 12 English classrooms with discussion-based approaches internalize the necessary knowledge and skills to independently work through challenging literacy tasks. (Applebee, Langer, Nystrand, & Gamoran, 2003)
- DaSilva Iddings and colleagues found that promoting purposeful and meaningful interactions within the social context of a text discussion can enhance oral language development and knowledge building for English language learners.
 - Providing time and space while promoting purposeful and meaningful interactions within the social context of a text discussion for English Language Learners can help enhance oral language development and knowledge building (DaSilva Iddings, Risko, & Paula Rampulla, 2009).

Slide 24 – Benefits: Collaborative Conversations (continued)

Despite the research-proven benefits of collaborative conversation, it is possible that discussion rarely takes place in classrooms.

- In their research published in 1997, Nystrand and colleagues found that discussion rarely took place in literature classrooms. When discussion did occur it lasted, on average, less than one minute.
- The lack of time students spend in discussion is also confirmed through more recent research that shows that students may spend anywhere between 65% and 90% of their school time in learning through listening to teacher-talk (Gilbert, 2005; Hunsaker, 1990).

A note about this research – the educational research community itself recognizes that much of the research in the area of collaborative conversations is focused on the secondary level.

Slide 25 – Shifting Expectations

Shifting Expectations

“One of the most important influences on all talk is the participants themselves - their expectations about interactions and their perceptions of each other” (Cazden, 2001).



Research has found that sustained discussion occurs rarely in literature classrooms, and that students spend the majority of their learning time in school listening. Yet, collaborative conversations have the power to improve learning for all students.

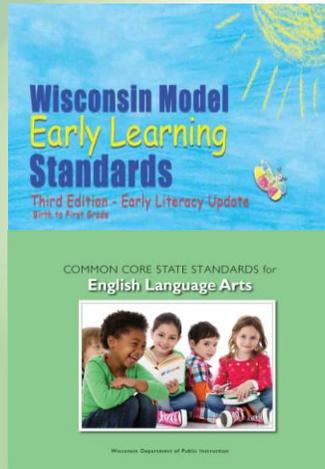
As we increase our use of collaborative conversation, it is important to remember that collaborative conversations and discussion can change the culture of a classroom and the expectations for students (the roles for students and teachers). This idea – changing what it means to “do business” at school – shifts students’, parents’, and educators’ ideas of what it means to learn at school. For example, Cazden’s research on conversational moves found that even when the teacher tries to foster student collaborative conversation, students still looked at and addressed the teacher rather than their peers. Perhaps this type of change is best achieved through systems change in which teachers within and across grade-levels and disciplines work together to teach students to engage in collaborative conversations or discussions. Teachers understanding the various ways of communicating among the cultures represented in the classroom and then explicitly teaching a set of “school communication” skills that all students will benefit from knowing and some students will need to explicitly code switch to use depending on their culture is important.

Cazden’s research can be found at:

<http://www.wou.edu/~girodm/library/cazden.pdf>

Slide 26 – Academic Standards: Collaboration

Academic Standards: Collaboration



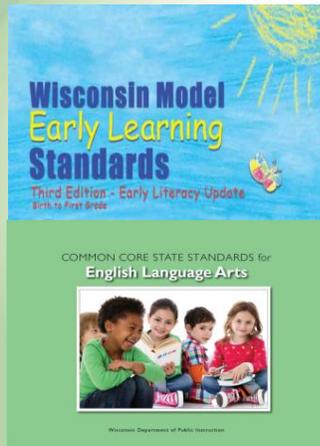
- How is the research reflected in the standards?
- For 4K: What are reasonable end-of-year expectations to prepare students for listening expectations in 5K?
- For 5K – 12: How do the standards change from grade-level to grade-level?

Now we will take a close look at the grade-level expectations for what students should know and be able to do in the area of collaborative conversations.

Using the vertical articulation of the collaboration standards hand-out, answer these questions for the grade-level you work most closely with. Be sure to also look at the collaboration standards for the grade-levels preceding and following the grade-level you work most closely with.

Slide 27 – Academic Standards: Collaboration

Academic Standards: Collaboration



Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL, CCR 1

During your review of the standards you may have noticed that the standards ask students to be able to participate in a “range” of collaborations. This includes different group configurations (one-on-one, small group, large group), different types of partners (peers, teachers, parents, academics), and different formats (face-to-face, with guiding questions, with roles, with protocols, digital). Our learning today focuses on face-to-face small group collaboration as a place to begin the discussion about collaboration. It is also important to discuss how students are prepared for a range of collaborations within and across grade levels.

Slide 28 – Critical Literacy

Critical Literacy



The diagram shows a funnel shape containing three circles: 'Collaboration' (light blue), 'Listening' (dark blue), and 'Presentation' (light blue). Below the funnel, three arrows point downwards towards the text 'Proficiency' on the left, 'Readiness' on the right, and 'Critical Literacy' in the center.

Students making real-life connections to texts with opportunities to read *and engage with* social issues. Teachers open “conversational space” for students to consider important issues through multiple perspectives.

(Lewison et al., 2002)

Wisconsin’s academic standards for English language arts describe what students who are college and career ready know and are able to do; however, proficiency in standards is not the only thing a student needs to be college and career ready. They also need an ability to understand issues through multiple perspectives. Applying critical literacy to collaboration instruction, practice, and assessment engages students by allowing them to read and engage with social issues they care about. It also creates a space for students to consider issues through multiple perspectives.

Slide 29 – Teaching Collaborative Conversations

Teaching Collaborative Conversations



1. View video of discussion.
2. Take notes about productive and unproductive moves.

Next, we will discuss how to teach students to engage in collaborative conversations in preparation to engage in our own text-based collaborative conversation.

Let's begin by looking at what students are capable of. We will watch a video of students in grades three through five discussing Christopher Paul Curtis's *Bud Not Buddy*. As you watch, make observations about the students behaviors and thinking. I'm going to use a two-column chart. In the left column, I will note productive collaborative moves. In the right column, I will note unproductive collaborative moves. After viewing, we will share our observations.

Use an easel, chart papers, and markers to draw a two-column chart as an example.

The video can be found at:

<http://vimeo.com/55950554>

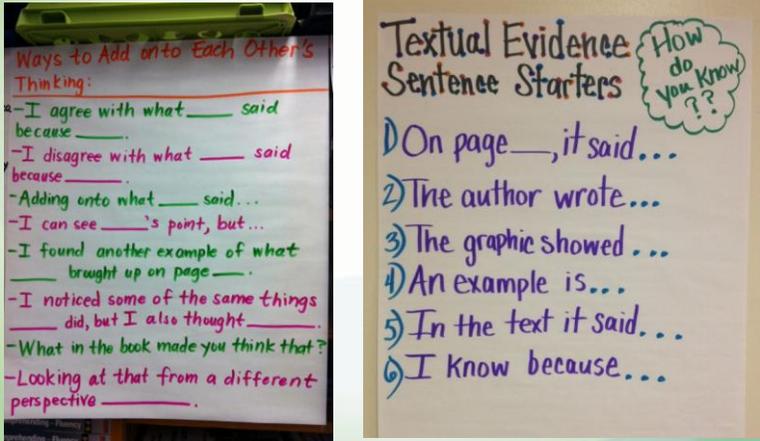
After viewing, use the easel and chart paper to co-create an anchor chart about productive and unproductive collaborative moves. Participants share ideas while the facilitator records.

One-pager about anchor charts:

https://docs.google.com/a/dpi.wi.gov/document/d/1T-jM-OG9GlcWS_5DyckZ6Gop89Rw4C2kHeZ7HS5NaZg/edit

Slide 30 – Teaching Collaborative Conversations

Teaching Collaborative Conversations



The image shows two anchor charts. The left chart is titled "Ways to Add onto Each Other's Thinking:" and lists several sentence starters for collaborative discussion. The right chart is titled "Textual Evidence Sentence Starters" and lists six numbered sentence starters for using textual evidence. A small thought bubble next to the title asks "How do you know??".

Ways to Add onto Each Other's Thinking:

- I agree with what _____ said because _____.
- I disagree with what _____ said because _____.
- Adding onto what _____ said...
- I can see _____'s point, but...
- I found another example of what _____ brought up on page _____.
- I noticed some of the same things did, but I also thought _____.
- What in the book made you think that? _____.
- Looking at that from a different perspective _____.

Textual Evidence Sentence Starters (How do you know??)

- 1) On page _____, it said...
- 2) The author wrote...
- 3) The graphic showed...
- 4) An example is...
- 5) In the text it said...
- 6) I know because...

<http://middleschoolteachertoliteracycoach.blogspot.com/2013/05/more-guided-reading-anchor-charts.html>

<http://indulgy.com/post/zfYLAzGIB2/common-core-is-all-about-evidence-standard-on>

We co-created an anchor chart after viewing the video of a collaborative discussion. This is a practice you can use in your classroom or school to teach students how to engage in collaborative conversations.

Anchor charts are most powerful when they are co-created. They aren't intended to be perfect, beautiful, or laminated documents. They are created collaboratively to reflect thinking at a point in time. You might even add to or change the anchor chart as learning progresses.

Anchor charts also serve as formative assessment. The process of creating the anchor chart allows teachers to see where students currently are in their thinking.

The chart can also be used to generate ideas for future focus or mini lessons.

The handouts for this learning include a one-page summary of creating and using anchor charts.

One-pager about anchor charts:

https://docs.google.com/a/dpi.wi.gov/document/d/1T-jM-OG9GlcWS_5DyckZ6Gop89Rw4C2kHeZ7HS5NaZg/edit

Slide 31 – Teaching Collaborative Conversations

Teaching Collaborative Conversations

Use reading and discussion to consider:

How do history, environment, and experience influence identity?

1. Select and read a text. Annotate ideas related to the guiding question.
2. Select a collaborative move to focus on during discussion
3. Discuss the texts' messages about the guiding question
4. Debrief
 - To what extent did your discussion address the guiding question?
 - To what extent did you utilize the selected collaborative move?

Next, we will engage in our own text-based collaborative conversations.

The discussion will tackle the following guiding question:

- How do history, environment, and experience influence identity?

1. First, form a small group with people near you.
2. Next, each person in the group selects a text from a list you will see on the next slide. It doesn't matter who reads what text – each person can independently make their own choice.
3. Each person reads their text and annotates the text for ideas related to the guiding question.
4. After reading, begin your discussion.
5. Start by selecting a productive collaborative move from the anchor we created. Your group members will focus on using this move during the collaboration.
6. Discuss the texts' messages about the guiding question.
7. Debrief your discussion. To what extent did you address the guiding question? How did you utilize your selected collaborative move?

Slide 32 – Text Options

Text Options



Malala Yousafzai's
Nobel Prize acceptance

Text
Video

Sherman Alexie
"Superman and Me"

You can select a text from the following:

- Option 1. Malala Yousafzai's Nobel Prize acceptance speech.
You can access this through a transcript or through a video. You won't have time to watch the entire video.
 - o Text: http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzailecture_en.html
 - o Video:
- Option 2. Sherman Alexie's "Superman and Me"
<http://articles.latimes.com/1998/apr/19/books/bk-42979>

As you read, annotate the text for information that relates to the guiding question:

- How do history, environment, and experience influence identity?

Additional information:

The image of Malala Yousafzai was taken from:

http://www.aitonline.tv/post-malala_yousafzai_suspects_caught_says_pakistan

The image of Sherman Alexie was taken from:

<http://web.ics.purdue.edu/~njp/Alexie.html>

Slide 33 – Teaching Collaborative Conversations

Teaching Collaborative Conversations

Use reading and discussion to consider:

How do history, environment, and experience influence identity?

1. Select and read a text. Annotate ideas related to the guiding question.
2. Select a collaborative move to focus on during discussion
3. Discuss the texts' messages about the guiding question
4. Debrief
 - To what extent did your discussion address the guiding question?
 - To what extent did you utilize the selected collaborative move?

Once small groups have discussed, return to the large group to debrief the activity.

Possible discussion points include:

- *Each person selected their own text to participate in this discussion. How did that work?*
- *You selected a collaborative move to focus on. How did this impact your discussion?*
- *How did this activity include critical literacy?*
- *How did this activity show the integrated nature of English language arts (reading, writing, speaking, listening, and language use)?*

Teaching Collaborative Conversations

How do we get there?

- Explicitly teach expectations
- Gradual release of responsibility



Engaging students in collaborative conversations about a lot more than simply providing students with time and space to talk. In addition to teaching the knowledge and skills needed to prepare for a discussion through reading and annotation, we must also explicitly teach behaviors needed to participate in discussion. This is certainly possible – especially with the progression of skills provided in the standards. However, it takes time and patience and diligence.

Also remember that collaborative conversation and discussion isn't just about having the knowledge and skills for participation. The section about research about collaborative conversation, reminded us that including collaborative conversation changes ideas about "how we do business" in schools. It changes the role of students and educators. This type of change takes time.

Note to Facilitators:

Participants may wish to explore these resources for further examples (not necessarily exemplars) of teachers scaffolding collaborative conversations.

Kindergarten: https://www.youtube.com/watch?v=0r2Qm_QI5Zw

Grade 8 Fishbowl: <https://www.youtube.com/watch?v=RwxnBv-dNBI>

HS discussion: <https://www.teachingchannel.org/videos/inquiry-based-teaching-discussing-literature>

Slide 35 – Assessment

Assessment

Checklist that students can use when conferring about their collaborative discussions and speaking and listening skills.

Collaborative Discussions Name: _____

INDICATORS	WHAT IT LOOKS LIKE	WHAT IT SOUNDS LIKE	RUBRIC				
			4	3	2	1	N/A
PREPARATION							
Has completed work prior to group work	<ul style="list-style-type: none"> Brings text/paper/assignment to class Takes out text/paper/assignment 	<ul style="list-style-type: none"> "I have my calculator here." "My notes are on my desk." 					
Engages in learning	<ul style="list-style-type: none"> Arrives on time Plugs electronics away Works with a wide range of students Takes a positive role in groups Shares materials Closes equal share of the work Tracks progress towards goals/objectives 	<ul style="list-style-type: none"> "My cell is turned off." "How about if I work on _____ and you work on _____?" "_____ may join our group." "You may use my book." "We need to _____ in order to meet our goal." 					
SPEAKING							
Gives evidence to support ideas	<ul style="list-style-type: none"> Makes eye contact Incorporates vocabulary related to the content Reads a passage from the text that illustrates an idea Brings another information source to support an idea Presents information in an organized way 	<ul style="list-style-type: none"> "On page _____ it states..." "I found another source that corroborates..." "I found a source that challenges..." "First... Second... Third..." "... was a cause of..." 					
Asks questions to generate discussion	<ul style="list-style-type: none"> Makes eye contact Uses open-ended questions 	<ul style="list-style-type: none"> "How do...?" "Why does...?" "What do you think...?" 					
Respects the opinions of others	<ul style="list-style-type: none"> Makes eye contact Allows others to finish speaking Comments on the idea, not the person Minimizes gestures 	<ul style="list-style-type: none"> "Although I do not agree with _____'s idea, she gave several examples of why she thinks that..." "Another way to look at it might be..." 					

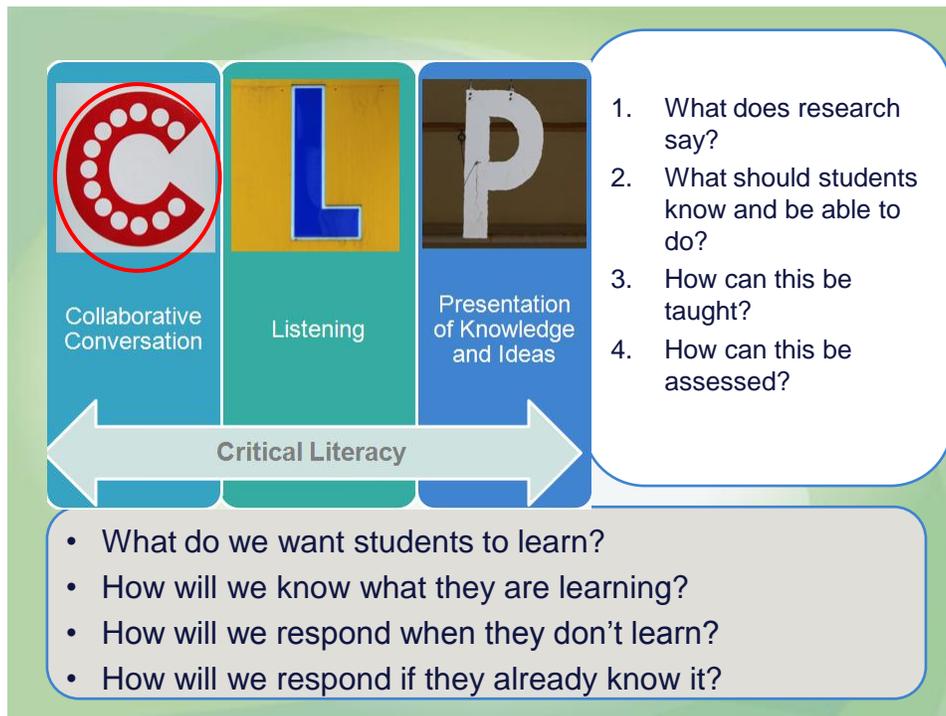
- Observation notes
- Observation rubric
- Recording
- Student self-assessment

How do we assess students' ability to participate in collaborative conversations or discussions? Collaborations could be assessed in real-time (through observations) or asynchronously (through recordings). Either way, a rubric could be utilized. The rubric could be collaboratively created (by students and teachers). It could also be created by all teachers at a particular grade-level or in a particular discipline.

Students can also use the rubric in self-assessment.

Remember, students need opportunities to practice, get feedback, and apply feedback before assessment can occur. Also, remember that small group discussions are only one type of collaboration that students need to be able to engage in. Our assessment of collaboration should reflect the range of discussions that students need to be familiar with.

Slide 36 – Conclusion: Collaborative Conversation



For reflection and discussion:

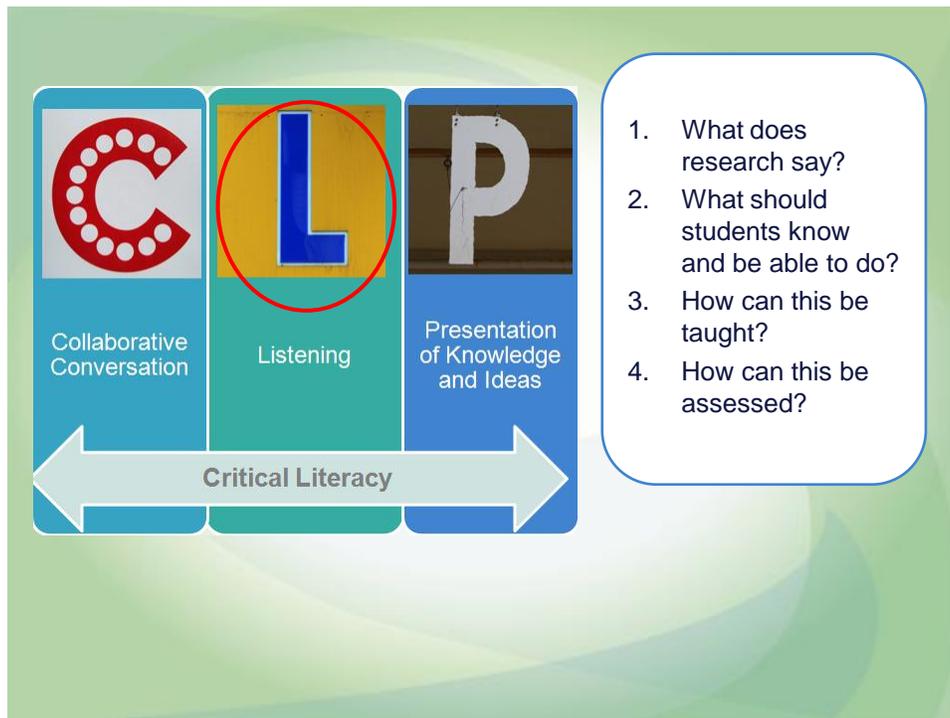
Now that we have explored collaborative conversations through examining the research, examining grade-level academic standards, exploring an instructional-strategy, in-depth, and reviewing some ways to assess listening, let's use DuFour's four questions to focus our instruction and assessment efforts related to listening:

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Remember to consider these questions in relationship to ALL learners.

You may choose to ask participants to record answers and/or share out as appropriate for your context.

Slide 37 – Introduction: Listening



Slide 38 – What do students listen to. . . ?

What do students listen to. . . ?



. . . in school?
. . . in other places?

For reflection and discussion:

Participants should individually make lists to respond to these questions. Then share lists with someone near them.

Slide 39 – Why Care About Listening?

The slide features a dark blue header with the title "Why Care About Listening?". Below the header is a green and white abstract background. The main text is a quote: "Listening can be the means of achieving change in behavior and/or belief systems..." (Gibson & Gavel-Briggs, 2013). In the bottom right corner of the slide area, there is a dark grey square button with a white play icon.

NOTE: This information is included in a supplementary video. Facilitators can choose to use the speaker notes or the video during this part of the presentation. The video can be accessed at:

http://ela.dpi.wi.gov/ela_speaking-and-listening

This research provides a basis for why listening is such a critical skill.

What Is Listening?

Listening is NOT:

- the same as paying attention
- the same as the physiological process for hearing

Listening IS:

receiving, constructing meaning from, and responding to spoken/nonverbal messages.

International Listening Association, 1996



When exploring what it means to listen, we looked to the International Listening Association's definition of listening and contrasted that with non examples of listening. The physiological process of hearing involves sound entering the ear and the various physical parts and processes that allow for sound to travel to the brain. Listening is more complex than this physiological process. Like reading, listening is an invisible, complex process; it happens in the brain. Because the listener needs to pay attention to, construct meaning from, and respond to both verbal and nonverbal information from the speaker, listening is actually more complex than reading. Because of this constant interpretation of and response to both verbal and nonverbal information, meaning is co-constructed between speakers and listeners. Based on these responses, speakers may alter the way they are delivering their message, either verbally, nonverbally, or both. We also know from research by Burnside-Lawry, 2012; Feyten, 1991; Steil, Barker, and Watson, 1983, that the relationship between the speaker and listener matters. Whether or not there is a positive relationship between speaker and listener, impacts the message that the listener receives, how s/he evaluates that message, and how s/he responds to that message. It is important to examine the degree to which we construct meaning based on our past and related experiences with the topic and how significantly the constructed meaning can vary from one person to the next based on this and where you "fit" on Dr. Carol Lee's graphic from slide 11.

Slide 41 – Listening Development

Listening Development

“Listening, like learning, is an active not passive process which students can control and enhance,” (Imhof, 1998).

- Listening comprehension precedes speaking ability and develops more quickly than speaking ability (James, 1985).
- Listening comprehension outpaces reading comprehension until grades 6-8 (Sticht & James, 1984).



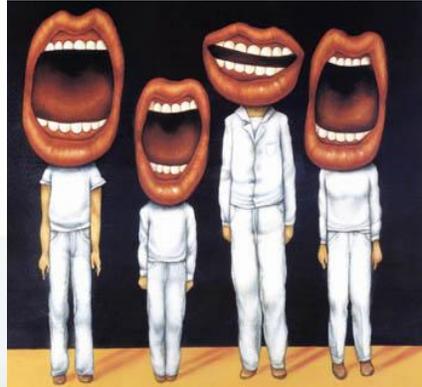
Listening is something that can be taught to students and that educators can help to develop according to research by Imhof, 1998.

These important take-aways from the research of James, 1985, and Sticht & James, 1984, have important implications for instruction and assessment. Especially as we consider instruction and assessment for underserved populations, such as English language learners, students raised in homes in which the African-American vernacular is primarily spoken, or students with disabilities. When designing instruction and assessment, it is also important to remember that context matters; just as it is easier to read certain types of text, it is easier to listen to certain types of text. This is unique to individual listeners. We may need to provide more explicit instruction to some learners in how to listen to specific text structures.

Slide 42 – Turn-and-Talk

Turn-And-Talk

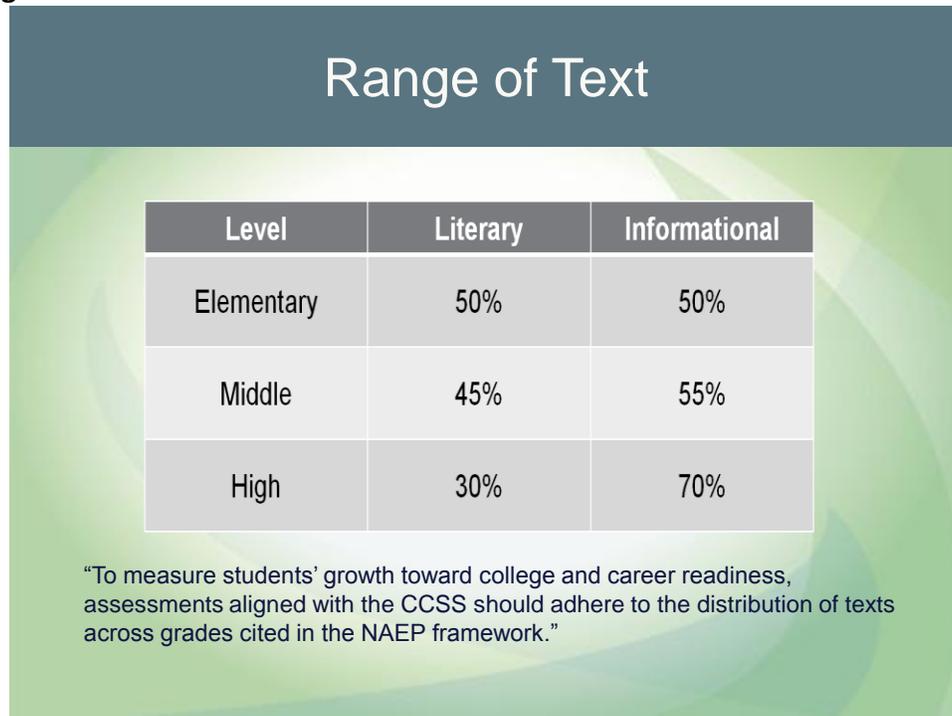
- What stood out for you in that information?
- What does this mean for your context?



Reflection and discussion:

Allow for some turn-and-talk time among participants based on the research and information that was shared in the previous slides about listening, then ask participants to share out.

Slide 43 – Range of Text



This graphic presents the range of texts types that students should be reading at different grade levels. The CCSS used the 2009 reading framework of the National Assessment of Educational Progress (NAEP), which requires a high and increasing proportion of informational text on its assessment as students advance through the grades. CCSS aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. These percentages also apply to the types of text that students should be listening to. It is important to remember that these percentages occur within the course of a student’s day, **NOT IN THE ELA CLASSROOM ALONE.**

Slide 44 – What do students listen to . . . ?

What do students listen to . . . ?



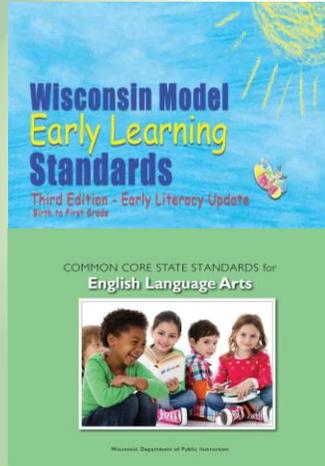
1. How does what students listen to reflect research?
2. How does what students listen to reflect guidance from NAEP?
3. What are areas of strength and need for your classroom, school, or district?

For reflection and discussion:

Go back to the list/s you created about what students listen to and answer these questions. You may choose to ask participants to record answers and/or share out as appropriate for your context.

Slide 45 – Academic Standards: Listening

Academic Standards: Listening



- How is the research reflected in the standards?
- For 4K: What are reasonable end-of-year expectations to prepare students for listening expectations in 5K?
- For 5K – 12: How do the standards change from grade-level to grade-level?

Now we will take a close look at the grade-level expectations for what students should know and be able to do in the area of listening.

Using the vertical articulation of the listening standards hand-out, answer these questions for the grade-level you work most closely with. Be sure to also look at the listening standards for the grade-levels preceding and following the grade-level you work most closely with.

Instructional Practice: Draft Listening

1. Listen to selected passage.
2. Respond.
3. Provide specific purpose for listening.
4. Listen to selected passage again.
5. Respond to specific purpose.

Let's examine one instructional practice that develops listening: draft listening.

Draft listening is similar to draft reading. The steps involved in draft listening appear here on the slide. You can find a more complete description in the draft listening handout.

When we select a text passage, provide specific purposes for listening, and ask students to respond to that purpose, these are places we can infuse culturally responsive practices and utilize critical literacy. Remember that critical literacy includes purposeful text selection and prompts for new ways to understand the world (Labadie, Mosley Wetzel, & Rogers, 2012).

Culturally responsive practices include, in the words of our Rtl Center partner Andreal Davis, giving students both windows and mirrors; mirrors to see themselves reflected in order to validate their values and experiences, and windows to help students see and understand other experiences, as well as to see their potential futures and possibilities. Inviting students to influence the selection of text to listen to (or read) is another way to ensure responsiveness.

Slide 47 – Establish purpose and goals

Establish purpose and goals

General Purposes:

- To comprehend
- To evaluate message
- To separate fact from opinion
- To foster relationships
- For entertainment/enjoyment

(Wolvin & Coakley, 1982)

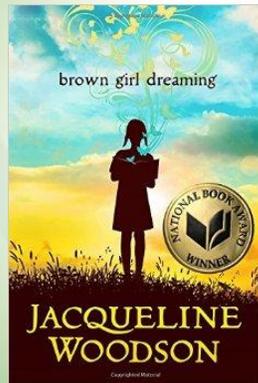
Look to standards for specific goals

Establishing purpose fosters metacognition “Metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed, and in the strategies chosen for this purpose,” (Anderson, 2009).

Wolvin and Coakley, 1982, found that there are 5 general purposes for listening (listed on the slide). Besides these general purposes, we need to look to our academic standards for specific goals and purposes that our students are working towards.

Slide 38 – Instructional Practice: Draft Listening

Instructional Practice: Draft Listening



Let's try it. . .

- Listen to selected passage.
- What did you hear?
What did you notice?
What stood out for you?
- Write
- Talk

Customize this slide based on the text you choose to use to engage participants in draft listening.

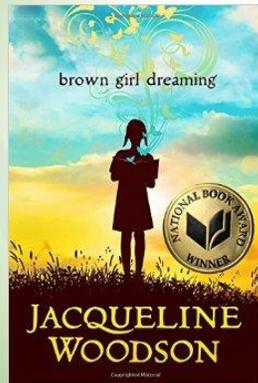
An example of a text you may consider sharing is *Danger of a Single Story*

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en

After reading/viewing the selected passage, participants should record their answers to the questions on the slide, then share their answers in partners/small groups.

Slide 49 – Instructional Practice: Draft Listening

Instructional Practice: Draft Listening



Let's try it. . .

- Listen to selected passage again.
- Summarize the text. (SL 5.2)
- Write
- Talk

Explain that you will now re-read or re-play the selected passage again. This time the purpose is for participants to be able to summarize the selected passage (speaking and listening standard 2, fifth grade).

Re-read/re-play the selected passage again. Allow participants to write a summary. Ask one participant to share his/her final summary.

Slide 50 – Instructional Practice: Draft Listening

Instructional Practice: Draft Listening

- What were those different listening experiences like?
- What implications does this have for instruction?



Reflection and discussion:

Reflect on the 2 different listening experiences that were based on the same passage.

- What were those different listening experiences like?
- What implications does this have for instruction?

Allow time for small group discussion.

Ask participants to share out.

Slide 51 – Instructional Practice: Draft Listening

Instructional Practice: Draft Listening

- Why did we choose the text we did?
- Why did we choose the standard we did?
- What supports/enrichments could be added?

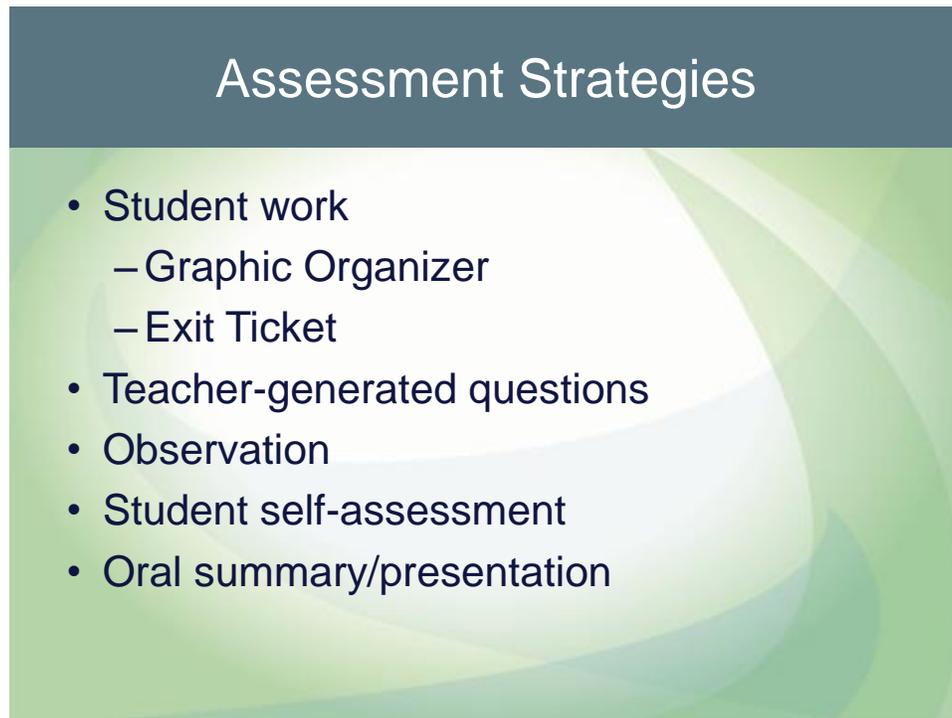
Explain why you used the selected passage that was used in the draft listening experience. Make appropriate connections to critical literacy (text selection and purposeful prompts for new ways to understand the world, Labadie, Mosley Wetzel, & Rogers, 2012), culturally responsive practices, local school improvement goals, and/or other connections relevant to the audience.

Sources for Texts



- Podcasts
- Audiobooks
- Wikimedia
- Speeches
- Read-alouds (where students don't see text)
- Other students
- Ted Talks

We have more sources for audio text than ever before. Some of those sources are shown here. Remember that texts should always be chosen, intentionally, as a part of larger text sets designed to meet specific grade-level standards. Critical literacy and cultural responsiveness should also be considered when selecting texts for use with students. For example, different cultural groups place different values on different types of text (youth culture versus baby boomers). For more information on creating standards-based text sets, please visit <http://bit.ly/textcomplexity1>



Assessment Strategies

- Student work
 - Graphic Organizer
 - Exit Ticket
- Teacher-generated questions
- Observation
- Student self-assessment
- Oral summary/presentation

How can we assess listening? The only way we know whether a listener has heard, understood, synthesized, and evaluated orally presented information is in his/her response (speaking, including nonverbal cues, and/or writing).

Assessment strategies could include:

- Student work, such as graphic organizers or exit tickets
- Teacher-generated questions that students must respond to
- Observation of the learners by the educator
- Student-self-assessment.

Any assessment should be directly connected to the learning targets and academic standards that students are working towards.

For example, I could ask you to submit your written summaries of the draft listening experience.

Collaborative Conversation

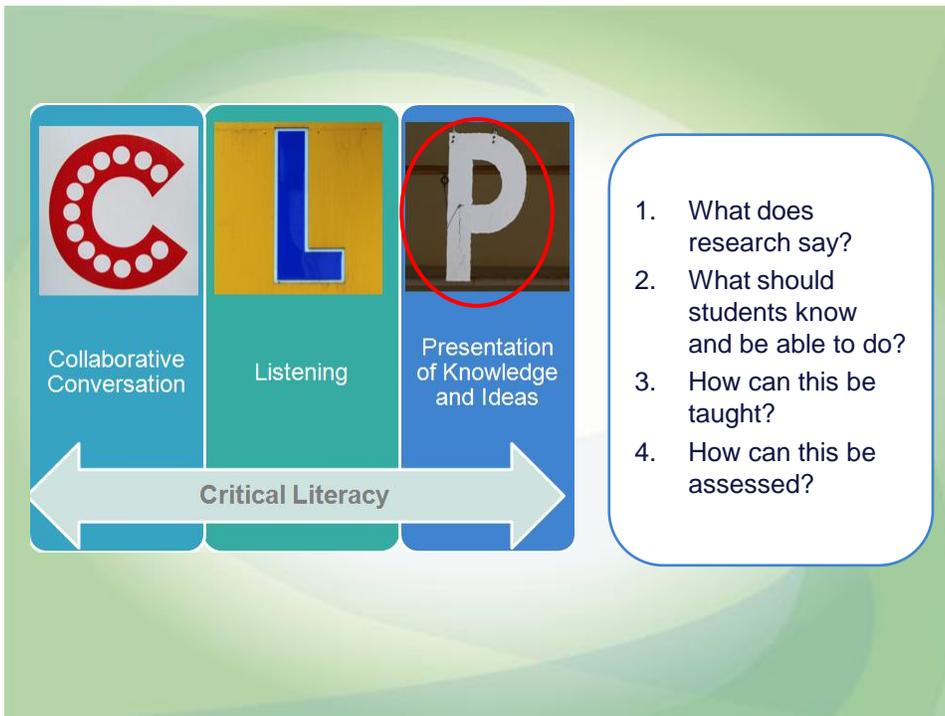
Listening

Presentation of Knowledge and Ideas

Critical Literacy

1. What does research say?
2. What should students know and be able to do?
3. How can this be taught?
4. How can this be assessed?

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?



Now we move on to Presentation of Knowledge and Ideas. This section is organized in the same manner as the previous sections, sharing the research about presentation of knowledge and ideas, examining the standards, instructional strategies, and ideas for assessment.

In each of the 3 components of this professional learning opportunity, we will work through these 4 steps:

- We will begin by exploring what the research says
- We will examine what the standards say about what students should know and be able to do
- We will explore different instructional practices
- And we will explore various means of assessment.

Remember that we will be relying on the integrated nature of literacy and a broad definition of text. Critical literacy and culturally responsive practices also serve as a foundation for the instructional practices and assessments that are highlighted.

Now we turn our attention to presentation of knowledge and ideas.

Wisconsin Educator Survey Data

Where do you need time, resources, and/or support?

- #1 Present ideas with strategic use of digital media and visual display appropriate to task, purpose, and audience.

As of December 2014, over 1400 Wisconsin educators have been surveyed about their professional learning needs, which helps guide our work at DPI. These educators identified “presenting ideas with strategic use of digital media and visual display appropriate to task, purpose, and audience” as the top need for time, resources, and support. These needs will be addressed in this section alongside the research, instruction, and assessment ideas.

How do students present knowledge?

What “speaking” opportunities do we give students to allow them to present their knowledge and ideas?



For discussion:

Either in writing or with a small group, examine the speaking opportunities we already give students for the purpose of presenting their knowledge and ideas. Take note of commonalities and differences among educators for further examination.

Presentation of Knowledge and Ideas

- Present to demonstrate what was learned:
The only way we know whether a listener has heard, understood, synthesized, and evaluated orally presented information is in his/her response (speaking, including nonverbal cues, and/or writing). (Brownell, 2006).
- Present to demonstrate command of language
It's not enough to learn rules of language [in isolation], grammar must be learned in context and applied in authentic speech and/or writing (Scarcella & Rumberger, 2000).

NOTE: The research related to presentation of knowledge and ideas is included in a supplementary video. Facilitators can choose to use the slide and speaker notes or the video during this part of the presentation. The video can be accessed at: http://ela.dpi.wi.gov/ela_speaking-and-listening

The reasons why we as educators ask students to present their knowledge and ideas is because it is one way to really know whether a listener has heard and understood information shared orally. It also provides another way for students to demonstrate their command of language specifically related to audience, task, and purpose.

Responsiveness

Culture and discourse communities

- Sequence of events
- Turn-taking
- Language patterns

(Cazden, 2001; Gee, 2004)

Write to Reflect:

What speaking behaviors are valued in your communities?
What implications does that have for learners?

Supplementary video continues to describe the research related to this slide)

One way we can be responsive to all learners specific to the presentation of knowledge and ideas is recognizing that different cultural communities may value different speaking and listening behaviors. For example, the structure of narrative discourse is identity/culture specific; in African-American Vernacular English, narratives are described in “episodes” and contain a great deal of parallelism and repetition as opposed to Anglo beginning to end structure (Cazden, 2001; Gee, 2004).

Differing perceptions about “speaking rights” among different cultures; African-American culture allows for equal shared speaking rights and talking over one another while academic, Anglo culture requires being asked to speak by an authority; Native American speaking authority is always shared (so much so that they are unwilling to speak at a designated point in a conversation) but speakers speak for long periods of time and next speaker may not appear to have direct connection to points made by previous speaker (Cazden, 2001).

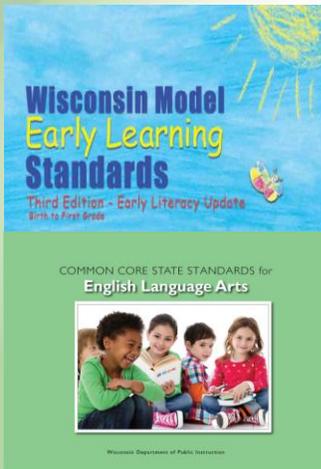
When we recognize that our students have different speaking and listening values, we not only validate this in the classroom, but are able to identify supports our students may need in order for them to learn how to present knowledge and ideas in an academic setting based on task, purpose, and audience, capitalizing on and honoring what students already bring to the classroom.

Responsiveness



This example video exemplifies the research reviewed related to culture and discourse communities for speaking and listening. Jamila Lyiscott showcases the many uses of language in context. The purpose for viewing: reflect upon the importance of considering community, language use, and students' background experiences.

Academic Standards: Presentation of Knowledge & Ideas



- How is the research reflected in the standards?
- For 4K: What are reasonable end-of-year expectations to prepare students for listening expectations in 5K?
- For 5K – 12: How do the standards change from grade-level to grade-level?

Now we will take a close look at the grade-level expectations for what students should know and be able to do in the area presentation of knowledge and ideas.

Using the vertical articulation of the speaking and listening standards hand-out, answer these questions for the grade-level you work most closely with. Be sure to also look at the speaking and listening standards for the grade-levels preceding and following the grade-level you work most closely with.

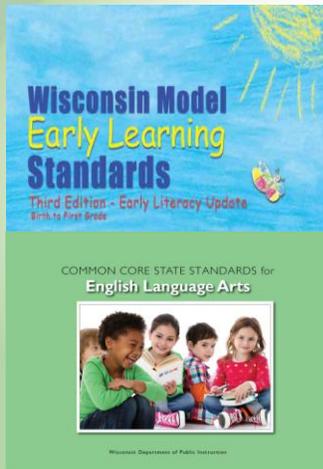
How is “presentation” defined?

How are the research pieces just discussed reflected in the standards?

For educators working in 4K, what are reasonable end of year expectations for 4K to prepare students for listening expectations in 5K?

For 5K – 12, how do the standards change from grade-level to grade-level?

Academic Standards: Presentation of Knowledge & Ideas



At particular grades:

- What is meant by presentation?
- What are the expectations and opportunities (found in standards) for each grade level?

Consider:

- Audience
- Technology tools

Discuss what is meant by “presentation” along with the expectations and opportunities for presentation of knowledge and ideas among the grade levels. What does the broad definition of presentation mean for different methods for instruction, particularly with the integration of technology?

Technology Tools for Presentation



Play the following video from a fourth grade class to see how they present their knowledge and ideas from one unit.

Purposes for viewing: How does technology showcase and enhance the students' presentation of knowledge and ideas? What principles from the critical literacy framework do you see at work here? After viewing, discuss these questions.

Technology Tools for Presentation

Writing Focus	Presentation Focus	Audio/Video Focus
Printing press	Google Slides	Voicethread
Timeline	Prezi	Cowbird.com
Weebly.com	PowerPoint	Printing press
Cowbird.com	Voicethread	*Podcasts
Storybird.com	http://piktochart.com/	https://animoto.com/

Providing a larger audience for students' presentation of knowledge and ideas can be an effective way to provide a more engaging process and product/s. As you saw with the "Plastics" video, a whole-class project, students clearly conducted research, collaborated, wrote, and rehearsed before presenting their understanding and analyses in their video.

The list of technology tools here is an abridged collection of how some tools work for the presentation of knowledge and ideas. Take some time to examine a few of the tools that provide a writing focus, a presentation focus, and an audio/video focus. Most of the sites provide short tutorials, overviews, and examples of finished products. Educators can think through how one or more of these tools might work within their classrooms either as a beginning step into using technology for presentation of knowledge and ideas or further exploration and refinement of a particular tool or tools educators may already use.

See: http://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing#Companion Page for Crafting Digital Writing: Composing Texts Across Media and Genres-Chapter 5: Crafting Audio for a list of other presentation tools from Troy Hicks. It provides a larger list of different technological tools to consider if educators are ready to move beyond the brief list of tech tools shown here.

Assessment

- Group-developed rubric
- Record presentations
- Self-assessment
- Peer-assessment (simultaneously assessing listening skills)



The following list provides ideas for assessing presentation of knowledge and ideas:

- A group developed rubric may be appropriate based on the task. Developing a rubric together establishes a clear understanding of what is expected of students before presenting. See the handout for co-creating rubrics with students for further analysis and discussion.
- Recording presentations may also provide a wider audience for the presentation of knowledge of ideas, whether that be to share with the class, family, friends, or beyond if the presentation is created/recorded and published online.
- Both the creation of a rubric and recording a presentation provides space for students to self assess their work and revise before sharing with a wider audience. This can be done individually or with a small group depending on the task.

Just as educators would do when creating a rubric, setting up clear expectations for peer-assessment will be necessary.

HANDOUT: Co-creating rubrics with students

Slide 66

Collaborative Conversation

Listening

Presentation of Knowledge and Ideas

Critical Literacy

1. What does research say?
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3. How can this be taught?
4. How can this be assessed?

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

For reflection and discussion:

Now that we have explored the presentation of knowledge and ideas through examining the research, examining grade-level academic standards, exploring an instructional-strategy, in-depth, and reviewing some ways to assess listening, let's use DuFour's four questions to focus our instruction and assessment efforts related to listening:

- What do we want students to learn?
- How will we know what they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Remember to consider these questions in relationship to ALL learners.

You may choose to ask participants to record answers and/or share out as appropriate for your context.

Intentional Instruction & Assessment

English language arts is an integrated discipline

Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts. (CCSS, p.4)



Listening, collaborative conversations, and presentation of knowledge and ideas are not special events or activities reserved for a specific day of the week. The development, practice, and assessment of these skills are integrated throughout students' study of English language arts, including reading, writing, and use of language.

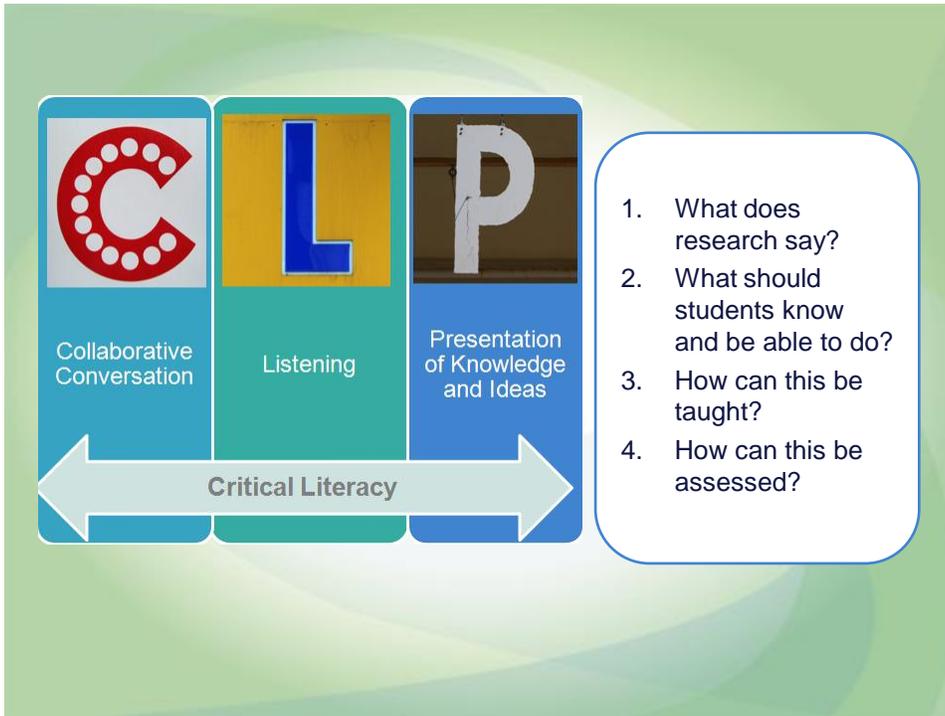
The examples provided in this professional learning could be integrated into a cohesive lesson plan or unit. The lesson might be centered on the essential question we examined today "*How do history, environment, and experience influence identity?*"

The unit could begin with draft listening. Listening is a great way to begin a new unit of study because listening (rather than reading) may allow students to access complex ideas more easily. From there, students could form text discussion groups, maybe working from a collection of realistic fiction novels that address the essential questions. Focus lessons could be about collaboration techniques, like we practiced today, but they could also be about reading standards, including supporting thinking with textual evidence. Next, students could write a narrative about a real experience that addresses the essential question. They could experiment with techniques noticed in the novels. The unit could conclude with each student selecting a method for presenting his/her narrative with classmates.

Supporting resources:

Lesson and Unit Plan

Performance Task Template



Ultimately, focusing our efforts on creating better speakers and listeners is not something we do for the sake of an assessment, but because we recognize the value of speaking and listening as key life skills and because we recognize speaking and listening as key components of critical literacy. Speaking and listening skills have the power to change lives, change relationships, and enable our students to change their worlds.
review and reflection.

