

Purpose

Module 1 is a full day session that introduces the Louisiana Connectors and the contemporary pedagogical shifts that lie at their core. This session is based on the theory that “language interaction between teachers and students, and among students, plays a pivotal role in mediating the construction of knowledge” (Walqui, van Lier, 2010, p.5). Teachers who participate in this anchor session will connect sociocultural language theory to practice through the Louisiana Connectors to investigate how the standards and the shifts encourage student interaction.

Learning Outcomes

- Participants will be able to:
 - *describe and explain the significant shifts in teaching and learning for English learners*
 - *Analyze & interpret the English Language Proficiency Standards*
 - *explain the organization and structure of the Louisiana Connectors*
 - *analyze and interpret classroom tasks to determine which pedagogical shifts and Louisiana Connectors apply*

Modality	Content Area Practices	Standards for Language Features	
Receptive	ELP 1 - Negotiate input for meaning	ELP 8 - Vocabulary in context	
Productive	ELP 4 - Argumentation	ELP 9	ELP 10
	ELP 7 - Audience, task, and purpose	Language Functions	Language Forms
Interactive	ELP 2 - Discourse		
	ELP 6 - Counterclaims		

Motivate

Agenda Items	Agenda Descriptions & Resources	Notes						
Introductions and Materials								
Connecting Activity	<p>Personal Compass, (Scaffold 1.1) <i>Introducing ... you!</i> Please use this personal compass image to guide your introduction.</p> <ul style="list-style-type: none"> • Inside/outside circle share (Scaffold 1.2) 							
Louisiana Connectors Pre-Assessment	<p><i>How familiar are you with the Louisiana Connectors for ELs?</i> Turn and talk to your partner and share:</p> <ul style="list-style-type: none"> • <i>On a scale of 1 to 10, (ten being highest), what is your current level of familiarity with the LA Connectors for ELs?</i> • <i>How comfortable are you implementing the standards in your classroom?</i> <p><i>Think → Pair → Square</i></p>							
Listening and Viewing with Purpose	<p>Please watch this short film (Video 1.1) by Kenji and Luis Hakuta to anchor our experience together. As you watch, please consider these lenses in (Scaffold 1.3).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #4a86e8; color: white; padding: 5px;">Resonates</td> <td style="background-color: #90c17e; padding: 5px;">Questions</td> <td style="background-color: #f4a460; padding: 5px;">Implications for my classroom</td> </tr> <tr> <td style="background-color: #4a86e8; height: 20px;"></td> <td style="background-color: #90c17e; height: 20px;"></td> <td style="background-color: #f4a460; height: 20px;"></td> </tr> </table> <p><i>Dyad discussion → small group consensus → whole group consensus</i></p>	Resonates	Questions	Implications for my classroom				
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Engage

Agenda Items	Agenda Descriptions & Resources	Notes
<p>Reading with Purpose & Reflective Quick Write</p>	<p>Please read the passage in (Scaffold 1.4) to paint context for our new standards. Use the lenses in Scaffold 1.4 to help collect your ideas, and then, use them as a frame to write an analytical quick write.</p> <ul style="list-style-type: none"> ● <i>The text says ... (analyze for resonating quote)</i> ● <i>I say ... (interpret in own words)</i> ● <i>So ... (impact - so what?)</i> <p><i>Dyad discussion → small group discussion → whole group discussion</i></p>	
<p>Listening and Viewing with Purpose</p>	<p>Listening & Viewing with Purpose In (Video 1.2) Language as Action, Dr. Aida Walqui coined an essential phrase to characterize an essential element that underscores the guiding principles underneath the our new language proficiency standards.</p> <p><i>Independent reflection → small group discussion → whole group discussion</i></p>	
<p>Reading with Purpose</p>	<p>With context from Dr. Walqui, now read this passage (Scaffold 1.5) with purpose (either independently or with a partner), using the prompts in columns as a guide.</p> <p><i>Independent reflection → small group discussion → whole group discussion</i></p>	
<p>The Task Analysis Process, Parts 1 & 2</p>	<p><i>How do we interpret the analytical, conceptual, and linguistic demands of our class tasks?</i> Please use (Scaffold 1.6) to collect your analysis and guide our work.</p> <p><i>Small group discussion → whole group consensus</i></p>	
<p>Reading with Purpose, Part 1</p>	<p>As you read pages 10-13 of <i>Changes in the Expertise of ESL Professionals</i> (R.1) , focus your attention to the shift in expectations for EL students. <i>How does this connect to language in action?</i> Use the following frames to annotate your text:</p> <ul style="list-style-type: none"> ● Interpret the article and what it means to you. ● Analyze the article in what it means for teaching practice. ● Evaluate the impact on students. 	

	<i>Independent reflection</i> → <i>small group discussion</i> → <i>collaborative poster</i> → <i>whole group discussion</i>									
The Task Analysis Process, Part 3	<p><i>How do we interpret the analytical, conceptual, and linguistic demands of our class tasks?</i></p> <p><i>Table group consensus</i> (Scaffold 1.6) → <i>whole group consensus</i></p>									
Reflect & Connect	<p>Take turns with a partner explaining the Task Analysis Process to a colleague at your table. Then, share with your noticings and wonderings.</p> <p><i>Independent reflection</i> → <i>dyad discussion</i> → <i>small group discussion</i> → <i>whole group discussion</i></p>									
Reading with Purpose	<p><i>English Language Learners and the New Standards</i> (Heritage, Walqui, Linqianti, 2015) details yet another shift related to student interaction. This time, connect with a colleague to to analyze the text in (Scaffold 1.7). As you read, please consider the following question:</p> <ul style="list-style-type: none"> • <i>Aida Walqui once remarked that if Rip van Winkle were to wake today, school would look all too familiar to him. How do the authors promote student interaction in this shift?</i> <p><i>Dyad reading</i> → <i>small group work</i> → <i>whole group consensus</i></p>									
Vocabulary in Context	<p>Use the image, context, and your prior knowledge to create your own definition of the term apprentice.</p> <p><i>Independent analysis</i> → <i>dyad discussion</i> → <i>small group consensus</i> → (Scaffold 1.8) semantic map consensus</p>									
Reflecting on Apprenticeship	<p>Use Scaffold 1.9 to organize your ideas and construct a compare/contrast claim.</p> <p><i>Independent analysis</i> → <i>dyad discussion</i></p>									
Jigsaw Reading with Purpose	<p>This activity will deepen your understanding of the shifts, including how the shifts will impact you directly and how they will impact your students.</p> <table border="1" data-bbox="527 1686 943 1948"> <tr> <td>Shift 1</td> <td>Shift 2</td> </tr> <tr> <td>Shift 3</td> <td>Shift 4</td> </tr> <tr> <td>Shift 5</td> <td>Shift 6</td> </tr> <tr> <td>Shift 7</td> <td>Shift 8</td> </tr> </table>	Shift 1	Shift 2	Shift 3	Shift 4	Shift 5	Shift 6	Shift 7	Shift 8	
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	<table border="1" style="display: inline-table; margin: 0 auto;"> <tr> <td style="padding: 5px;">Shift 9</td> <td style="padding: 5px;">Shift 10</td> </tr> </table>	Shift 9	Shift 10	
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	Scaffold 1.18 - Shifts Consensus			
Shifts Reflection	<p>Take a moment to reflect and write, then share in dyads. After each partner has shared, please discuss with your table group.</p> <ul style="list-style-type: none"> ● Of the 10 shifts presented today, <i>which inspires you most? Why does this particular shift get you thinking, and why should others be excited by it?</i> ● <i>How would you explain this shift to your colleagues at school?</i> 			

Apply

Agenda Items	Agenda Descriptions & Resources	Notes
The Task Analysis Process, Part 4	<p>You will use the Louisiana Connectors as a lens to analyze the activity and to reflect on which standards were engaged by the task. This will serve as an introduction to the Louisiana Connectors.</p> <ul style="list-style-type: none"> ● <i>How do the standards connect to my classroom tasks?</i> <ul style="list-style-type: none"> ○ R2: Louisiana Connectors ○ (Scaffold 1.6) 	
Reading with Purpose in a Modified Jigsaw	<p>This activity explores the connection between the R2: Louisiana Connectors (pp. 1-3) and the shifts in practice. Split the Guiding Principles among the members of your group. Each group member will report with the following information:</p> <ul style="list-style-type: none"> ● A summary of the Guiding Principle ● An analysis of the Guiding Principle, <i>what might this look like in practice?</i> ● A question related to the Guiding Principle 	

Extend

Agenda Items	Agenda Descriptions & Resources	Notes
Louisiana Connectors & Shifts Reflection	<p>With colleagues at your tables, think about the standards and the shift. Synthesize today's learning. Please use the following reflective prompts to guide your synthesis:</p> <ul style="list-style-type: none"> ● <i>What are your key take aways?</i> ● <i>What are the key connections between the shifts and the Louisiana Connectors? What does this mean for you and your students?</i> ● <i>What are your next steps?</i> <p><i>Dyad discussion → group discussion & consensus</i></p>	
Defining our Next Steps	<p>Try the the Task Analysis Process with colleagues on a task from your curriculum.</p> <p>Exit ticket</p> <ul style="list-style-type: none"> ● <i>Please share your learning today. What still resonates?</i> ● <i>What questions or doubts remain?</i> 	

Helpful Resources

- **MOOCs for Louisiana Connectors**
 - [Supporting ELs under New Standards](#)
 - [Constructive Classroom Conversations](#)
 - [Learning as Evidence: Improving ELLs' Argumentation Skills through Formative Assessment Practices](#)
- [Constructive Conversations Tools](#)
- [ELPA 21 PD Modules](#)
- [Louisiana Connectors](#)
- [Louisiana Connectors Matrices](#)
- [Louisiana Connectors Articles](#)
- [Link to Understanding Language Lesson Sequence](#) (PDF)
- [Argumentation & Discourse Blog Post](#)