

Session 7: Developing Knowledge for Practice and Advocacy

This session begins in LA 7.1 with a group discussion followed by a "shower of ideas" strategy. Then it uses a Multiple Simultaneous Diverse Learning Activity (MSDLA) to add additional knowledge about motivation, record keeping (tracking student progress), advocating for ELs, and getting feedback on the final project. After the MSDLA, the last Activity allows them time and space to work on and finalize their project. (Description of the MSDLA activity is [here](#)).

The students will work in several different group configurations. In the first activity, they work in their groups reviewing the the Assessment Literacy Chart. For the MSDLA you will need to use the rotation chart linked [here](#). Each person will need their own copy of the rotation chart. You need to use the one with five activity centers. Remember you want partners to be in the same group.

LA 7.1 (15 min) Useful, Meaningful, Equitable Assessment. Teachers report out their findings about grading and recordkeeping first in their group and then in a shower of ideas with the entire class. When the teachers in Brazil first engaged in a Brainstorming activity, they loved using brainstorming. When they were communicating the strategy to an English Speaking group they back translated "brainstormin" to "a shower of ideas". So this is where the name comes from but it is much like brainstorming--no critique--you will just record the ideas the members of the class call out.

The next 5 LA's form the MSDLA and are 20 min. each and occur simultaneously with teachers rotating from one activity to the next follow the rotation center chart assignment to to dhis.

LA 7.2 (20 min) Center 1--Analyzing the Final Project (Teacher Center) This gives you an opportunity to review each project and make suggestions. You will need a copy of the rubrics (linked at [LA 6.5](#)). You will need between 10 to 25 copies, depending on the size of your class and the configuration of the groups. Sometimes both members of a partnership will want them--so if everyone is in pairs you may want to make a few additional copies for that purpose.

LA 7.3 (20 min) Center 2--Motivating Learners The participants in each group will read a different article and have a chance to talk about motivation in terms of the students they teach.

LA 7.4 (20 min) Center 3--Sharing Strategies for Record Keeping They report out about what they learned about grading and record keeping. Having them share ideas about this is potentially important in the debrief because teachers usually struggle with the burden of tracking ELs progress in learning English and Content. They also usually have issues of fairness in grading ELs and their other students.

LA 7.5 (20 min) Center 4--Using Standardized Test Scores to Guide Teaching They review a powerpoint and have time to discuss it.

LA 7.6 (20 min) Center 5--Meeting Legal Obligations for ELs They are reviewing the memorandum from OCR and the Office of Justice about obligations to ELs. They have seen this in Foundations and SLA so this is just a revisiting of the ideas in terms of assessment, placement, and learning the EL program policies for their school and district (we label this kind of thing strategic repetition).

We have allowed 10 minutes for debriefing the centers.

LA 7.7 (30 min) Revising My Final Project They have time to work on their final project. They may be able to access everything on their computer and work there. They will have gotten feedback from others to guide the revision and they also should use the documents at LA 6.5 to guide them as they finalize the project.

HW Review (5 min) There are only two homeworks this week. One is the reflection assignment which is a little different this week and the other is finalizing their final project. Remind them that they will do two presentations next week one focused on their learning and grounded in the time capsule review and the review of their learning and the other their presentation of their final assessment plan for a unit.

HW 7.1 Actions Taken for Learning They can do their reflection as they usually do—selecting something to try and reporting on that experience OR we suggest they review all of their reflections and then identify an experience and reflect on their learning across the course. Doing this will support them in completing the time capsule project and in developing their presentation of it.

HW 7.2 Completing the Final Project The instructions and rubrics (as we have said several times) are all linked at LA 6.5. However, you need to remind them they have two presentations: one in relationship to their review of their learning and one that focuses on the final project. You might want to review [LA 8.1](#) and [LA 8.2](#) so you can give them instructions here.



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