Integrating Language Development and Technology

T3 TEACHING THROUGH TECHNOLOGY
LEAMAN JUNIOR HIGH   LAMAR CISD   AUGUST 8, 2019
Lowering the Affective Filter
Increasing student engagement

Integrating the ELPs into the Learning Process
Using visual and contextual support in reading

Increasing Comprehensible Output
Differentiating product while offering authentic opportunities for output

TARGETING SHELTERED INSTRUCTION
Lowering the Affective Filter
What the experts say...

"To receive input, the language learner needs to be relaxed and concentrating on meaning and not form. The more they are in a state of ‘flow’ and are concentrating on the message, the more input they receive."

Three Major Factors contribute to the Affective Filter

1. **Anxiety**. Low anxiety relates to second language acquisition. The more the students are "off the defensive," the better the acquisition.

2. **Motivation**. Higher motivation predicts more second language acquisition. Certain kinds of motivation are more effective in certain situations.

3. **Self-Confidence**. The acquirer with more self-esteem and self-confidence tends to do better in second language acquisition.

Learning about Angles

TEK: 4.6(C) apply knowledge of right angles to identify acute, right, and obtuse triangles
Integrating ELPS into the Learning Process

**ELPS: 4F)** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Instructional Accommodation:** Use adapted texts for unfamiliar topics, allow abstract grade level reading comprehension and analysis with peer support.

**Technology Tool:** [ChatterPix](https://bit.ly/1Sgfa1E)
INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished
Accomplished
Proficient
Developing
Improvement Needed

STUDENT-CENTERED ACTIONS

The Teacher
- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

© TEA 11/17/16
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**Standards Basis:** 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

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**Distinguished**

**The Teacher**
- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
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**Accredited**

**The Teacher**
- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

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**Developing**

**The Teacher**
- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

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**Improvement Needed**

**TEACHER-CENTERED ACTIONS**
- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

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**Possible Sources of Evidence:**
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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**Notes:**
- TEA 11/17/16
- T-TESS Rubric
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**INSTRUCTION DIMENSION 2.4**

**Differentiation**

**STUDENT-CENTERED ACTIONS**

**The Teacher**
- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

**TEACHER-CENTERED ACTIONS**

**The Teacher**
- Adapts lessons to address some student needs.
- Routinely monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content.
- Consistently recognizes when students become confused or disengaged and minimally addresses learning or social/emotional needs.

**Possible Sources of Evidence:**
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
Integrating ELPS into the Learning Process
Political Issues of the revolutionary era:
TEK: 8.4 (C) explain the issues surrounding important events of the American Revolution.
Political Issues of the revolutionary era:

TEK: 8.4 (C) explain the issues surrounding important events of the American Revolution.
Increasing Comprehensible Output
Collaborative Processing and Comprehensible Output

Let’s Respond to 2019 #LionKingT3 using Padlet

**TEK: 6.110.22 (I)** Reflect on and adjust responses as new evidence is presented.

Download and Log into Padlet. *Padlet* is a free application to create an online bulletin board you can use to display information for any topic. Easily create an account and build a new board. You can add images, links, videos, and more.

http://bit.ly/2OJ56Dg
Agree or Disagree?

#LionKingT3
Agree or Disagree?

The Dusty Diva
@PookieWash_

I really enjoyed the lion king. I don’t understand the bad reviews because it was a play by play of the cartoon version besides the broadway version of just can’t wait to be king. Y’all weird 😩😂

5 7:53 AM - Jul 20, 2019

See The Dusty Diva's other Tweets
Agree or Disagree?

#LionKingT3

Rabee'a Abrar @rubiaabrar · Jul 28
Finally watched #TheLionKing 😊 and I’d give it a thumbs up 👍.
Mixed reviews between the family of 5 😟
I’d say .... go watch it!
Agree or Disagree?

#LionKingT3

@TheDooley2600 · 17h

#LionKing was visually stunning movie that sucks the life and joy out the original to deliver a lifeless and bland remaster with very little substance. The remake ruins classic scenes in an attempt to be realistic and the added Beyoncé songs should've been left out. Let down 5.4/10
Agree or Disagree?

#LionKingT3

@Sasori_113 · Jul 23

I'm back everybody, my thoughts on #LionKing are pretty mixed, story-wise it stayed very close to the original animated film and few of the songs actually didn't sound too bad, but it still just felt like it lacked the emotion the original film had, is say stick the original film.
Agree or Disagree?

#LionKingT3

Stephan Cook @phynndc · Jul 23

This could have been awesome... but Disney wanted to be National Geographic.

#LionKing 🦁 #Disney
Download and log in to PADLET. Post your comment: Do You Agree or Disagree? #LionKingT3

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**Dooley** @TheDooley2600 · 17h

#LionKing was visually stunning movie that sucks the life and joy out the original to deliver a lifeless and bland remaster with very little substance. The remake ruins classic scenes in an attempt to be realistic and the added Beyoncé songs should’ve been left out. Let down 5/10

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**Stephan Cook** @phyredcrucible · 17h

The could have been awesome.. but Disney wanted to be National Geographic.

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**The Dusty Diva** @PookieWash_ · 4h

I really enjoyed the lion king. I don’t understand the bad reviews because it was a play by play of the cartoon version besides the broadway version of just can’t wait to be king. Y’all weird 😂😂

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**Rabbi Ara** @rubiaabra · 20h

Finally watched #TheLionKing and I’d give it a thumbs up 🌟.

Mixed reviews between the family of 5. 😳

I’d say... go watch it!

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**Samantha** @Samanth 113 · Jul 23

I’m back everybody, my thoughts on #LionKing are pretty mixed. Story-wise it stayed very close to the original animated film and five of the songs actually didn’t sound too bad but it still felt like it lacked the emotion the original film had. So say stick to the original film.

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**Fandom** @getFANDOM · Jul 30

Another day, another billion-dollar movie... #TheLionKing really is king 🎥

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![Image of the Lion King Broadway show poster]
Any Questions?

Thank you from the LCISD ALP Team

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