

Collaborate: Building stronger outcomes for students through articulation and convergence

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**Articulation vs.
Convergence**

What problems are caused by a lack of articulation and convergence?

*Talk with an elbow partner



ARTICULATION

Does that sound like a lot of work?

Which of these do you believe need to be articulated?

1. End of course proficiency targets
2. End of course assessments
3. Unit themes
4. Unit pacing
5. Unit objectives
6. Unit summative assessments
7. Unit formative assessments
8. Materials (texts or resources)
9. Warm-ups
10. Daily objectives
11. Daily lesson plans
12. Exit tickets
13. Late work policies
14. Make-up testing policies
15. Homework policies

Articulation

1. Anticipated outcomes

- Proficiency/performance targets

2. Ways to measure outcomes

- Common rubrics and assessment formats

3. Content/skills to be taught

- Key functions, structures and vocabulary

4. * SOME* ways in which content/skills will be taught

- Some common instructional practices and procedures that reflect shared language learning principles



CONVERGENCE

Does that make you nervous?

PPK : Personal practical knowledge

Our personal beliefs and ideas about teaching that make up our "style"

1. **Students are the focus of the lesson**
2. **Developing learners' confidence is important**
3. **Teaching learning strategies is important**
4. **Maximize student-to-student interaction**
5. **Make learning fun**
6. **Engage all learners in the lesson**
7. **Practice both accuracy and fluency**
8. **Respond to learners' difficulties and build on them**
9. **Be tolerant of learner mistakes**
10. **Address learners' interests**

SLA principles

1. Role of comprehensible input

- Use of the target language

2. Importance of $i+1$

- Access to authentic resources

3. Output

- Opportunities to speak and write

4. Negotiation of meaning

- Interaction for real communicative purpose

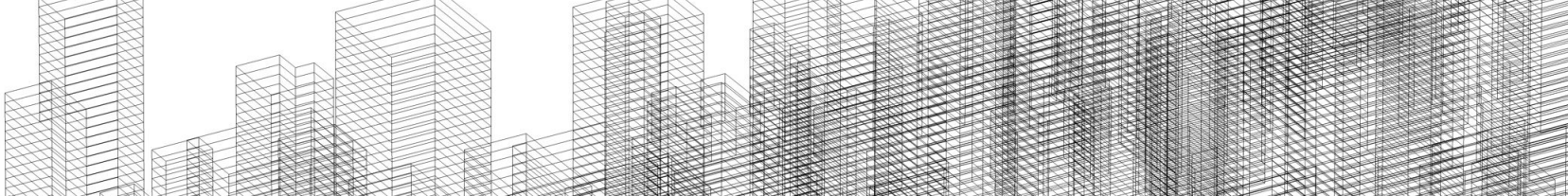
5. Developmental sequence

- Appropriate level expectations



Assessment

1. Common rubrics aligned with proficiency guidelines
2. Performance assessment format (like an IPA)
3. Opportunities for feedback



Instructional practices

1. Common target language input expectation
2. Common target language output expectation
3. Common interaction expectation

Classroom routines/practices

1. Homework and practice
2. Communicating objectives
3. Types of instructional tools

The Power of Protocols

SHARE with US

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