Parallel Structures
Transforming Teaching and Learning Ecosystems
Continuum of Engagement

- Resentment: I don’t have time to do one more thing! My Principal made me come.
- Compliance: Just tell me what you want me to do.
- Buy-in: I couldn’t believe he was the same kid. I really see a difference in what Maria is able to do.
- Ownership: I think we should do it this way. Oh! Why didn’t you tell me that’s what this was about?
Learning Environments

Gibbons, 2009 Learning Zones
Digital DELLTA in Middle Schools

**Language Learning**
- Multiple entry points for making meaning provide an authentic context for language use and varied opportunities to understand abstract, complex ideas.
- Developmentally appropriate learning opportunities provide a platform to discover identity and build social/emotional skills that support ownership of learning.
- The collaborative portfolio is a formative assessment tool in which students use digital documentation to reflect on, assess and present their learning process.

**Art Making**
- Use the tools and language of an art form to create and perform original work.
- Work collaboratively to make artistic choices and engage in discussions to plan, assess and revise work.

**Technology**
- Technology used as a tool for thinking, language use and shape artistic choices makes learning in the performing arts visible.

**Multilingual Learners**

**Social Emotional Learning**

**Portfolio**

**Language Learning**
- Fosters language and meaning-based skills through collaborative choice making, problem solving, and peer feedback which support the development of advanced literacy.
# Parallel Support Structures

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- Digital Portfolios: Technology as a tool to study the use of a language acquisition strategy and its impact on student learning
- Portfolio Analysis & presentation: Digital sharing of findings from action research
Student Collaborative Portfolio

Residency Program: Dance / Theater

- Toolbox: the basics
- Small Group Work: apply Arts Toolbox to original work
- Integrated Components
  - Formative Assessment
  - Digital – IPad make work-in-progress visible
  - Collaborative Portfolio Template – captures process
- Presentations
  - Performance
  - Collaborative Portfolio Presentation
Collaborative Dance Portfolio

Group members names:
School: IS 226k
Artists: Kim Grier & Nami Kagami
Class#:
Teacher Name:
Dance Learning

Giving Peer Feedback

Prompts and positive sentence starters

- I noticed you did __________ evidence
- Maybe you could consider __________ your idea
- I noticed what you did well was __________
- I think you could improve on __________ your idea
- I loved the way you did __________
- I wonder what your intention was __________
- [What?] directions, shapes, [the Elements of Dance]
- movements, levels, Size (large, small, full)
- energy, (High, Medium, Low)
- counts, rhythm, feelings
Dance Making

Group Brainstorming & Planning - Variation on Choreography

Discussion

What did our group select to focus on to create our variation (elements of dance, emotion, movement quality)?

How is our variation different from the original choreography?

What challenges did we encounter as a group?

In our next rehearsal, we will…

Work-in-Progress Dance

• Answer

• Answer

• Answer

• Answer
Dance Making

Peer Feedback - iPad Exchange

Using the questions below give the other group feedback by creating a video:

What did they do well as a group?  
What elements of dance and/or emotions are visible in their dance?  
How does their dance show clarity and a clear sequence?  
What are some suggestions you would like to give to this group?  
If their dance had a story, what do you think it would be about?

Feedback Group:
• Name  
• Name  
• Name  
• Name  
• Name

Dance Group  
Feedback Video
Plan for next step:
Create a video of your group discussion. Below are guiding questions for your group discussion.

Will we use any suggestions to improve or change our dance?
What changes will my group make?
Why are the changes necessary?
How will my group implement/make those changes?
Dance Making

Final Sharing

Performance

Create a reflection video about your performance answering these questions:

Describe today’s experience…
How did it feel to share your dance in front of a large audience?

Group Reflection
Student Portfolio Presentation Video
Educator Portfolio

Year 1 Portfolio - Experience
- Direct parallel to student art-making experience
- Present Collaborative Portfolio
- Revise student portfolio template and presentation support tools based on the experience

Year 2 Portfolio - Compliance
- Action Research - Inquiry
- Examine effectiveness of language supports
- Present Portfolio to PLCs

Year 3 Portfolio - Ownership
- Design their own Action Research Portfolio
- Present Portfolio to PLCs
Educator Portfolio Presentation Video