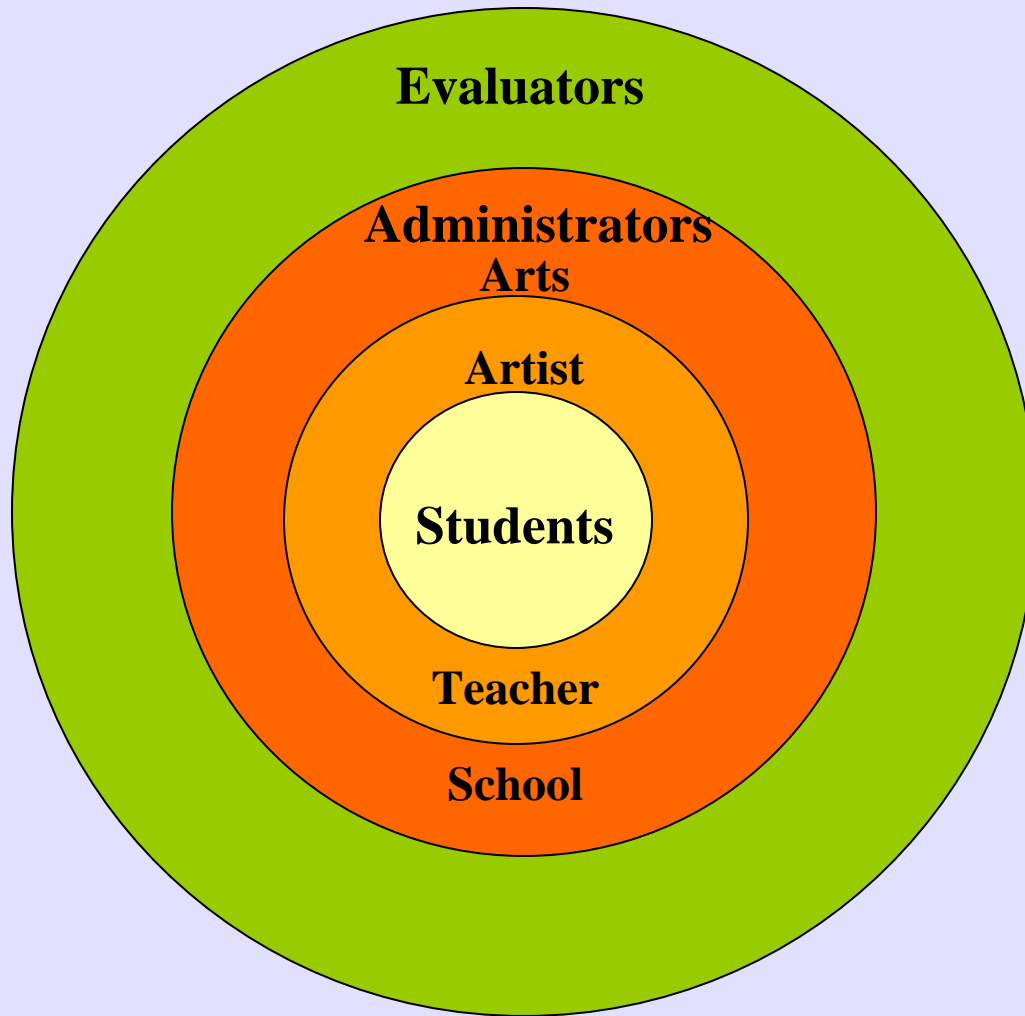


ArtsConnection

**Developing English Language Literacy
through the Arts
(DELLTA)**

CommonGround Conference

April 10, 2008



Structure of Session

- **Introduction to DELLTA
(Farell Diamond)**
- **Observation Sheets
(Joelle Worm)**
- **Lesson Study
(Joanna Hefferen)**
- **Q&A**

DELLTA Focusing Question

What is the nature of teaching and learning in dance and theater; and, in what ways do they influence language acquisition in English Language Learners?

What is DELTA?

DELTA in Elementary Schools

- 40 classes
- 5 schools

DELTA in Middle Schools

- 15 ESL classes
- 3 schools

What is DELTA?

Students

- 1000+ students
- 12-15 sessions of both dance and theater per year

Teachers

- 55-60 teachers and school administrators
- 30 hours of PD per year

What is DELTA?

Artists

- 8 dance artists
- 10 theater artists
- Approx 50 hours of PD per year

Staff

- 8 staff members spend 25% to 100% of their time

Why is DELLTA?

- **Inquiry – Core value**
- **What and how students learn in the arts**
- **Build organizational knowledge base**
- **Contribute to knowledge of the field**

Why ELLs?

- **Need**
- **Curiosity**
- **Logical next step (built on projects and practices developed over the last 20 years)**

Overview of PD methodologies

**Year 1: Planning and Reflection
Observation sheets**

**Year 2: Planning and Reflection
Video Description Process
Lesson Study**

**Year 3: Planning and Reflection
Unit of Study**

What these methodologies have in common

- **Observation and description**
(learning to be present with what is rather than rush to analysis and evaluation)
- **Invite multiple perspectives**
- **Develop capacity for partnership**
- **Facilitate collaborative learning**

DELLTA Focusing Question

What is the nature of teaching and learning in dance and theater; and, in what ways do they influence language acquisition in English Language Learners?

What have we learned thus far?

- Most teachers are unfamiliar with the nature of teaching and learning in the arts.
- ArtsConnection's years of observing students has given us tools and procedures that can be adapted to new situations.
- Inviting teachers into a guided process of observing and discussing students' work in dance and theater stimulates teachers' curiosity about and understanding of their students as learners.

What have we learned thus far?

- Encouraging both teachers and artists to see and understand who students really are, what they care about, how they express themselves and make meaning, helps students take ownership of their learning (“autonomous learning”).
- Autonomous learning is an essential ingredient for language acquisition.

What teachers say about teaching and learning in the arts

■ Teaching

- Create a safe environment
- Different from classroom
- Levels playing field

■ Learning

- Focus
- Choice
- Motivation/Ownership
- Overcome shyness
- Risk taking
- Confidence
- Initiative
- Leadership

What teachers say about teaching and learning in the arts

■ Teaching

- Problem solving inherent in task

■ Learning

- Reflective process essential
- Imaginative thinking
 - Nonlinear
 - Kinesthetic
 - Imagistic
 - Complex
- Creates mind/brain connections

What teachers say about teaching and learning in the arts

■ Teaching

- Collaborative nature of the arts

■ Learning

- Collaboration (vs. competition)
- Communication
- Community

What teachers say about teaching and learning in the arts

- Workshop model

- Learning

- Understand character motivation
- Understand setting
- "Zoom in on a moment" becomes concrete
- Learn about different cultures

What have we learned about working with ELLs?

- Learning in the arts = learning in context
- The arts allow students to reveal who they really are
- Students have a felt need to express themselves
- Risk taking builds confidence
- Language acquisition

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