

# Aprendiendo con Maestra KerenSa



Mueve un pez al salón para ponerte en la zona verde.

Move a fish into the classroom to put yourself into the green zone.

Students, drag the icons!



# Objetivo de aprendizaje:

Puedo identificar ejemplos del discurso 1 y ejemplos del discurso 2, clasificándolos en un PearDeck.

I can identify examples of discourse 1 and examples of discourse 2 by sorting them in a PearDeck.



Students, drag the icons!



**Discourse I** - the language typically used to talk about, question and plan the work of schools, change or reform. *Discourse I* dialogue supports and maintains the status quo without appearing unresponsive to outside demands for improvement.

*"Our staff works very hard. We don't want them to leave the profession."*

*"What do our GLBTQ students have to say about how they are experiencing our school... and us?"*

**Discourse II** - the language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships in schools. *Discourse II* opens up space for ambiguity and change to be part of a purposeful structure.



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*“Based on our results, our predominantly white staff does not have the skills to effectively serve ELL students as well as other students.”*

*“We believe ALL students can succeed. Our decisions are based on serving ALL students’ needs.”*

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*“Which 9<sup>th</sup> graders did we believe would NOT make it to college? What was our response?”*

*“Not all our students are meant for college. Some want to go into trades, and that is a fine option.”*

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*“Change takes a lot of time and energy. How can we be sure this will get any better results?”*

*“Why must we defend new strategies when what we are doing is not working? If we don’t do anything different, we’ll keep doing nothing.”*

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*"I met mom; the apple does not fall far from the tree."*

*"What would you do differently if you truly believed YOU were failing EVERY student who received an F?"*

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Students, drag the icons!

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*“Only the black kids get kicked out of her class – because we’re loud. But that is because we never get help and are bored so we play around.”*

*“We cannot let that student stop others from learning.”*

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*“How do your own school experiences influence your beliefs and expectations of students who are unlike you?”*

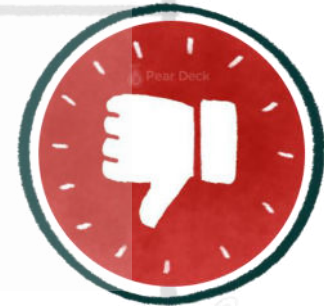
*“This is how it is...”*  
*“This is what I had to do in school, and it worked for me.”*

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