

FACILITATOR'S GUIDE

Constructive Conversations Skills Across Content Areas

Level:	6-12 All content areas
Content:	Constructive Conversations Skills
Approximate Time Frame:	1 hour
Copyright:	2016



Session Summary

Participants' Learning/Performance Objectives

By the end of this training, participants should be able to:

- Gain a better understanding of Constructive Conversation Skills.
- Apply the Conversation protocol to various academic content areas.
- Consider how this protocol can build students' academic language.

Prerequisites: Introduction to Constructive Conversations PD



Presenter's Facilitation moves to Support this Learning


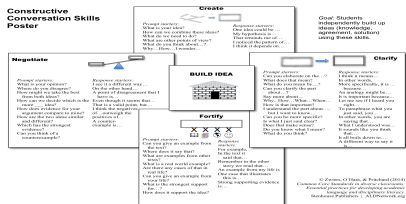


During this training, the presenter will engage participants in:

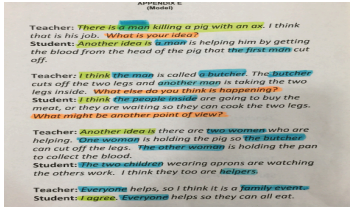
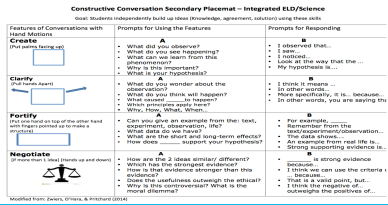
- Modified Question Formulation Technique (QFT) – Attached handout for more information on QFT
- Group discussion
- Mix and mingle
- Level alike grouping by content area


Tools and Materials

- **AV Equipment:** Overhead projector, screen, speakers, power cords, dongle for Mac computers, timer, computer, device to display videos
- **Tools:** Chart Paper, markers, writing implements, Post-it note pads
- PPT as a handout (2 or 3 slides per page)
- Constructive Conversation Skills Poster
- Constructive Conversation Skills Mats
 - Integrated ELD/ELA
 - Integrated ELD/Math
 - Integrated ELD/Science
 - Integrated ELD/History
- Evaluation link or evaluation form
- Science Video (Ensure that the link and your technology is working): <https://www.youtube.com/watch?v=xdU6qWdF-al>

Slide # Times	Talking Points	Slides & Supporting Materials
Slide #1 Opening (30 seconds)	<p>Welcome everyone to the professional development on Constructive Conversation Skills Across Content Areas.</p> <p>Ensure that everyone is seated with their content area team (department).</p>	 <p>MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT</p> <p>Constructive Conversation Skills Across Content Areas</p> <p>HOW MIGHT WE USE THESE SKILLS IN OTHER CONTENT AREAS?</p> <p>LOS ANGELES UNIFIED SCHOOL DISTRICT</p>
Slide #2 (1 minute)	<p>Read the objectives on the slide.</p> <ul style="list-style-type: none"> • Gain a better understanding of Constructive Conversation Skills. • Apply the Conversation Protocol to academic content. • Consider how this protocol can build students' academic language. 	<p>Objectives</p> <ol style="list-style-type: none"> 1. Gain a better understanding of Constructive Conversation Skills. 2. Apply the Conversation Protocol to academic content. 3. Consider how this protocol can build students' academic language. <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #3 (1 minute)	<p>Have participants get into groups of 3 – 4.</p> <p>Say:</p> <p><i>“You will engage in a modified question formulation technique” Based on the statement, “Applying Constructive Conversation skills in all content areas will lead to greater access to the content.”</i></p> <p>(Please refer to the QFT Handout for additional information on QFT.) Teachers will create questions around this statement. Directions are on the next slide. Please remind the teachers QFT process has been modified due to time.</p>	<p>Ask Questions!</p> <p><i>“Applying Constructive Conversation skills in all content areas will lead to greater access to the content.”</i></p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #4 (5 minutes)	<p>When creating questions, please follow these rules.</p> <ul style="list-style-type: none"> • Work in groups of 6 or less. • List as many questions as you can around the statement provided. • One person will be responsible to record all the questions exactly as stated by their group members. • Participants should follow the four rules. <p>Note: An example might be “What are constructive conversation skills?”</p>	<p>Produce Questions</p> <p><i>“Applying Constructive Conversation skills in all content areas will lead to greater access to the content.”</i></p> <p>Work in groups of 6 or less to produce questions based about the statement. Remember the rules:</p> <ul style="list-style-type: none"> •Rule 1: Ask as many questions as you can. •Rule 2: Do not stop to discuss, judge, or answer any question. •Rule 3: Write down every question exactly as it is stated. •Rule 4: Change any statement into a question <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p> 

Slide # Times	Talking Points	Slides & Supporting Materials
Slide #5 (5 minutes)	<p>Say: “As a group negotiate and select one question you want/need to answer first”</p> <p>Record the priority question from each group. Have the group record the question on a post – it note and give to the presenter.</p> <p>After collecting the questions, Say: “We will go back to the questions at the end of the session” Chart the questions and refer back to the questions at the end of the session.</p> <p>Note: For small group (20 or less) you can have the participants read their group questions aloud. For a large group, just one or two questions.</p>	<p>Prioritize Questions</p> <p>As a group use Constructive Conversations Skills to determine one question you want/need to answer first.</p> 
Slide #6 (3 minutes)	<p>Show the constructive conversation mat. Remind the participants that this is a review from last time. Have the participants turn and talk and elicit a few participants to share out.</p> <p>Turn and Talk: What do you recall from the previous training on constructive conversation skills? (Animated)</p>	 <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #7 (1 minute)	<p>Remind the participants that in the LTEL courses, this picture was used to teach students constructive conversation skills.</p>	<p>Model Visual Text</p>  <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #8 (1 minute)	<p>Students practiced using this visual by playing the teacher and calling on a volunteer to be the student. We also practiced with a non-model and did the same type of role play with the non-model.</p>	 <p>Teacher: There is a man killing a pig with an ax. I think that is his job. What is your idea? Student: Another idea is a man is helping him, and he is getting blood from the head of the pig that the first man cut off. Teacher: I think the man is a butcher. The butcher cuts off the two legs and another man is taking the two legs inside. What else do you think is happening? Student: I think the people inside are going to buy the meat, or they are waiting so they can cook the two legs. What might be another point of view? Teacher: Another idea is there are two women who are helping. One woman is holding the pig so the butcher can cut off the legs. The other woman is holding the pan for the blood. Student: There are two children watching and also wearing aprons. I think they help too. Teacher: Everyone helps so I think it is a family event. Student: I agree. Everyone helps so that they can all eat.</p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>

Slide # Times	Talking Points	Slides & Supporting Materials
Slide #9 (3 minutes)	<p>Give participants time to read the model conversation. Ask the participants, “what do you notice about highlights with this model conversation?”</p> <p>Say: <i>Notice that the conversation stays on topic. “What else do you think is happening” is stated, when most of the ideas around that part of the picture have already been explored”</i></p> <p><i>Conversation is not an interview, but rather listening and building on each other’s ideas. Please keep that in mind as you engage in constructive conversations with your content colleagues.</i></p>	 <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #10 (2 minutes)	<p>In your content group, you will do the following:</p> <ol style="list-style-type: none"> 1. Create and Clarify <ul style="list-style-type: none"> Using the questions and the visual text, create and clarify ideas around the question. 2. Once you create and clarify, read article or watch video 3. As a group fortify and negotiate the answer to the question. <p>Say: <i>“I will briefly go over the tasks for the four content areas. You will have about 20 minutes to engage in constructive conversations. You can use the content mat to help you guide the conversation.”</i></p>	<p>In your content group:</p> <ol style="list-style-type: none"> 1. Create and Clarify <ul style="list-style-type: none"> Using the questions and the visual text, create and clarify ideas around the question. 2. Once you create and clarify, read article or watch video 3. As a group fortify and negotiate the answer to the question. <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #11 (30 seconds)	<p>Say: <i>“This is the constructive conversation mat for science.”</i></p> <p>Refer to the constructive conversation secondary place mat: Integrated ELD/Science</p>	 <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>

Slide # Times	Talking Points	Slides & Supporting Materials															
Slide #12 and #13 (30 seconds)	Science teachers will look at the animal pictures like the ones on the slides and read the statements, then create and clarify their ideas around the following question: How can an organism be both cold-blooded and warm-blooded?	<p>How can an organism be both cold-blooded and warm-blooded?</p>  <p>Use the Constructive Conversation Placemat to</p> <ol style="list-style-type: none"> 1. Create ideas 2. Clarify ideas <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p> <p>Were dinosaurs cold-blooded or warm-blooded?</p> <ul style="list-style-type: none"> • Scientists still haven't settled the hot debate over whether dinosaurs were warm-blooded like birds and mammals or cold blooded like reptiles, fish and amphibians. • And some research suggests that dinos may be somewhere in between. • The following video explains the mesothermy theory, which may help explain how the giant prehistoric creatures could have stayed active in cold weather--when cold blooded animals could not have--and conserve energy when needed. <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>															
Slide #14 & #15 (1 minutes)	<p>Watch the video (ensure the link and your technology is working):</p> <p>https://www.youtube.com/watch?v=xdU6qWdF-al</p> <p>After watching the video teachers will engage in fortify and negotiate around the question, can an organism be both cold-blooded and warm-blooded?</p>	<p>Could dinosaurs have been warm-blooded?</p> <p>https://www.youtube.com/watch?v=xdU6qWdF-al</p>  <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p> <p>How can an organism be both cold-blooded and warm-blooded?</p>  <p>Use the Constructive Conversation Placemat to</p> <ol style="list-style-type: none"> 1. Fortify ideas 2. Negotiate ideas <p>Be prepared to share.</p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>															
Slide #16 (30 seconds)	<p>Say: <i>"This is the constructive conversation mat for ELA."</i></p> <p>Refer to the constructive conversation secondary place mat: Integrated ELD/ELA</p>	<p>Constructive Conversation Secondary Placemat – Integrated ELD/ELA</p> <p>Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills</p> <table border="1"> <thead> <tr> <th>Features of Conversations with Hand Motions</th> <th>Prompts for Using the Features</th> <th>Prompts for Responding</th> </tr> </thead> <tbody> <tr> <td>Create (Put hands over head, open and close them, and an idea is coming out of your head)</td> <td> <ul style="list-style-type: none"> • Why do you think the author wrote that? • What is the theme of this text? • What is the poetic device in used in the ... (stanza)? • What is your idea? </td> <td> <ul style="list-style-type: none"> • I think the author wrote this because ... • I believe the theme is ... • I believe the poetic device is ... • My idea is ... </td> </tr> <tr> <td>Clarify (Put hands over eyes as if focusing somewhere)</td> <td> <ul style="list-style-type: none"> • Can you elaborate? • Can you clarify? • What do you mean by ...? • Did I miss it? I say, make sense? </td> <td> <ul style="list-style-type: none"> • I think it means that ... • In other words ... • None specifically, it is ... • It sounds like you think that ... </td> </tr> <tr> <td>Fortify (Put one hand palm down as if putting up the wall, and lift the other hand palm up as if knocking down the wall)</td> <td> <ul style="list-style-type: none"> • Can you give an example from the ... • Why is the text does it say ...? • How many any cases in real life? • How does it support the idea? </td> <td> <ul style="list-style-type: none"> • For example, ... • In the text, it says ... • According from the text we ... • An example from my life is ... • Strong supporting evidence is ... </td> </tr> <tr> <td>Negotiate (Put one hand up and the other hand down as if you are deciding, and one hand up and down like a scale)</td> <td> <ul style="list-style-type: none"> • Which has the strongest evidence? • How can we decide which has the more ...? • How is your evidence stronger than this evidence? </td> <td> <ul style="list-style-type: none"> • ... is strong evidence • I think we can use the criteria of ... because ... • That is a valid point, but ... </td> </tr> </tbody> </table> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>	Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding	Create (Put hands over head, open and close them, and an idea is coming out of your head)	<ul style="list-style-type: none"> • Why do you think the author wrote that? • What is the theme of this text? • What is the poetic device in used in the ... (stanza)? • What is your idea? 	<ul style="list-style-type: none"> • I think the author wrote this because ... • I believe the theme is ... • I believe the poetic device is ... • My idea is ... 	Clarify (Put hands over eyes as if focusing somewhere)	<ul style="list-style-type: none"> • Can you elaborate? • Can you clarify? • What do you mean by ...? • Did I miss it? I say, make sense? 	<ul style="list-style-type: none"> • I think it means that ... • In other words ... • None specifically, it is ... • It sounds like you think that ... 	Fortify (Put one hand palm down as if putting up the wall, and lift the other hand palm up as if knocking down the wall)	<ul style="list-style-type: none"> • Can you give an example from the ... • Why is the text does it say ...? • How many any cases in real life? • How does it support the idea? 	<ul style="list-style-type: none"> • For example, ... • In the text, it says ... • According from the text we ... • An example from my life is ... • Strong supporting evidence is ... 	Negotiate (Put one hand up and the other hand down as if you are deciding, and one hand up and down like a scale)	<ul style="list-style-type: none"> • Which has the strongest evidence? • How can we decide which has the more ...? • How is your evidence stronger than this evidence? 	<ul style="list-style-type: none"> • ... is strong evidence • I think we can use the criteria of ... because ... • That is a valid point, but ...
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Slide #17 (30 seconds)	<p>Teachers will read the poem and create and clarify around the question: "What words might you use to describe the author's feelings towards her mother?"</p>	<p>The Courage That My Mother Had</p> <p>The courage that my mother had Went with her, and with her still. Rock from New England quarried: Now granite in a granite hill.</p> <p>The golden brooch my mother wore She left behind for me to wear— I have no thing I treasure more: Yet, it is something I could spare.</p> <p>Oh, if instead she'd left to me The thing she took into the grave— That courage like a rock, which she Has no more need of, and I have,</p> <p>by Edna St. Vincent Millay, 1949</p>  <p>What words might you use to describe the author's feelings towards her mother?</p> <ol style="list-style-type: none"> 1. Create ideas 2. Clarify ideas <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>															
Slide #18 (30 seconds)	Teachers will then read the biography of the author and use the information to continue the																

Slide # Times

Talking Points

Slides & Supporting Materials

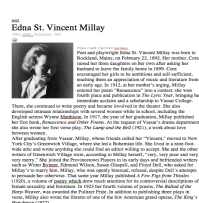
discussion around fortify and negotiate:

“What words might you use to describe the author’s feelings towards her mother?”

Read the brief biography of the author. Use this information to continue your discussion.

1. Fortify ideas
2. Negotiate ideas

Be prepared to share.

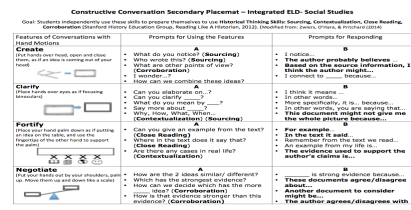


MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

Slide #19 (5 minutes)

Say: “This is the constructive conversation mat for Social Studies.”

Refer to the constructive conversation secondary place mat: Integrated ELD/History



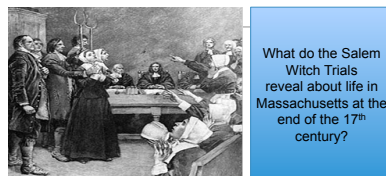
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

Slide #20 (30 seconds)

Teachers will view the picture and create and clarify around the question:

“What do the Salem Witch trials reveal about the life in Massachusetts at the end of the 17th century?”

History/Social Studies



MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

Slides #21, #22, # 23 (30 seconds)

Teachers will then read the Salem Evidence A and B and use the information to continue the discussion around fortify and negotiate:

“What do the Salem Witch trials reveal about the life in Massachusetts at the end of the 17th century?”

Salem Evidence A: “Discourse on Witchcraft” (ORIGINAL)

In the speech below, Cotton Mather, an influential leader of the Puritans, argues for the existence of witchcraft (1689).

It should next be proved THAT Witchcraft is.

The being of such a thing is denied by many; that place a great part of their small will in denying the stories that are told of it. Their chief argument is they never saw any witches, therefore there are none. Just as if you or I should say, we never met with any robbers on the road, therefore there never was any padding there. . . .

[T]here are especially two demonstrations that evince the being of that infernal mysterious thing. First, We have the testimony of scripture for it. Secondly, We have the testimony of experience for it. . . . Many witches have . . . confessed and shown their deeds. We see those things done that it is impossible any disease or any deceit should procure.

Source: Cotton Mather, “Memorable Providences relating to Witchcrafts and Possessions,” from *A Discourse on Witchcraft*, (Boston, 1689), pp. 4–9. Cotton Mather was one of the most influential religious leaders in America at the time.

MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

Salem Evidence B: Testimony of Abigail Hobbs (ORIGINAL)

Below is the testimony of a teenager accused of witchcraft, Abigail Hobbs, on April 19, 1692.

The Examination of Abigail Hobbs, at Salem Village, 19 April, 1692, by John Hathorne and Joseph Green, Esqrs. and Assistants.

[Judge:] Abigail Hobbs, you are brought before Authority to answer to sundry acts of witchcraft, committed by you and others, and upon the bodies of many, or others, several persons now accuse you. What say you? Are you guilty, or not? Speak the truth.

[Abigail Hobbs:] I will speak the truth, I have seen sights and heard sounds, I have been very wicked, I hope I shall be better, if God will help me.

[Judge:] What sights did you see?

[Abigail Hobbs:] I have seen dogs and many creatures.

[Judge:] What dogs do you mean, ordinary dogs?

[Abigail Hobbs:] I mean the Devil.

[Judge:] Have often, many times?

[Abigail Hobbs:] But once.

[Judge:] What would he have you do?

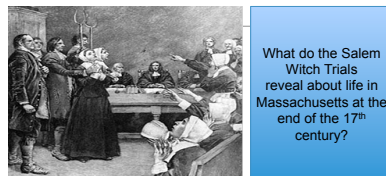
[Abigail Hobbs:] Why, he would have me be a witch.

[Judge:] Would he have you make a covenant with him?

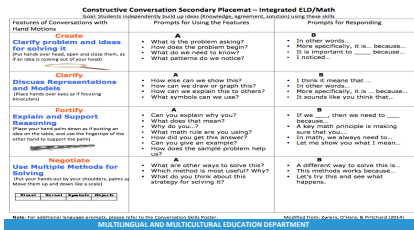
[Abigail Hobbs:] Yes.


MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

History/Social Studies



MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

Slide # Times	Talking Points	Slides & Supporting Materials
Slide #24 (30 seconds)	<p>Say: “<i>This is the constructive conversation mat for Math.</i>”</p> <p>Refer to the constructive conversation secondary place mat: Integrated ELD/Math</p>	
Slide #25 (1 minute)	<p>Teachers will read the paragraph and clarify the question and answer the questions a, b, and c.</p> <ul style="list-style-type: none"> Create and Clarify the information paragraph. 	<p>Math</p> <p>On June 1, a fast growing species of algae is accidentally introduced into a lake in a city park. It starts to grow and cover the surface of the lake in such a way that the area covered by the algae doubles every day. If it continues to grow unabated, the lake will be totally covered and the fish in the lake will suffocate. At the rate it is growing, this will happen on June 30.</p> <p>Create and Clarify “What is the prompt asking the readers to solve? Know?”</p>
Slide #26 (1 minute)	<p>Teachers will fortify and negotiate to solve the problems.</p>	<p>Math</p> <p>Fortify and Negotiate</p> <p>On June 1, a fast growing species of algae is accidentally introduced into a lake in a city park. It starts to grow and cover the surface of the lake in such a way that the area covered by the algae doubles every day. If it continues to grow unabated, the lake will be totally covered and the fish in the lake will suffocate. At the rate it is growing, this will happen on June 30.</p> <p>a. When will the lake be covered half-way?</p> <p>b. On June 26, a pedestrian who walks by the lake every day warns that the lake will be completely covered soon. Her friend just laughs. Why might her friend be skeptical of the warning?</p> <p>c. On June 29, a clean-up crew arrives at the lake and removes almost all of the algae. When they are done, only 1% of the surface is covered with algae. How well does this solve the problem of the algae in the lake?</p>
Slide #27 (18 minutes)	<p>Break out into content groups.</p> <p>Say: “You will have 18 minutes to discuss in your groups.”</p>	<p>Breakout into content groups</p>
Slide #28 (7 minutes)	<p>After, have the group discuss the following:</p> <ol style="list-style-type: none"> How might Constructive Conversation Skills and the resources help students build on each other’s ideas? How might you use the scaffolds to help students gain academic language of your content? 	<p>In your groups, discuss:</p> <ol style="list-style-type: none"> How might Constructive Conversation Skills and the resources help students build on each other’s ideas? How might you use the scaffolds to help students gain academic language of your content?

Slide # Times	Talking Points	Slides & Supporting Materials
Slide #29 (4 minutes)	<p>Say: “Stand up, make eye contact with another person in another content area: this will be your ‘eye contact partner’”</p> <p>Discuss the following with your eye contact partner:</p> <ul style="list-style-type: none"> • How might Constructive Conversation Skills and the resources help students build on each other’s ideas? • How might you use the scaffolds to help students gain academic language of your content? 	<p>Eye Contact Partner </p> <p>Stand up, make eye contact with another person in another content area: this will be your “Eye Contact Partner”</p> <p>Discuss the following with your Eye Contact partner:</p> <p>How might Constructive Conversation Skills and the resources help students build on each other’s ideas?</p> <p>How might you use the scaffolds to help students gain academic language of your content?</p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #30 (2 minutes)	<p>Have participants read the standards. Reflect to see how these standards are aligned to today’s activities.</p>	<p>ELD Standards</p> <p>Part I</p> <p>8. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p> <p>Part I. A. Collaborative 1. Exchanging information/ideas</p> <p>Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>
Slide #30 (2 minutes)	<p>Go back to the questions that were generated. Read each question and have participants reflect on the questions generated. Say: “Some of these questions may have been answered and for some of the questions, we will continue to address them, as we apply and practice these skills across the content areas”</p>	<p>Back to the Question..</p> <p>Applying Constructive Conversation skills in all content areas will lead to greater access to the content.</p> <p>How will you apply this learning in your instruction?</p> <p>MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT</p>