DLI-Specific Formative Assessment of Teaching Workbook

This workbook was developed by Corinne Mathieu and Diane J. Tedick for preservice teachers to use to develop the knowledge and skills needed for effective DLI teaching. It is intended to be used in tandem with the *Preservice DLI-Specific Formative Assessment of Teaching Rubric.* Inservice teachers may also benefit from using this workbook.

1. **Planning for the Integration of Language, Content and Culture:** The teacher understands the underlying principles behind language, content, and culture integration, and designs curricula, lessons, and assessments that reflect those principles.
   1A. *Language and content integration in curricular planning*
   1B. *Language objectives* – discourse level (phrase, sentence, paragraph) or type (e.g., dialogue, report) + function + grammatical feature + vocabulary
   1C. *Classroom assessment* – performance (e.g., real-life tasks) and other assessments that require students to demonstrate their content knowledge and their ability to use the language to express their understandings
   1D. *Culture integration throughout the curriculum*

2. **Teaching for Biliteracy Development:** The teacher understands the fundamental principles of biliteracy development and uses a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.
   2A. *Biliteracy instruction*
   2B. *Vocabulary development, word knowledge, and text types*
   2C. *Cross-lingual connections*
   2D. *Biliteracy assessment*

3. **Maintaining a Linguistically-rich Learning Environment:** The teacher maintains a linguistically-rich learning environment and uses that environment to enhance students' language development and content learning.
   3A. *Visual language scaffolds*
   3B. *Target language use*

4. **Scaffolding for Student Comprehension:** The teacher understands and uses a variety of techniques to promote student comprehension in the target language.
   4A. *Verbal and non-verbal scaffolding* – focus on how teachers use language and non-verbal cues to support comprehension
   4B. *Procedural scaffolding* – focus on how teachers organize activities and routines to support comprehension
   4C. *Instructional scaffolding* – focus on how the teacher makes use of tools within instructional activities to support comprehension

5. SCAFFOLDING FOR STUDENT PRODUCTION: The teacher understands and uses a variety of instructional strategies to promote extended student discourse and academic language production.

   5A. *Verbal scaffolding* – questioning techniques and follow-up moves to support student language use and development

   5B. *Procedural scaffolding* – grouping strategies and classroom activities and routines to support student language use and development

   5C. *Instructional scaffolding* – use of print and multimedia resources to support student language use and development

6. TEACHING FOR LANGUAGE AND CONTENT INTEGRATION: The teacher understands and uses a variety of instructional practices to attend to students' language development and improve proficiency.

   6A. *Language alertness* – instructional practices that intentionally bring attention to language during content instruction

   6B. *Corrective feedback* – strategies include recasts or prompts like metalinguistic clues or clarification requests

7. SUPPORTING DIVERSE LEARNERS: The teacher effectively and appropriately supports diverse learners by differentiating instruction, maintaining high expectations, and promoting equitable classroom dynamics.

   7A. *Differentiated instruction and assessment*

   7B. *Maintaining rigor and high expectations for students of all language backgrounds*

   7C. *Equitable classroom dynamics*

8. SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS: The teacher is an active advocate for dual language and immersion education in general and as a potential educational option for any and all learners.

   8A. *Serving as an advocate for exceptional learners*

   8B. *Serving as an advocate for programs*

DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING WORKBOOK

STRAND 1: PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT AND CULTURE

1A: Language and content integration in curriculum planning

- The teacher integrates language-focused (feature/function/genre) and content-focused instruction in curricular planning.
- The teacher plans for a wide range of language-focused activities (such as noticing, awareness, and practice activities) contextualized within content instruction.

Examples:

1. In planning a curriculum unit, the teacher identifies state and national standards and writes unit-level goals that focus on content as well as language use and development.

2. A sixth grade teacher (Spanish DLI program) plans an instructional sequence based on the CAPA model (Tedick & Lyster, 2020) to teach students how to formulate if/then clauses with the conditional mood in a unit on quadrilaterals that requires them to form and test conjectures. She begins with a text having many if/then clauses that summarize key concepts about quadrilaterals (e.g., If a quadrilateral has 4 identical sides, then it would be a square.). Students read the text first with a focus on meaning (contextualization phase). Then for the awareness phase, the teacher shows the same text with conditional verbs highlighted, and students are asked to identify patterns and explore what rules might govern the formation of if/then clauses and the conditional. For the practice phase, students engage in a "Guess Who?" game – each pair has an envelope with quadrilaterals with their names/characteristics. One student selects a quadrilateral and the other asks yes/no questions then forms a statement using the conditional form (e.g., "It could be (podría ser) a rectangle."). They take turns and have many opportunities to produce the form while reviewing their knowledge of quadrilaterals. Finally, for the autonomy phase, students create individual posters of a quadrilateral (given four points that they need to graph) and orally present sentences about what type of quadrilateral it could be and what type best describes it (being sure to use if/then clauses and the conditional).

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 1: PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT AND CULTURE

1B: Language objectives – discourse level/type + function + feature + vocabulary

- The teacher writes language objectives that are developmentally and contextually appropriate for the students.
- Language objectives align with content objectives, are written clearly; can be assessed; include discourse level (e.g., phrase, sentence, paragraph) or type (e.g., dialogue, report), function (e.g., describe, explain, ask, justify), feature (grammatical feature like verb tenses, measure words, or grammatical gender), and vocabulary (words and/or phrases that are linked to feature); and reflect both content-obligatory and content-compatible language.
- The teacher differentiates objectives for a range of proficiency levels and learner characteristics.

Examples:

1. *In a Grade 3 lesson on animal classification, the teacher writes content-obligatory language objectives that relate directly to the lesson content. (In complete sentences and connected sentences students will use "for + ing" or "to + infinitive" to identify the function of body parts with the present tense of "use", "have", or "need" – They use lungs for breathing. or They have lungs to breathe.) The teacher also writes content-compatible language objectives reflecting language students will need to complete the lesson tasks. (Students will use sentence stems like "In my opinion…" to formulate personal opinions to topic-related questions.)*

2. *For a lesson on where animals live in the world, the teacher differentiates the content-obligatory language objective to challenge more proficient students. (Students will create complete sentences [discourse level] to ask and answer questions [function] about where animals live in the world (the geographic locations and climates) using question words (what, where) and*
   - *Less proficient students: present tense verbs [grammatical feature] like "to live" [vocabulary]: The giraffe lives in a desert climate.*
   - *More proficient students: passive voice [grammatical feature] (to be found) [vocabulary]: Giraffes are found in Africa.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

DLI-Specific Formative Assessment of Teaching Workbook

Strand 1: Planning for the Integration of Language, Content and Culture

1C: Classroom assessment

- The teacher differentiates formative and summative assessments in both languages for different learner groups.
- The teacher uses a variety of ways to assess student content understandings and language development.
- The teacher uses assessment data to inform target structures/functions and content for future instruction and to identify areas in which academic language development is needed.
- The teacher implements multiple performance assessments to assess both content learning and language development.

Examples:

1. *As part of a summative assessment for an integrated science/language arts unit on sustainability, students write persuasive letters to local political figures. They are assessed on the information they include as well as the structure (genre) of the letter and their use of specific grammatical features and vocabulary needed for persuading.*

2. *In a two-way context, the teacher differentiates the evaluation rubric for a summative oral presentation task to reflect higher expectations for Spanish home language speakers with respect to sophistication of vocabulary, grammatical accuracy, and sentence complexity (syntax).*

My notes about this strand:
What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 1: PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT AND CULTURE

1D: Culture integration throughout the curriculum

- The teacher plans objectives and activities that promote identity development, cross-cultural awareness, and multicultural appreciation. These activities are woven throughout the content curriculum.
- The teacher plans for the use of authentic resources (songs, literature) that are appropriate for students' cognitive and linguistic levels to promote content teaching and identity development/cross-cultural competence/multicultural appreciation.
- The teacher includes family and community knowledge and assets in instructional planning.

Examples:

1. *In a geography unit, the teacher includes a lesson that draws on students' knowledge of biomes to examine how distinct regions of a country and climatic conditions influence daily life and cultural practices.*

2. *While learning about money and the exchange of goods and services, students interview an elder in their community about how economic exchange takes place in their culture and what objects traditionally hold value.*

3. *In a Hmong/English two-way program the teacher arranges for students to visit a Hmong family's vegetable garden/farm during a unit on growth and plants. The family shares their knowledge about planting, caring for, and harvesting vegetables.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT

2A: Biliteracy instruction

- The teacher approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.
- The teacher can articulate research-based approaches to (bi)literacy instruction and uses these approaches in practice.
- The teacher uses literacy instruction that is authentic (specific to each program language).

Examples:

1. *Understanding that skills and knowledge transfer across languages in bidirectional ways, the teacher teaches <u>different</u> comprehension strategies during reading instruction in each language. The teacher asks students during German instructional time to use strategies that were introduced during English instructional time and vice versa.*

2. *For reading instruction, a fourth-grade teacher consistently employs interactive read aloud, shared reading, collaborative reading, teacher-led small groups, and independent reading and can describe the purposes of and supports needed for each type of reading activity.*

3. *In a 90:10 program where students are introduced to literacy first in Spanish, the kindergarten teacher prioritizes teaching syllables with consonants and vowels over teaching individual letter names and sounds.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT

2B: Vocabulary development, word knowledge, and text types

- The teacher selects appropriate words for vocabulary instruction.
- The teacher uses a range of grade-level appropriate strategies, including varied word-learning strategies (e.g., teaching prefixes/suffixes), to build students' vocabulary.
- The teacher draws attention to how different genres/text types are constructed in each program language.

Examples:

1. *In a third-grade unit on force and motion, the targeted vocabulary includes content-specific academic words like mass, speed, and acceleration as well as high frequency words that transfer across subject-matter domains like balance, movement, and pattern.*

2. *In a Grade 1 Mandarin immersion classroom, the teacher emphasizes the teaching of specific semantic radicals and helps students to identify familiar radicals in new characters to make informed guesses about their meaning.*

3. *In a fifth-grade French unit on the revolutionary war, the teacher highlights that some historical writing describes how things were in a period in time rather than presenting events that move through time. The teacher draws students' attention to the structure of this type of text, which often begins with an identification of the period before moving into a description and guides students to notice that these texts use the* "imparfait" *verb tense more frequently than the* "passé compose".

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT

2C: Cross-lingual connections

- The teacher incorporates cross-lingual instruction in lesson planning.
- During instruction, the teacher draws students' attention to cross-lingual connections, focusing on metalinguistic knowledge of features like cognates, prefixes/suffixes, and word families.
- The teacher exclusively (or primarily) remains in the target language when making cross-lingual connections.
- The teacher models how students can independently draw on cross-lingual connections to support their own (bi)literacy development.

Examples:

1. *The word* bombero/a *(firefighter) appears in a first-grade unit on community helpers in a two-way classroom. The teacher pauses instruction to ask students to brainstorm other jobs that end with the structure -ero/a, such as* mesero/a *(waiter),* peluquero/a *(hairdresser), and* granjero/a *(farmer). She then asks students to* <u>think</u> *about (not say) the English equivalent of those words and asks them to visualize their endings. She then asks for a volunteer to come to the board and write what the ending looks like in English (-er).*

2. *A third grade French immersion teacher is reading a story aloud to students, and as they come across words with the prefix "mal-" (as in* malheureux *or* malsain*) (un- in English – unhappy, unhealthy), they engage in a "think-aloud," drawing upon their knowledge of English as well, to model for students how they come to the conclusion that mal- means "not". They explain to students how they can do the same thing to figure out the meaning of new words as they read independently.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT

2D: Biliteracy assessment

- The teacher designs biliteracy assessments that reflect the principles of biliterate reading/writing across genres/text types.
- The teacher uses knowledge of language transfer to inform interpretation of assessment data and guide future instruction.
- The teacher looks at student reading/writing while keeping in mind that students are developing biliteracy rather than literacy in just one language.

Examples:

1. *A fourth grade teacher who teaches her students in both English and Ojibwe designs parallel assessments for each language. In the Ojibwe literacy block, students write a biographic summary of a well-known elder in their community. In the English literacy block, students write a short biography of a famous person from their social studies unit.*

2. *This teacher analyzes both written assessments for evidence of language transfer, noting, for example, that their word order in English tends to be influenced by Ojibwe word order, which is highly flexible. This indicates the need to focus future instruction on English word order.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

Strand 3: Maintaining a Linguistically-Rich Learning Environment

3A: Visual language scaffolds

- The teacher displays a variety of social and curriculum-related words, phrases and other written language scaffolds throughout the classroom.
- The teacher uses these visual scaffolds dynamically, adding to them throughout the year so that they represent student language learning and development.
- The teacher refers to the scaffolds throughout lessons to enhance content learning and language acquisition, and models how students can use the scaffolds to independently support their learning.

Examples:

1. *A teacher has charts posted around the classroom that show word families and lists of common prefixes and suffixes in German. The teacher regularly draws students' attention to these word features within content instruction and builds the word lists throughout the year.*

2. *During collaborative group work in the early grades, the teacher gives each group a laminated sheet of paper with social language phrases in the target language, such as "It's my turn now," and "Can you repeat that please?". The teacher regularly reminds students how they can use the sheet as a language guide when they are working collaboratively. More complex phrases replace simple phrases over time, and as students learn the appropriate phrases through practice, they are no longer provided with the written scaffold.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 3: MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT

3B: Target language use

- The teacher exposes learners to accurate, highly proficient, and appropriately complex oral and written language input.
- The teacher exclusively (or primarily) uses the target language during the expected instructional time.
- The teacher promotes and expects exclusive (or primary) use of the target language and employs a variety of strategies and routines to help students do so.

Examples:

1. *Early in the school year, the first grade teacher teaches a series of explicit lessons on circumlocution – or using other words to describe an unknown word. These lessons are designed to be fun language experiences for the students while also prompting discussions about the importance of honoring and using the target language in the class, even when it might be challenging.*

2. *In order to provide students with many examples of meaningful and complex language input, the teacher intentionally varies the way that he gives instructions in the classroom. Sometimes he uses the command form (Write two sentences.), sometimes he uses the conditional (I would like you to write two sentences.), and sometimes he uses more complex sentences (It's important for you to write two sentences so that you practice correct punctuation.).*

My notes about this strand:

What I've tried /what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION

4A: Verbal and non-verbal scaffolding – focus on how teachers use language and non-verbal cues to support comprehension

- The teacher monitors his or her own talk so that it is appropriate for students' ages and abilities. This includes appropriately adjusting use of speed, articulation, intonation, simplification, and repetition.
- The teacher uses other verbal discourse strategies like paraphrasing and cognates.
- The teacher uses body language and facial expressions to support comprehension as appropriate to students' age and abilities.
- The teacher adjusts strategies over time as students grow and develop.

Examples:

1. *In a Grade 2 lesson on sequencing events, the teacher noticeably stresses with her voice each of the sequencing words (first, next, then, last) while retelling a story that the class had previously read in order to draw students' attention to those key words.*

2. *A fifth grade teacher consciously limits his use of facial expressions as students review adjectives to describe characters from their novel. For example, when discussing a character who is jubilant after completing a marathon, the teacher purposefully does not exaggerate a smile. His choice requires students to use the context clues of the text in order to remember the meaning of the adjectives rather than relying on his scaffolding.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

Strand 4: Scaffolding for Student Comprehension

4B: Procedural scaffolding – focus on how teachers organize activities and routines to support comprehension

- The teacher incorporates routines, such as think-pair-share, to ensure predictability and facilitate classroom management.
- The teacher makes use of comprehension checks that require learners to demonstrate their understanding.
- The teacher uses clear boundary markers between activities to facilitate classroom management.
- The teacher pairs/groups students systematically and in various arrangements to scaffold their comprehension.

Examples:

1. *The teacher consistently uses I do, We do, You do for giving instructions for new activities. He purposefully includes an opportunity for students to repeat the steps of the activity as a whole group to ensure comprehension.*

2. *While discussing biographies in a two-way classroom, the teacher groups students homogeneously (with similar level peers) by reading proficiency. Students in the higher groups are expected to read a biography about Frida Kahlo and collaboratively respond to written comprehension questions about Kahlo's life. The teacher gives groups with lower proficiency a glossary to aid in their comprehension of the text. After reading they are expected to prepare and act out short skits to summarize the main events in Kahlo's life.*

My notes about this strand:

What I've tried /what I've seen:

Goals I have:

What I'd like to know more about /questions:

Resources:

STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION

4C: Instructional scaffolding – focus on how teachers make use of tools within instructional activities to support comprehension

- The teacher incorporates a range of instructional tools to support learning that are appropriate to students' levels and abilities, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals.
- The teacher removes or modifies scaffolds when appropriate to promote student growth.

Examples:

1. *In a unit on Western Expansion, students complete a Concept Ladder to organize information about the fur traders. The teacher includes a prompt on the graphic organizer asking students to write in full sentences, paying particular attention to forms of past tense verbs or other past tense markers.*
(Concept Ladder: http://carla.umn.edu/cobaltt/modules/strategies/gorganizers/HGO/5H.PDF)

2. *During a science unit on forces, the teacher brings in different objects such as levers, pulleys, and wrenches so that students can see the different types of forces at work as they learn about them.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION

5A: Verbal scaffolding – questioning techniques and follow-up moves to support student language use and development

- The teacher uses different questioning techniques to elicit more student language production.
- The teachers uses Initiate-Response-Follow-Up (IRF) sequences, such as prompts for clarification, precision, or elaboration to elicit academic and/or more precise language, push student thinking, and extend student discourse.
- The teacher makes effective use of wait time.

Examples:

1. *During a whole class discussion on the branches of government, a student states that the executive branch is the most important because it includes the president. In response, the teacher acknowledges that the president is part of the executive branch, and then asks the student to tell the class more about why the president in particular is important.*

2. *In preparation for a read-aloud, the teacher writes a mixture of questions on post-it notes in the book to remind himself to use a variety of questions during the lesson. These include both:*
   a. *Display comprehension questions, such as "How did Mee upset her mother?"*
   b. *Referential questions based on inferences, predictions, and hypotheses, such as "What would you do if you were Mee?"*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION

5B: Procedural scaffolding – grouping strategies and classroom activities and routines to support student language use and development

- The teacher uses activities and routines (like think-pair-share, learning centers, cooperative learning) that promote independent student production and student-student interaction.
- The teacher creates activities that require students to learn from and with peers in interpersonal and presentational modes for both speaking and writing.
- The teacher uses thoughtfully organized interactive groupings (dyads, cooperative groups) to promote student language production and reviews language (features/functions/genres) needed to carry out the activity in the TL.

Examples:

1. In a lesson on North American colonies, the teacher creates a jigsaw activity in which students become experts on a colony, share their knowledge and learn from other experts' oral sharing. Before "expert" and "home" groups meet, the teacher reviews key linguistic structures needed for them to complete the activities in the target language.

a. *Students are assigned to "expert" groups to research an assigned colony. Each student has an individual role, such as summary master, vocabulary master, and connections master, and is given role-specific sentence stems.*

b. *After students have prepared notes about their colony and come to consensus as to how to teach the information about their colony, they are regrouped into "home" groups (with one expert representing each colony).*

c. *The home groups are asked to complete a graphic organizer, with each group comparing different aspects of the colonies, such as geography, social structure, relationship with Native Americans, etc.*

d. *At the end, the groups are each asked to present their graphic organizers to the class.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION

5C: Instructional scaffolding – use of print and multimedia resources to support student language use and development

- The teacher uses a range of print and multimedia resources related to instructional activities to support and facilitate language production.
- The teacher teaches language "chunks" and posts them as reminders to use these scaffolds (as developmentally appropriate)
- The teacher provides students with scaffolds to elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development)
- The teacher's modeling prepares students to use such scaffolds as resources.

Examples:

1. *A Grade 1 teacher in a 90:10 two-way Hmong/English program notices that many of her students use English for typical classroom statements (I don't understand, I don't know how to say that, I need help, etc.). She creates posters with these functional "chunks" written in Hmong with accompanying pictures (e.g., a picture of a child raising her hand with a question mark in a thought bubble for "I need help."). Each time she hears a student say the phrase in English she points to the classroom poster with the chunk in Hmong and asks the student to say it in Hmong (giving assistance as needed).*

2. *When preparing for small group activities, a Grade 4 German immersion teacher always prepares a handout with key phrases in German which are needed for carrying out the group task. They assign one of the group members to act as "language helper," and this student uses the handout and provides peers with phrases needed in German when they falter.*

3. *A Grade 2 Mandarin immersion teacher uses software for an interactive whiteboard to teach stroke order for writing Chinese characters.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 6: TEACHING FOR LANGUAGE AND CONTENT INTEGRATION

6A: Language alertness – instructional choices that intentionally bring attention to language during content instruction

- The teacher shifts attention between content and language in natural ways.
- The teacher looks for and takes advantage of opportunities to teach language (features, functions, genres) in effective ways to clarify linguistic misconceptions in relation to content.
- The teacher shares language objectives with students in student-friendly terms.
- The teacher models and elicits specific language structures and functions.
- The teacher's attention to language (grammar, syntax, discourse) is contextualized within content instruction.

Examples:

1. *A Grade 5 teacher has posters displayed with sentence stems to elicit academic language [for example, for compare contrast: A is….but B is….; Whereas A is…., B is…..; A and B are alike/similar (differ) in that….; etc.]. The teacher reminds students to use the sentence stems during whole class discussion, small group or pair work, and writing practice. She pays attention to the phrases students use for expressing compare and contrast and doesn't accept the same phrase again and again (as she is aware that students have a tendency to overuse the easier phrase, A is….but B is….). So when she hears a student use the same (easier) expression, she might say: "Let's try another way of comparing those two things – look at the poster – what other expression could you use?"*

2. *A Grade 2 teacher has created a language objective for comparing and contrasting tadpoles and frogs ("Students will write simple and compound sentences to compare and contrast tadpoles and frogs with verbs in the present tense like have, swim, jump, breathe."). She rewrites the objective in student-friendly language, displays it, and goes over it with students before the activity ("I can write sentences to describe how tadpoles and frogs are the same and different with verbs like have, swim, jump, and breathe.")*

3. *A Grade 4 teacher brings students' attention to different ways that participial phrases are used to indicate cause/effect in a geography textbook chapter about landforms (The running water of the river wears away the ground, forming a canyon). For example, she has students circle the cause/effect sentence, highlight the comma in one color and the participle (-ing form) in another. Later students create these cause/effect sentences to describe the formation of landforms.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 6: TEACHING FOR LANGUAGE AND CONTENT INTEGRATION

6B: Corrective feedback – strategies include recasts or prompts like metalinguistic clues or clarification requests

- The teacher uses a range of developmentally and contextually appropriate corrective feedback types to improve students' language proficiency.
- The teacher uses many corrective feedback types that encourage student uptake and repair.
- The teacher distinguishes between feedback on language (form) and feedback on content (meaning).

Examples:

1. *For a student with a lower comfort level with the language, the teacher uses explicit corrective feedback that offers a choice ("Do we say _____ or _____?"), whereas with a student who frequently self-corrects, the teacher use prompts, such as giving a metalinguistic clue ("Remember that in Mandarin we need to use a measure word.") or clarification request ("Pardon? I don't understand.").*

2. *When students share comments in a whole class discussion, the teacher distinguishes feedback on meaning from feedback on form by responding with phrases like, "You are right that the colonists wanted to be independent, but I'd like you to repeat your idea, focusing on the correct form of the verb.".*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 7: SUPPORTING DIVERSE LEARNERS

7A: Differentiated instruction and assessment

- The teacher differentiates by content, instructional processes, and student products according to students' language proficiencies as well as readiness, exceptionalities, and interests.
- The teacher uses a range of flexible grouping strategies to differentiate instruction.
- The teacher employs appropriate strategies to differentiate instruction and assessments (e.g., differentiated language objectives, student choice, leveled texts, tiered activities and assessments).

Examples:

1. *For a unit on biomes, a Grade 3 teacher has identified short video clips and several non-fiction texts with differing levels of difficulty (e.g., heavily scaffolded texts with images and ones that are dense and text-heavy). She pairs students according to reading ability and assigns texts and video clips accordingly. After viewing the video clips and reading their texts, these pairs create posters including drawn images and written phrases to represent their understanding of a given biome.*

2. *As a formative assessment of a lesson on the rotation and revolution of the Earth, students are grouped homogenously by language proficiency and are allowed to choose one of the following tasks: (1) create a flipbook showing and describing the revolution of the Earth around the sun, (2) position and move group members to demonstrate how the Earth rotates on its axis and revolves with respect to the sun and the moon, or (3) make a timeline of a year detailing the position of Minnesota with respect to the sun. (Note: A higher level of language production needs to be expected of all students, including those having lower proficiency, for a summative assessment of these concepts. These formative assessments serve as scaffolds toward that language production.)*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 7: SUPPORTING DIVERSE LEARNERS

7B: Maintaining high expectations for students of all linguistic and cultural backgrounds

- The teacher uses a range of strategies that reflect high learning, language use/development, and behavioral expectations for *all* students.
- The teacher supports students in meeting those expectations.
- The teacher leverages students "funds of knowledge" and works to promote parent/family involvement and engagement.

Examples:

1. *In the very first week of the school year, a Grade 1 teacher tells her students that their reading goal for the end of the year is Level 8. She laminates a large sign that says (in the immersion language) "We're going to read at Level 8!" and hangs it from the ceiling of the classroom. She explains that we all learn at different paces, and that some students might reach the level before others, but that they are all in this together – and that they will help each other reach the goal. Every Monday they shout as a group: "We're going to read at Level 8!" The teacher monitors student progress on a weekly basis, providing extra support to those who need it. She informs parents of the goal and assigns each student a weekly homework assignment: read to their parents (from a book she provides) for at least 10 minutes on at least 3 different days during the week. She also asks parents to read to their children in their (the parent's) strongest language for at least 20 minutes daily. She celebrates successes on a monthly basis, making sure that she identifies a success for each student based on their progress. She also informs parents of their child's progress each month.*

2. *In a Grade 2 unit on measurement, the teacher gives students a weekend homework assignment that involves getting a favorite family recipe from a parent, grandparent, or other family member. They are to explain the recipe to the student, focusing on specific measurements of ingredients (including non-standard measurements like a "handful" or a "pinch"). The student is to write it down and be prepared to share it in the classroom the following week. Together they compile and illustrate a recipe book, including key information about measurements [e.g., an appendix that gives metric and imperial (U.S. customary units) equivalents]. Later in the unit families come to the classroom for a pot-luck and they bring the prepared dishes.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 7: SUPPORTING DIVERSE LEARNERS

7C: Equitable classroom dynamics

- The teacher responds to instances in which the dominance of and preference for English in our society (and institutions) affects language use and development and social status in the classroom.
- The teacher employs inclusive pedagogical practices that position *all* students as knowledgeable and capable in the classroom and that promote equitable classroom discourse.

Examples:

1. *In a classroom where English home language students tend to speak more openly and frequently than their Spanish home language peers, the teacher uses a variety of discussion strategies to ensure that all students are participating. These include using small group roles to require each group member's participation or structured discussions where all students are given a set number of tokens which they "pay" each time they speak. When they are out of tokens, they must remain quiet and let others participate.*

2. *The teacher frequently engages students in discussions about language varieties within and across program languages. When appropriate, these discussions include critical analysis of the power and status associated with different language varieties. The teacher respects language variation and organizes community-based projects that encourage students to use language varieties in meaningful ways.*

3. *The teacher uses a variety of strategies to ensure equitable classroom participation, such as Accountable Talk, pair-share sentence stems (e.g., "I like what ____ said because _____." "Yes, that's true, and it's also true that _____." "If I understand you correctly, you _____." "I understand what you're saying, but I think that _____."), and Constructive Conversations.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

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STRAND 8: SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS

8A: Serving as an advocate for exceptional learners

- <u>When appropriate</u>, the teacher advocates that students with disabilities, language delays, and other exceptionalities be supported within the DLI program rather than exited.
- The teacher uses research evidence to support these arguments.

Examples:

1. *The French immersion school principal, classroom teacher, parents, and a special education teacher are in a meeting to discuss next steps for a second-grade child who is struggling in the classroom. The special education teacher opens the meeting and says, "Clearly, learning in French is too challenging for this child. She would be better off in an English program." The classroom teacher says: "Actually, research indicates that students with learning difficulties <u>can</u> succeed in immersion programs. It is important first for us to have the child tested in both French and English. Then, based on those results, we need to try a series of instructional interventions and monitor her progress over several months. A final decision should not be made until we are able to identify what may be causing the challenges, to pinpoint some instructional strategies that may help us to address those challenges, and to see how she responds to the interventions."*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources:

STRAND 8: SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS

8B: Serving as an advocate for programs

- The teacher understands the goals and outcomes of the school's program model and communicates them to parents and stakeholders.
- The teacher advocates practices and policies that maintain fidelity to the program model.
- The teacher is comfortable answering common questions from teachers, district personnel, parents, and the community at large.

Examples:

1. *When a second-grade parent expresses concern that his child is not yet learning to read in English, the teacher explains the structure and goals of a 90:10 program model, drawing on appropriate research in a parent-friendly way. She reminds him that his child is reading at grade level in French and helps him to understand that many of the reading skills the child has already developed in French will transfer to English. She also assures him that once formal reading instruction begins in English (third grade in this program), the child will catch on quickly.*

2. *In talking with English-medium colleagues in a strand program, the teacher can explain why a two-way immersion model is more effective than pull-out or push-in ESL instruction for helping Hmong home language students acquire English.*

My notes about this strand:

What I've tried / what I've seen:

Goals I have:

What I'd like to know more about / questions:

Resources: