**FACILITATOR RESOURCE DLLP MODULE 1**

**At a Glance**

**PLC Focus**

* The purpose and content of the modules;
* What learning progressions are and how they are different from standards;
* How learning progressions support formative assessment and instruction;
* The theory of action for dynamic language learning progressions;
* Reflection activity and optional reading.

**Materials needed**

* Copies of Activity Sheets 1, 2, 3, and Handout 1 for all participants
* Module 1Audio slide presentation (you will need a projector and audio capability)
* Access for participants to optional reading.

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**Module Sequence**

| **Section** | **Purpose** | **Resources** |
| --- | --- | --- |
| **Review the focus** | Help participants understand the purpose and content of the modules;  Orient participants to the session’s content | Focus is written above and in Facilitator Guidance below  Handout 1 |
| **Connection (6 minutes)** | To tap into participants’ prior knowledge of learning progressions and raise their awareness about progressions. | Activity Sheet 1 |
| **New Content (12-15minutes)** | To deepen participants’ understanding of learning progressions; to gain an understanding of how learning progressions can support formative assessment and planning next steps for learning; help participants understand the theory of action for dynamic language learning progressions and the potential benefits for their practice. | Module 1 Audio PowerPoint presentation  Activity Sheet 1 |
| **Discussion (20 minutes)** | Provide an opportunity for participants to think about how they currently support language learning and to discuss the theory of action for the DLLP and how it relates to their own current practice. | Activity Sheet 2 |
| **Next Steps and Closing (5-10 minutes)** | Reflect on today’s learning; preparation for follow-up activity  Direct participants to optional reading | \*See below preparation you will need to do for next steps section.  Activity Sheet 3  Access to optional reading |

**Facilitator Guidance**

Here is some information for you to make sure the participants understand about the modules before they begin the first PLC.

1. The goal of the modules is for participants to learn about implementing dynamic language learning progression as an approach to support the language learning of all students;
2. The dynamic language learning progression is research-based and empirically validated;
3. It was created from language samples of K-6 students, but as an approach to supporting language, it can be used for all students, especially secondary school students who are English language learners. It has been successfully piloted with teachers across the country;
4. The dynamic language learning progression is intended to be used for formative assessment and to guide next steps in language learning;
5. The dynamic language learning progression is intended to be used during content area learning to help students learn the necessary academic language for learning content and for communicating their ideas and understanding;
6. Formative assessment is not standardized, high-stakes testing. Therefore, participants are **NOT** required to keep a record or notes of what they learn from formative assessment about their students’ language learning. Instead they should fit the use of the dynamic language learning progression into whatever they currently do, for example, taking notes while they are listening to students, audio recording language, noting what they think students need next;
7. There are four modules that focus on learning about the dynamic language learning progression and its application in the classroom (Participants review Handout 1);
8. Each module contains content learning followed by a classroom application between PLCs so participants can practice implementation;

Module 1 What are learning progressions? Learning progressions and formative assessment. Theory of action for DLLP. Try it out! Noticing word, sentence discourse in your classroom. 
Module 2 Overview of DLLP organization. Overview of high-leverage language features of the DLLP. Finding the best fit. Try it out! Noticing one student's use of one lanugage feature in your classroom.
Module 3 Preparing for initial application of the DLLP. Learning about high-leverage feature: vocabulary. Try it out! Noticing topic vocabulary use by two student in your classroom. Module 4 Learning about high-leverage feature: sentence structures. Deciding on best fit for sentence structures. Try it out! Noticing sentence structure use by four students in your classroom. 

1. They should start small, limiting their implementation to only a few students and one language feature, and then build on this (more students, another feature). Pilot implementation teachers reported that this was by far the best way to become familiar with the dynamic language learning progression and learn to take advantage of its benefits to students’ language development;
2. All the pilot teachers reported that implementing the dynamic language learning progression increased their knowledge of language development and helped them support their students’ language learning.

**Review the focus of the PLC.**

**Facilitator:** *In this PLC we’re going to focus on:*

* *What learning progressions are and how they are different from standards;*
* *How learning progressions support formative assessment and instruction;*
* *The theory of action for dynamic language learning progressions.*

**Connection: Activity 1 (6 minutes)**

Each participant should have a copy of Activity Sheet 1.

**Facilitator:** *To get started, we are going to think about what we know about learning progressions. First, on Activity Sheet 1, individually finish the statement: Learning progressions are:*

[Participants should write their statements. Spend about 2 minutes on this part of the activity].

In a round-robin, ask each participant to read their statement. After they have read their statements, highlight any similarities or differences that have emerged. Spend 2-3 minutes on this part of the activity.

Now ask participants to check “yes” or “no” the “Before” column against each statement. They should do this individually.

[Participants are not going to share their responses – they are for their own information. Spend 1-2 minutes on this part of the activity.]

**New Content: Audio Slide Presentation (12-15 minutes)**

Let participants know that they are now going to engage with new content through an audio PowerPoint presentation. Then use the prompt below.

**Facilitator:** *We are now going to learning more about learning progressions through this audio PowerPoint presentation. As you listen, think about how the ideas presented correspond to your responses on Activity Sheet 1.*

[Module 1 Audio PPT].

**Discussion: Participants will need to refer to Activity Sheets 1 and 2 (20 minutes)**

Use the following prompt to begin your discussion.

Facilitator: *Now that you’ve listened to the presentation review your “yes/no” responses in the “Before” column and make any changes to your responses in the “After” column?*

After participants have completed any revisions, review the statements and let them know which were the correct ones. Use the chart below for your explanations.

[Participants are not going to share their responses – they are for their own information.]

| **Statements** | **After** | |
| --- | --- | --- |
|  | Yes | No |
| 1. Learning progressions can only be developed for certain subject areas.   *No, learning progressions are applicable in all subject areas.* |  | X |
| 1. Learning progressions describe how student learning progresses in a discipline over an extended period of time.   *Yes, learning progressions can vary in the length of schooling they cover. For example, progressions can be for K-3, K-8, K-12 and so on.* | X |  |
| 1. Learning progressions provide teachers with a precise developmental continuum for all stages of learning in a discipline.   *No, progressions are not precise. They lay out a typical pathway of “expected tendencies” but students may not always progress along the same pathway.* |  | X |
| 1. Students move along learning progressions as a natural part of their development.   *No, progressions are not developmentally inevitable. Student progression is dependent on quality teaching and learning experiences.* |  | X |
| 1. Progressions are used to help teachers identify what students can’t do based on descriptions represented on the learning progression.   *No, progressions help teachers locate student learning along a continuum that indicates their current learning status – not what they can’t do but rather where they are currently in their learning.* |  | X |
| 1. Learning progressions are useful for formative assessment.   *Yes, learning progressions provide a level of detail that can help teachers identify learning goals and they provide a framework for interpreting evidence of learning for a lesson (1-3 class periods).* | X |  |
| 1. Learning progressions are based on research and are empirically validated.   *Yes, learning progressions are developed from research about learning in a particular domain and then are validated empirically. This means that there is evidence that the progression represents a typical pathway of learning for most students.* | X |  |
| 1. Progressions lay out the significant steps that students typically follow in particular disciplines.   *Yes, progressions lay out the significant steps that have been empirically validated*. | X |  |

Now, ask participants to write down the key take-aways about progressions from the presentation and activity. Spend 3-4 minutes on the two components.

When participants have finished, ask each one, in turn, to share ideas.

[The purpose of this sharing out is to help participants deepen their ideas about learning progressions. During the sharing, ask questions such as “can you say a bit more about why this was a key take-away for you; how are your key-take aways similar to or different from what you wrote at the beginning of the session about progressions; is that a completely new idea to you; did anyone else have the same take-away?”]

[After about five minutes of discussion, bring the discussion to a close by summarizing the main take-aways that were shared].

Use the following prompt to continue your discussion.

**Facilitator:** *Now we are going to look at Activity Sheet 2 and first think about how you currently support language learning in your classrooms. Take a minute to think about that and then we’ll share ideas.*

[The purpose of this discussion is to have teachers reflect on how they currently support language learning in their classrooms. As the teachers contribute, press on the idea of intentionality. For example, if a teacher says she teaches vocabulary/sentence structures ask “how do you decide what vocabulary/sentence structures to teach? How do you plan for teaching vocabulary/sentence structures during the lesson? How do you know if your students are learning the language you want them to?”]

After about 5 minutes or so, bring the discussion to a close. Provide a summary of which what teachers have said and offer some insights from the discussion about intentionality of planning and assessing for students’ language learning.

### Use the following to continue your discussion.

**Facilitator:** Now we going to think more about the theory of action for the DLLP that was introduced in the presentation.

If you look at the graphic on Activity Sheet 2, you’ll see that the end goal – the box at the far right- is moving student language learning forward. That is the whole point of using the DLLP.

Below the first circle, you can see that the DLLP includes language content – which the researchers call “high-leverage features” that can help with planning for language learning. There are eight high-leverage features of the DLLP for the dimensions, word, sentence and discourse that organize the DLLP: 1) Sophistication of topic vocabulary; 2) Sophistication of verb forms; 3) Expansion of word groups; 4) Sophistication of sentence structure; 5) Establishment of advanced relationships between ideas; 6) Perspective-taking (K-3); 7) Coherence/cohesion; 8) Stamina. Tell participants that they will learn more about them in Module 2.

The DLLP also provides the framework for interpreting where student language learning is along the progressions of the high-leverage features;

In terms of teacher outcomes, the idea is that by using the DLLP you will increase your knowledge about language learning, get evidence about students’ language learning, and then be able to adapt your instruction to meet the language learning needs of each student.

Also students will become more aware of their own language learning and be able to make progress based on your instruction and the use of feedback.

How do you think the DLLP theory of action might connect or could connect to how you plan for and support students’ language learning?

[The purpose of this discussion is to have participants process the idea of the theory of action in relation to their own classroom practice. You may need to use additional prompts such as “does everyone agree with that? Does anyone have a different idea? Other thoughts? One outcome from our pilot implementation was that teachers definitely thought that using the DLLP increased their knowledge of language development and helped them plan more effectively. If nobody brings that idea up, introduce it to the group and see if participants have thoughts about that. Also, if no one brings up the idea of students becoming aware of their own language learning, bring that up, too.]

After five or so minutes of discussion bring this section of the PLC to a close and draw out the following themes from the discussion period (feel free to use your own words – below is just a guide for you, plus there may be other themes that emerge from this discussion or prior ones that you want to include).

Using the DLLP can help increase teachers’ knowledge of language development;

Using the DLLP can help teachers plan for language learning in their classrooms;

Teachers can be more responsive to ongoing language learning because the DLLP can help them locate students’ current language learning status so they can plan appropriate next steps to move them forward (Remind them that they are not required to record the evidence they obtain – they should decide for themselves if they want to do that and how).

Conclude by asking teachers if they have any thoughts or comments about these themes or anything they want to add. Spend about 2 minutes on this.]

**Next Steps and Closing (6 minutes)**

In a quick round-robin ask participants to say one new thing that they learned in the session today.

Ask participants to look at Activity Sheet 3. Give them a few moments to reflect individually on the questions: How often do purposely think about student language learning and make plans to support it in your classroom? How often do you engage in formative assessment of your students’ language learning? These are personal reflections and they will not share them with the group.

Then explain to them that their task between now and the next PLC is to listen carefully to a few students’ word (vocabulary) use and sentence structures during classroom discourse (for example, during a class discussion led by them, when peers are talking to each other), and make some notes about what they notice under the word, sentence and discourse dimensions of the DLLP. Remind them that the DLLP is organized by these dimensions. Make sure they understand what discourse is: The structure of texts or utterances (e.g., a conversation or speech) longer than one sentence, such as within and across paragraphs, the whole text, or more than one text (e.g., two different stories or between two speakers)

**\*Facilitator:***Let’s do some preparatory work for the activity. Could someone think of a student in their class and say something about what they think they would notice about their vocabulary use.*

[Wait for a participant to offer a suggestion and if no one volunteers suggest something about a student you know.]

**Facilitator:** *Now,* *could someone think of a student in their class and say something about what they think they would notice about their sentence structures.*

[Again, wait for a participant to offer a suggestion and if no one volunteers suggest something from a student you know.]

[The purpose of this preparation is to help participants understand what required for their observations/ noticings.]

Let participants know that they should complete Activity Sheet 3 and bring it to the next PLC to discuss with everyone.

Refer participants to an optional reading, *Learning Progressions: Supporting Instruction and Formative Assessment.* Tell them if they don’t want to read the entire paper they could just read pages 1-4. The paper will add to their knowledge of progressions. Emphasize that the paper was written before the introduction of college and career ready standards, many of which provide a better progression of learning than previous ones.

Thank everyone for their participation and let them know the date and time of the next PLC.