**FACILITATOR RESOURCE DLLP MODULE 2**

**At a Glance**

**PLC Focus**

* Overview of how the DLLP is organized;
* Overview of high-leverage language features;
* Place language sample of one feature on the DLLP;
* Choose a language feature to listen to from two students.

**Materials needed**

* Copies of Activity Sheets 1, 2 and 3 for all participants
* Module 2 Audio slide presentation (you will need a projector and audio capability)
* Module 2 Handout 1, DLLP features, Handout 2, Coherence/Cohesion explanation
* Participants’ completed Module 1, Activity Sheet 3
* Access for participants to optional reading

**Module Sequence**

| **Section** | **Purpose** | **Resources** |
| --- | --- | --- |
| **Review the focus** | Orient participants to the session’s content | Focus is written above and in Facilitator Guidance below |
| **Connection (8 minutes)** | To have participants share something they noticed from their observations of students’ language use; read and think about how the teachers in the quotes make connections between their practice and the DLLP. | Completed Module 1, Activity Sheet 3  Activity Sheet 1 |
| **New Content (15 minutes)** | To help participants understand how the DLLP is organized; to provide an overview of the high-leverage language features in the DLLP; to help participants understand how the DLLP can be used to identify students’ language learning status relative to the high-leverage features | Module 2 Audio PowerPoint presentation  Handout 1, 8 DLLP features  Handout 2, Example Coherence/Cohesion Explanation |
| **Discussion (20 minutes)** | Continue to deepen participants’ understanding of the DLLP and practice using the DLLP to find the ‘best fit’ for specific language examples. | Activity Sheet 2  Handout 2, Example Coherence/Cohesion Explanation |
| Next Steps and Closing (5 minutes) | Reflect on today’s learning; preparation for follow-up activity | \*See below preparation you will need to do for next steps section.  Activity Sheet 3  Handout 1, 8 DLLP features |

**Facilitator Guidance**

You reviewed this information in Module 1. If you think you need to go over it again, take a few moments to do that before you begin the first activity. Remind them of where they are in the module sequence (see below and Handout 1, Module 1).

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; let participants know where they are in the module sequence, Handout 1, Module 1.
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;

Lists the content that will be covered in modules 1 through 4.

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.**

After welcoming participants, let them know what the focus of this PLC will be.

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

* *How the DLLP is organized;*
* *Introducing the high-leverage language features;*
* *Practice placing language sample of one feature on the DLLP*

**Connection: Activity 1 (8 minutes)**

Each participant should have a copy of Activity Sheet 1, and their completed Module 1 Activity Sheet 3.

**Facilitator*:*** *To get started, we are going briefly share something you noticed as you listened to one or two of your students’ vocabulary or sentence structure use since our last PLC.*

In a quick-round robin, each participant, in turn, shares one observation.

**Facilitator*:*** *Now we are going to read some reflections from teachers who have already used the DLLP in their classrooms. First, read the five quotes from elementary teachers on Activity Sheet 1, then circle what strikes you most about what the teachers say they learned and how they connected their practice to the DLLP.*

[Participants should read and circle aspects of the quotes connected to teacher learning and practice. Spend about 3 minutes on this part of the activity].

In a round-robin, ask each participant to read one of their circled quotes. After they have read their statements, summarize the key learnings and connections to practice that were identified and any you circled that were not mentioned. Spend 2 minutes on this part of the activity.

Point out that:

* teacher quotes 3 and 4 signal that teachers are not expected to master the entire DLLP immediately but can focus on one language feature at a time and incrementally add new features as they become more acquainted with the DLLP approach; and
* learning progressions are **NOT** being used by these teachers for student record keeping but to assist them with knowing where their students are in their language learning progress so they can make informed instructional responses.

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

Each participant should have a copy of the Handout 1, 8 DLLP features

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 learn more about what the DLLP features are and how they are organized and applied to students’ language through this audio PowerPoint presentation. You will need the DLLP features handout to reference all the features as you listen.*

[Module 1 Audio PPT].

**Discussion: Participants will need to refer to Activity Sheet 2 (20 minutes)**

Each participant should have a copy of Activity Sheet 2 and Handout 2, Example Coherence/Cohesion Explanation.

Use the following prompt to begin your discussion.

**Facilitator:** *Now that you’ve listened to the presentation, we are going to practice using the DLLP to find the ‘best fit’ for specific oral language examples collected from elementary students. These examples have all been transcribed from students’ oral explanations and have been specially prepared to support your initial application of the DLLP.*

*Typically, you will be listening to students’ language amidst the noise of your classrooms and you may not have time to write down students’ explanations. As you begin to implement the DLLP, it might help you to write what your students say or audio record their speech so you can listen to it a couple of times to become familiar with the language features you are interested in.*

First, ask participants to read the Coherence/Cohesion DLLP on the second page of the Activity Sheet 2. Ask if they have any questions, if any terminology was unclear. If necessary, refer the participants to the handout of the Example Coherence/Cohesion Explanation to highlight features of Coherence and Cohesion side by side with the Coherence/Cohesion DLLP graphic.

Now, ask participants to read the four student explanations on the sheet and using the Coherence/Cohesion DLLP on the second page of the sheet to find the ‘best fit’ for each of the explanations on the progression. Participants should keep in mind or make notes on their justifications for their placements of the explanations on the DLLP. Spend 6-8 minutes on this component.

When participants have finished, ask each one, in turn, to report where they placed example 1.

[The purpose of this sharing out is to help participants deepen their understanding of the DLLP and learn to apply it to real student language samples. During the sharing, ask questions such as “*what was it specifically in the explanation that led you to this decision; does anyone have another opinion about the ‘best fit’ for this example?*]

Once every participant has made and justified their choice of ‘best fit’, reveal the following placement information for example 1 based on the DLLP research teams ‘best fit.’

Example 1: Emerging Coherence/Cohesion

* Repertoire includes 1 **conjunction** (and) and 1 **transitional word** (then)
* Use of one cohesive device (pronominal referent)

Discuss any disagreements. Did participants miss any features that would change their placement decisions? Reassure participants that it can take time to learn to notice features and make placement decisions and that this is not about being “wrong” or “right” but becoming more aware of language features and how they can progress over time. Exact placement is not critical but should be close enough to reflect what language instruction a student can still benefit from.

Disagreements between Emerging and Developing may be prevalent and are acceptable but should still be discussed to attempt to forge consensus on which features are present or not in the example. Disagreements between the extremes of Not Evident and Controlled should be very rare.

After 5 minutes of discussion, continue with examples 2-4 until all participants have had an opportunity to report where they placed all their examples on the DLLP for Coherence/Cohesion.

After each example reveal the following placement information.

Example 2: Developing Coherence/Cohesion

* Repertoire includes 1 **conjunction** (and) and 2 **transitional words** (first, then)
* Numerous instances of cohesive ties (pronominal referents; some ambiguous/inaccurate)

Example 3: Controlled Coherence/Cohesion*.*

* Repertoire includes 1 **conjunction** (and) and 4 **transitional words** (first, then, after, when)
* 7 instances of cohesive devices (pronominal referents)

Example 4: No Evidence of Coherence/Cohesion

* Use of 1 **conjunction** (and)
* No use of cohesive devices

[After about eight minutes of sharing “best fit” decisions and building consensus on DLLP placements, bring the discussion to a close by summarizing how well/challenging the placement of the different examples was].

**Next Steps and Closing (5 minutes)**

Each participant should have a copy of Activity Sheet 3.

Ask participants to reflect on the questions (if you think there is time you can ask them to write their responses): *What have you learned about language from this PLC?* *Which DLLP language feature(s) do you think you will focus on first?*

And *What activities and assignments that you already use will provide you opportunities to listen to or elicit students’ oral and written explanations related to the feature(s) you have selected?*

Ask participants to share some of their responses.

Explain to them that their task between now and the next PLC is to keep notes about how they were able to listen to or read students explanations and what they thought about the language features in them.

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, *Progressions of a new language: characterizing explanation development for assessment with young language learners.* Tell them if they don’t want to read the entire paper they should focus on the findings on students’ language progressions closest to their own grade (either Kindergarten or Third grade). The paper will add to their knowledge of DLLP features and how students progress over time on the 8 DLLP features.

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