# **DLLP FACILITATOR GUIDE MODULE 3**

**At a Glance**

**PLC Focus**

* Review language feature, *sophistication of topic vocabulary*, in detail
* Determine ‘best fit’ on the progression for four *sophistication of topic vocabulary* examples
* Discuss reasons for decisions
* Plan for initial classroom implementation of the DLLP

**Materials needed**

* Copies of Activity Sheets 1 and 2 for all participants
* Participants’ completed Activity Sheet 2 from Module 2
* Handout 1 of 8 DLLP features from Module 2
* Module 3 Audio slide presentation (you will need a projector and audio capability)
* Access to Module 3 audio files
* Your completed Activity Sheet 2 (see below in closing section)

**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 (6 minutes)** | Share notes about which language features participants focused on and what stood out from the explanation they listened to or read. | Completed Activity Sheet 3 from Module 2Handout 1, 8 DLLP features from Module 2 |
| **New Content (12-15minutes)** | To deepen participants’ understanding of the DLLP language feature *sophistication of topic vocabulary* | Module 3Audio PowerPoint presentation |
| **Discussion (20 minutes)** | Continue to deepen participants’ understanding of the *sophistication of topic vocabulary feature* and practice using the DLLP to find the ‘best fit’ for specific topic vocabulary examples.  | Activity Sheet 1Access to audio files:Handout 1, 8 DLLP features from Module 2 |
| **Next Steps and Closing** **(6 minutes)** | Preparation for initial implementation. | \*See below preparation you will need to do for next steps section.Activity Sheet 2 and your completed Activity Sheet 2 |

**Facilitator Guidance**

Before you begin the PLC, decide on any reminders from Module 1 below that you think participants might need to have. Also remind them of where they are in the Modules’ sequence (Handout 1 from Module 1 – see below)

1. The goal of the modules is for participants to learn about implementing the Dynamic Language Learning Progression as an approach to supporting the language learning of all students, this approach is particularly valuable for monitoring and supporting the language of English learner 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 (oral and written), 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 acquire 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. The professional learning comprises six one-hour modules in which participants engage in a group learning. The first four modules focus on learning about Dynamic Language Learning Progressions and their application in the classroom. These modules are followed by a three-week period of practice implementation in teachers’ own classrooms. The final two modules focus specifically on using Dynamic Language Learning Progressions for the purpose of formative assessment of language in the content areas. (Participants review Handout 1);
8. Each module contains content learning followed by a classroom application between PLCs so participants can practice implementation;
9. Participants should start small, limiting their implementation to only a few students and one language feature, and then build on this (more students, another feature). They will be looking for specific language features rather than addressing language holistically. 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;
10. 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.

From Handout in Module 1



**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 begin the initial implementation of the Dynamic Language Learning Progression. We’ll focus on:*

* *Reviewing the high-leverage language feature, sophistication of topic vocabulary progression in detail;*
* *Practicing determining the ‘best fit’ on the progression for four sophistication of topic vocabulary examples;*
* *Discussing reasons for decisions;*
* *And, finally, planning for classroom implementation.*

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

Each participant should have their completed copy of Activity Sheet 3 from Module 2, and a copy of Handout 1, 8 DLLP features from Module 2.

**Facilitator*:*** *At the end of the last PLC, you were given the task of identifying one language feature of interest and listening to or reading one of your student’s explanation. To get started today, we are going to share the language features you focused on, and your observation about your student’s language use.*

In a round-robin, ask each participant to share their language feature of choice and their observation of their student’s language use.

[The purpose of this sharing out is to help participants deepen their thinking about explanations. During the sharing, if they do not use the specific terms of the DLLP language features, ask the group to review the Handout of the 8 features and see if they can locate the term from the DLLP.

Ask questions such as *“did anything surprise you about what you heard or read? Are your students’ explanations at the level of sophistication you thought they would be?*]

**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*: For the initial implementation of the DLLP, you are going to focus on the language feature, sophistication of topic vocabulary. So, in preparation for your implementation, we are now going to go deeper into the sophistication of topic vocabulary feature of the DLLP.*

[Module 3 Audio PPT].

**Discussion: Participants will need to refer to Activity Sheet 1 and you will need access to audio files listed above (20 minutes)**

Use the following prompt to begin your discussion.

**Facilitator:** *Now that you’ve listened to the presentation and have an idea of the language feature sophistication of topic vocabulary, I want you to think about something you are teaching right now and identify one or two words of topic vocabulary that you want your students to acquire?*

After you have given participants a moment to think about this, in a quick round-robin, ask them to share their topic vocabulary selections and identify which content area they are from.

[Take about 5 minutes for this part of the discussion.]

Continue the discussion activity with this prompt:

Facilitator: *For the remainder of our discussion time (about 15 minutes), we are going to listen to four language samples and focus on Sophistication of Topic Vocabulary. We’ll listen to each audio file, then you will review Handout 8, the Sophistication of Topic Vocabulary section, and decide on what you think is the ‘best fit’ on the progression for the sample. You don’t have to memorize the phases of the DLLP. Complete Activity Sheet 1 in tandem with the Topic Vocabulary DLLP in the Handout of the 8 Language features.* *You are listening for just this specific language feature rather than characterizing a student’s language holistically*.

Play each of the audio files, in turn. [You do not have to follow the order listed below in the box.] After each one, give participants a few minutes to review the DLLP phases of *sophistication of topic vocabulary*, then ask them to make a note on Activity Sheet 1 of the ‘best fit.’ When each person has done this, ask each one to say where he or she placed the example and give a rationale for their placement. If participants want to hear the audio file several times, then replay it. After they have placed each example on the DLLP, let them know the researchers’ placement. [ The researcher placement in shown below.]

[The purpose of this discussion is to deepen participants’ knowledge of the phases of this language feature and to practice identifying the ‘best fit’- it is not to identify the “right answer.” As participants are sharing their placement and rationale, ask questions such as “*did you have the same placement and rationale as [individual’s name]? How did yours differ? How easy was it for you to find the ‘best fit’? What might have made it easier?* For this last questions, participants should come up with their own ideas of what would make it easier.]

Filename **Mod 3 – A,** <https://youtu.be/gVvpzaLF-tQ>

**(Not yet evident)**

With, with…You want to work [?] like you have something to do with [XX]?

Filename **Mod 3 – B,** <https://youtu.be/GnysQTGYuhk>

**(Emerging)**

 Um those six cubes because um three and three makes six.

 [Can you tell him how to do it?]

Just just if you find stuff that's three and three, you know that's six.

 [Okay. And can you tell him why this way helps?]

 Um because because if you put them all separate, you have to go like like a long time. Like one, two, three, four, five, six. You have to count like a long time. This way you could just do it quick.

Filename **Mod 3—C** <https://youtu.be/lB20XO65E6U>

**(Developing)**

 How do I use it? How to.

 [Mm hm.]

You could use it by um putting tens in groups. Then if you if you see your results, you could count by tens. Then when you see um how many tens there are and some ones that are not combineded by tens, you can find out your answer.

Filename **Mod 3 – D**<https://youtu.be/KcBeaPFaxnc>

**(Controlled)**

 Well you have to like you can do it whatever strategy you want, but if you're doing it my strategy, you can do one, two, three, four, five and then make a block. Like that. And then you can do another five, or you can just add on. But after once you do the other five, you can connect them. Keep on doing it until they're all all like in tens. And if you have like five left over, and there's five tens, that'll be fifty-five. Yeah.

 [Can you tell him why this way helps?]

It helps because you could it's easy if it's easy if you know how to count by tens. And it's faster than counting by one and then two, three, four, five.

After about 15 minutes, bring the discussion to a close and ask participants for a reaction to the activity.

**Facilitator:** *How easy or difficult did you find that activity?*

[The idea here is not to dwell on how easy or difficult the activity was but to get a sense of how participants’ experienced finding the ‘best fit.’ If they found it difficult, you will need to spend a bit more time brainstorming how to overcome challenges of classroom implementation in the Next Steps and Closing section.]

**Next Steps and Closing (6 minutes) [Prior to the PLC, you should have completed Activity Sheet 2 so that you can use it as a model for participants.]**

Tell participants that they are going to try implementing the sophistication of topic vocabulary progression in their classrooms. Ask participants to look at Activity Sheet 2. Explain to them that their task between now and the next PLC is listen to two students’ vocabulary use in their explanations in ONE content area. [They decide on the content area]. Remind them that the DLLP approach puts the focus on students learning topic vocabulary in the context of authentic language use to learn content. Then go over your completed Activity Sheet 2 to model what they are going to do.

\***Facilitator:** *Let’s do some preparatory work for the activity. I’m going to share with you what I planned to do and how I completed Activity Sheet 2.*

When you have shared your completed Activity Sheet 2, ask if everyone is clear about the task.

Then ask:

**Facilitator:** *Based on your experience of finding the ‘best fit’ of the language samples, what concerns do you have about your implementation task?*

[The purpose of this question is to give participants an opportunity to share any challenges they foresee. If they do express concerns, brainstorm quickly with the group how they might overcome them. Given that this is a new experience for teachers, it is important to acknowledge any concerns and find joint solutions to them. Participants need to feel confident that they will be able to complete the task. Remind them that there are no “right answers,” but rather using the DLLP is a way to focus their attention on students’ language development so that they can support its progression. Also remind them that they are not expected to “master” this language feature in one implementation. Becoming familiar with the DLLP language features takes time and practice.]

Let participants know that they should complete Activity Sheet 2 and bring it to the next PLC to discuss with everyone.

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