# **DLLP FACILITATOR GUIDE MODULE 4**

**At a Glance**

**PLC Focus**

* Review progression for language feature, *Sophistication of Sentence Structure,* in detail
* Determine ‘best fit’ on the progression for four sentence structure examples
* Discuss reasons for decisions
* Plan for second classroom implementation of the DLLP

**Materials needed**

* Copies of Activity Sheets 1, 2 and Handout 1, Module 4, Handout 1, Module 2 for all participants
* Participants’ completed Activity Sheet 2 from Module 3
* Handout 1 of 8 DLLP features from Module 2
* Module 4 Audio slide presentation (you will need a projector and audio capability)
* Access to Module 4 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 one example of topic vocabulary one of their students used, the ‘best fit’ and the rationale for placement to deepen participants’ understanding of this language feature and the DLLP. | Activity Sheet 2 from Module 3 |
| **New Content (12-15minutes)** | To deepen participants’ understanding of the DLLP language feature: *Sophistication of Sentence Structure*. | Module 4 Audio PowerPoint presentation  Module 4, Handout 1 |
| **Discussion (20 minutes)** | Continue to deepen participants’ understanding of the sentence structure feature and practice using the DLLP to find the ‘best fit’ for specific sentence structure examples. | Activity Sheet 1 and Handout 1, 8 DLLP features from Module 2 |
| Next Steps and Closing (5-10 minutes) | Preparation for second implementation.  Final reflection. | \*See below preparation you will need to do for next steps section.  Activity Sheet 2 |

**Facilitator Guidance**

By now, participants should be aware of the purpose of the modules. However, some questions or concerns may remain, so before you begin the PLC, decide on any of the reminders from Module 1 given below that you think participants might need to have. Also remind them that they are beginning the final module for learning about the DLLP. They will have a three-week break to practice more with the DLLP in their classrooms before they continue with the two language and content modules.

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

../../../../../../../Desktop/Mod1_Handout_v

**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 continue implementing the DLLP, this time with a focus on sentence structure in the DLLP. We are going to follow the same sequence as in the previous module on the progression of the language feature, Sophistication of Topic Vocabulary:*

* *Reviewing the progression for the language feature, Sophistication of Sentence Structure, in detail;*
* *Practicing determining the ‘best fit’ on the progression for four sentence structure examples;*
* *Discussing reasons for decisions;*
* *Then planning for classroom implementation of the sentence structure DLLP.*

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

All participants should have their completed copy of Activity Sheet 2 from Module 3, 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 listening for the topic vocabulary that two students in your class used in their explanations, finding the ‘best fit’ for the vocabulary use on the DLLP, and then giving your rationale for the placement. What we are going to do now is to take turns to share what you heard from one of your students, where you placed the student on the progression, and why. Remember you were listening for just topic vocabulary at this point.*

[The purpose of this sharing out is to help participants deepen their understanding of *Sophistication of Topic Vocabulary* progression on the DLLP. During the round-robin, ask questions such as *“did anything surprise you about what you heard? How easy was it to find the ‘best fit’? What was challenging about this implementation? What could have helped make it easier?* If everyone has found it challenging, you may need to spend more time than the six-minute time allocation to discuss how they could make implementing the DLLP for topic vocabulary more manageable. We found this was necessary for several of our pilot teachers. Also, if they are worried about the “exact” placement or “getting it wrong,” as we saw with our pilot teachers, remind them that this isn’t high stakes and if they need to revise a judgment next time they listen to a student that is appropriate.]

**New Content: Audio Slide Presentation (12-15 minutes) Handout 1 from Module 4**

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 second implementation of the DLLP, we are going to focus on the language feature, Sophistication of Sentence Structure. So in preparation for your implementation, we are now going to go deeper into the sentence structure feature of the DLLP.*

[Module 4 Audio PPT].

[Either stop the presentation after 7 slide and give participants time to review Handout 1, Module 4, or wait until the end of the presentation and ask them to review it at that point.]

**Discussion: Participants will need to refer to Activity Sheets 1 and Handout 8 from Module 2 (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 Sentence Structure, I want you to think about something you are teaching right now and identify one or two sentence structures 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 sentence structure selections and identify which content area they are from.

[Be prepared for the fact that participants might not know which sentence structures they want their students to acquire, and be sure to have an example to share from your own experience. 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 Sentence Structure. We’ll listen to each audio file, then you will review the Handout of the 8 Language Features (Handout 1 from Module 2), the Sophistication of Sentence Structure 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 Sentence Structure 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. After each one, give participants a few minutes to review the DLLP phases for *Sentence Structure Sophistication*, 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 “*How easy was it for you to find the ‘best fit’? Did you find this more challenging than finding the ‘best fit’ for topic vocabulary? What might have made it easier?* For this last questions, participants should come up with their own ideas of what would make it easier. Or, if necessary, remind them of some of the ideas they identified during the connection activity at the beginning of the PLC.]

Filename **Mod 4—A:** <https://youtu.be/iSVms-msLdg>

**(Not yet evident)**

Um how to count?

[I mean can you tell him how to do it? How to count?]

 Um with voice. Um.

 [Anything else?]

 No.

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

 Learn mou-, learn math.

Filename **Mod 4—B:** <https://youtu.be/LD6WLX0SMHI>

(**Emerging)**

Um use the cubes by um by add taking the number that first and adding uh adding more like um ten plus ten, you add ten. You put ten cubes. Then you add ten more.

Filename **Mod 4—C**: https://youtu.be/3btCu1kVpuE

**(Developing)**

We can use the cubes by using our fingers. And we we could use them for we could get better our counting and having more having more numbers in your head. And they could help you counting if you sometimes if you don't know you could get some teachers something else for you could find out which number is it. And it could help you subtract and take away.

Filename **Mod 4 – D**:  <https://youtu.be/6x-tDpPezvU>

**(Controlled)**

Okay, well first you put two and make them go down the table until you don't have any more space on the table. Then you go to the next row and put the next ones behind those. And then keep on doing that until you run out of cubes. But you stack the cubes in twos when you put them in the rows. And then in the end, depending on how much you have in each row, you just count up how many are in each row and you count by how many that there are in each row. And you go, like for me it would be 8, 16, 24, 32, 40, 48, 56. But if it's something like different, then you just count by how many that is. So, and wait what was the other one?

[Tell him why using the cubes this way helps.]

 Well it also helps by it's faster to use it and more convenient, so that you wouldn't have to spend as much time doing it.

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

**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 Sentence Structure* 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’ sentence structure 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 sentence structure in the context of authentic language use to learn content. Stress to participants that two students is a great place to start but if they feel comfortable and confident, then they should go ahead and add a couple more students. Then go over your own 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. Clarify if you need to.

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

[Push back if participants want to do this with only one student – they will not get enough experience of implementing the DLLP with only one student. Remind participants that there are no “right answers,” but rather using the DLLP is a way to focus their attention on students’ language development related to specific language features so that they can support its progression.]

**Final Reflection**

Remind participants that this is the final module focused only on the DLLP. Ask them to reflect on their learning over the four modules and think of one word that comes to mind about their experience Give them a moment to think on their own and in a quick round-robin ask participants to share their word with the group.

Then let participants know that before they begin the two modules on formative assessment of language and content in three weeks, they can 1) either practice finding more of their students’ ‘best fit’ on the DLLP for the language features, *Sophistication of Topic Vocabulary* and *Sophistication of Sentence Structure*; or 2) they can choose other features in the Handout of the 8 Language Features that match the anticipated language to support the content they are teaching to practice finding the ‘best fit’ on the DLLP.

Thank everyone for their participation in the four modules, acknowledge their learning, and let them know the date and time of the next PLC.