PARTNERING TO STRENGTHEN INSTRUCTION FOR ALL LEARNERS

Linguistically Responsive Practice: Strategies to Help Meet the Needs of English Language Learners

November 23, 2013
Facilitated by:
Carol Gibbs M. Ed.
Adjunct Professor
Loyola University Chicago
https://sites.google.com/site/november23rdsite/home
Before We Start

- Introduction
- Who is in the audience
- Materials and resources check
  - Handouts
  - Website - [https://sites.google.com/site/november23rdsite/](https://sites.google.com/site/november23rdsite/)

- Interaction
  - Elbow partners
  - Groups 1.2.3.4
Today’s Objectives

Participant's will:

- Explain the principles and applications of linguistically responsive practice in classrooms and schools.
- Describe the interplay between sociocultural, linguistic, cognitive, and academic dimensions of unique and diverse ELLs.
- Apply second language acquisition principles to a student
- Apply the principles of linguistically responsive practice through classroom-based strategies.
Today's Agenda

THIS IS A STRATEGIES SESSION

- Linguistically Responsive Instruction
- Language Acquisition, Domains and Proficiency
- Common Core State Standards and WIDA
- Building Coherence in Schools Using the Danielson Framework
- Strategies: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities
General Needs & Specific Nuances within the Label

ENGLISH LEARNERS & LINGUISTICALLY RESPONSIVE PRACTICE
Accessing Prior Knowledge:
What are the components of linguistically responsive practice?

Word Splash:
In your hand outs use the word splash page to brainstorm words that come to mind when you think of the term linguistically responsive practice (LRP).
Accessing Prior Knowledge: What is linguistically responsive practice?

Share your Splash:

- **With your elbow partner**: Share the words and rationales at your table. Write new connections and ideas to form an overall definition or description.
- **Whole group**: Share your group definition with the larger group to come to a common understanding.
- **Individual**: Continue adding to your splash during this session. Use a star or asterisk in front of new words to show new learning.
Dimensions of ELL Development

- Sociocultural
- Linguistic
- Cognitive
- Academic
Defining Key Terminology: What is linguistically responsive practice?

- **Teaching** ELLs in mainstream classrooms that:
  - **Aligns** with and is grounded in the principles and *practices* of language development and second language acquisition.
  - Recognizes, incorporates, supports, and responds to the dynamic development of students’ social, emotional, cultural, linguistic, cognitive, and academic dimensions.
  - Recognizes, incorporates, supports, and responds to the background knowledge, abilities, and needs of individual students to support language development and academic achievement.

Lucas, Villegas, & Freedson-Gonzalez, 2008
The term **English language learner (ELL)** indicates a person who is in **the process of acquiring English** and has a first language other than English.

Other terms found in the literature include:

- Language minority students
- Bilingual students
- Limited English proficient (LEP)
- English as a second language (ESL)
- Culturally and linguistically diverse (CLD)
- Dual language learners (DLL)
English Language Learners: In Schools

- **ELLs** have varying levels of proficiency in English and typically speak native languages in their homes.
- **Native language use** is determined by the home language survey.
- **English language proficiency** is determined by language screener (e.g., W-APT & ACCESS).

Diagram:

1. New Student Enrollment
2. Home Language Survey
3. Identification of Potential ELLs
4. English Language Screener
5. Identification of ELL or non-ELL
6. Notification of Parents
Diversity within the Label: Students & Learners

- Age
- Country of origin
- Time in US
- Native language
- Native language (L1) proficiency
- Second language (L2) proficiency
- Learning styles
- Prior academic experiences
Diversity within the Label: Parents & Families

- Parents’ educational attainment
- Circumstances of immigration
- Trauma related to immigration
- Socio-economic status
- Home literacy practices
- Language varieties
- Separation from nuclear and extended family
Dimensions of ELL Development

- Sociocultural
- Linguistic
- Cognitive
- Academic
Diversity within the Label: **Sociocultural Dimension**

<table>
<thead>
<tr>
<th>HOME</th>
<th>COMMUNITY</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds of Knowledge</td>
<td>Prior Knowledge</td>
<td>Academic Knowledge</td>
</tr>
<tr>
<td>Traditions</td>
<td>Language Brokering Community Environment</td>
<td>Previous Content Knowledge</td>
</tr>
<tr>
<td>Values</td>
<td>Community Support Systems</td>
<td>School Literacy Practices</td>
</tr>
<tr>
<td>Native Language</td>
<td>Family Employment</td>
<td>School-based Cooperation &amp; Collaboration Skills</td>
</tr>
<tr>
<td>Home Literacy Practices</td>
<td>Community Support</td>
<td>Formal School Dynamics</td>
</tr>
<tr>
<td>Home Numeracy Practices</td>
<td>Bilingual Speech Communities</td>
<td></td>
</tr>
<tr>
<td>Family Dynamics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Biography-driven culturally responsive teaching: Herrera, 2010
Diversity within the Label: Cognitive Dimension
The Iceberg of Language

BICS – Basic Interpersonal Communication Skills: This is *conversational language*. Language on the surface.

CALPS – Cognitive *Academic Language* Proficiency Skills (academic language) Language of deep understanding.
Diversity within the Label: Academic Dimension

Language of Science
Language of Social Studies
Language of Language Arts
Language of Computer Science
Language of Mathematics
Language of Music

General academic language for knowing, thinking, reading, writing, visualizing

Foundation of home and community language and cultural factors

WIDA, 2013
Return to Word Splash:
What are the components of linguistically responsive practice?

- Return to your word splash
- Add words or thoughts with a + in front of them
- How has your shared understanding of linguistically responsive practice for English language learners expanded?
- Share with a person around you a new idea or something that grabbed you.
Linguistically Responsive Practice

COMMON CORE STANDARDS & WIDA
Common Core Standards are the WHAT...It is the same for all learners

WIDA helps up organize the language of instruction so that the language can be manipulated and scaffolded to match the learner’s sociocultural and linguistic characteristics
Introduction to WIDA

- *World-class Instructional Design and Assessment (WIDA)*
- Originated in Wisconsin, but has expanded to over 25 states in the U.S.
- Every state is required to have *English Language Development (ELD)* standards and aligned assessments to support and measure ELLs’ language development.
Introduction to WIDA

- WIDA Standards:
  - 2007 ELD Standards
  - 2012 Amplified Standard

- WIDA Assessments:
  - ACCESS
  - W-APT

- WIDA Instruction:
  - Can-Do Descriptors
Introduction to WIDA

WIDA tools are helpful to determine where students are at on the path to English language proficiency.
Introduction to WIDA

WIDA tools are helpful to…

- Determine *where students are at on the path to English language proficiency*.
- Recognize *what students can do* based on their level of language proficiency.
- Plan for instruction that supports language simultaneous to content.
Access Test Alignment with ELP Levels

Tiers

Tier A

Tier B

Tier C

Annual ACCESS for ELLs
**Language Domains**

**Listening**
- Process, understand, interpret and evaluate spoken language in a variety of situations

**Speaking**
- Engage in oral communication in a variety of situations for a variety of purposes and audiences

**Reading**
- Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

**Writing**
- Engage in written communication in a variety of situations for a variety of purposes and audiences
Levels of Language Proficiency (measure with ACCESS)

- Listening, Speaking, Reading, Writing
  - Entering - 1
  - Beginning - 2
  - Developing – 3
  - Expanding - 4
  - Bridging – 5
  - Reaching - 6

A student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.

We first learn to read. Then we read to learn. These are two very different conceptual skill sets.
Introduction to WIDA

WIDA tools are helpful to recognize what students can do based on their level of language proficiency.
**WIDA Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
</table>
| 6- Reaching | - specialized or technical language reflective of the content areas at grade level  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- oral or written communication in English comparable to English proficient peers |
| 5- Bridging | - specialized or technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| 4- Expanding | - specific and some technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3- Developing | - general and some specific language of the content areas  
- expanded sentences in oral interaction or written paragraphs  
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | - general language related to the content areas  
- phrases or short sentences  
- oral or written language with phonological, syntactic or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | - pictorial or graphic representation of the language of the content areas  
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support  
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |
Introduction to WIDA

WIDA tools are helpful to plan for instruction that supports language simultaneous to content.
WIDA’s ELD Standards

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Standard 1  Standard 2  Standard 3  Standard 4  Standard 5

WIDA, 2013
Return to Word Splash: What are the components of linguistically responsive practice?

- Return to your word splash
- Add words or thoughts with a ★ in front of them
- How has your shared understanding of linguistically responsive practice for English language learners expanded?
- Share with a person around you
General Differentiation Approaches for ELLs

CLASSROOM ENVIRONMENT & INSTRUCTION
Classroom Applications of Linguistically Responsive Practice

To provide linguistically responsive practice, teachers must know individual students’ sociocultural, linguistic, cognitive, and academic backgrounds, abilities, and needs and support these dimensions in classroom environment and instruction.
Using the Danielson Framework to Organize Your Classroom Environment and Instruction

Fold your word splash in to four sections. Create an action plan of items that you are interested in implementing or learning more about.

Domain #1: Planning and Preparation

Domain #2: Classroom Environment

Domain #3: Instruction

Domain #4: Professional Responsibilities
**Domain # 1: Planning and Preparation**

<table>
<thead>
<tr>
<th>Domain 1 - Planning and Preparation</th>
<th>Domain 1 - Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
</tr>
<tr>
<td>- Knowledge of content</td>
<td>- Application of the relationship between L1 &amp; L2 – Iceberg activity</td>
</tr>
<tr>
<td>- Knowledge of prerequisite relationships</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of content related pedagogy</td>
<td></td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td>1b: Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td>- Knowledge of characteristics of age group</td>
<td>- Instructional Language Survey</td>
</tr>
<tr>
<td>- Knowledge of students’ varied approaches to learning</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of students’ skills and knowledge</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of students’ interests and cultural heritage</td>
<td></td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes</td>
<td>1c: Setting Instructional Outcomes</td>
</tr>
<tr>
<td>- Value, sequence, and alignment</td>
<td>- How to modify instructions for ELL’s using the WIDA Framework</td>
</tr>
<tr>
<td>- Clarity</td>
<td></td>
</tr>
<tr>
<td>- Balance</td>
<td></td>
</tr>
<tr>
<td>- Suitability for diverse learners</td>
<td></td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>1d: Demonstrating Knowledge of Resources</td>
</tr>
<tr>
<td>- Resources for classroom use</td>
<td></td>
</tr>
<tr>
<td>- Resources to extend content knowledge and pedagogy</td>
<td></td>
</tr>
<tr>
<td>- Resources for students</td>
<td></td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td>1e: Designing Coherent Instruction</td>
</tr>
<tr>
<td>- Learning activities</td>
<td>- Review/ Preview</td>
</tr>
<tr>
<td>- Instructional materials and resources</td>
<td>- Recognition and Praise</td>
</tr>
<tr>
<td>- Instructional groups</td>
<td>- Similarities and Differences – CCSS LA – Cloze</td>
</tr>
<tr>
<td>- Lesson and unit structure</td>
<td>Reading</td>
</tr>
<tr>
<td>1f: Designing Student Assessments</td>
<td>1f: Designing Student Assessments</td>
</tr>
<tr>
<td>- Congruence with instructional outcomes</td>
<td></td>
</tr>
<tr>
<td>- Criteria and standards</td>
<td></td>
</tr>
<tr>
<td>- Design of formative assessments</td>
<td></td>
</tr>
<tr>
<td>- Use for planning</td>
<td></td>
</tr>
</tbody>
</table>
Domain # 1: Planning and Preparation
Application of the relationship between L1 & L2
Domain # 1: Planning and Preparation
Application of the relationship between L1 & L2

Test the student in both L1 & L2 to find where the weaknesses are.
Move forward to build student in areas of deficit with interventions.
## Domain # 1: Planning and Preparation
### Instructional Language Survey

### North School
Home / Instructional Language Survey

**Student Name:**

**Grade:**

**Room:**

**Date:**

**Age:**

**School:**

**Home Language:**

**Gender:**

**Country of Birth:**

**DOB:**

**Arrived in USA:**

**Date Entered USA School:**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is a language other than English spoken in your home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What language is spoken in your home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does your child speak a language other than English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. If YES, what language does he speak?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:**

**Classroom Placement:**

**Mainstream**

**TPC**

**TTE**

**ESL**

**F/RL**

**Total Points**

1. Was the student born in the United States or did the student arrive in the USA on or before his/her first birthday? Generation in US - add 5 pts for each
   - YES = 10 pts
2a. Were parents born in USA?
   - **Mom**
   - **Dad**
   - YES = 5 pts each
2b. How many years have you been in the USA? Generation
   - **Mom**
   - **Dad**
   - YES - longer than 8 years = 5 pts
3a. Has the student resided continuously in the USA since birth?
   - YES = 10 pts
3b. If no, how many consecutive years since arrival in USA? Each year = 1 pt up to 10 pts
4a. What was the first language your child learned?
   - English = 5 pts
4b. When did the student start using English?
   - Before age 3 = 5 pts
5a. Do parents speak English?
   - **Mom**
   - **Dad**
   - YES = 5 pts each
5b. Do you or the primary caregiver speak English most often with your child?
   - English = 5 pts
6. What is the birth order of the student?
   - 2nd = 5 pts, 3rd or more = 10 pts
7. Is there anyone else at home that speaks English (siblings, cousin, etc.)?
   - 2 or more = 5 pts
8a. Does the student speak English more fluently than their native language?
   - NO = 10 pts
8b. Does the student prefer to speak English instead of his native language?
   - YES = 5 pts
9. If the student is K-2, did he/she attend a English pre-school?
   - 1 year = 10 pts, 2 or more = 15 pts
10. Can someone assist the student with homework in English?
    - YES = 5 pts
11. Does the student know more letters, colors and days of the week in English or Spanish?
    - YES = 10 pts
12. How many years of formal schooling has the student completed?
    - Each year = 2 pts up to 10
13. Did the student previously receive English as a Second Language (ESL) or Bilingual services?
Domain # 1: Planning and Preparation
Designing Coherent Instruction
Common Core Standards are the WHAT ... It is the same for all learners... Use WIDA to help you modify

✓ Modify instruction by level of acquisition
✓ Modify instruction by language domain LSRW and work through the listening and speaking domains first
✓ Write a content AND language objective for each lesson, use text structure to help you
✓ Use research based practices
✓ Preview/Review
✓ Recognition and Praise, Marzano, Pickering and Pollock
✓ Similarities and Differences, Marzano, Pickering and Pollock
Domain # 1: Planning and Preparation
Designing Coherent Instruction
Common Core Standards are the WHAT ...It is the same for all learners...Use WIDA to help you modify

https://sites.google.com/site/november23rdsite/
**Domain # 2: Classroom Environment -**
[https://sites.google.com/site/november23rdsite/](https://sites.google.com/site/november23rdsite/)

<table>
<thead>
<tr>
<th>Domain 2 – Classroom Environment</th>
<th>Domain 2 – Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>2a: Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>▪ Teacher interaction with students</td>
<td>▪ Universal Practices</td>
</tr>
<tr>
<td>▪ Student interactions with other students</td>
<td>▪ Emotional Check-in</td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>2b: Establishing a Culture for Learning</td>
</tr>
<tr>
<td>▪ Importance of the content</td>
<td></td>
</tr>
<tr>
<td>▪ Expectations for learning and achievement</td>
<td></td>
</tr>
<tr>
<td>▪ Student pride in work</td>
<td></td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>2c: Managing Classroom Procedures</td>
</tr>
<tr>
<td>▪ Management of instructional groups</td>
<td>▪ Active learning structures</td>
</tr>
<tr>
<td>▪ Management of transitions</td>
<td></td>
</tr>
<tr>
<td>▪ Management of materials and supplies</td>
<td></td>
</tr>
<tr>
<td>▪ Performance of non-instructional duties</td>
<td></td>
</tr>
<tr>
<td>▪ Supervision of volunteers and paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>2d: Managing Student Behavior</td>
<td>2d: Managing Student Behavior</td>
</tr>
<tr>
<td>▪ Expectations</td>
<td></td>
</tr>
<tr>
<td>▪ Monitoring of student behavior</td>
<td></td>
</tr>
<tr>
<td>▪ Response to student misbehavior</td>
<td></td>
</tr>
<tr>
<td>2e: Organizing Physical Space - Tech</td>
<td>2e: Organizing Physical Space</td>
</tr>
<tr>
<td>▪ Safety and accessibility</td>
<td></td>
</tr>
<tr>
<td>▪ Arrangement of furniture and use of physical resources</td>
<td></td>
</tr>
</tbody>
</table>
## Domain # 3: Instruction - Website

<table>
<thead>
<tr>
<th>Domain 3 - Instruction</th>
<th>Domain 3 - Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communicating with Students</td>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>- Expectations for learning</td>
<td>- Emotional parking Lot</td>
</tr>
<tr>
<td>- Directions and procedures</td>
<td>- Frozen registers</td>
</tr>
<tr>
<td>- Explanations of content</td>
<td>- Immigration Stories</td>
</tr>
<tr>
<td>- Use of oral and written language</td>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td></td>
<td>- Elbow partner</td>
</tr>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>- Knee to knee partner</td>
</tr>
<tr>
<td>- Quality of questions</td>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>- Discussion techniques</td>
<td>- Clock Buddies</td>
</tr>
<tr>
<td>- Student participation</td>
<td>- Line-ups</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>- Jigsaw</td>
</tr>
<tr>
<td>- Activities and assignments</td>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>- Instructional materials and resources</td>
<td>- Formative Assessments - Foldables</td>
</tr>
<tr>
<td>- Grouping of students</td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
<tr>
<td>- Structure and pacing</td>
<td></td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
<td></td>
</tr>
<tr>
<td>- Assessment criteria</td>
<td></td>
</tr>
<tr>
<td>- Monitoring of student learning</td>
<td></td>
</tr>
<tr>
<td>- Feedback to students</td>
<td></td>
</tr>
<tr>
<td>- Student self-assessment and monitoring of progress</td>
<td></td>
</tr>
<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td></td>
</tr>
<tr>
<td>- Lesson adjustment</td>
<td></td>
</tr>
<tr>
<td>- Response to students</td>
<td></td>
</tr>
<tr>
<td>- Persistence</td>
<td></td>
</tr>
</tbody>
</table>
## Domain # 3: Instruction

<table>
<thead>
<tr>
<th>Universal K-5</th>
<th>Calm Classroom Promises</th>
<th>Frozen Register</th>
<th>PBIS</th>
<th>Self Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deep Breathing</td>
<td>- 5,4,3,2,1 (countdown)</td>
<td>Team Books</td>
<td>- Elbow cough</td>
</tr>
<tr>
<td></td>
<td>Bell Focus</td>
<td>- Clapping/whistle</td>
<td>Round Table</td>
<td>- Blow nose/wash hands</td>
</tr>
<tr>
<td></td>
<td>Quick Tense and Release</td>
<td>- &quot;Safety is everybody's business.&quot;</td>
<td>Building Relationships Packet</td>
<td>- Shower everyday</td>
</tr>
<tr>
<td></td>
<td>Standing Mountain</td>
<td>- &quot;I know you're listening when...&quot;</td>
<td>PBIS Boot Camp</td>
<td>- Brush teeth</td>
</tr>
<tr>
<td>K to 1st</td>
<td>Reach for a Star</td>
<td>Buddy Talk</td>
<td>Team Books</td>
<td>Elbow cough</td>
</tr>
<tr>
<td></td>
<td>Twist and Count</td>
<td>5,4,3,2,1 (countdown)</td>
<td>Round Table</td>
<td>Zip coats</td>
</tr>
<tr>
<td></td>
<td>Please Relax</td>
<td>Clapping/whistle</td>
<td>Building Relationships Packet</td>
<td>Blow nose wash hands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I like how__ is ___&quot;</td>
<td>PBIS Boot Camp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I know your listening when...&quot;</td>
<td>Color Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emotional Parking Lots</td>
<td></td>
</tr>
<tr>
<td>1st to 2nd</td>
<td>The above, plus:</td>
<td>Buddy Talk</td>
<td>Team Books</td>
<td>Elbow cough</td>
</tr>
<tr>
<td></td>
<td>Butterfly Breathing</td>
<td>5,4,3,2,1 (countdown)</td>
<td>Round Table</td>
<td>Zip coats</td>
</tr>
<tr>
<td></td>
<td>Energy Hands</td>
<td>Clapping/whistle</td>
<td>Building Relationships Packet</td>
<td>Blow nose wash hands</td>
</tr>
<tr>
<td></td>
<td>Shake &amp; Relax</td>
<td></td>
<td>PBIS Boot Camp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seated Forward &amp; Back</td>
<td></td>
<td>Color Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bend</td>
<td></td>
<td>Emotional Parking Lots</td>
<td></td>
</tr>
<tr>
<td>2nd to 3rd</td>
<td>The above, plus:</td>
<td>Buddy Talk</td>
<td>Team Books</td>
<td>Elbow cough</td>
</tr>
<tr>
<td></td>
<td>Alternate Arm Ext.</td>
<td>5,4,3,2,1 (Back from 5)</td>
<td>Round Table</td>
<td>Blow nose/hand sanitizer</td>
</tr>
<tr>
<td></td>
<td>External Gazing</td>
<td>- Claps/Whistle</td>
<td>Building Relationships Packet</td>
<td>Tie shoes</td>
</tr>
<tr>
<td></td>
<td>Eye Palming</td>
<td>- I like how...</td>
<td>PBIS Boot Camp</td>
<td>Bathing</td>
</tr>
<tr>
<td></td>
<td>Standing Forward &amp; Back</td>
<td></td>
<td>Color Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bend</td>
<td></td>
<td>Emotional Parking Lots</td>
<td></td>
</tr>
<tr>
<td>3rd to 4th</td>
<td>The above, plus:</td>
<td>Buddy Talk</td>
<td>Team Books</td>
<td>Tie your shoes</td>
</tr>
<tr>
<td></td>
<td>Deep Breathing</td>
<td>Back from 5</td>
<td>Round Table</td>
<td>Elbow coughing</td>
</tr>
<tr>
<td></td>
<td>I Am Calm</td>
<td>That is not safe.</td>
<td>Building Relationships Packet</td>
<td>Blow your nose</td>
</tr>
<tr>
<td></td>
<td>Body Scan</td>
<td>School is a formal place.</td>
<td>PBIS Boot Camp/Eloweus</td>
<td>Showering</td>
</tr>
<tr>
<td></td>
<td>*(Choice -ability to</td>
<td>Criss-cross Applesauce</td>
<td>Color Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>choose and use a calm</td>
<td>Bell rings Mouths close</td>
<td>Emotional Parking Lots</td>
<td></td>
</tr>
<tr>
<td></td>
<td>classroom on their own).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th to 5th</td>
<td>The above, plus:</td>
<td>Buddy Talk</td>
<td>Team Books</td>
<td>Shower</td>
</tr>
<tr>
<td></td>
<td>Infinity Breathing</td>
<td>Counting 5,4,3,2,1</td>
<td>Round Table</td>
<td>Wear deodorant</td>
</tr>
<tr>
<td></td>
<td>Music Scribble</td>
<td>When you hear my voice stop</td>
<td>Building Relationships Packet</td>
<td>Elbow cough</td>
</tr>
<tr>
<td></td>
<td>Sit Perfectly Still</td>
<td>Eyes on me</td>
<td>PBIS Boot Camp</td>
<td></td>
</tr>
</tbody>
</table>
Domain # 3: Instruction

https://sites.google.com/site/november23rdsite/
Domain # 4: Professional Responsibilities

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Domain 4 – Professional Responsibilities

4a: Reflecting on Teaching
- Teaching and learning journal

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional Community
- Teacher Goal Setting Plans
- How am I learning and contributing to the instructional improvement conversation

4e: Growing and Developing Professionally
- Teacher Goal Setting Plans
- How am a growing using instructional technology

4f: Showing Professionalism
Domain # 4: Professional Responsibilities

Using the Danielson Framework to build coherence in schools

Alignment of School Improvement Plan Activities to:

Teacher Professional Practice Goals
Lesson Planning
Instruction
Assessment
Professional Development
Domain # 4: Professional Responsibilities

1 Instructional Alignment to School Improvement:
THE HOW
We began with the Danielson Framework for Teaching and Learning as a structure and the 4 domains:

Domain 1: Planning and Preparation
   Domain 2: The Classroom Environment
   Domain 3: Instruction
   Domain 4: Professional Responsibilities

We started with PBIS and are now working on universal literacy practices and wellness. All universal practices are posted in classrooms and we have made Notebook files for our SMART Board implementation that correspond. This is how we are infusing technology
Commitment From Staff:

THE WHAT
The staff had started implementing PBIS (Positive Behavior Intervention and Supports) with fidelity developing three solid tiers of behavior management support.

This 4th year we had started to embrace the concept of developing a strong tier one literacy program working on universal literacy strategies and building a flexible and robust core to meet the needs of our diverse learners. The Framework for Teaching has helped scaffold our improvement efforts and document a commitment from staff to these practices in a universal way. Teams began to identify common teacher behaviors and teaching tools.
Domain # 4: Professional Responsibilities

Reflective Practice:
THE WHY
Our scores continue to improve and everyone is excited about it. We continue to look for ways to help school make sense to students. Last summer and every summer going forward a summer-work committee looks at the implementation of strategies vertically. Every year we review these practices against our school improvement activities. Every year since the implementation of the tablemats, teams update their Danielson Tablemats. We call these promises now, promises that one grade level makes to the next. These are the behaviors I look for when I am observing teachers. The teachers are telling me what I will see. The activities are aligned to our school improvement activities. This process has really helped build coherence in our school!
Domain # 4: Professional Responsibilities

https://sites.google.com/site/november23rdsite/
Return to Word Splash: What is linguistically responsive practice?

- Return to your word splash
- Add words or thoughts with a ✗ in front of them
- How has your shared understanding of linguistically responsive practice for English language learners expanded?
- What actions can you take immediately?
- Share with a person around you
Conclusion

REFLECTIONS & EVALUATIONS