Building Linguistically Responsive Schools and Classrooms

Session Three
Office of Catholic Schools & Chicagoland Partners for English Language Learners
Facilitated by: Dr. Amy Heineke
Welcome & Objectives

8:00 – 8:30 AM
The concept of *linguistically responsive schools* embraces a holistic approach to improving education for English learners (ELs).
Defining the Framework

At the school-level, teachers and leaders: (a) lay ideological foundations focused on language development and diversity, (b) build effective structures and systems to support ELs’ development, and (c) foster collaboration with families and communities.
Defining the Framework

At the classroom-level, teachers use foundational knowledge of language to (a) recognize the backgrounds and needs of individual students, (b) analyze language demands inherent in academic tasks, and (c) scaffold learning for language development.
Defining the Framework

In so doing, teachers and leaders: (a) design safe and welcoming environments that foster language learning and (b) implement rigorous academic instruction that simultaneously supports language development.
Defining the Framework

When teachers, administrators, parents, families, and community members work together, schools promote learning, development, and achievement of all students, particularly targeting ELs.
Defining the Framework

Schools

Classrooms

Foundations
Structures
Programs
Collaboration

Environment
Assessment
Instruction
Session Objectives

School leaders will:

• Explain the framework of linguistically responsive practice for schools and classrooms.

• Reflect upon prior learning on linguistically responsive school foundations and structures.

• Describe how to support students’ language development in sheltered instructional planning.

• Apply learning to build capacity for language at school sites.
Session Schedule

- 9:00 – 9:30am: Objectives & Background
- 9:30 – 10:30am: Sheltered Instructional Planning
- 10:30 – 11:30am: Application & Action Plans
- 11:30 – 11:45am: Conclusion
Institute Norms

• Be prepared.
  • Please arrive having completed pre-work and prepared for the session.

• Be professional.
  • Please turn cell phones on vibrate and only use laptops for session learning.

• Be present.
  • Please be engaged and interactive to collaboratively learn with peers.

• Be positive.
  • Please use asset-based and solutions-oriented language.
Returning to Prior Sessions:
School Foundations, Structures, & Programs

8:30 – 9:00AM
Building School Foundations
Building School Foundations

Vision

Mission

Culture

Community
Building School Foundations

At linguistically responsive schools, we…

- Focus on students’ linguistic assets.
- Celebrate language diversity and multilingualism.
- Inclusively weave language, language learning, and language diversity into the foundations of the school.
- Include and reflect multiple language backgrounds throughout the school environment, including hallways and library.
- Ensure equal access and distribution of resources for ELL and bilingual students across the school.
- Involve all faculty and staff in the responsibilities of supporting students’ language development.
Building School Structures
Building School Structures

Linguistic

Sociocultural

Cognitive

Academic
Building School Structures

At linguistically responsive schools, we…

• Recognize that language development is inherently intertwined with sociocultural, cognitive, and academic development.

• Build school systems that support the sociocultural, cognitive, linguistic, and academic dimensions of students and families.

• Build school structures that align and sustain language-related efforts and support students and families across transitions in grade levels, language programs, and schools.
Research has demonstrated that central to EL student achievement is having a program model for language instruction that is clear and consistent and implemented with fidelity by well-prepared teachers knowledgeable and skilled in teaching ELs.
School Action Plans

- What action steps did you begin to build school foundations, structures, and programs for ELs?
- Where do you want to build during the session today to make your action plan achievable?
Building Linguistically Responsive Classrooms

9:00 – 10:30AM
Linguistically Responsive Practice

Schools

- Foundations
- Structures
- Programs
- Collaboration

Classrooms

- Environment
- Assessment
- Instruction
Linguistically Responsive Practice

- In the prior two sessions, we have focused on linguistically responsive practice at the school level.
- Today, we will shift to think about linguistically responsive practice at the classroom level.

- To start thinking about classroom-level practice for ELs, please review the “Linguistically Responsive Practice: Classroom Indicators.” Using your own classroom practice or that of the teachers at your school, complete the anticipatory set.
Linguistically Responsive Classrooms

Classrooms are welcoming spaces where students feel valued and respected.
Linguistically Responsive Classrooms

Classrooms are safe spaces where students have ample time and opportunity to use and develop languages.
Linguistically Responsive Classrooms

Classrooms provide consistent procedures, schedules, and supports.
Linguistically Responsive Classrooms

Classrooms are interactive spaces with comprehensible input and meaningful output.
Linguistically Responsive Classrooms

Instruction begins with the end in mind – what students will know and do with both language and content.
Linguistically Responsive Classrooms

Instruction incorporates authentic assessments that measure content and language, aligned to goals and objectives.
Linguistically Responsive Classrooms

Instruction activates, integrates, and builds upon students’ rich sources of background knowledge.
Linguistically Responsive Classrooms

Instruction incorporates meaningful and frequent collaboration and interaction around content concepts.
Linguistically Responsive Classrooms

Instruction scaffolds and supports access to complex language, literacy, and content.
Linguistically Responsive Classrooms

Instruction scaffolds, contextualizes, and prompts student use of academic language.
Linguistically Responsive Classrooms

Instruction reviews and extends knowledge and skills to support ongoing language development and deep content understandings.
Stages of Instructional Design

Stage 1: Goals

Stage 2: Assessment

Stage 3: Instruction
Stage 1: Initial Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What are teachers asked to complete for Stage 1 of instructional design (e.g., standards, objectives, essential questions)?
- How is language explicitly or implicitly tackled in this stage of instructional design?
Stage 1: Overview

- Language standards
- Language objectives
- Language demands at the word, sentence, and discourse levels
- Topic-related academic language
Stage 1: Language Standards

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language
Stage 1: Language Objectives

INPUT

listening

OUTPUT

speaking

WRITTEN

reading

SPOKEN

writing
## Stage 1: Language Demands

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
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<tbody>
<tr>
<td><strong>Discourse Level</strong></td>
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<tr>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text</td>
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<tr>
<td><em>(Quantity and variety of oral and written text)</em></td>
<td>Structure of speech/written text</td>
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<tr>
<td></td>
<td>Density of speech/written text</td>
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<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
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<tr>
<td><strong>Sentence Level</strong></td>
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<tr>
<td>Language Forms and Conventions</td>
<td>Types and variety of grammatical structures</td>
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<tr>
<td><em>(Types, array, and use of language structures)</em></td>
<td>Conventions, mechanics, and fluency</td>
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<td></td>
<td>Match of language forms to purpose/perspective</td>
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<tr>
<td><strong>Word/Phrase Level</strong></td>
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<tr>
<td>Vocabulary Usage</td>
<td>General, specific, and technical language</td>
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<tr>
<td><em>(Specificity of word or phrase choice)</em></td>
<td>Multiple meanings of words and phrases</td>
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<tr>
<td></td>
<td>Formulaic and idiomatic expressions</td>
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<td>Nuances and shades of meaning</td>
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<td></td>
<td>Collocations</td>
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</tbody>
</table>

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*LOYOLA*
Stage 1: Academic Language

Domain-specific academic language

High-utility academic language

Everyday language used in social conversation
Stage 1: Follow-up Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What additions or revisions might you make to your instructional planning template to better integrate language in this stage?
Stage 2: Initial Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What are teachers asked to complete for Stage 2 of instructional design (e.g., formative and summative assessments)?
- How is language explicitly or implicitly tackled in this stage of instructional design?
Stage 2: Overview

- Performance assessment integrating content & language
- Summative assessments with attention to language demand
- Formative assessments of language
Stage 2: Performance Assessment
Stage 2: Summative Assessment
### Stage 2: Formative Assessment

#### WIDA Performance Definitions

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>6 - Reaching</strong></td>
<td>• specialized or technical language reflective of the content areas at grade level&lt;br&gt;• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level&lt;br&gt;• oral or written communication in English comparable to English-proficient peers</td>
</tr>
<tr>
<td><strong>5 - Bridging</strong></td>
<td>• specialized or technical language of the content areas&lt;br&gt;• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports&lt;br&gt;• oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</td>
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<tr>
<td><strong>4 - Expanding</strong></td>
<td>• specific and some technical language of the content areas&lt;br&gt;• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs&lt;br&gt;• 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</td>
</tr>
<tr>
<td><strong>3 - Developing</strong></td>
<td>• general and some specific language of the content areas&lt;br&gt;• expanded sentences in oral interaction or written paragraphs&lt;br&gt;• 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</td>
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<tr>
<td><strong>2 - Beginning</strong></td>
<td>• general language related to the content areas&lt;br&gt;• phrases or short sentences&lt;br&gt;• 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</td>
</tr>
<tr>
<td><strong>1 - Entering</strong></td>
<td>• pictorial or graphic representation of the language of the content areas&lt;br&gt;• 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&lt;br&gt;• 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</td>
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</table>
Stage 2: Follow-up Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What additions or revisions might you make to your instructional planning template to better integrate language in this stage?
Stage 3: Initial Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What are teachers asked to complete for Stage 3 of instructional design (e.g., teaching strategies, student collaboration)?
- How is language explicitly or implicitly tackled in this stage of instructional design?
Stage 3: Overview

- Build on background knowledge from home, community, and school
- Engage in collaboration, critical thinking, and complex literacy tasks that scaffold and contextualize academic language
- Review and extend the language learning from content and academic tasks
Stage 3: Background Knowledge

<table>
<thead>
<tr>
<th>HOME</th>
<th>COMMUNITY</th>
<th>SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>Funds of Knowledge</td>
<td>Prior Knowledge</td>
<td>Academic Knowledge</td>
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<tr>
<td>Traditions</td>
<td>Language Brokering</td>
<td>Previous Content Knowledge</td>
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<tr>
<td>Values</td>
<td>Community</td>
<td>School Literacy Practices</td>
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<tr>
<td>Native Language</td>
<td>Environment</td>
<td>School-based Collaboration Skills</td>
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<tr>
<td>Home Literacy Practices</td>
<td>Family Employment</td>
<td>Cooperation &amp; Collaboration Skills</td>
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<tr>
<td>Home Numeracy Practices</td>
<td>Community Support Systems</td>
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<td>Family Dynamics</td>
<td>Bilingual Speech Communities</td>
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<td></td>
<td>Communities</td>
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Stage 3: Collaboration
Handout #3: The Battle of Gettysburg

The Battle of Gettysburg was one of the bloodiest battles\(^1\) of the Civil War\(^2\). Fought in Gettysburg, Pennsylvania, the battle involved 75,000 Confederate (South) soldiers and 90,000 Union (North) soldiers; over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national cemetery\(^3\) on the site, as the bodies of soldiers and horses were rotting\(^4\) in the sun, and needed to be quickly buried beneath the soil. A United States Cemetery Board of Commissioners was placed in charge of creating the national cemetery. For the formal dedication of the cemetery, they chose Edward Everett of Massachusetts to give a speech, as he was one of the best-known speakers in America at the time. They also invited president Lincoln, generals, and government officials. While Everett’s speech was to be the highlight\(^5\), President Lincoln was asked to wrap up\(^6\) the event with concluding\(^7\) comments and remarks.

One of the reasons that the Gettysburg Address remains\(^8\) significant to this day is that while Edward Everett’s speech went on for a total of two hours and four minutes, President Lincoln spoke for only two minutes, and his speech contained only ten sentences. Later, Everett wrote to Lincoln and stated, “I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes.”
Stage 3: Language Extension
Stage 3: Follow-up Discussion

- Consider your school’s planning template, using the graphic organizer provided.
- What additions or revisions might you make to your instructional planning template to better integrate language in this stage?
School Application & Action Plans

10:30 – 11:30AM
Building Capacity for Language

Central to these sessions have been the consideration of how the content can be taken back to your school site for formal implementation with your full faculty.

We will spend ample time today on action plans to aid you in thinking through capacity building efforts to build linguistically responsive schools and classrooms.
Building Capacity for Language

Build individual understanding

Build shared understanding

Build school capacity
Building Capacity for Language

• Collaboratively brainstorm with your school team.
  • What key ideas from today and past sessions should be taken back and presented to your school faculty?
  • What are the needed structures for faculty to implement linguistically responsive practice in classrooms?
  • How might you support and sustain linguistically responsive classroom practice throughout the school year?
• Be sure that someone takes notes to capture ideas and provide CPELL with directions for possible areas of support.
Building Capacity for Language

- Use the School Action Plan template to consider the sub-steps, materials, and more.
- You may want to start a new action plan to pull together ideas from three sessions and focus on new work to be done in the 2015-2016 school year.
- We will share out these plans and ideas as a whole group.
Conclusion

11:30 – 11:45AM
Session Objectives

School leaders will:

• Explain the framework of linguistically responsive practice for schools and classrooms.

• Reflect upon prior learning on linguistically responsive school foundations and structures.

• Describe how to support students’ language development in sheltered instructional planning.

• Apply learning to build capacity for language at school sites.
Session Objectives

Check for Understanding: Circle, Triangle, Square
Session Objectives

Check for Understanding: Circle, Triangle, Square

- **Circle**: Something that is still going around in your head.
- **Triangle**: Something poignant that stood out in your mind.
- **Square**: Something that “squared” or agreed with your thinking.
Session Feedback & Evaluation
Thank you!

Chicagoland Partners for English Language Learners (CPELL) is a grant-funded program from the National Department of Education/Office of English Language Acquisition. This $2-million Professional Development Grant (#T365Z120068) makes graduate-level tuition support, teacher & administrator professional development, and parent support possible for school districts that have partnered with this Loyola University Chicago program. These core functions build better prepared educators and administrators who can transform schools to improve student outcomes.

Find out how you can join our next cohort starting in January 2016 by visiting www.luc.edu/cpell or emailing ngoldberger@luc.edu.