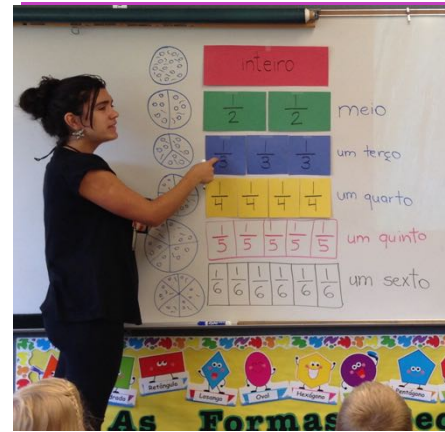




Quality Instruction in the DLI Classroom



Admin AUDII • June 2016

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+ Warm-Up Activity



- What do effective teachers do to provide quality instruction for students?
- Quick write
- Pair Share
- Share Out

+ What we all know...

Group

Hattie's Reference

- Direct Instruction-(.59)
- Feedback-(.75)
- Engagements (OTRs)-(.60)
- Classroom discussions-(.82)
- Formative assessments-(.90)
- Concept Mapping-(.64)
- Mastery learning-(.58)
- Scaffolded instruction based on prior knowledge-(.53)
- Systematic vocabulary development-(.67)
- Worked examples—(.53)

+ Applying our DLI lens to effective instruction

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Where do these fit in the DLI classroom?

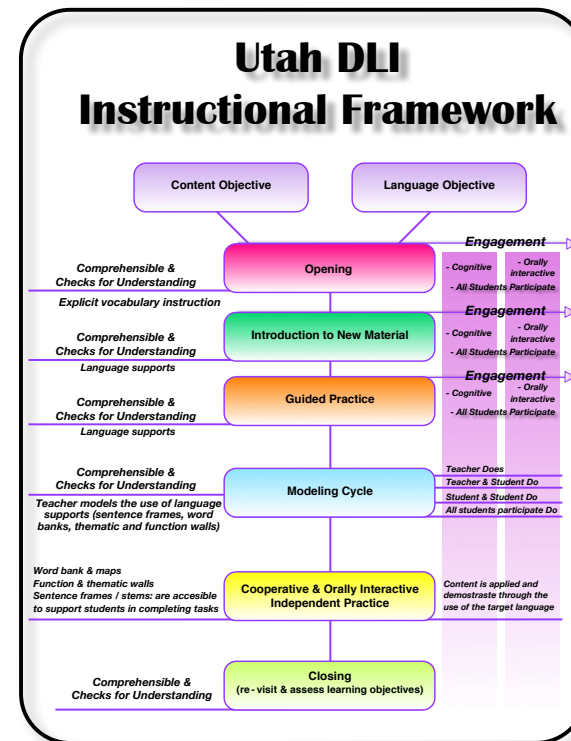


+ Applying our DLI lens to effective instruction

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DLI Instructional Nuances



+ Utah DLI Instructional Framework

DLI Core Instructional Strategies

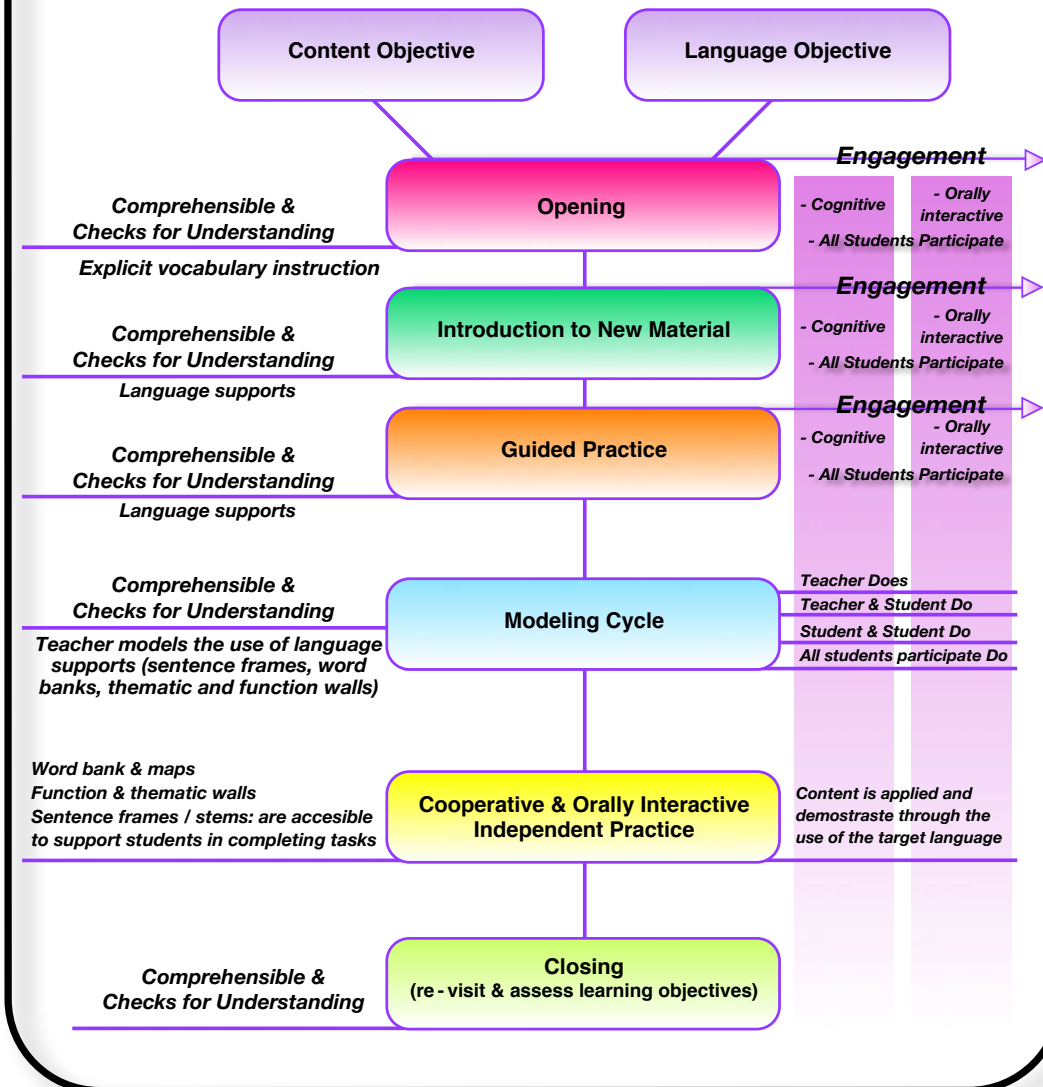
- Content AND Language Objectives
- Comprehensible Input
- Modeling Cycle
- Language Support for Extended Utterances
- Engagement (OTRs)
- Checks for Understanding



DLI Instructional Cycle



Utah DLI Instructional Framework



+ Lesson Template

Grade	Lesson:	Reference to English Interconnections Lesson Heat Produced by Machines pg. 123
Science Standard(s):		
Content Objective(s):		Language Objective(s):
Teacher objective <i>Is the content objective aligned to the Utah Core? Student objective [posted]</i> <i>Is it student friendly?</i>		Teacher objective <i>Is the language objective appropriate for the students? Student objective [posted]</i> <i>Is it student friendly?</i>
Essential Questions:		Required Academic Vocabulary for Word Wall: Listen: Speak: Does the academic vocabulary give the student access to the curriculum? Read: Write: Sentence Frames:
Materials: •		Additional Lesson Vocabulary:
Lesson:		Instructional Time:
Opening: (minutes) <i>Is the opening engaging and does it activate prior knowledge?</i> <i>Are the objectives presented to the students?</i> Introduction to New Material (Direct Instruction): (minutes) <i>Is the new material presented in a manner that is comprehensible to the students?</i> <i>Is there sufficient scaffolding?</i> <i>Is the teacher language appropriate for the students?</i> <i>Are the students actively engaged?</i> <i>Is the student/teacher ratio close to 50%?</i> Guided Practice: (minutes) <i>Were there sufficient checks for comprehension?</i> <i>Are the students actively engaged?</i> <i>Use the modeling cycle:</i> <i>Is the modeling cycle used to model language, content and structure of activity)</i> Independent Practice: (minutes) <i>Is it a cooperative orally interactive task?</i> <i>Are the students well prepared to do the activity while staying in the target language?</i> Closing: (minutes) <i>Are the objectives revisited?</i>		
Assessment:		
Extra Ideas:		



+ Sample Lesson Plan

Grade 4	FOSSILS: Use & Comparison	4th Grade Science Standard IV - Fossils (lesson 1 of 5)
Science Standard(s): Science Standard 4 Objective I		
<p>Content Objective(s):</p> <p>The students will work as partners to identify 4 defining features of fossils [size, color, shape, texture] in a simulated fossil dig in order to compare them to familiar objects as a way to help identify each 'find.'</p> <p><i>I can work with partners to describe 4 defining features of fossils [size, color, shape, texture] to compare them with familiar objects and identify each 'fossil.'</i></p>	<p>Language Objective(s):</p> <p>The students will record adjectives associated with the 4 defining features and will use them in sentence frames to make comparisons and to identify each fossil.</p> <p>I can record 2 or more adjectives associated with all 4 defining features and will use them in sentence frames to make comparisons and to identify each 'fossil.'</p>	
<p>Essential Questions:</p> <p>What is a fossil? What can we learn from fossils?</p>	<p>Required Academic Vocabulary for Word Wall:</p> <p>Listen: archaeologist, fossils, tools, map, defining feature, size, color, shape, texture, identify</p> <p>Speak: archaeologist, fossils, tools, map, defining feature, size, color, shape, texture, identify</p> <p>Read: archaeologist, fossils, tools, map, defining feature, size, color, shape, texture, identify</p> <p>Write: archaeologist, fossils, tools, map, defining feature, size, color, shape, texture, identify</p> <p>Sentence Frames:</p> <p>___ is (bigger/smaller) than ____; it is the size of ____.</p> <p>___ is (redder/darker) than ____; it is the color of ____.</p> <p>___ is (rounder/flatter) than ____; it is the shape of ____.</p> <p>___ is (rougher/slicker) than ____; it is the texture of ____.</p> <p>The size, color, shape, & texture of this fossil identify it as ____.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> Objectives written ahead of time Defining Features sheet [one per student] MAP grid [one per student] Fossil Boxes [shoe box, sand, fossils] (fossils: real fossils, plaster casts, cleaned turkey & chicken bones, plastic insects trapped in hot glue, etc.) Paint brushes [one per group] 5 Sentence Frames written ahead of time 	<p>Additional Lesson Vocabulary:</p> <p>bigger, smaller, redder, darker, rounder, flatter, rougher, slicker,</p>	



+ Is this a good objective for DLI?

- I can name the phases of the moon.
- I can solve addition problems by recognizing and recording the parts with a small group.
- I can identify and describe the differences and similarities between rocks and minerals by observing and drawing the minerals in rocks with my group and on my own exit ticket.
- I can create a timeline of plot events in the story I read today.
- I can use sentence frames to orally explain the way that air temperature and wind affect changes in precipitation, air pressure, and air temperature.



+ Content and language objectives are essential in the DLI context

CONTENT

Use the following formula:

Cognitive function
(referencing a DOK verb)

+

Content and/or standard
(what are you going to evaluate)

+

Methods
(strategy and condition)

LANGUAGE

Use the following formula:

Cognitive function
(referencing a DOK verb)

+

LÀ standard and/or
linguistic proficiency target
(what are you going to evaluate)

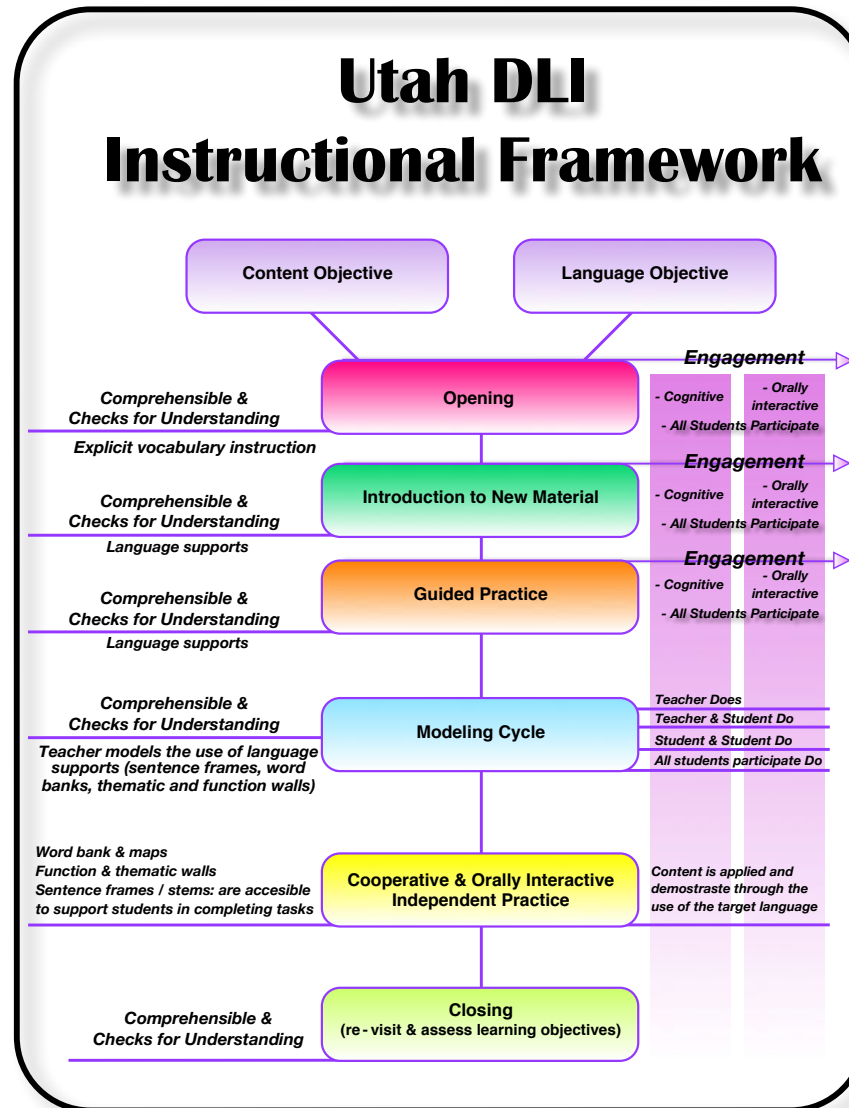
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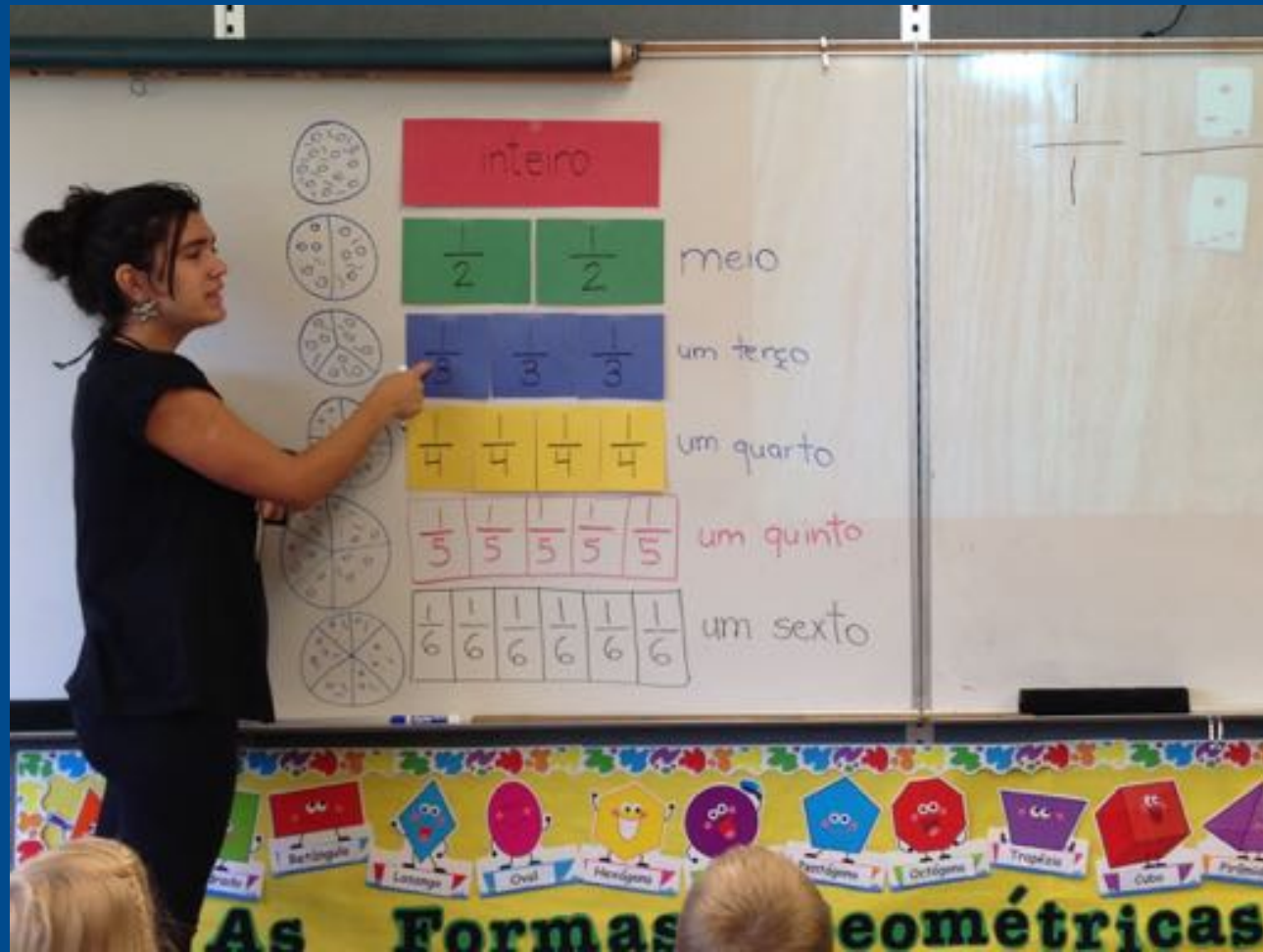
Methods
(strategy and condition)

+ Content and Language Objectives



+ When do we use content and language objectives in the Instructional Cycle?





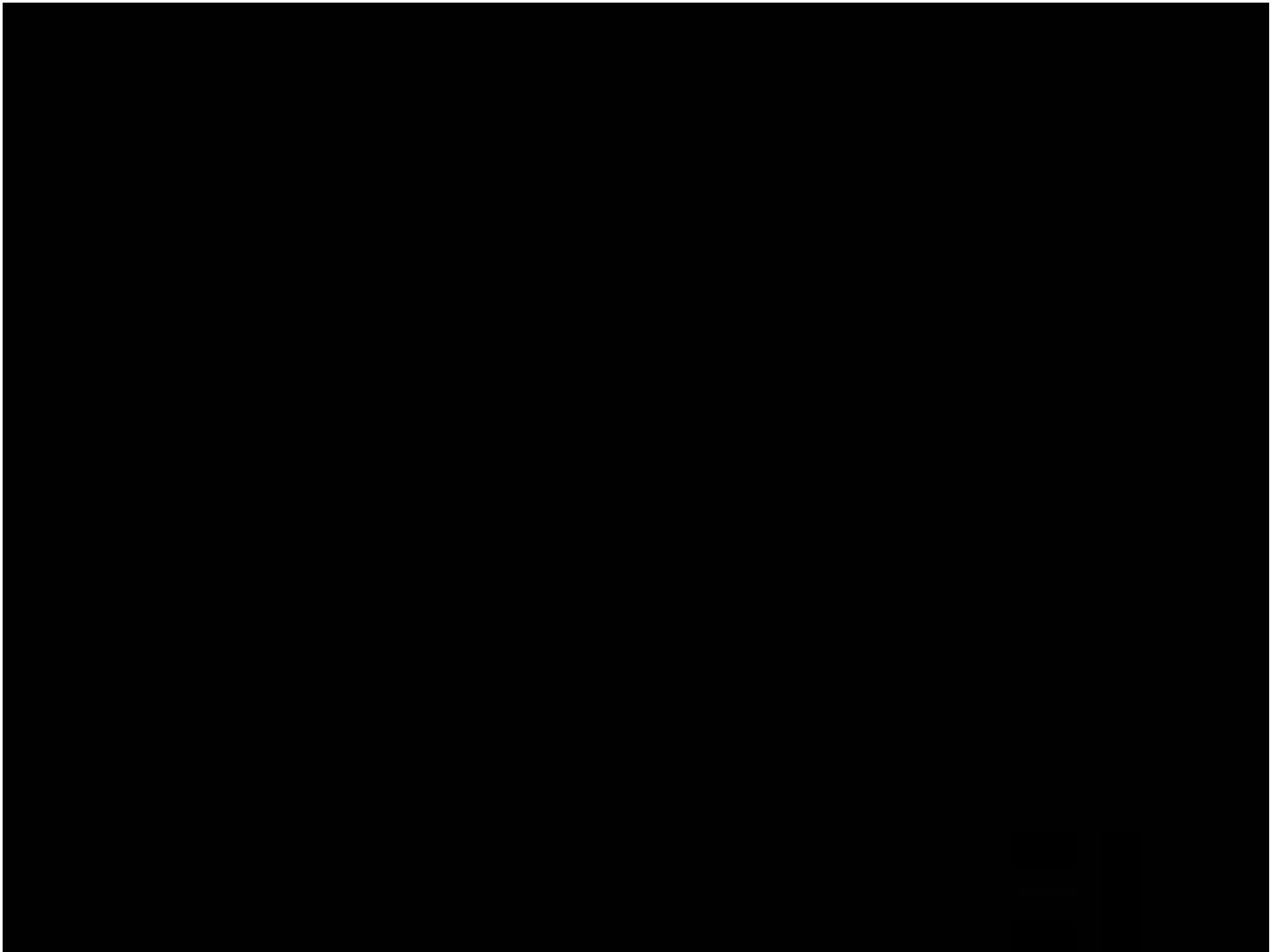
Comprehensible Input

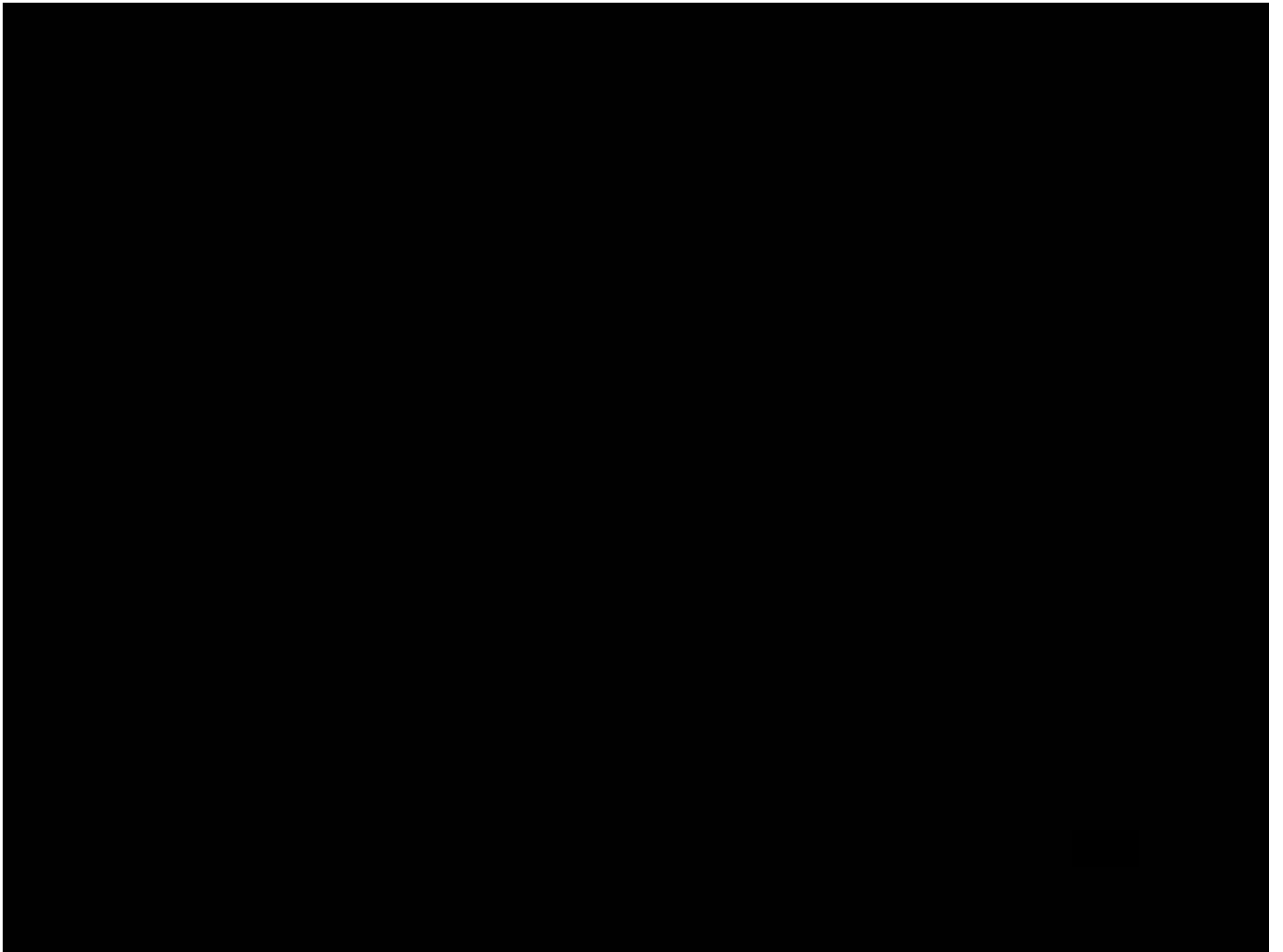
+ Comprehensible Input



What is comprehensible input?

The ability to make
content and language
understandable and
accessible to students.



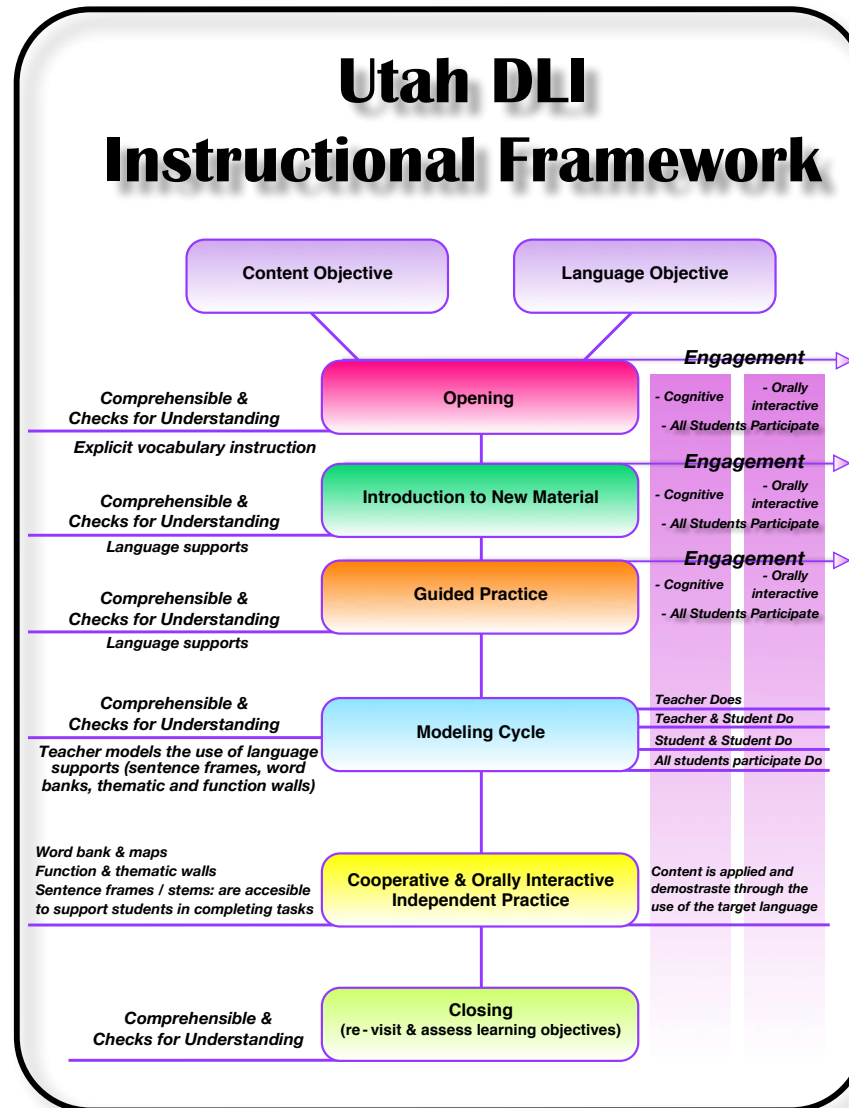


+ Comprehensible Input

How do we make input comprehensible?

VISUAL SUPPORT	CONTEXT	ADAPTED LANGUAGE
meaning is matched to new language through the use of visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)	meaningful, repeated exposures are given in a variety of contexts: preview material, activating background knowledge, graphic organizers, storytelling, songs and chants	speech tempo & complexity, explicit/clear articulation, new language stands out and is recycled, ideas are rephrased, language is clarified through explanations, definitions, examples and non-examples

+ When do we provide comprehensible input in the Instructional Cycle?





Modeling Cycle

+ Modeling Cycle



What is the modeling cycle?

The way a teacher shows students what they should **know** and be able to **do**; providing them **four opportunities** to show them what the expected outcome is.

+ Modeling Cycle



How do we do the modeling cycle?

STEP #1	<u>I</u> DO	Teacher does.
STEP #2	<u>WE</u> DO	Teacher and student do.
STEP #3	<u>YOU</u> DO	Student and student do.
STEP #4	<u>YOU ALL</u> DO	All students do.

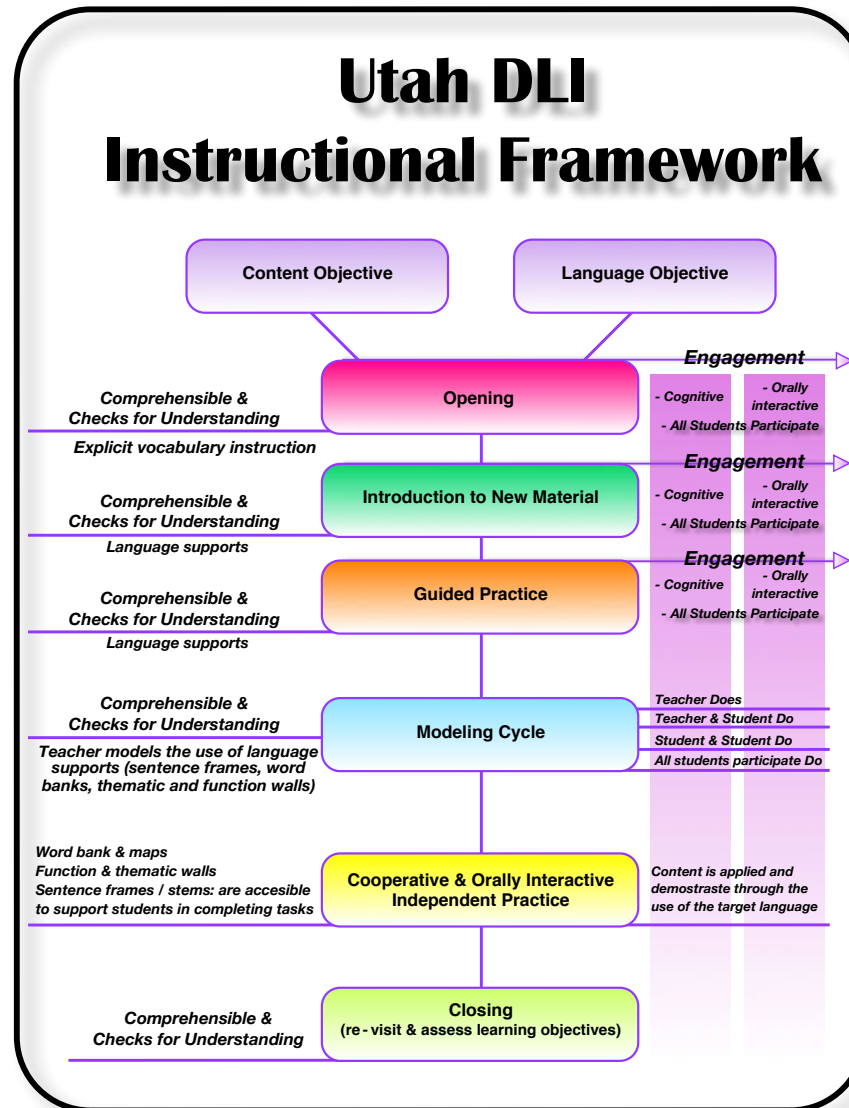


+ Modeling Cycle: Partner Activity



- With a partner, identify and write the **4 opportunities** used by the teacher to model what the students were expected to **know** and **do**.

+ When do we use the modeling cycle in the Instructional Cycle?



Scaffolding for Language Acquisition and Quality Production



What a child is able to do through scaffolds is the stage where actual language acquisition occurs.

Language Supports



Strategies That Increase The Quality Of Language Production

Explicit
Instruction
of
Vocabulary
In Context

**Thematic /
Function
walls**

Word
Banks

Sentence
Frames &
Sentence
Stems

+ Gallery Walk Video



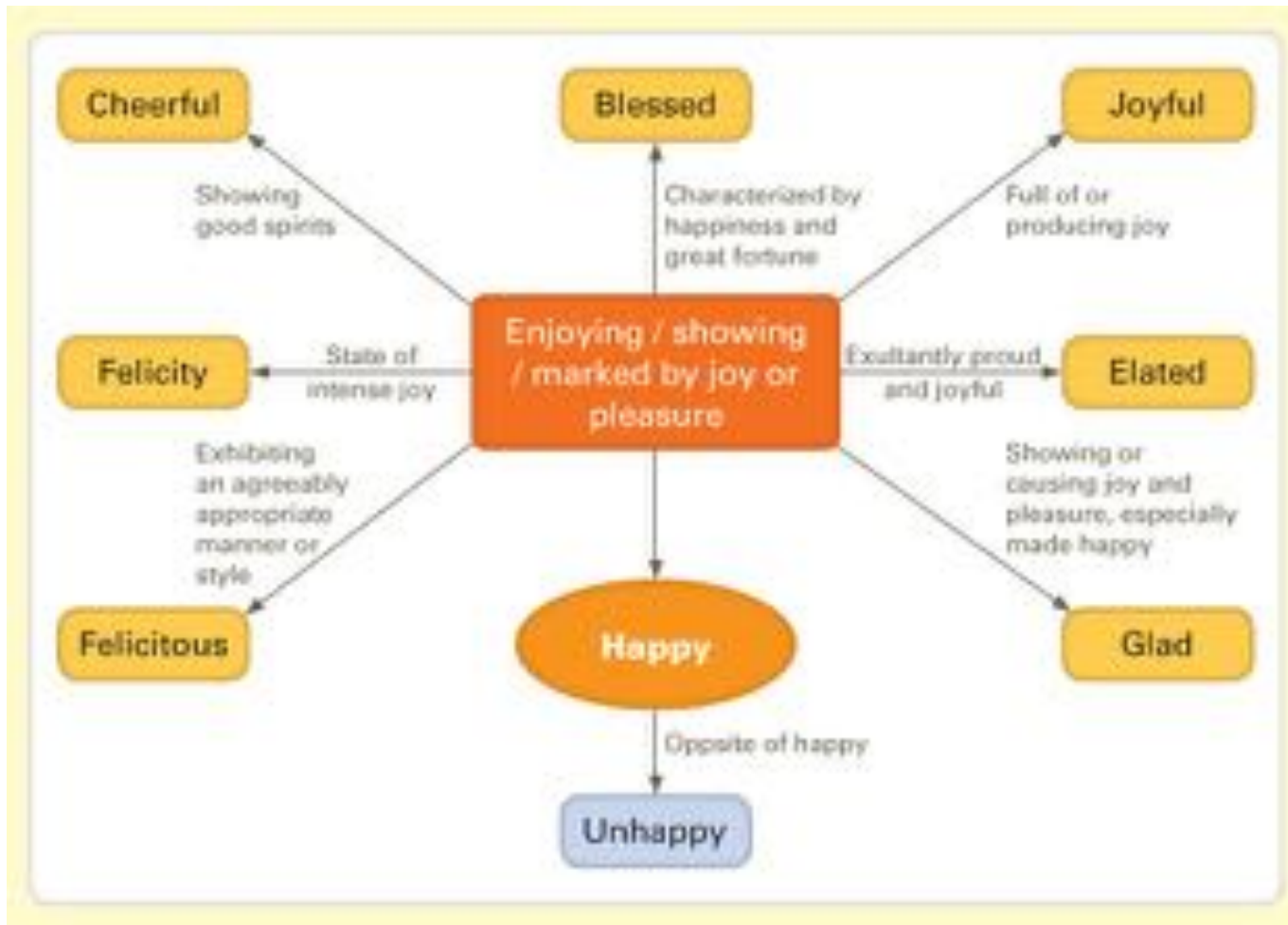
+ Function Walls



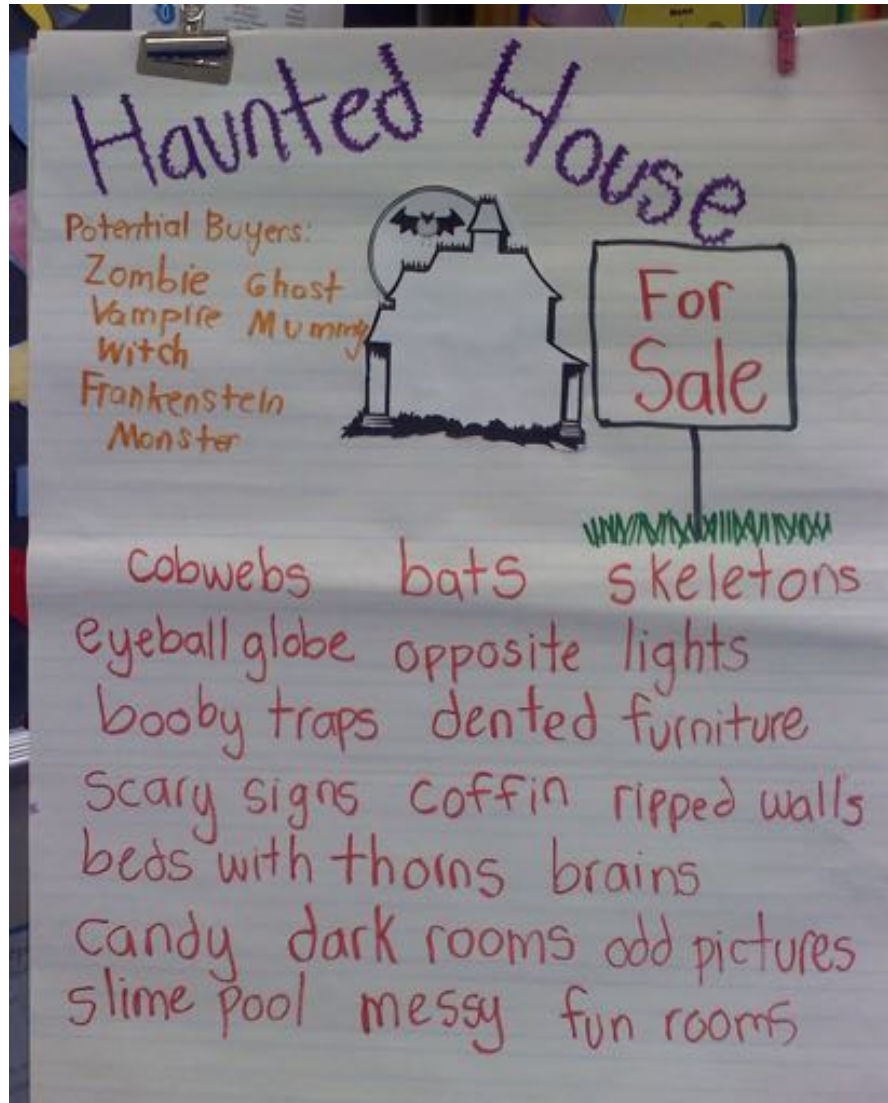
+ Thematic Math Wall



+ Word Map to extend related vocabulary



+ Word Bank to support writing



+ Sentence Frames



■ Compare and Contrast:

- One similarity between _____ and _____ is _____.
- One difference between _____ and _____ is _____.

■ Describe:

- The main character in the story is _____ and _____ because (he, she, it) _____.

■ Opinion:

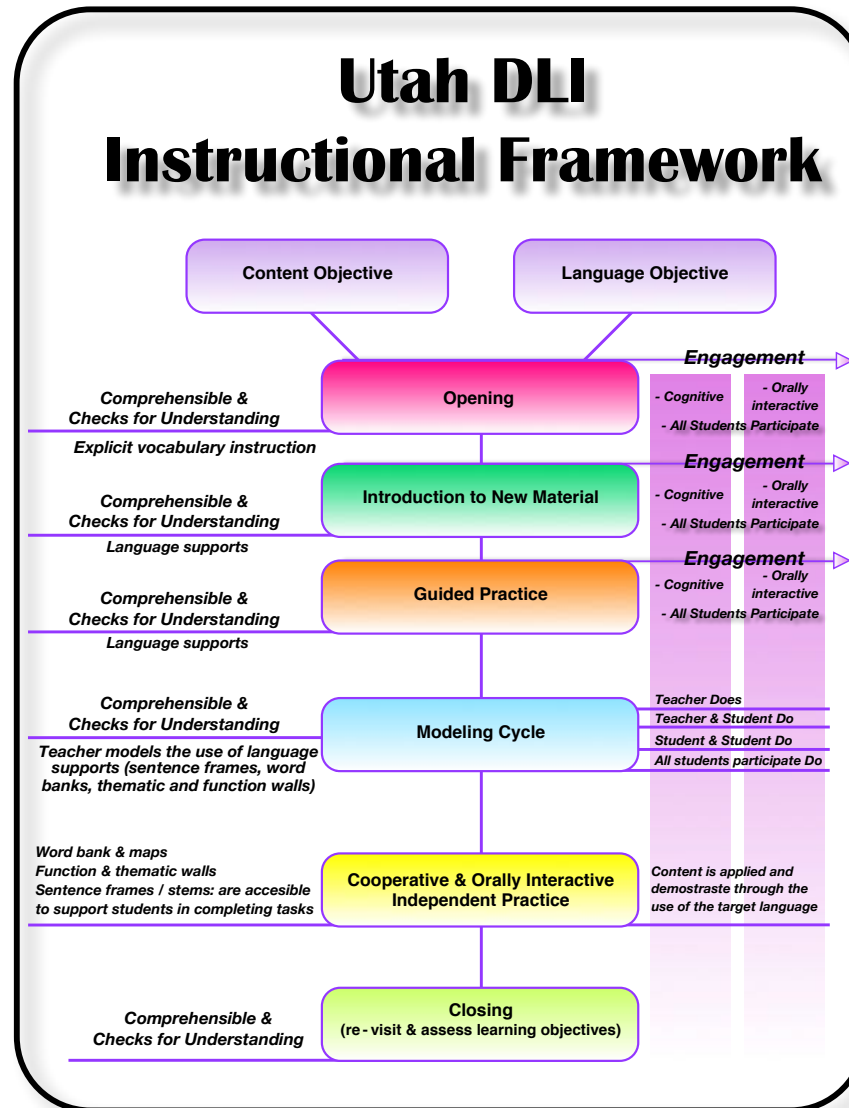
- I agree or disagree with _____. In my opinion the story was _____.

+ Sentence Stems



- I think that _____.
- I like _____.
- I disagree because _____.
- They are different because _____.
- I prefer _____.
- We suggest/propose _____.
- We support _____.

+ When do we incorporate language supports in the Instructional Cycle?





Student Engagement

+ Student Engagement



What is student engagement?

Ensuring that ALL students
are cognitively engaged
ALL the time by providing
Opportunities to Respond
(OTR)

+ Student Engagement

How do we create student engagement?

COGNITIVE	VISUAL	PHYSICAL	ORAL
think time	hand signals, whiteboards, clickers, response cards, thumbs up/down	TPR, Cornell note taking, move to the answer, four corners, opinion lines	choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner

EVERY opportunity in a DLI classroom should be paired with an oral response!

+ Desired rate of OTRs



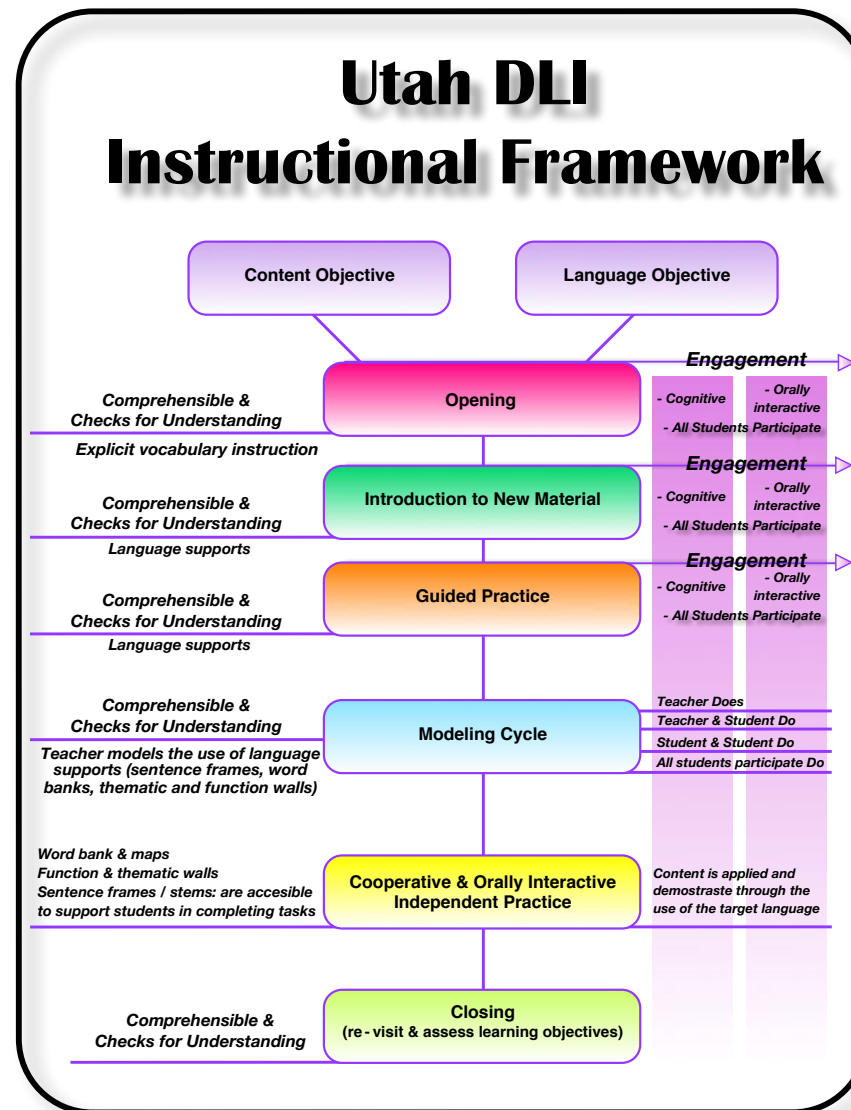
- (Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008)
- New Material
 - 4-6 Responses per minute
 - 80% accuracy
- Practice
 - 9-12 Student responses per minute
 - 90% accuracy



Student Engagement Video



+ When do we embed student engagement in the Instructional Cycle?



+

Checking for Understanding



+ Checking for Understanding



What is checking for understanding?

The strategies that are used to elicit evidence that the student is understanding the language and content.

+ Checking for Understanding



For the purpose of:

- Monitoring student progress
- Informing instruction

***using OTRs (Opportunities to Respond)
as follows...***

+ Checking for Understanding

How do we check for understanding?

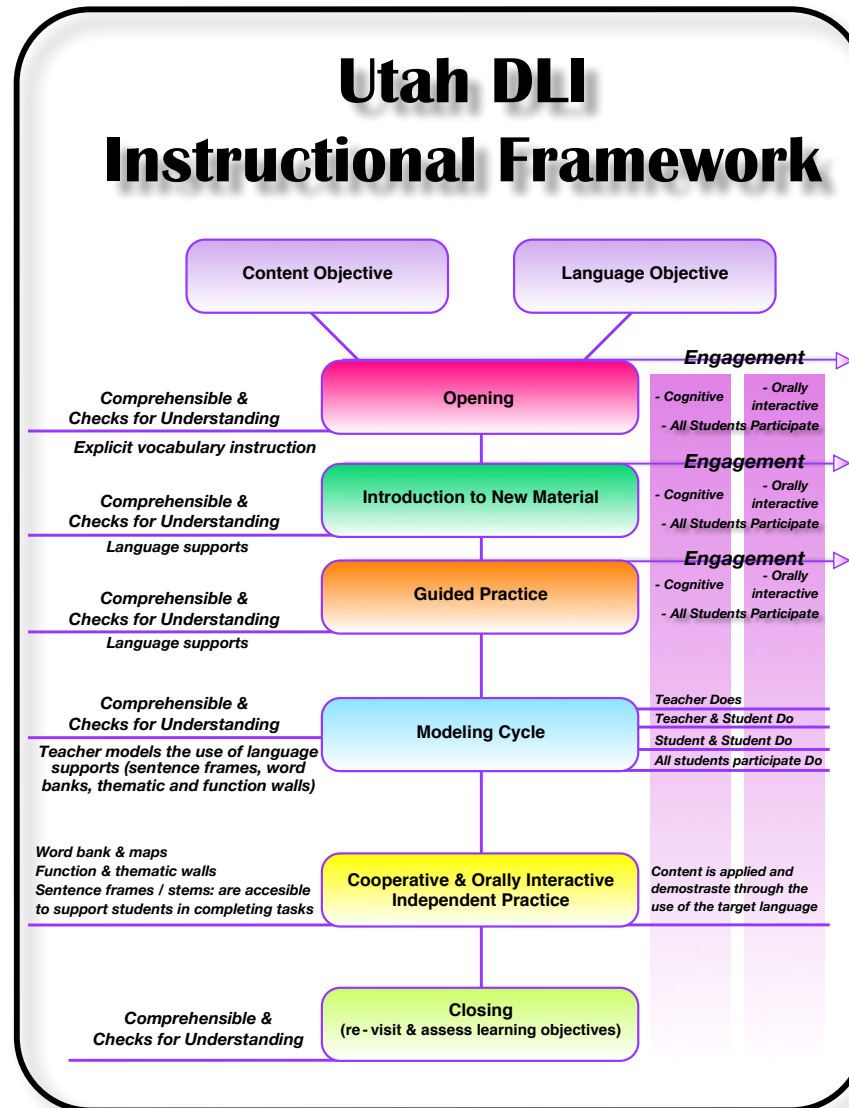
VISUAL	PHYSICAL	ORAL
hand signals, whiteboards, clickers, response cards, thumbs up/down	TPR, Cornell note taking, move to the answer, four corners, opinion lines	choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner

Remember: EVERY opportunity in an immersion classroom should be paired with oral responses!!!!

+ Checking for Understanding Video



+ When do we check for understanding in the Instructional Cycle?



+ Recap



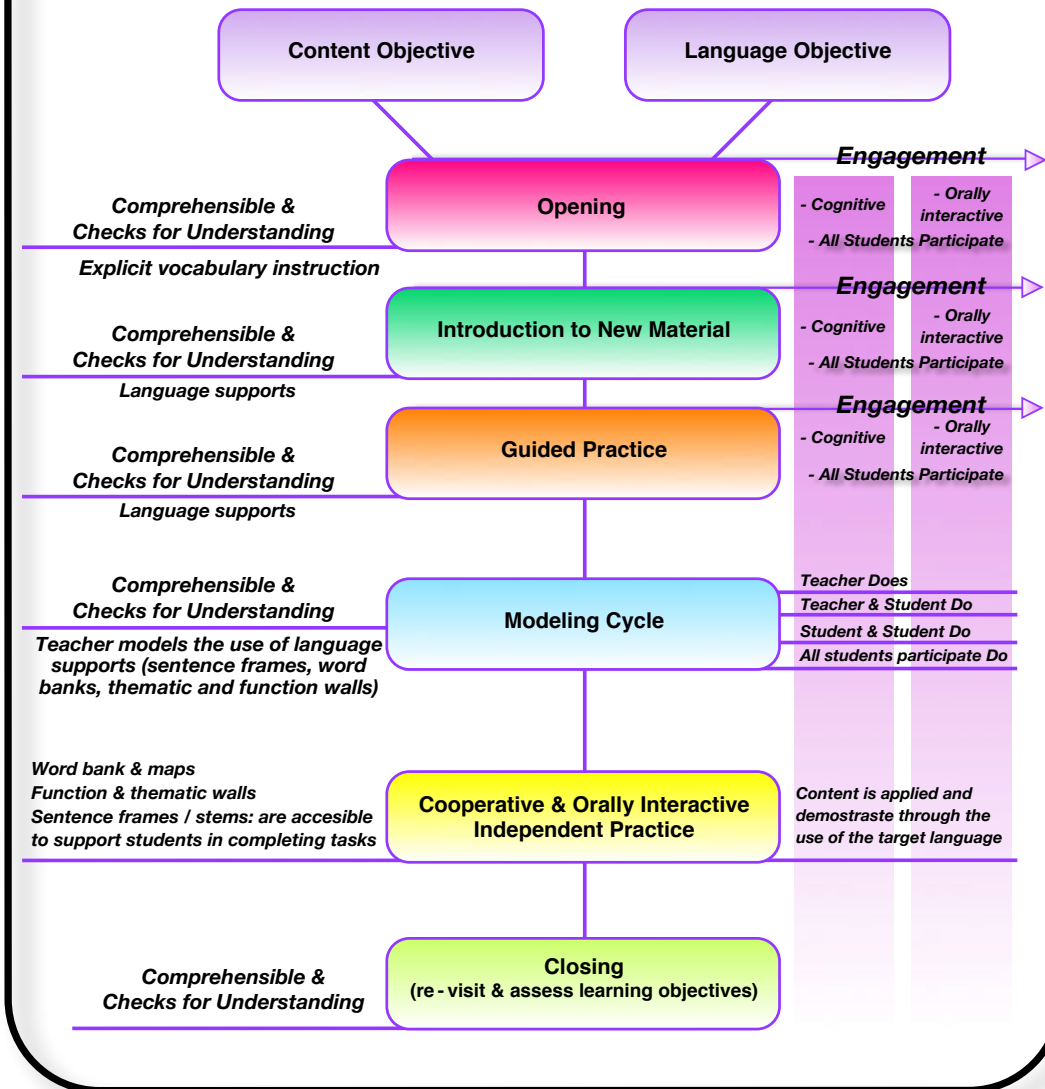
- What have we done:
 - We have identified what we know about quality instruction.
 - We applied the DLI lens to quality instruction (language and content objectives, comprehensible input,
 - We have seen how the DLI core instructional strategies are embedded in the instructional cycle.
- After the break:
 - We are going to identify the instructional cycle and the embedded core instructional strategies in a DLI lesson plan.
 - We are going to observe dual language immersion classrooms.
 - We are going to use the to refine our observation skills for effective instruction in the dual language immersion classroom.



+

Break

Utah DLI Instructional Framework



+ Observation Assignments For Video #1 – Chinese

- Row 1 - Content & Language Objectives
- Row 2 - Comprehensible Input
- Row 3 - Modeling Cycle
- Row 4 - Language Supports
- Row 5 - Engagement with Oral Production
- Row 6 - Checks for Understanding
- Row 7 - What phases of instruction were observed?





+ Video #1-Chinese

(Whole Group Processing)

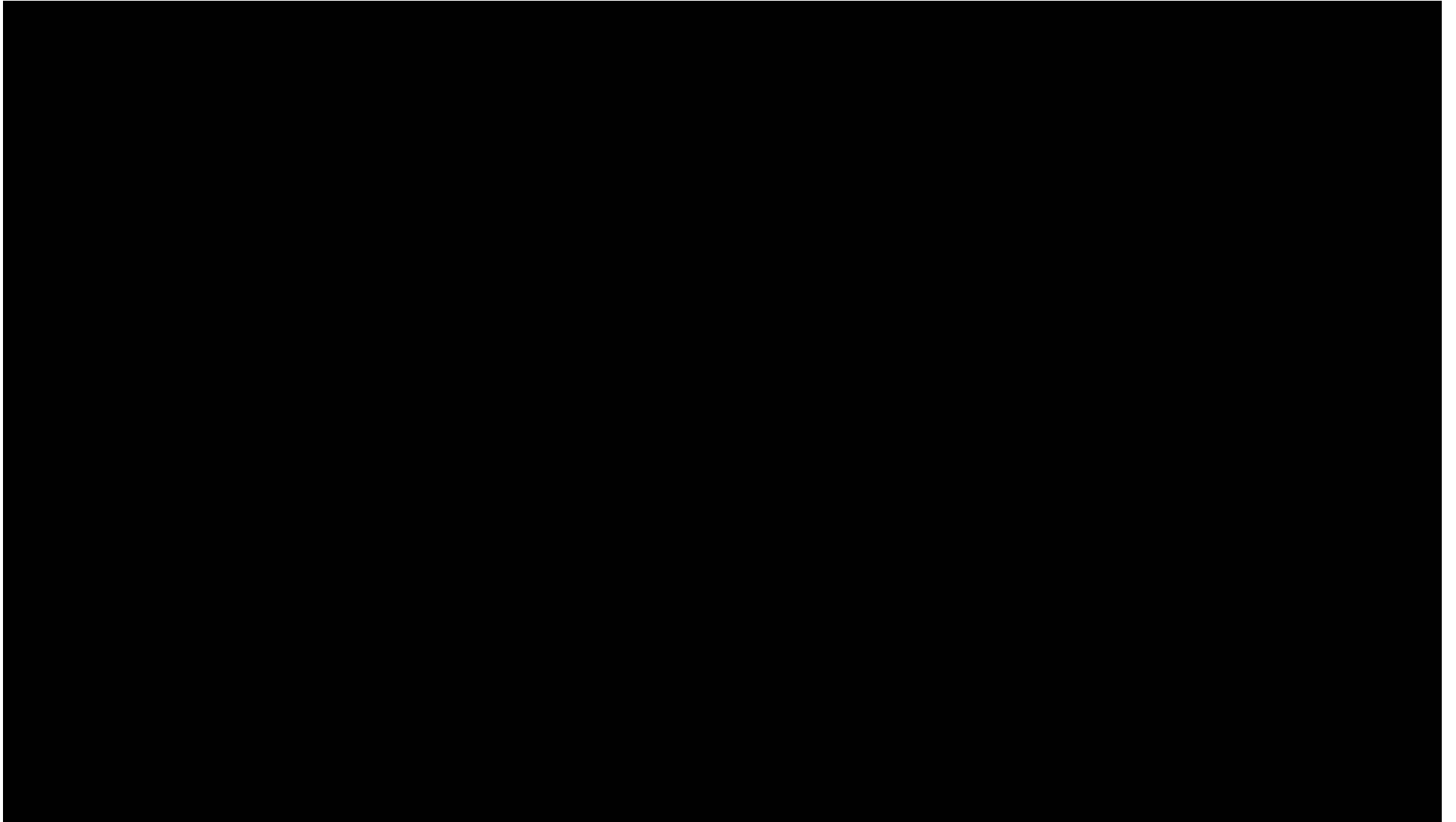
- Row 1 - Content & Language Objectives
- Row 2 - Comprehensible Input
- Row 3 - Modeling Cycle
- Row 4 - Language Supports
- Row 5 - Engagement with Oral Production
- Row 6 - Checks for Understanding
- Row 7 - What phases of instruction were observed?



+ Observation Assignments for Video #2 - Spanish

- Rows 1-2
 - What phases of instruction were observed?
 - Checks for Understanding
- Rows 3-4
 - Language Supports
 - Modeling Cycle
- Rows 5-6
 - Comprehensible Input
 - Engagement with Oral Production
- Row 7 - Content & Language Objectives





+ Video #2 - Spanish (Small Group Processing)

- Rows 1-2
 - What phases of instruction were observed?
 - Checks for Understanding
- Rows 3-4
 - Language Supports
 - Modeling Cycle
- Rows 5-6
 - Comprehensible Input
 - Engagement with Oral Production
- Row 7 - Content & Language Objectives



+ Observation Assignments for Video #3 - Portuguese



- In pairs, seek evidence to support each of the core instructional strategies:
 - Content & Language Objectives
 - Comprehensible Input
 - Modeling Cycle
 - Language Supports
 - Engagement with Oral Production
 - Checks for Understanding



+ Video #3 - Portuguese (Partner Processing)



- Volunteer pairs from each row will share evidence:
 - Row 1
 - Row 2
 - Row 3
 - Row 4
 - Row 5
 - Row 6

+ The Power of Teachers and their Teaching





■ Linger Questions

