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| **Strand 7: Supporting Diverse Learners** |
| **7A: Differentiated instruction and assessment** |

* The teacher differentiates by content, instructional processes, and student products according to students’ language proficiencies as well as readiness, exceptionalities, and interests.
* The teacher uses a range of flexible grouping strategies to differentiate instruction.
* The teacher employs appropriate strategies to differentiate instruction and assessments (e.g., differentiated language objectives, student choice, leveled texts, tiered activities and assessments).

**Examples:**

1. *For a unit on biomes, a Grade 3 teacher has identified short video clips and several non-fiction texts with differing levels of difficulty (e.g., heavily scaffolded texts with images and ones that are dense and text-heavy). She pairs students according to reading ability and assigns texts and video clips accordingly. After viewing the video clips and reading their texts, these pairs create posters including drawn images and written phrases to represent their understanding of a given biome.*

2. *As a formative assessment of a lesson on the rotation and revolution of the Earth, students are grouped homogenously by language proficiency and are allowed to choose one of the following tasks: (1) create a flipbook showing and describing the revolution of the Earth around the sun, (2) position and move group members to demonstrate how the Earth rotates on its axis and revolves with respect to the sun and the moon, or (3) make a timeline of a year detailing the position of Minnesota with respect to the sun. (Note: A higher level of language production needs to be expected of all students, including those having lower proficiency, for a summative assessment of these concepts. These formative assessments serve as scaffolds toward that language production.)*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:** |
| **Resources:** |

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| **Strand 7: Supporting Diverse Learners** |
| **7B: Maintaining high expectations for students of all linguistic and cultural backgrounds** |

* The teacher uses a range of strategies that reflect high learning, language use/development, and behavioral expectations for *all* students.
* The teacher supports students in meeting those expectations.
* The teacher leverages students “funds of knowledge” and works to promote parent/family involvement and engagement.

**Examples:**

1. *In the very first week of the school year, a Grade 1 teacher tells her students that their reading goal for the end of the year is Level 8. She laminates a large sign that says (in the immersion language) “We’re going to read at Level 8!” and hangs it from the ceiling of the classroom. She explains that we all learn at different paces, and that some students might reach the level before others, but that they are all in this together – and that they will help each other reach the goal. Every Monday they shout as a group: “We’re going to read at Level 8!” The teacher monitors student progress on a weekly basis, providing extra support to those who need it. She informs parents of the goal and assigns each student a weekly homework assignment: read to their parents (from a book she provides) for at least 10 minutes on at least 3 different days during the week. She also asks parents to read to their children in their (the parent’s) strongest language for at least 20 minutes daily. She celebrates successes on a monthly basis, making sure that she identifies a success for each student based on their progress. She also informs parents of their child’s progress each month.*

2. *In a Grade 2 unit on measurement, the teacher gives students a weekend homework assignment that involves getting a favorite family recipe from a parent, grandparent, or other family member. They are to explain the recipe to the student, focusing on specific measurements of ingredients (including non-standard measurements like a “handful” or a “pinch”). The student is to write it down and be prepared to share it in the classroom the following week. Together they compile and illustrate a recipe book, including key information about measurements [e.g., an appendix that gives metric and imperial (U.S. customary units) equivalents]. Later in the unit families come to the classroom for a pot-luck and they bring the prepared dishes.*

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| **Goals I have:** |
| **What I’d like to know more about / questions:** |
| **Resources:** |

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| **Strand 7: Supporting Diverse Learners** |
| **7C: Equitable classroom dynamics** |

* The teacher responds to instances in which the dominance of and preference for English in our society (and institutions) affects language use and development and social status in the classroom.
* The teacher employs inclusive pedagogical practices that position *all* students as knowledgeable and capable in the classroom and that promote equitable classroom discourse.

**Examples:**

1. *In a classroom where English home language students tend to speak more openly and frequently than their Spanish home language peers, the teacher uses a variety of discussion strategies to ensure that all students are participating. These include using small group roles to require each group member’s participation or structured discussions where all students are given a set number of tokens which they “pay” each time they speak. When they are out of tokens, they must remain quiet and let others participate.*
2. *The teacher frequently engages students in discussions about language varieties within and across program languages. When appropriate, these discussions include critical analysis of the power and status associated with different language varieties. The teacher respects language variation and organizes community-based projects that encourage students to use language varieties in meaningful ways.*
3. *The teacher uses a variety of strategies to ensure equitable classroom participation, such as Accountable Talk, pair-share sentence stems (e.g., “I like what \_\_\_\_ said because \_\_\_\_\_\_\_.” “Yes, that’s true, and it’s also true that \_\_\_\_\_.” “If I understand you correctly, you \_\_\_\_\_\_\_\_\_.” “I understand what you’re saying, but I think that \_\_\_\_\_\_.”), and Constructive Conversations.*

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| **Goals I have:** |
| **What I’d like to know more about / questions:** |
| **Resources:** |