

Bilingual/ESL Certification and Sheltered Instruction Training

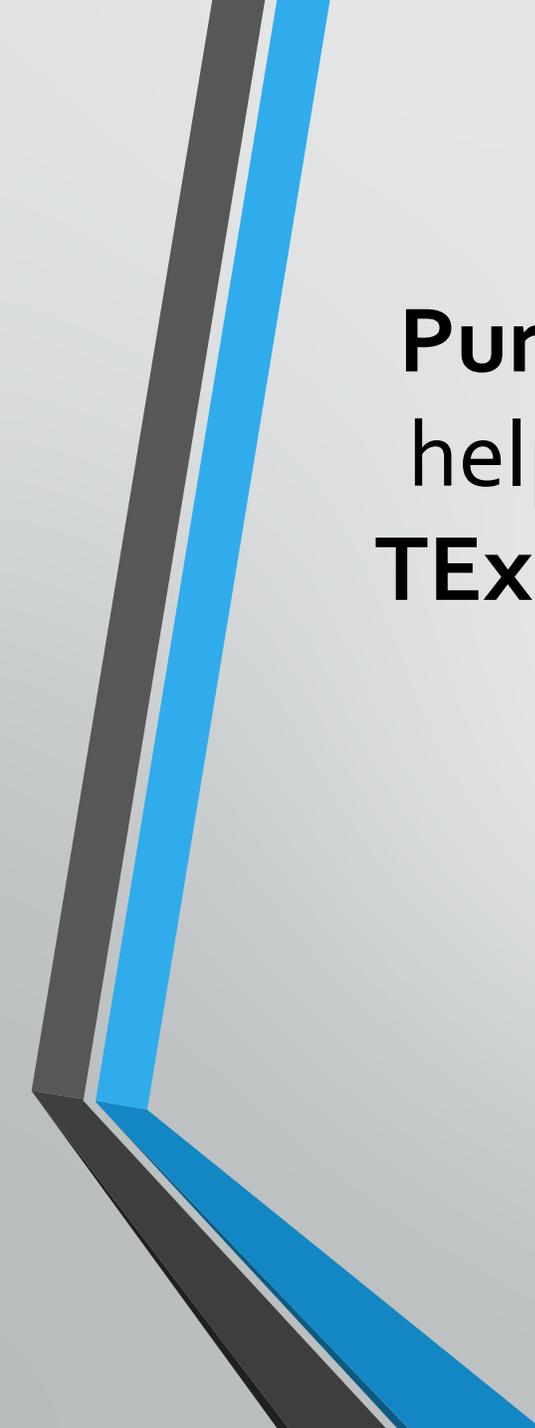
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Professional Learning Essential Agreements

- ✓ Be respectful of others
- ✓ Be an active participant
- ✓ Take care of your needs
- ✓ Be professional



Purpose: This informative training is designed to help teachers **prepare for the Bilingual and ESL TExES certification exams** plus teach researched based sheltered instruction strategies

Agenda

1. Review

- **Competency 8: Foundations of ESL Education**

2. Continue Domain III

3. Competency 9: Multicultural Environment

- Factors that create learning diversity
- Connection between a multicultural classroom environment and learning
- Factors that can impede creation of a culturally responsive environment
- Demonstrating awareness of diversity
- Fostering respect for cultural diversity
- Self-Check
- Practice Items for Competency 9

Agenda (continued)

4. Competency 10: Advocacy

- ESL Teacher in participation in committees that assess student progress and evaluate site contributions to state educational goals
- Support for family engagement through communication and collaboration
- Knowledge of community resources
- Self-Check
- Practice Items for Competency 10

5. Sheltered Instruction Strategies

- 7 Steps to a Language-Rich Interactive Classroom by John Seidlitz and Bill Perryman
 - Step 2: Have students speak in complete sentences.

Review: Competency 8

1. A grade 3 teacher in a two-way dual language/immersion program is conducting a geography lesson in her class. She has large pictures of geographical sites such as volcanoes, rivers, rain forest, deserts, canyons, etc. She gives each group a picture and directions for the geography assignment. Which of the following directions for further class activity would best reflect the characteristics of a two-way dual language/immersion program?
 - A. Each group collaborates in writing a paragraph in English describing their picture.
 - B. Each group creates a T-chart showing words that describe the picture with L1 words on one side and L2 on the other.
 - C. The teacher creates a master list of English words that describe geographical sites. Each group selects the words that fit their picture.
 - D. Each group collaborates in writing a paragraph in L1 describing their picture.

Review: Competency 8

2. A school districts establishes a ESL program for young students who have recently arrived in the United States and who have limited or no academic background in their native language or in English. The program address acculturation, language, and affective and academic aspects of the children's educational experience. The program is a temporary "stopover." The goal is to transition these students into a traditional ESL program. What label is typically applied to this type of program?
- A. Transitional ESL program
 - B. Initial Language program
 - C. Assimilation program
 - D. Newcomer program



Domain III

**Foundations of ESL
Education, Cultural
Awareness, and Family and
Community Involvement**

Overview of Domain III

- Domain III includes three competencies:
 - Competency 8 Foundations of ESL Education
 - Competency 9 Multicultural Environment
 - Competency 10 Advocacy
- addresses ESL issues beyond the immediacy of the classroom.
- enabled us to view ESL education in America from a historical lens that sharpens the exigencies of classroom interactions.
- Completes the full picture of the 10 competencies for English as a Second Language ESL by showing how ESL instruction must reflect the environment beyond the classroom as an integral component of effective learning for EL students.
- According to the English as a Second Language Supplemental Preparation Materials website, **30 percent of the exam items will be based on Domain III.**



Competency 9: Multicultural Environment

The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment

Competency 9: Multicultural Environment covers the following topics:

- Factors that create learning diversity
- Connection between the multicultural classroom environment and learning
- Factors that can impede creation of a culturally responsive environment
- Demonstrating awareness of diversity
- Fostering respect for cultural diversity

Linguistic Diversity Represented in Texas Public Schools

Linguistic diversity such as is represented by the demographics of Texas public school students is a pillar of multiculturalism. TEA's offers the following snapshot of multilingualism/multiculturalism in the state:

- Over 120 languages are represented in Texas public schools
- 90.25% (911, 680) of the 1,010, 756 English learners in Texas are Spanish speakers
- 1.61% (16, 262) speak Vietnamese
- 1.17% (11, 835) speak Arabic
- .51% (5, 130) speak Urdu
- .47% (4, 735) speak Mandarin Chinese
- .37% (3, 749) speak Burmese

This data is from the 2016-2017 PEIMS but gives us a strong indication of the diversity in Texas public schools.

Competency 9 Core Content

The following key terms reflect the core ideas in Competency 9:

Multicultural learning environment	Multilingual learning environment	Cultural diversity	Linguistic diversity
Age	Developmental characteristics	Academic strengths	Academic needs
Learning styles	Personality	Sociocultural factors	Home environment
Attitude	Exceptionalities	Affective needs	Linguistic needs
Cognitive needs	Stereotyping	Prejudice	Ethnocentrism
Culturally responsive teaching	Socioeconomic background	Awareness of diversity	Respect for diversity

Fostering Multiculturalism

Multiculturalism:

- is the mindset of inclusivity and diversity aimed at creating equity among all learners. Multiculturalism can be manifested in many aspects of teaching, from a way a classroom community is created to the types of materials used in teaching. Multiculturalism is not unique to ESL classrooms; in fact, Multiculturalism can be fostered in classes comprised of 100% native English speakers. However, the inherent linguistic, social, culture, and demographic diversity of ESL classrooms suggests that multiculturalism is an essential aspect of ESL education.

Multiculturalism in the classroom exists as opposition or balance to traditions of main or dominant culture centrism. While it is recognized that English is the language of the U.S. and that schools operate primarily on delivery of instruction in English, educators now realize that things have to change in order to promote equity for all learners.

Fostering Multiculturalism (continued)

Multiculturalism is a manifested feature of classroom *ambiance*.

Multiculturalism falls into the realm of the affective aspects of ESL teaching. Its not something you teach; instead multiculturalism is an environment you can construct, foster, and sustain as an ESL teacher. Multiculturalism In the classroom is an attitude or mindset that ESL teachers can operationalize through creativity constructed classroom activities that actively engage learners in fostering a community of inclusivity by recognizing the diversity of interest, contributions, and possibilities represented by the immediate classroom and the larger community beyond the classroom.

Multiculturalism – both a mindset and an actual approach to teaching that integrates diverse ways of thinking, multiple sources of culturally-diverse resources, and strategies for pulling learners into cohesive, egalitarian class community activities. The goal of multiculturalism is to foster community based on celebrations of diversity.

The EL Student's Affective Needs

Creating an effective multicultural classroom environment requires that the ESL teacher look at the classroom space from the EL student's perspective:

- EL students might be "identified" by their current ELPS designation. The elaborate, ongoing LPAC documentation keeps teachers, parents, and students fully aware of their current ELPS level. Being in an ESL class means the learners have not yet attained the advance high ELPS level required to exit the program.
- EL students in content-area classes may be transitioning from one language program to another, thereby changing their current class and peer environment.
- Exiting into mainstream classes with pull-out ESL can make EL students feel out of place or possibly unready for full participation with native English-speaking classmates.

The EL Student's Affective Needs (continued)

- EL students may practice cultural and linguistic autonomous segregation in social settings, but in classroom settings, there is the expectation of full collaboration among learners. It does not happen automatically.
- EL students face the challenge to continually work at developing English proficiency. Teachers need to realize that this means more processing time, likely misunderstandings, insufficient content-area background, and the silent period of internalized processing without output.
- EL students may feel deficient because of their current L2 proficiency and, as a result, may appear to be unmotivated or resistant to full class participation.

The EL Student's Affective Needs (continued)

EL students may experience “language shock” and “cultural shock” when they realize that their output, especially when they make linguistic errors, may be seen as comical by L2 speakers or when they cannot coordinate L2 behavioral expectations with L1 cultural norms. The result is disorientation and/or anxiety in the EL student, attitudes that can shape the learner’s participation in the class community.

ESL teachers need to devise classroom techniques that ensure EL students are not unintentionally excluded from class interactions. The disengagement and apparent non-communicativeness manifested by cultural mismatches and linguistic insufficiencies can be alleviated by using ***total participation techniques*** that engage all learners in a vibrant class community. ESL teachers can construct classroom activities for linguistic support and academic learning that keep EL students from shrinking into corners of non-participation and that instead invite all learners to join equitably and confidently in creating new knowledge.

Activities that Promote Multiculturalism and Community

In a multicultural community, individual learners feel comfortable and accepted in a space shaped by celebration of difference. Teachers can create this sense of belonging, participation, and acceptance by using lessons and other class activities to orchestrate learner interaction and mutual acceptance of difference.

The following activities are designed to create a multicultural learning community:

- **Math class:** In word problem “stations” or centers, students work independently or in small groups or pairs to solve the problems set up at each station. If they need help, they can raise a “flag” (students have created the flags in a pre-lesson activity). The flags denote different type of help requests, for example a blue flag might mean “we need language or math term or operation help,” a green flag, “we need help understanding,” a red flag, “we are totally lost.” The teacher tells the students that they can respond to the flag calls, going over to the group that needs help to try to help out. The teacher lets the students help each other instead of intervening.

Activities that Promote Multiculturalism and Community (continued)

- **Social Studies:** Students work in groups to draw scenes from a jigsawed lesson. Their scenes have to include short captions or bubble comments that integrate key terms from the lesson. When the scenes are completed, the group works as panelists to present their scenes to the class. This activity allows an alternate form of product creation – drawing instead of testing or writing – and allows learners to discover how to collaborate to create the group project in a **low stress**, creative venue.
- **English:** Students pick “golden lines,” their favorite lines from a literary text, write them on craft paper sheets, use illustrations to reinforce the images in the lines, and post the sheets on the walls to create a gallery walk. Students walk around the gallery and leave comments on the sheets. This activity allows the full-scale participation from all learners in a **low-risk, low-anxiety** format.

Activities that Promote Multiculturalism and Community (continued)

- **Science:** Students explore the construction/science of a typical item like a pencil or a lollipop or a popular candy bar. The teacher selects an item that is more complex than it appears to be and that will allow learners to discover fun facts as they research independently and collaboratively. This activity would allow integration of technology in a research activity. Depending on available time, students could construct a simple multimodal project of a poster, allowing all learners to participate by contributing their own levels of expertise.
- **Class gallery:** The teacher can post pictures of students working on class activities and post bubble comments that show the teacher's response to how they are contributing to class community. Students could be encouraged to add their own class photos to showcase learning takeaways and even funny class moments.

Activities that Promote Multiculturalism and Community (continued)

- **Showcasing individuality:** From the first day of class, ESL teachers should strive to encourage learners to tell their stories. Even for high school students, a wall or bulletin board that shows artifacts of each learner's individuality is a valuable community-shaping strategy. Young learners can share info bits about favorite foods or pets or siblings; older learners can share details about hobbies, career goals, things they are experts at. Teachers need to be proactive about keeping learners' differences in plain sight so that the difference becomes a bonding element for the class community.

A multicultural environment is supported through responsive teaching. **Responsive teaching** means paying attention to what individual learners need, especially when the assigned activity is a mismatch with what the learner is able or willing to do. For example:

- A learner who feels unready to participate in round-robin oral reading could be asked to be the class note taker with a task of creating a list of key terms on the board.

Activities that Promote Multiculturalism and Community (continued)

Culturally responsive teaching involves integrating lesson materials that reflect a variety of cultures. In all content areas, it would be very easy to keep a current events bulletin board that reflects news items from around the world that allow learners to connect classroom content to the real world, all around the world.

A classroom that even includes a small number of EL students should look culturally diverse. There should be posters, realia, illustrations, props, and other materials, that extend beyond hegemonic culture to include connections to a variety of cultures.

Learner Diversity

In a class of EL students of different abilities or a mainstream class made up of English speakers and language learners, there will be many sources of **student differences**.

- The linguistic level of EL students may cause feelings of deficiency for language learners and may raise barriers between the traditional students and EL students.
- The EL students home circumstances may be less than optimal if their parents do not speak English or do not provide a home environment that welcomes working at home on school matters.
- Socioeconomic circumstances may prohibit EL students from participating in extracurricular activities or may limit access to technology.

Learner Diversity (continued)

Cultural differences may be so vast that EL students have trouble blending into the class community.

- Limited levels of past educational experiences may reduce EL students' background knowledge on content area topics.
- English may be the language of the classroom while L1 remains the language of "real" life.
- For students who are designated LEP and special education, their will be multiple "markers" of their distinctiveness as members of the class community.

Whatever the source of learner difference or distinctiveness, **the ESL teacher needs to work to shape and sustain a multicultural community of learners where each learner respects and values every other learner and where each individual learner feels safe, confident, and accepted.**

Self-Check

- Make sure you are able to define **Multiculturalism**.
- Explain how multiculturalism can be fostered in an ESL classroom.
- How can teachers integrate content-area instruction with multicultural teaching strategies?

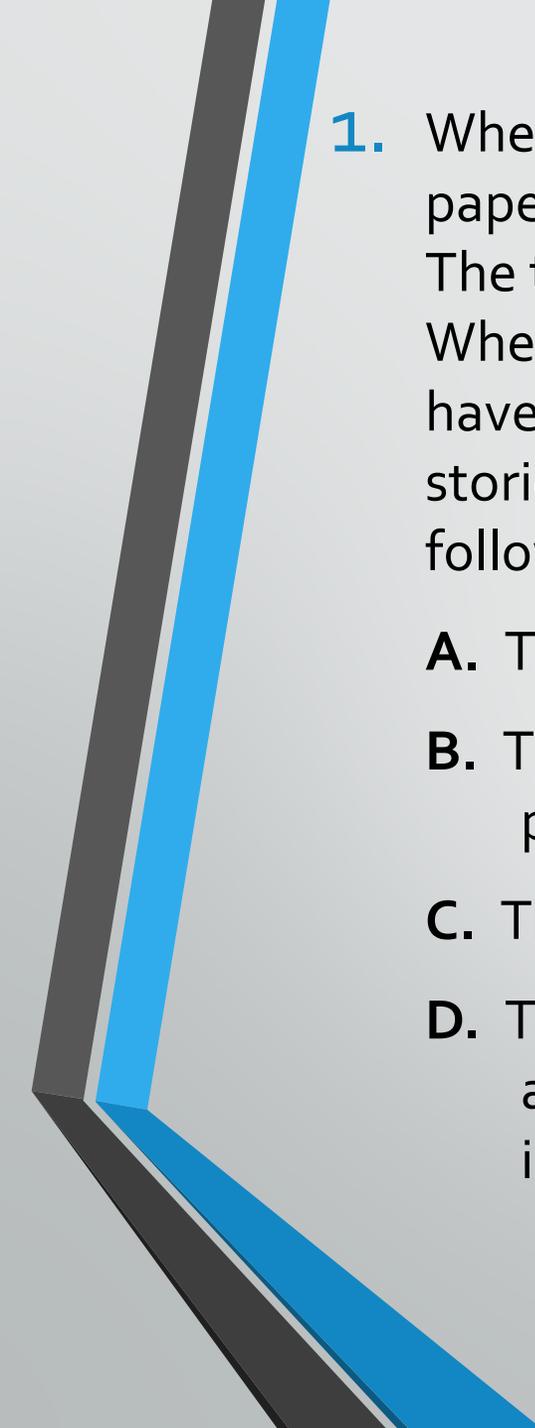
Practice Items for Competency 9

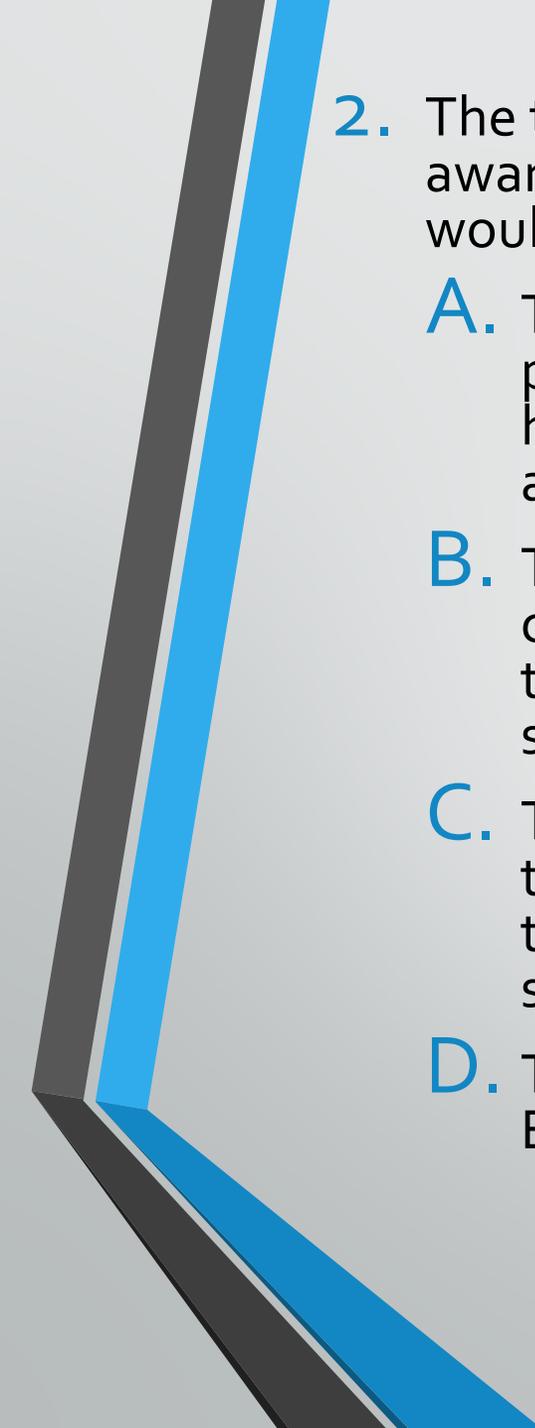
Use the following scenario to respond to the next two items:

An elementary school ESL teacher gives her students the following directions.

"we are starting a unit on folk stories – stories that you learn from your family or stories that you know from your culture. A lot of times, stories like these are supposed to keep you from doing something dangerous. Or they might explain how or why something happens. We are going to start out by reading a folk story from a Native American tribe in Texas and then you will bring folk stories from your own culture."

To illustrate what a folk story is, the teacher reads Tomie DePaola's ***Legend of the Bluebonnet*** which offers a Native American explanation for the apparent overnight appearance of bluebonnets in Texas in the spring.

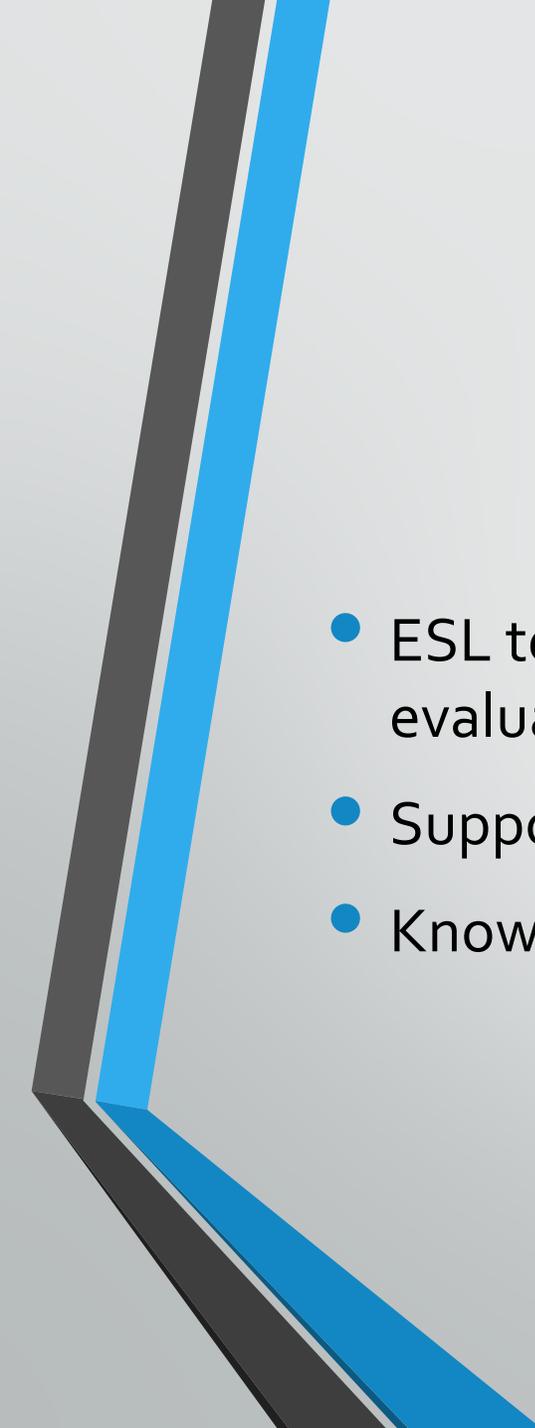
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- 1.** When the students bring in their folktales, the teacher hands out construction paper booklets for the students to write and illustrate the stories they brought. The teacher creates a Folk Story Gallery for the students to post their booklets. When all the booklets are done, the students read each other's booklets and then have a class discussion about similarities and differences they found in their own stories and their classmates' stories. This activity best addresses which of the following ESL teaching strategies?
 - A.** The activity integrates several academic and non-academic skills.
 - B.** The activity allows the teacher to promote students' oral language proficiency
 - C.** The activity creates a culturally responsive learning environment.
 - D.** The activity promotes students' creativity by asking students to think like authors and to imagine how their story would best be presented through illustrations.

- 
2. The teacher wants to expand the folk story unit in order to promote students' awareness of linguistic and cultural diversity. Which of the following activities would best meet this goal?
- A. The teacher collaborates with the school librarian to identify books that present children's versions of folk stories from around the world. The teacher has each student pick a book from this collection and bring it to class to read and to present in reader's theatre.
 - B. The teacher assigns each student a specific country to research. The students create small posters presenting the following basic facts about the country: the language spoken, one story from the country, and a picture of a typical scene from daily life in that country.
 - C. The teacher integrates the folk story unit into a geography lesson. The teacher brings in pictures of scenes from countries throughout the world and tells students a few facts about each country as the students look at the scenes.
 - D. The teacher gives each group a picture of a scene from a foreign country. Each group has to write a folk story triggered by the scene.



Competency 10: Advocacy

The ESL teacher knows how to **serve as an advocate for ESL students and facilitate family and community involvement in their education.**



Competency 10: Advocacy covers the following topics:

- ESL teachers participation in committees that assess students progress and evaluate site contributions to state educational goals
- Support for family engagement through communication and collaboration
- Knowledge of community resources

Competency 10 Core Content

Competency 10:

- integrates factors that are external to the classroom but that impact the decisions and actions teachers make in classrooms.
- also reminds us of the highly politically charged nature of language programs in the U.S.
- Shows how the ESL teacher advocates for students and parents as part of the long-fought struggle for equity.

Competency 10 Core Content (continued)

Important key terms to remember for Competency 10:

Advocacy	Educational equity	Social equity
LPAC	Admission, Review, and Dismissal Committee (ARD)	Site-Based Decision Making
Family engagement	Communication with families	Collaboration with families
Community resources	ESSA and parent support	Communicative bridges with families

What Advocacy Means

What does it mean to be a “**committed advocate**” for ESL students? Instead of *defining* what advocacy means, lets identify *actions* and habits of mind that illustrate advocacy:

- ESL teachers serve as “cultural mediators” helping students and families adjust to the culture of school and community.
- ESL teachers partner with parents to discover what is best for the student.
- ESL teachers educate parents about federal and state policies that impact their children.

What Advocacy Means (continued)

- ESL teachers should be able to guide parents toward community resources like health service availability, school programs that can help their children, and even housing or day-to-day living resources.
- ESL teachers should develop awareness of cultural expectations and norms that can clash with what is expected in the school environment.
- ESL teachers need to develop empathy towards students' cultures by learning about their culture, by observing the students, by consciously avoiding stereotyping.

ESL Teacher as Advocate for EL Student Success

The overriding target goal of ESL programs in Texas is the student's exit from the program which happens when the learner has achieved the required proficiency level and required scores on mandated state content area exams.

From the time a student enters an ESL program to the time of exit, ESL teachers are the prime advocates in helping learners meet linguistic and academic goals.

ESL Teacher as Advocate for EL Student Success (continued)

Let's look at two powerful comments from two different teachers that show the centrality of teacher attitudes in cultivating advocacy.

- **The first quote** is from a teacher writing about lessons she learned in her first year of teaching.
- **The second** is from a teacher who reconstructed her view of her students during a Multiliteracies Teacher Institute Program early in her teaching career.

ESL Teacher as Advocate for EL Student Success (continued)

Teacher 1. Lesson learned in early teaching:

The first lesson is that, for many students, the teacher is the only source of encouragement in their lives; we need to appreciate the importance of this. Another critical lesson I learned is that there really is no such thing as a “model student.” We cheat ourselves and our students out of many extraordinary moments if we persist in believing that the ideal student looks or acts a certain way. We must try to know all of our students as individuals.

Teacher 2. Comments on perception of students by Helen, first year teacher in Reno, Nevada:

We see what we believe. To challenge my own mental paradigm, I need to change my perception... When I believe that my students are future scholars, doctors, dentists, lawyers, scientist – whatever their hearts and minds desire, then I will see it It all has to do with expectations.

ESL Teacher as Advocate for EL Student Success (continued)

Lets consider how these insights about seeing students as people with needs impact how ESL teachers advocate for their students. Consider that ESL students arrive in ESL classes with a string of labels attached to them as students.

- First, they have been identified as LEP on the basis of a home language survey and then a language proficiency test.
- Next, the LPAC committee has determined whether they are bilingual or ESL program students.
- ESL students are further classified on the basis of their readiness to be in pull-out programs or their need to develop further proficiency in a full ESL class.
- Every students in an ESL class also has ELPS level labels for each language proficiency category plus there are test scores for each year of TELPAS.

ESL Teacher as Advocate for EL Student Success (continued)

If the teacher's instructional goal is to help EL learners attain the advance high proficiency level, it might be easy to forget that underneath the labeling there is a real, vibrant learner who has cultural, linguistic, personal, social, academic, and developmental needs.

ESL teachers need to create learner-centered, nurturing classroom environments that enable the teacher to truly serve as an advocate for each learner.

State and Federal Policies

Advocacy extends to knowing how individual teachers factor into enforcement of federal and state policies for ELs. **In Texas, that includes knowing:**

- Language Decision Assessment Committee (**LPAC**) protocols for placing and reassigning EL students
- Knowing when the Admission, Review, and Dismissal (**ARD**) is relevant and
- Participating in **site-based decision making** groups or processes (SBDM)

Language Proficiency Assessment Committee (LPAC)

The LPAC mandated by the TEC, is charged with:

- Initially placing students in the appropriate language program
- Reviewing and monitoring their progress, and
- Considering reclassification on the basis of their progress

While individual teachers are not directly involved in the committee decisions, ESL teachers are directly involved in helping EL students meet scoring expectations on TELPAS and STAAR exams.

Admission, Review, and Dismissal (ARD)

ESL teachers are obligated to follow the **Individualized Education Program (IEP)** created by the ARD for students who are designated LEP and are also special education students. The student's LEP status is considered a "special factor" in the development of the IEP. Thus, the ESL teacher has advocacy opportunities in ensuring that the student's special educational needs are met in the context of the linguistic accommodations for the language program.

Site-Based Decision Making (SBDM)

Site-based decision making progress, instituted by the TEC, offers teachers direct opportunities for input regarding:

- How programs are working
- What adjustments could be made to better meet students needs, and
- How students are progressing toward meeting performance expectations for linguistic proficiency and academic achievement.

While every ESL teacher is not a member of the site-based decision making committees, the provisions for operations and procedures for SBDM committees include opportunities for committee members to meet with group of teachers, such as ESL teachers, to get input and suggestions on needed changes in programs.

Supporting Families

Parent support is the starting point for EL students' participating in language programs in Texas public schools. Even if students are designated as LEP on the basis of the mandated language proficiency testing, they cannot be channeled into ESL or bilingual programs without official parental approval.

- Parents have the right to refuse language services for their children.
- The LPAC is obligated to obtain parent approval as a pre-condition to integrating a student into a language program.
- If parents elect to refuse the programs, they can discuss other options for addressing their children's academic and language needs.

Supporting Families (continued)

- Once students are in language programs, ESL teachers frequently serve as liaisons or intermediaries in procedures involving EL students. Just as in all other academic programs, ESL teachers should follow best practices for staying in contact with parents and encouraging parental involvement.
- Family Engagement efforts should include ongoing communication about class activities, student progress, and teacher-parent conferences.
- Because teachers are at the point of immediate contact between parents and the school, ESL teachers should work diligently to be informed about policies relevant to ESSA, TELPAS, STAAR, possible accommodations for mandated testing, and ongoing circumstances that impact what happens in the classroom.

Supporting Families (continued)

- Teachers can also guide parents towards community resources that can help students acculturate. Teachers can share information about soccer leagues, after-school programs, the public library, arts and performance activities, and other activities sponsored by city organizations.
- ESL teachers will quickly learn that their EL students come from a broad spectrum of family support systems and cultural expectations.
 - For some students, schools will be an entirely separate enterprise from home, with parents participating minimally in their child's educational endeavors.
 - Other families may lack the financial resources to support students in simple things like providing school supplies.

Supporting Families (continued)

- ESL teachers may have to deal with circumstances that involve parents not knowing what their or their children's rights are. Teachers might not know the answers, but they can serve as conduits in guiding parents to find answers in the community and in state and federal agencies.
- A great thing about being a teacher, whether ESL or traditional, is that you become deeply involved in the stories and circumstances of learners and their families. For parents of EL students, teachers can facilitate access to information and services that schools and communities offer to support the learning and achievement journey of their children.

Self-Check

- Explain what *advocacy* means in the context of ESL education.
- Can you provide core details about how ESL teachers are involved in LPAC, ARD, and site-based decision making endeavors?
- How can ESL teachers support parents in ensuring that EL students have productive classrooms and school experiences?
- Explain how the teaching guidelines and strategies enable teachers to be advocates for their EL students.

Practice Items for Competency 10

1. An upper elementary teacher decorates her classroom with motivational reading posters, borrows grade appropriate fiction and non-fiction books from the library, and invited parents to a read aloud demo in class. After the teacher does the read aloud, the teacher gives the parents a reading log, which the children have decorated with stickers and their own illustrations, on which parents and children are supposed to record at-home reading time. The teacher suggests several at-home reading scenarios, such as reading to a younger sibling, the whole family, or an individual parent. This instructional activity primary supports which of the following ESL teaching goals.
 - A. The reading log reconstructs reading homework as self-selected reading time, with the goal of improving students attitudes about reading.
 - B. The reading log allows the teacher to collect qualitative data for the end-of-year subjective report on the students' reading proficiency.
 - C. The reading log fulfills state requirements for out of school literacy experiences.
 - D. The reading log creates collaboration among the teachers, the parents, and the students in promoting students' academic success.

2. At the school's parent night, a teacher with an ESL class where 100% of the students speak Spanish as their first language distributes 4X6 cards and invites parents to write *una cartita*, a "Little Letter," a few lines describing their child, in English or in Spanish. The teacher explains that every week, the parents will be sent a "Little Letter"/*cartita* written by the teacher with a few sentences about the child's classroom experiences. The "Little Letter" will include a blank card so that the parents can write a return note to the teacher. This activity best addresses which of the following essential components of ESL instruction?

- A. Improving parents' L1 and L2 Literacy skills
- B. Establish communication and collaboration with parents
- C. Keeping parents informed about their children's developing L2 proficiency
- D. Compiling information about students' home life

This Concludes

Competency 9 Multicultural Environment: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

Competency 10 Advocacy: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Thank you!

7 Steps to a Language – Rich Interactive Classroom by John Seidlitz and Bill Perryman

- Focuses on **student interaction** with academic literacy
- Teaches students learning strategies that will help them find **success in the real world**
- **Based on four key ideas, or TIPS**, that lay the groundwork for a successful language-rich interactive classroom
 - **Total** Participation
 - **Incorporate** Academic Vocabulary
 - **Promote** Literacy and Language Development
 - **Support** for Struggling Learners

Step 2: Have students speak in complete sentences.

- This simple expectation dramatically **improves the quality of interaction** in our classroom.
- When we encourage our students to use complete sentences, **they think in complete thoughts.**
- Students **link new words to new concepts** and are able to **practice using academic language structures.**

Students must be given experience in using formal language.

- It is very important to **provide ample opportunities** in class that require students to use complete sentences in oral communication.
- In doing so, students learn to **develop their thoughts** and **use formal language structures**.

How it might sound in a typical 6th grade classroom:

Teacher: We've been looking at fractions, and we have been talking about how to add fractions. What is the first step in adding fractions? *Teacher draws Mary's name from a stack.* Mary?

Mary: The first step in adding fractions is to find a common denominator.

Teacher: Exactly. When we look at these two fractions, one fourth and one third, what would the common denominator be?... *Teacher draws Michael's name from a stack.* Michael?

Michael: 12

How it might sound in a typical 6th grade classroom (continued):

Teacher: *Smiling and using a supportive tone.* Could I have that in a complete phrase?

Michael: The common denominator of three and four is twelve.

Teacher: Thanks, Michael. How did Michael find the common denominator?
Teacher draws John's name from a stack. John? How do you think Michael found the common denominator?

John: ...with three and four. *Teacher waits a moment and John rephrases his answer.* I mean, Michael found the common denominator by multiplying three and four.

One way to support students as they learn to respond with complete sentences:

- Provide them with a **sentence stem**, which is a short phrase that gives students the beginning of a sentence and helps them structure a response.
- Using sentence stems dramatically **changes the quality and tone of the classroom** because it helps students become increasingly more comfortable using academic language for expression.

Examples of sentence stems:

Question	Stem
Why does inertia have a particularly large effect in this situation?	Inertia has a large effect in this situation because...
How would you approach solving this equation?	My approach to solving this equation would be...
What is your opinion?	My opinion is...
How would you justify your answer?	I would justify my answer by...

What research says?

- In order for students to use content language accurately in their speaking and writing, they must **hear the language multiple times** and **in multiple contexts**.
- Students need **frequent opportunities for interaction** in order to encourage elaborated responses to lesson concepts.
- A classroom culture that requires **the use of complete sentences routinely** fosters student elaboration while a classroom using one word responses to questions does not.

Frequently asked questions:

Will it strain classroom conversation and limit students' ability to express themselves if we expect them to rephrase answers using complete sentences?

- **No.** The expectation of **using complete sentences** in the classroom actually **enhances the free flow of ideas.**
- When complete thoughts are the norm, students quickly become more comfortable **elaborating and expressing** their ideas.
- When students are asked **open ended questions at a higher level**, they are able to say much more using complete sentences.

Note: Be careful not to overdo the use of complete sentences in class. Every time a new question or topic is introduced in a discussion, it is a good to reiterate the expectation of using complete sentences. If you are having an open discussion, you can relax and allow the free flow of ideas.

Frequently asked questions (continued):

Do students with disabilities, English Language Learners, and students with interrupted formal education (SIFE) have to express themselves using complete sentences too?

- **Yes!** Unless the student has a disability with an IEP that indicates otherwise, **expect all students** to participate.
- When they are in the classroom with native speakers, they need to be **provided with more support**, for example:
 - Providing **sentence starters** like “The answer is...” and “I think...” makes communication easier for students.
 - Allowing students to **whisper answers** that are repeated to the whole class, makes them feel safe, supported and involved.

Frequently asked questions (continued):

What if students refuse to respond with the expectation of using complete sentences?

- If students are given a adequate rationale, and that **rationale makes sense** to them, most of the students will come on board.
- The two interviews below are good examples to discuss **why its important to use complete sentences** and sound professional to create buy-in :

Applicant A	Applicant B
Employer: Tell me about your work experience?	Employer: Tell me about your work experience?
App. A: Burger King	App. B: My work experience includes working at Burger King
Employer: What did you do at Burger King?	Employer: What did you do at Burger King?
App. A: The register, the grill, and the drive through.	App. B: While I was at Burger King I worked at the register; I also cooked on the grill; and I also was able to work in the drive through sometimes.
Employer: Did you enjoy working there?	Employer: Did you enjoy working there?
App. A: Yeah.	App. B: Yes, I enjoyed it very much.

Frequently asked questions (continued):

When should I introduce this strategy to my students?

- Its best to introduce this strategy at the **beginning of the year.**
- Explain the ***expectation of accountable conversation*** (When a teacher asks a question, **students have two choices**):
 - Either respond to the teacher or
 - Request assistance and then respond
- Explain how they are **expected to participate** in class discussions and opting out of the conversation is not an option.