Appendix A: Overview of the HLA Curriculum

HLA UNIT OVERVIEW

Unit Essential Question

Who am I? What makes us who we are?

All people have identity. Many factors contribute to who we are and how we define ourselves. Inherited traits, shared culture, family practices and values, and our unique lived experiences all shape our identity. Some aspects of our identity are fixed and others are fluid and shifting. Understanding who we are as individuals, how we are distinct and what we share in common, helps us build community in this new place and connect to and learn from each other and appreciate our diversity.

SET OVERVIEW	1 Build Concepts & Language	2 Read, Write, Present & Assess	3 Read, Write, Present & Assess	4 End of Unit Performance Task
Lessons	1-10	11-27	28-52	53-72
Guiding Questions	*Who am I?* *What makes us who we are?*	*What else contributes to our identity?* *How are we similar and different?*	*What are our roots?*	*How do our experiences influence our identity?*
Texts	Included in Materials "Mi identidad" *Student poem*	Included in Materials "Soy" "Una Vida Llena de Pasos" *Personal essays*	To Purchase[4] "Nuestras raíces indígenas" "Las profundas raíces africanas" *Information* "Me llamo Juanita" "Me llamo Felipe" *Poems*	To Purchase[5] "10 años sin ti" "La esperanza nunca muere" *Graphic narratives*
Writing Tasks	• Identity Poem	• Complete Sentences • Inference - Evidence Paragraphs	• Summary Paragraphs • Inference - Evidence Paragraphs	• Personal Narrative

LESSONS AT A GLANCE

Set 1 | Build Concepts & Language				
L1	**L2**	**L3**	**L4**	**L5**
Exploring – Pre-Assessment & Graffiti Wall	Sorting – Identity Map	Reading – "Mi Identidad"	Writing – Pre-Write My Identity Map	Writing – Draft 1 Poem
L6	**L7**	**L8**	**L9**	**L10**
Writing – Revise Poem	Writing – Edit & Publish Poem	Presenting – Identity Poem	Practicing Skills – Centers	Assessment
Set 2 | Individual Identities				
Manolo: "Soy"				
L11	**L12**	**L13**	**L14**	**L15**
Pre-Viewing Poem	Read Aloud & Literal Understanding	Close Read	Writing – Complete Sentences	Writing – Revising Sentences
L16	**L17**	**L18**	**L19**	
Creating Collaborative Poster	Presenting Collaborative Poster	Practicing Skills – Centers	Assessment	
Mirna: "Una Vida Llena de Pasos"				
L20	**L21**	**L22**	**L23**	**L24**
Pre-Viewing & Reading	Reading	Writing – Mirna Paragraph	Writing – Drafting & Revising Paragraph	Creating Collaborative Poster
L25	**L26**	**L27**		
Presenting Collaborative Poster	Practicing Skills – Centers	Assessment – New Text		

Set 3 | Latino Roots				
Indigenous Roots				
L28	**L29**	**L30**	**L31**	**L32**
Pre-Reading – Biodiversity in Latin America	Pre-Reading – Ethnodiversity in Latin America	Read for Gist – Indigenous Roots	Close Read – Indigenous Roots	Writing – Indigenous Roots

L33	**L34**	**L35**	**L36**	**L37**
Revising – Indigenous Roots	Creating Collaborative Poster	Presenting Collaborative Poster	Practicing Skills – Centers	Assessment
L38	**L39**			
Reading – My Name is Juanita	Writing – My Name is Juanita			
African Roots				
L40	**L41**	**L42**	**L43**	**L44**
Pre-Reading – Arrival of Africans	Reading for Gist – African Roots	Close Read – African Roots	Drafting – African Roots	Revising – African Roots
L45	**L46**	**L47**	**L48**	**L49**
Creating Collaborative Poster	Presenting Collaborative Poster	Practicing Skills – Centers	Assessment	Reading – Felipe Poem
L50	**L51**	**L52**		
Writing – Felipe Poem	Compare & Contrast Map – Juanita & Felipe	Present Compare & Contrast – Juanita & Felipe		
Set 4 | Performance Task – Our Stories				
L53	**L54**	**L55**	**L56-L71**	**L72**
Exploring – Life Experiences	Reading – 10 años sin i	Reading – La esperanza nunca muere	Writing Process Lessons	End-of-Unit Reflection & Post-Assessment

Appendix B: The Curriculum Planning and Observation Protocol

integrated, ENL standalone, and HLA courses. It can be used by teachers for self-reflection, school leaders and coaches during observations, and other professional learning purposes. It is not meant to be used for evaluative purposes.

The protocol calls out important instructional principles that Bridges deems crucial for effective instruction for SIFE with developing literacy. Users of this protocol should look at both examples and non-examples to help them generate evidence of different indicators. We use a system of determining evidence of teacher practice in order to identify a teacher's strengths and areas of growth.

4 = strong supporting evidence

2. Teacher **promotes appreciation, respect, and active interest** in all students' home languages/ varieties* and cultures in the classroom while modeling language learning. All languages are used as a cognitive tool for learning. **Languages include non-Spanish Indigenous languages. Varieties refer to regional differences in vocabulary/ pronunciation, etc. within Spanish.*	• Teachers strategically use multiple languages of the classroom in small groups where appropriate. • Teachers greet others and make an attempt to use student's home languages in conversation or student. • If students respond with giggling or discomfort about a cultural practice, teachers make space for discussion and education about the practice. • Teachers explicitly help students to use home language as a cognitive tool for learning (i.e., annotation and naming words in home language) throughout the lesson. This includes indigenous languages with no written form. • Students independently use home language in speaking and writing to problem solve and support their own and their peers' learning.	• Teachers privilege one culture/ country in front of the class at consistent exclusion of others. • Teachers insist using Spanish only (to the exclusion of indigenous languages and/or English). • A group of students make fun of another student's language and it goes unaddressed.				
3. Routines exist that **support development of school habits and independence** in the classroom.	• Teachers promote use of resources other than him/her in the classroom, e.g. "three before me," glossaries, anchor charts, academic language starters, etc. • Teachers provide increased responsibility in the classroom space, e.g. jobs for students. • Teachers are explicit about explanations and expectations of classroom behavior, e.g. while taking out pencil, restroom passes, etc. • Teachers point out positive school habit behaviors practiced by students. • There is collaboration with ENL and HLA teachers and staff to plan and provide supports for students.	• Introducing many new activities and tasks at a time. • Teachers expect students to do a task they haven't been shown how to do. For example: annotating a text, using a glossary, keeping a binder organized.				

I. CLASSROOM CULTURE	EXAMPLES	NON-EXAMPLES	(4)	(3)	(2)	(1)
1. There is **respectful interaction with and among students in the classroom** as well as modeled by the teacher. Student contributions are valued.	• Teachers and students use one another's names. • Teachers utilize example from student's background in classroom instruction to build community and make connections; e.g., In Set 3, teacher highlights the rich contributions of indigenous people in Latin America before the arrival of Spanish colonizers. • Teachers group students flexibly to support one another. • Teachers use differentiated management strategies according to the needs of students. • Teachers nurture a safe space for students to learn and take risks, and reinforces that learning is a process and even models her own adult learning. • Students collaborate and support each other. • Students utilize "accountable talk" and talk protocols to support discussion.	• There is a general lack of respect in the classroom. • Teacher does not acknowledge student's contributions during instruction. • Teachers use the same management strategy regardless of students' needs/backgrounds, e.g. a teacher calls out off-task behavior, when some students would benefit from proximity to manage their impulsivity, such as standing near them.				

II. Physical Classroom Environment	Examples	Non-examples	(4)	(3)	(2)	(1)
1. The physical classroom is **a resource for learning academic content, language, and thinking skills.**	• Essential/ guiding questions and key content vocabulary are posted. • Academic discussion starters are posted for reference. • Teachers create anchor charts, e.g. a concept map, word bank, or protocol that students contribute towards. • Organized leveled libraries are available for students and teachers find ways for students to use them. • Students know where to find and use books, resources, and computers. • The furnishings are flexibly organized for collaboration and partnering. • A world map is visible, with student countries identified. • Digital resources are used wherever possible to promote language learning, e.g. language apps, BrainPOP, etc., Google docs/PowerPoint. • Readily available student instructions or protocols with visuals, i.e. reusable table tents for centers.	• Very little is on the wall for students to use, or alternatively, too much is on the wall so the environment is crowded. • Wall charts are not organized for classroom use. • Physical environment is not utilized and / or is disorganized.				
2. The physical environment **demonstrates an appreciation for diversity.**	• Photographs and artifacts from the students' home countries and backgrounds are used in the classroom. • Home language resources are reflected on the walls. • Global images represent diversity of race, ethnicity, gender, class, religion, etc. including diversity among Latinos.	• Posters and artifacts reflect stereotypes about cultures. • One culture/ language variety/ race dominates room. • Visuals represent only people with whom students do not identify.				

III. Instruction: Gradual Release of Responsibility	Examples	Non-examples	(4)	(3)	(2)	(1)
1. Teacher modeling: Teacher models a process, product and/or thinking using comprehensible input.	• Teacher keeps model process brief (>7 mins) and ensures it is supported by a visual or non-verbal experience and input. • Model explicitly show students what teachers actually expect them to do. • Routines make students aware that a process is being modeled. • Students observes the model and describes what the teacher did. • Student-to-student interaction is utilized to support students' access to the model (ex. Think-Pair-Share). • A variety of techniques and scaffolds are used to make content concepts or tasks clear. • Teacher uses visuals as a guide that can be referenced during guided and independent practice. • Teacher uses familiar vocabulary when modeling. • Teacher highlights the relevant new language that is needed for the lesson.	• Asking students to perform a task without showing students what to do. • Only talk-based modeling without support of visuals, simulations, or other learning experience • Modeling a process for over ten minutes or there is no clear end to the model. • Teacher does not provide a model of new academic and learning routines or protocols.				
2. Shared instruction: Teacher models a task or strategy in collaboration with students.	• In writing an introductory paragraph, the teacher models the first sentence and asks students with a range of skills to write subsequent sentences. In read/retell, teachers invite students to actively demonstrate a step in the strategy or procedure after first modeling. • Student-to-student interaction is incorporated strategically, to socialize understanding of task or strategy. • Teacher supports students to utilize (verbally and/ or in	• Teachers releases the task to partner work right after modeling. • Teacher only involves one student in the process of shared instruction. • Teachers involves students with only one range of ability in this process.				

	writing) new language (vocabulary and/or syntax) needed for the lesson. • Teacher explicitly names concrete examples when students utilize academic and learning protocols and routines.	• Teachers take over the task instead of facilitating students to do so.				
3. Collaborative practice: Students work collaboratively in groups or with partners and are involved in tasks that provide opportunities to apply and practice skills that the teacher has modeled.	• Teacher begins the lesson with a warm up where students practice prior learning. E.g., Matching cause and effect cards, providing a short, familiar text for fluency reading. • Teacher facilitates groups/ partner work through probing questions, prompting, scaffolding of deeper thinking. • Students are engaged in task or discussion among themselves or with teacher support. • ***Teacher monitors and adjusts instruction to support student-to-student interaction.*** • Student-to-student interaction is structured to support students to take up language (use of sentences starters and vocabulary). • Students are explicitly using new academic language (verbally and/ or in writing) modeled and taught in the lesson. • Teacher directly supports a small group of students who struggle to engage in collaborative work using a protocol.	• Students go right from shared instruction to working independently. • Students are working in unproductive groups where they are not engaged in the task at hand, not participating meaningfully, and/or haven't understood the instructions or the modeling. • Teacher is not actively monitoring student interaction in group practice. • Teacher is taking on too much of the student role and doing the work for student groups. • Students are working independently but in silence and without interacting with one another to socialize the learning.				
4. Independent practice: Students have opportunities to apply their learning in **independent** practice and receive feedback	• Students attempt a task independently, following the collaborative practice. • Teacher provides targeted feedback, or adjusts scaffolding as needed when students cannot meaningfully engage in task.	• Students do not attempt to complete a task on their own, even after exposure to previous components of the lesson, because they do not have an entry point into the				

or supports as needed.	• Independent practice includes differentiated entry points appropriate to the student. • Routines for student materials, procedures, and posted resources reduce need for teacher directions, and maximize learning time. • Student-to-student interaction is encouraged to support independent practice. • Students are explicitly applying targets modeled and taught in the lesson. • Students independently utilize and internalize the steps involved in academic and learning routines and protocols.	task. • Students are working either alone or together on a task unrelated to the model. • Students are unfamiliar with routines and struggle repeatedly throughout the class period to participate meaningfully.				
5.Teacher demonstrates **flexibility and responsiveness** to the needs of different learners during the lesson.	• Teacher sits with a small group of students to provide support with engaging in the task. • Teacher intervenes on the spot to address a misconception with an individual student. • Teacher strategically partners students to support access and participation in the task. • Teacher is intentional about supporting student-to-student interaction at different parts of the lesson. • Teacher guides students to internalize academic and learning routines and protocols.	• Teacher continues lesson as planned despite evidence that students aren't engaging with the work.				

IV. Assessment	Examples	Non-examples	(4)	(3)	(2)	(1)
1. Learning is **informally and formally assessed** throughout the lesson through formative assessment practices and observation.	• Teacher circulates and monitors student interaction with specific practices in mind, e.g. checking for understanding of the lesson targets. • Students are able to complete exit tickets, demonstrating their understanding of the targets. • Teacher sits side by side with a student who shows comprehension through pointing to images. • Teachers allows for use of home language during informal assessments	• Teacher is not observing students working, and so is unaware of students performance/ use of strategies. • Teacher sees students struggling, and fails to adjust instruction in response. • Teacher does not offer students opportunities to demonstrate their understanding of the target and simply ends the class.				
2. Students are provided **opportunities to self-assess** their understanding of content knowledge, language and literacy.	• Student can self-assess (verbally and/or in writing) on a learning target with the support of a peer. • Students fill out a checklist to assess their own learning in a lesson or unit. • Students self-assess (verbally and/or in writing) to determine next steps for their own learning. • Teachers use a thumb-o-meter or "fist-to-five" practice to assess how students are evaluating their understanding.	• Students are unaware of the learning targets. • Students are focused on completion without understanding the goal of the assignment. • No time is provided for student reflection and/or self assessment.				

3. Regular and strategic feedback is provided to students on both strengths and areas in need of growth in content, language and non-cognitive factors.	• At the end of the task, a teacher highlights and shares an example of how group solved a problem. • A student sample, with approval from the student, is provided to the class to highlight strengths and areas of growth. • Students are provided opportunities to provide targeted respectful feedback to their peers.	• Teachers provide only corrective feedback or consistently give feedback that is too vague: e.g. "great job," or not developmentally appropriate based on students' learning needs. • Inappropriate peer feedback is not addressed by the teacher in the classroom ("that's wrong, you're dumb," etc.).				
4. Written and visual exemplars and/or student-friendly rubrics are used to make the expectation of high-quality work clear to students	• Students see a sample of a finished product before they begin on the project. • Characteristics of high-quality work are concrete and actionable. • Teacher shows examples and non-examples of a written product. • Teacher shows examples and non-examples of presentation behaviors.	• The majority of students in a class do not use or are not able to access rubrics as a learning tool. • Rubrics don't measure the learning targets. • Checklists are treated as a rubric in assessing quality. • There is no finished product or example shown to students. • Sample finished products are not developmentally appropriate for students.				

V. Alignment to ENL/ELA curriculum	Examples	Non-examples	(4)	(3)	(2)	(1)
1. There is **alignment between themes** touched upon in the Integrated ENL/ELA curriculum. **EQ: Who am I? What makes us who we are?** **Set Guiding Questions** Set 1: Who am I? What makes us who we are? Set 2: What else contributes to our identity? How are we similar and different? Set 3: What are our roots? Set 4: How do experiences shape our identity?	• Teacher works with pre-existing themes and may extend them in specific ways, such as including additional current event articles or other resources that address issues about identity. • Themes are represented in the classroom, through posted Essential Questions, associated anchor charts, topical Word Walls.	• Teacher cover themes superficially or do not engage in themes in meaningful ways. • Class objective focuses on grammar/syntax/ vocabulary building in isolation from the larger curricular themes.				
2. There is an **alignment between the protocols** used in ENL/ELA and those used in HLA.	• Teacher uses protocols reflected in the ENL/ELA classroom in the HLA classroom, such as Read-Retell-Respond, See-Think-Wonder, etc.	• Teacher skips key lessons that showcase protocols, and thus students fail to internalize them for future lessons. • Entire lesson is teacher-directed.				

I

Appendix C: 6+1 Traits in Writing Rubric, Revised

WRITING DEVELOPMENT RUBRIC

Dominio	1 – LO INTENTA	2 – PRINCIPIANTE	3 – EN DESARROLLO	4 – CONSISTENTE	5 – SÓLIDO
Ideas: ¿Comunica el escritor sus ideas de forma clara y apropiada en relación con la frase introductoria presentada?					
Claridad y Desarrollo	• Intenta expresar sus ideas, pero la respuesta es mínima o difícil de interpretar.	• Expresa ideas simples con claridad pero no expresa el significado de forma completa y/o es confuso para el lector. • La respuesta es una lista o desarrolla el tema mínimamente.	• Las ideas simples son generalmente claras, pero los conceptos más complejos no están completamente desarrollados o elaborados. • Hay algún uso de apoyo y de elaboración de ideas que pueden estar presentes, pero el lector necesita llenar los vacíos para que tenga sentido.	• Consistente expresión de ideas simples con algunos detalles específicos. • El desarrollo del tema e ideas de apoyo es a menudo general más que específico.	• Sólida expresión de ideas simples con detalles específicos. • Alguna complejidad, también está presente, pero el sentido puede estar ocasionalmente ensombrecido al desarrollar ideas más complejas.
Organización: ¿Es la organización del escrito clara? ¿Conecta el autor sus ideas lógicamente usando una variedad de transiciones?					
Estructura y Transiciones	• Intenta organizar el escrito , pero el resultado es mínimo, o la organización no existe .	• Organización básica. • El inicio puede estar implícito o no es claro. • Podría no tener un final claro. • Algunas transiciones no están presentes en la escritura.	• Organización en proceso con un comienzo y un final, así como ideas desarrolladas. • Usa transiciones, pero le faltan conexiones lógicas entre sus ideas.	• Organización consistente con un claro comienzo y un final. • El escrito sigue una fórmula. • Algunas transiciones son repetitivas, pero en general conecta sus ideas lógicamente.	• Organización sólida con un comienzo original y/o complejo, incluye un inicio y final y existe un buen desarrollo en todo. • Usa una variedad de transiciones para conectar ideas lógicamente.
Voz: ¿Construye el escritor una variedad de oraciones, aplicando formas que han sido enseñadas con exactitud?					
Expresión y Conexión	• Intenta mostrar sus sentimientos, pero el sentido del escrito es algo básico y genérico.	• Conexión básica entre el sentido del texto y los sentimientos del escritor.	• Los sentimientos del escritor están desarrollados en relación con la perspectiva del texto.	• El texto contiene un tono consistente y expresa un estilo personal.	• Clara expresión de un estilo personal que capta la atención de la audiencia.

Adapted from English version developed in partnership with Center for Applied Linguistics (CAL)- Spring 2019

Dominio	1 – LO INTENTA	2 – PRINCIPIANTE	3 – EN DESARROLLO	4 – CONSISTENTE	5 – SÓLIDO
Elección de palabras: ¿Hay un buen rango de vocabulario diario y académico y el escritor usa palabras para transmitir un sentido preciso?					
Vocabulario Académico y Rango	• Usa solamente vocabulario común.	• Usa mayormente palabras de alta frecuencia y palabras diarias funcionales. • Escaso uso de palabras académicas.	• Uso de vocabulario académico y términos descriptivos. • Hay alguna variedad en el vocabulario, pero la elección de palabras puede parecer repetitiva.	• Uso consistente de vocabulario académico relevante. • Usa una variedad de palabras, pero con falta de precisión o claridad en algunas ocasiones.	• Usa vocabulario académico para transmitir significados específicos de forma sólida. • Usa una variedad de palabras para transmitir precisión
Fluidez de oraciones: ¿Construye el escritor una variedad de oraciones, aplicando formas que han sido enseñadas con exactitud?					
Estructura de las oraciones y Variedad	• Usa palabras, frases y fragmentos lingüísticos. • Errores frecuentes interfieren con el significado	• Usa frases y oraciones simples. • Errores gramaticales interfieren con el significado	• Usa mayormente oraciones simples y/o estructuras repetitivas. • El sentido es generalmente claro, pero algunos errores interfieren con el sentido de la escritura, particularmente cuando se intentan oraciones más complejas.	• Usa una variedad de tipos de oraciones, incluyendo oraciones simples y compuestas. • El sentido es claro a pesar de que los errores podrían ocasionar interferencia con el significado.	• Utiliza de forma precisa una variedad de estructuras en sus oraciones • El sentido es claro y pocos errores están presentes.

Gramática	Convenciones	Presentación de la página
[ ] Usa concordancia sujeto-verbo [ ] Usa tiempos verbales apropiados [ ] Usa estructura de preguntas/exclamaciones [ ] Usa estructura para los diálogos	[ ] Usa mayúsculas [ ] Usa la ortografía correcta [ ] Usa puntuación a final [ ] Usa acentos ortográficos	[ ] Deja márgenes [ ] Incluye título [ ] Usa una forma de escribir legible [ ] Deja sangría

Appendix D: HLA Questionnaire

Role

1. Name: _____

2. What is your current title? _____

3. How long have you been at your current school?

0–1 School Years

2–4 School Years

5–7 School Years

8–10 School Years

11–15 School Years

16+ School Years

4. How long have you been teaching?

0–1 School Years

2–4 School Years

5–7 School Years

8–10 School Years

11–15 School Years

16+ School Years

5. How many years of experience do you have working with SIFE?

0–1 School Years

2–3 School Years

4–5 School Years

6–7 School Years

8–9 School Years

10+ School Years

Implementation

6. What was easiest about implementing the HLA curriculum? Please explain why.

_____
_____
_____

7. What was most difficult about implementing the HLA curriculum? Please explain why.

_____
_____
_____

8. How does this unit compare with other materials for HLA you have used in the past?

_____
_____
_____

9. Which of the following protocols do you think has most impacted student learning?

Veo-Pienso-Me Pregunto

Pienso-en Parejas-Comparto

Apuntes de vocabulario

Detective de palabras

Leer para entender

Mapas de pensamiento

Proceso de escritura

Afiche de colaboración

Discusion academica

Centros de practica

Practica de fluidez

10. How do you know this/these protocol(s) most impacted student learning?

_____
_____
_____

11. What protocols from STA/INT do you feel align to this curriculum? (Select all that apply.)

Veo-Pienso-Me Pregunto

Pienso-en Parejas-Comparto

Apuntes de vocabulario

Detective de palabras

Leer para entender

Mapas de pensamiento

Proceso de escritura

Afiche de colaboración

Discusion academica

Centros de practica

Practica de fluidez

12. Do you see transfer of the use of any protocols or other thematic discussion transfer from the ENL/ELA classroom to HLA? (Optional.) If so, please explain.

_____
_____
_____

13. What themes from this curriculum do you think align well to STA/INT?

Identity

Indigenous Roots

African Roots

Experiences as they impact Identity

14. What could be improved in terms of alignment?

_____
_____
_____

15. Which Set was most engaging?

Set 1

Set 2

Set 3

Set 4

Other (Please specify.)

16. Why was this the most engaging Set?

_____
_____
_____

17. Which lesson type was most engaging? Please select all that apply.

Pre-Viewing

Read-Aloud and Literal Understanding

Close Read

Writing-Complete Sentences

Writing-Revising Sentences

Creating Collaborative Poster

Presenting Collaborative Poster

Practicing Skills-Centers

Assessment

18. Why was this lesson type the most engaging? What did engagement look like during this lesson type?

_____
_____
_____

Professional Development

19. Did you attend either of the webinars? (Select all that apply.)

August 23, 2019

November 1, 2019

20. Did you receive a coaching visit?

Yes

No

21. What type of professional development helped you most in implementing this unit?

The webinar

A coaching visit

22. What type of additional professional learning would have helped you further? (Select all that apply.)

In-person training session(s)

Additional webinars

One to two additional coaching visits

Content

23. If we were to make revisions to Unit 1, what would you choose to revise? (Select all that apply.)

Rubrics

Additional Formative Assessments

Vocabulary System

Differentiated readings/activities for existing materials

Other (Please specify.)

24. What additional curriculum material would be useful in HLA for SIFE Learners?

_____
_____
_____

25. Would you be willing to be part of an in-person or over-the-phone interview? (Additional stipend available.)

Yes

No

26. Do you have any additional feedback for the curriculum team?

_____
_____
_____

Appendix E: Complete Coding Count

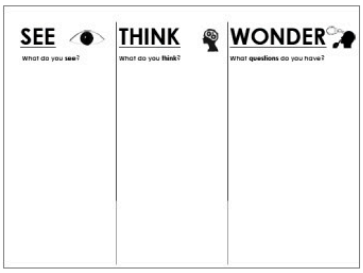
Main Code/Question	Subcodes	Count of Each Subcode
What is teacher perception of implementation in HLA classrooms?	Positive teacher perception of curriculum	23
	Negative teacher perception of curriculum	8
	Teacher feedback on curriculum	33
	HLA Teacher PD Needs	17
What does student engagement look like in the HLA classroom?	Students actively engaged in the lesson/model	10
	Students actively engaged in a small group with teacher	12
	Students actively working with a partner	12
Are there examples of gradual release and student interaction in the HLA classroom? If so, what are the characteristics of this practice?	Teacher begins the class with a model	11
	Teacher engages in a model with the class	11
	Teacher releases students to work independently or in small groups	11
	Teacher demonstrates “catch and release”	4
	Student completes the present task with minimal prompting	10
Are there clear connections to ENL/ELA curriculum?	Teacher uses protocol from ENL/STA	4
	Teacher mentions themes from ENL/STA	7
Positive, targeted teacher feedback and welcoming class culture	N/A	5

Appendix F: See Think Wonder Protocol

Bridges A project of the Graduate Center, CUNY

PROTOCOLS

Veo-Pienso-me Pregunto



Overview	Ways this Supports SDL
See-Think-Wonder focuses on observation, inference, and inquiry. Students practice and internalize these three steps to make sense of new input. Leave the chart posted and return to it throughout the text/unit to check inferences and answer questions.	• Builds keen observations skills • Emphasizes connection between observation and inference • Requires supporting inferences with evidence • Builds curiosity and inquiry • Can be used across all content areas

Steps

1. **See:** Show the students the image, video, or dramatization. Ask, "What do you see?" prompting students to observe and describe. List students' observations.

2. **Think:** Chorally read the list of observations. Then, ask students to connect some of their observations to something that makes them think. Ask, "What do you think?" Consider **Modeling** with the frame, *I think _____, because I see _____*. Teach students that these are inferences. The responses should connect to specific observations from the first column. For example: *I think this is a war, because the people are fighting.*

3. **Wonder:** Invite students to ask questions about what they wonder about the content. Work to answer these questions throughout the unit.

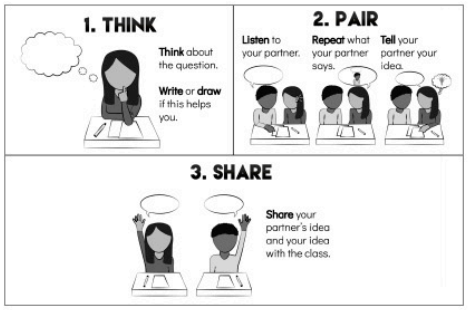
Differentiate to Amplify	Differentiate to Extend
• Students first label a picture with words provided in a word bank. With video, give students a screen shot picture from the video.	• Students complete chart independently, then share. • Push students to generate questions that connect to unit themes and essential questions. • Students write sentences (and later paragraphs) about their inferences, using supporting evidence from the observation column.

References

Project Zero Classroom 2017. *Harvard Graduate School of Education*. Retrieved from http://www.pz.harvard.edu/

Appendix G: Think-Pair-Share Protocol

Pienso-en Parejas-Comparto



Overview	Ways this Supports SDL
Think-Pair-Share is a way for students to articulate, develop and own their ideas. **Think-Pair-Share** is also an opportunity for students to rehearse ideas and language with a partner before sharing with the whole class.	• Maximizes participation and accountability – rather than one student answering a teacher's question, all students are thinking, speaking, and listening in response to a question at the same time. • Provides time and structure for thinking, speaking, and listening.

Preparation

Have the **Think-Pair-Share** prompt and accompanying frames or starters posted or projected for students to refer to. You can also provide these at each table.

Steps

1. Point to and read aloud the **Think-Pair-Share** prompt.
2. **Think:** Students individually think for 1-2 minutes.
3. **Pair:** Students pair with a classmate, taking turns answering the prompt for 3-5 minutes. Encourage students to use home language when with home language partners, but also to practice in English to stretch their language skills.
4. **Share:** A couple of students share out with class.
   - Encourage students to use home language to communicate when necessary and work with students to find the English words that communicate their home language ideas. This develops classroom community and acceptance of linguistic diversity.

- As students share out with class, say and record their key words and ideas in English in a **Semantic Map** or other Thinking Map.

Differentiate to Amplify	Differentiate to Extend
• Have students **Think-Pair-Share** before a writing task. Oral language practice supports writing. • An anchor chart can support students to follow the protocol. • Students could pair with one student and then another before sharing using Inside/Outside Circle.	• **Think-*Ink*-Pair-Share (TIPS)** is a modification, where students take two minutes to write ideas before speaking. SDL with more literacy often prefer to jot notes as they think, so allow this for students who prefer it.

Notes

- As with all protocols, you will **Model & Release** participating in a **Think-Pair-Share**. In the beginning, prompt students to switch roles halfway through the allotted "pair" time. As students learn this routine, they will be able to switch roles without prompting.
- Whenever possible, explicitly connect **Think-Pair-Share** prompts to daily targets so students feel motivated by the purpose of the prompt. Some teachers also find that recording student participation for each **Think-Pair-Share** on a class chart or teacher clipboard promotes engagement. Other teachers prefer to use Equity Sticks (see note below) with **Think-Pair-Share** because students have had time to practice before speaking. They can ask their partners for support. Timing, too, is an important element. Teachers should consider how much time they are allotting for pairing and sharing. Allowing too much or too little time detracts from engagement.

Note: *Equity Sticks are a protocol for facilitating class conversation and ensuring equal access to participation. Teachers write student names on popsicle sticks and place them in a cup. When it is time to call on a student to participate, teachers randomly choose a stick, announce the student, and place that stick in a different cup.*