

Unveiling New DLI-Specific Rubrics to Support Teacher Development

Diane (Dee) Tedick, University of Minnesota
Corinne (Cory) Mathieu, University of Wisconsin-Green Bay
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Why DLI-Specific Rubrics?

- The quality of teaching matters. It has consistently been identified as the single most important school-based factor in student achievement (e.g., Rivkin et al., 2005; Rowan et al., 2002).
- Although many rubrics exist to assess preservice teacher performance, they are generic in nature.
- DLI is different from mainstream content teaching or from language teaching on its own. It requires a particular knowledge base and pedagogical skill set (e.g., Guerrero & Lachance, 2018; Howard et al., 2018; Tedick & Fortune, 2013; Tedick & Lyster, 2020).
- Therefore, with the aid of grant funding, we developed DLI-specific rubrics for formative assessment of preservice DLI teacher candidate performance and inservice DLI teacher development. We also developed a self-assessment rubric for inservice teachers.

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Workshop Agenda

- Overview of the development of the rubric
- Description of the rubric design
- Pause for questions/comments
- Presentation on recommend usages and our vision for the rubric
- Pause for questions/comments
- Smaller breakout rooms to discuss possibilities for this rubric in your context

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Rubric development

- 4 year-development process led by Diane Tedick & Cory Mathieu
- Focus on skills and knowledge *specific* to DLI teaching
- Fortune's (2014) checklist; many sources/research literature; input from DLI experts
- Several studies informed the content & explored usage

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Rubric development

Survey study with first draft of the rubric:

- 60 practitioners (30% response rate)
- 57 DLI experts/specialists (79% response rate)

- 4 year-development process led by Diane Tedick & Cory Mathieu
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- A cycle of piloting-feedback-revision

5

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- Fortune's (2014) checklist; many sources/research literature; input from DLI experts
- Several studies informed the content & explored usage
- A cycle of piloting-feedback-revision
- Rubrics and more information available at:
<https://dliteachingrubrics.umn.edu/>

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Rubric development

- Preservice rubric
- Inservice rubric
- Self-assessment rubric
- Workbook

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Rubric development

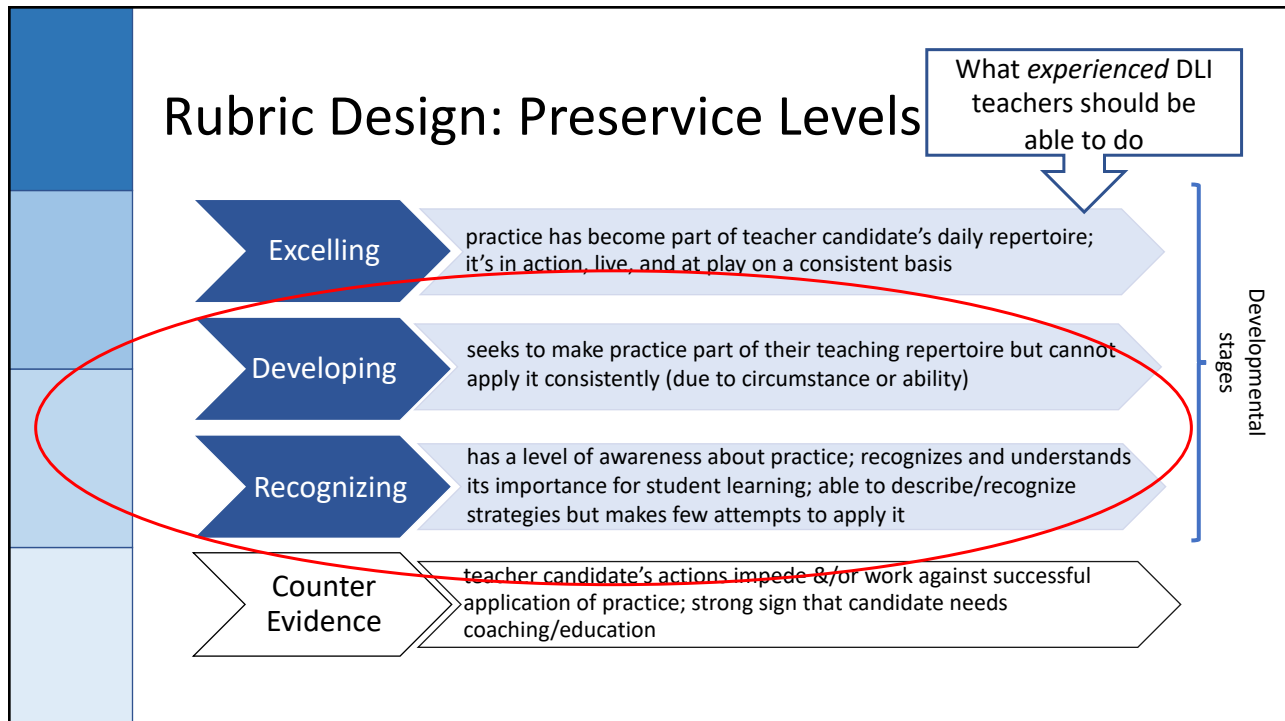
- The language used in the rubrics is intended to refer to all students in these programs – minority- and majority-language learners, learners with different ethnic backgrounds, and third language (L3) learners.
- The term *target language* is used throughout the rubrics to refer to the expected language of instruction at any given time.

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Rubric Design – 8 strands

1. Planning for the integration of language, content and culture [4]
2. Teaching for biliteracy development [4]
3. Maintaining a linguistically-rich learning environment [2]
4. Scaffolding for student comprehension [3]
5. Scaffolding for student production [3]
6. Teaching for language and content integration [2]
7. Supporting diverse learners [3]
8. Serving as an advocate for students and programs [2]

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STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT			
The teacher candidate understands the fundamental principles of biliteracy development and uses a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.			
2A. Biliteracy instruction			
Counter evidence	Recognizing	Developing	Excelling
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher cannot explain approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language. <input type="checkbox"/> The teacher cannot identify research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.). <input type="checkbox"/> The teacher does not demonstrate understanding that literacy instruction in different languages needs to be authentic (specific to each program language). 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher can describe some approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language. <input type="checkbox"/> The teacher can identify examples of a few research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.). <input type="checkbox"/> The teacher can explain the importance of using literacy instruction that is authentic (specific to each program language). 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher sometimes approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language. <input type="checkbox"/> The teacher can explain the purpose of several research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and attempts to incorporate them into instruction, but has varied effectiveness. <input type="checkbox"/> The teacher sometimes uses literacy instruction that is authentic (specific to each program language) with some effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher consistently and knowledgeably approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language. <input type="checkbox"/> The teacher can confidently articulate research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and consistently and competently uses these approaches in practice. <input type="checkbox"/> The teacher regularly and effectively uses literacy instruction that is authentic (specific to each program language).
Evidence and Notes: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

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STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT			
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Counter evidence	Recognizing	Developing	Excelling
<p><input type="checkbox"/> The teacher cannot explain approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher cannot identify research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</p> <p><input type="checkbox"/> The teacher does not demonstrate understanding that literacy instruction in different languages needs to be authentic (specific to each program language).</p>	<p><input type="checkbox"/> The teacher can describe some approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher can identify examples of a few research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</p> <p><input type="checkbox"/> The teacher can explain the importance of using literacy instruction that is authentic (specific to each program language).</p>	<p><input type="checkbox"/> The teacher sometimes approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher can explain the purpose of several research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and attempts to incorporate them into instruction, but has varied effectiveness.</p> <p><input type="checkbox"/> The teacher sometimes uses literacy instruction that is authentic (specific to each program language) with some effectiveness.</p>	<p><input type="checkbox"/> The teacher consistently and knowledgeably approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher can confidently articulate research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and consistently and competently uses these approaches in practice.</p> <p><input type="checkbox"/> The teacher regularly and effectively uses literacy instruction that is authentic (specific to each program language).</p>
Evidence and Notes:			

The thick bold line stands as a firm boundary for evidence of TC behaviors and performance that do not reflect the fundamental tenets of DLI.

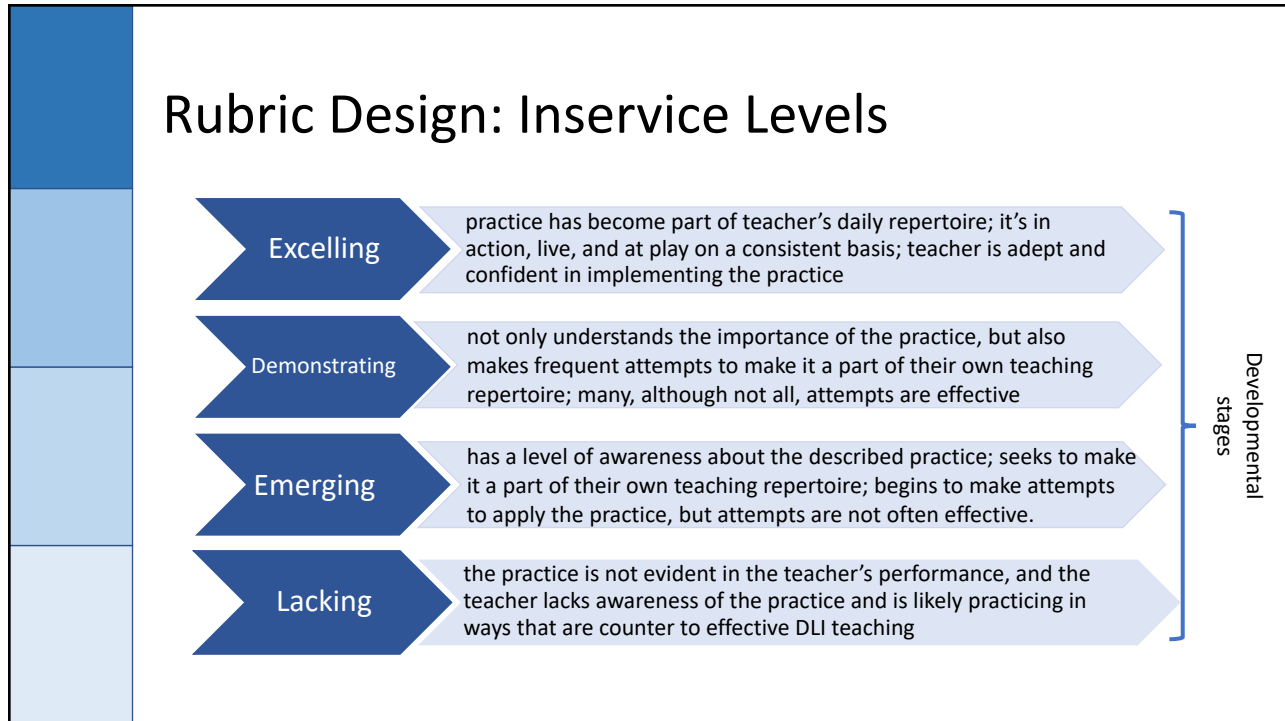
A narrow white column precedes the *Excelling* level to indicate that a preservice teacher candidate's performance is expected to be no higher than the *Developing* level

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STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT			
The teacher candidate understands the fundamental principles of biliteracy development and uses a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.			
2A. Biliteracy instruction			
Counter evidence	Recognizing	Developing	Excelling
<p><input type="checkbox"/> The teacher cannot explain approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher cannot identify research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</p> <p><input type="checkbox"/> The teacher does not demonstrate understanding that literacy instruction in different languages needs to be authentic (specific to each program language).</p>	<p><input checked="" type="checkbox"/> The teacher can describe some approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher can identify examples of a few research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</p> <p><input checked="" type="checkbox"/> The teacher can explain the importance of using literacy instruction that is authentic (specific to each program language).</p>	<p><input type="checkbox"/> The teacher sometimes approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.</p> <p><input checked="" type="checkbox"/> The teacher can explain the purpose of several research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and attempts to incorporate them into instruction, but has varied effectiveness.</p> <p><input type="checkbox"/> The teacher sometimes uses literacy instruction that is authentic (specific to each program language) with some effectiveness.</p>	<p><input type="checkbox"/> The teacher consistently and knowledgeably approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language.</p> <p><input type="checkbox"/> The teacher can confidently articulate research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and consistently and competently uses these approaches in practice.</p> <p><input type="checkbox"/> The teacher regularly and effectively uses literacy instruction that is authentic (specific to each program language).</p>
Evidence and Notes:			

It's possible for a TC's performance to straddle 2 (or possibly more) levels, showing their continually evolving strengths and areas of growth in a particular sub-strand.

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STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT			
The teacher understands the fundamental principles of biliteracy development and uses a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.			
2A. Biliteracy instruction			
Lacking	Emerging	Demonstrating	Excelling
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher does not utilize approaches to literacy instruction that account for students who are developing biliteracy rather than literacy in one language. <input type="checkbox"/> The teacher can neither articulate nor use research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.). <input type="checkbox"/> The teacher resists the notion that literacy instruction in different languages needs to be authentic (specific to each program language). 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher occasionally attempts to approach literacy instruction to account for students who are developing biliteracy rather than literacy in one language, but is not usually effective. <input type="checkbox"/> The teacher can identify examples of a few research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.), makes infrequent attempts to incorporate them into instruction, but is rarely effective. <input type="checkbox"/> The teacher understands the importance of using literacy instruction that is authentic (specific to each program language), but struggles to incorporate this understanding in practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The teacher often attempts to approach literacy instruction to account for students who are developing biliteracy rather than literacy in one language, and is somewhat effective. <input type="checkbox"/> The teacher can explain the purpose of several research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.), frequently attempts to incorporate them into instruction and is somewhat effective. <input checked="" type="checkbox"/> The teacher often tries to use literacy instruction that is authentic (specific to each program language) and is 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher consistently and knowledgeably approaches literacy instruction to account for students who are developing biliteracy rather than literacy in one language. <input checked="" type="checkbox"/> The teacher can confidently articulate research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.) and consistently and competently uses these approaches in practice. <input type="checkbox"/> The teacher regularly and actively uses literacy instruction that is authentic (specific to each program language) and is
Evidence and Notes:			

It's possible for a teacher's performance to straddle 2 (or possibly more) levels, showing their continually evolving strengths and areas of growth in a particular sub-strand.

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STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT							
I understand the fundamental principles of biliteracy development and use a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.							
2A. Biliteracy instruction							
<i>My approach to literacy instruction accounts for students who are developing biliteracy rather than literacy in only one language.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I can articulate and use research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use literacy instruction that is authentic (specific to the program language(s) I teach).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>What I've tried / What I've observed.</i>				<i>My goals for improvement.</i>			

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DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING WORKBOOK	
STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION	
4C: Instructional scaffolding – focus on how teachers make use of tools within instructional activities to support comprehension	
<ul style="list-style-type: none"> • The teacher incorporates a range of instructional tools to support learning that are appropriate to students' levels and abilities, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals. • The teacher removes or modifies scaffolds when appropriate to promote student growth. 	
<p>Examples:</p> <p>1. In a unit on Western Expansion, students complete a Concept Ladder to organize information about the fur traders. The teacher includes a prompt on the graphic organizer asking students to write in full sentences, paying particular attention to forms of past tense verbs or other past tense markers. (Concept Ladder: http://carla.umn.edu/cobalt/modules/strategies/gorganizers/HGO/5H.PDF)</p> <p>2. During a science unit on forces, the teacher brings in different objects such as levers, pulleys, and wrenches so that students can see the different types of forces at work as they learn about them.</p>	

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DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING WORKBOOK

STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION

4C: Instructional scaffolding – focus on how teachers make use of tools within instructional activities to support comprehension

- The teacher incorporates a range of instructional tools to support learning that are appropriate to students' levels and abilities, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals.

- 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

ffolds when appropriate to promote

complete a Concept Ladder to organize
er includes a prompt on the graphic
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(Concept Ladder: <http://carla.umn.edu/cobalt/modules/strategies/gorganizers/HGO/5H.PDF>)

2. During a science unit on forces, the teacher brings in different objects such as levers, pulleys, and wrenches so that students can see the different types of forces at work as they learn about them.

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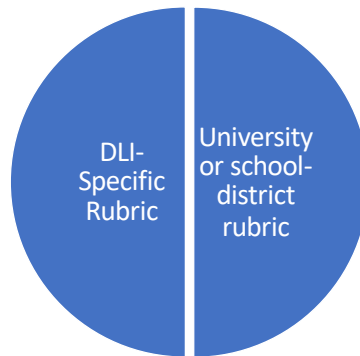


What questions do you have about rubric or workbook design?

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Rubric usage

- The rubrics were designed to formatively assess DLI teacher candidates' classroom practices during practicum experiences and formal student teaching or DLI teachers' classroom practices.



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Rubric usage

- Before using the rubric as an assessment tool, there should be formal opportunities for teacher candidates/teachers to become familiar with and to practice the kinds of strategies and practices described in the rubric levels.
 - PLCs or coursework readings associated that target specific strands/sub-strands
 - Professional Development offerings related to specific strands/sub-strands
 - Rehearsal of skills in professional development or teacher preparation coursework
 - Recording and analyzing video of instructional practice
 - Peer observation and coaching
 - Principal or instructional coach observation and coaching/feedback

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Rubric usage

- The rubrics are best used as diagnostic, reflective, and coaching tools to
 - build awareness of areas that need development,
 - acknowledge areas in a which a teacher candidate's/teacher's performance excels (based on preservice/in-service expectations), and
 - promote deeper understanding of contextual and possibly systemic elements that inhibit the enactment of effective DLI teaching and learning.

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Rubric usage

- Examples of evidence that support a supervisor's assessment should be included in writing.
- The rubric level descriptors can and should inform pre- and post-observation conferences or discussions between the teacher candidate/teacher and supervisor.
- There should be specific feedback on how a teacher candidate's/teacher's performance might improve from one level to the next.

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Rubric as tool for professional growth

“The idea is to provide a supportive environment for teachers to openly talk about their practices, the challenges they experience as they attempt to adopt new practices, and the successes they experience as they hone their knowledge and skills. The ultimate goal, of course, is to improve student learning by improving classroom teaching” (Tedick & Lyster, 2020, p. 277).

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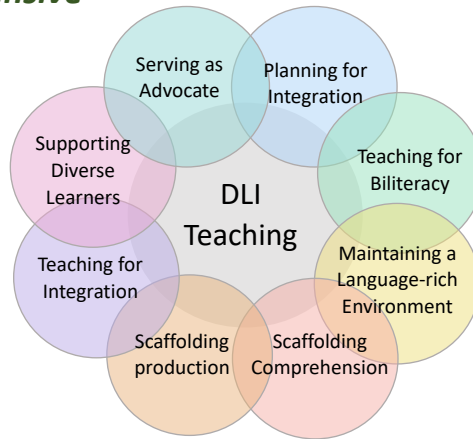
Our Vision for the Rubric

- To be applicable and useful in a range of DLI contexts:
 - One-way second/foreign language immersion
 - Two-way bilingual immersion
 - Developmental bilingual programs
 - Indigenous language revitalization immersion
- To focus on pedagogical skills and knowledge *specific* to these contexts and necessary for promoting high levels of academic achievement and bilingual/biliteracy development.

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Our Vision for the Rubric

- To be *comprehensive*

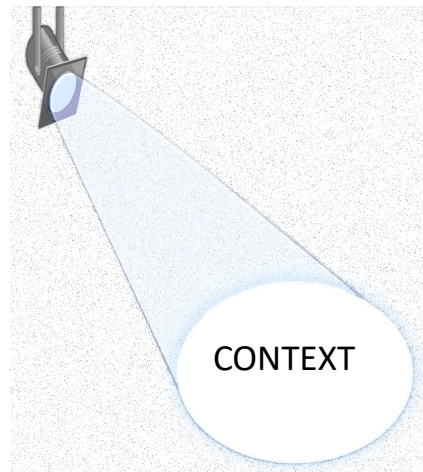


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Our Vision for the Rubric

- To be *context-dependent*

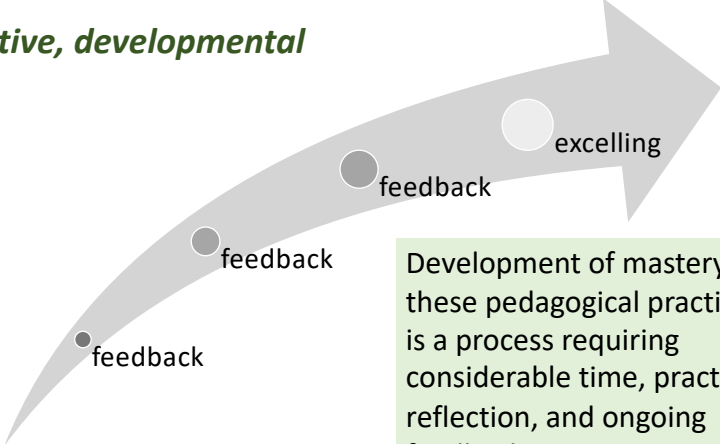
In some contexts/grade levels, *Recognizing or Emerging* may be all that is within the possibility for the teacher candidate in certain sub-strands. In other contexts/grade levels, developing/excelling may be possible.



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Our Vision for the Rubric

- To be *formative, developmental*



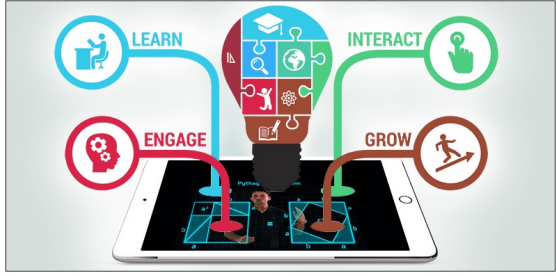
Development of mastery in these pedagogical practices is a process requiring considerable time, practice, reflection, and ongoing feedback.

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Our Vision for the Rubric

- To be *educative*

Our hope is that both preservice and inservice teachers will learn from interacting with the rubric.




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What questions/comments do you have about recommended usage of and our vision for the rubrics?

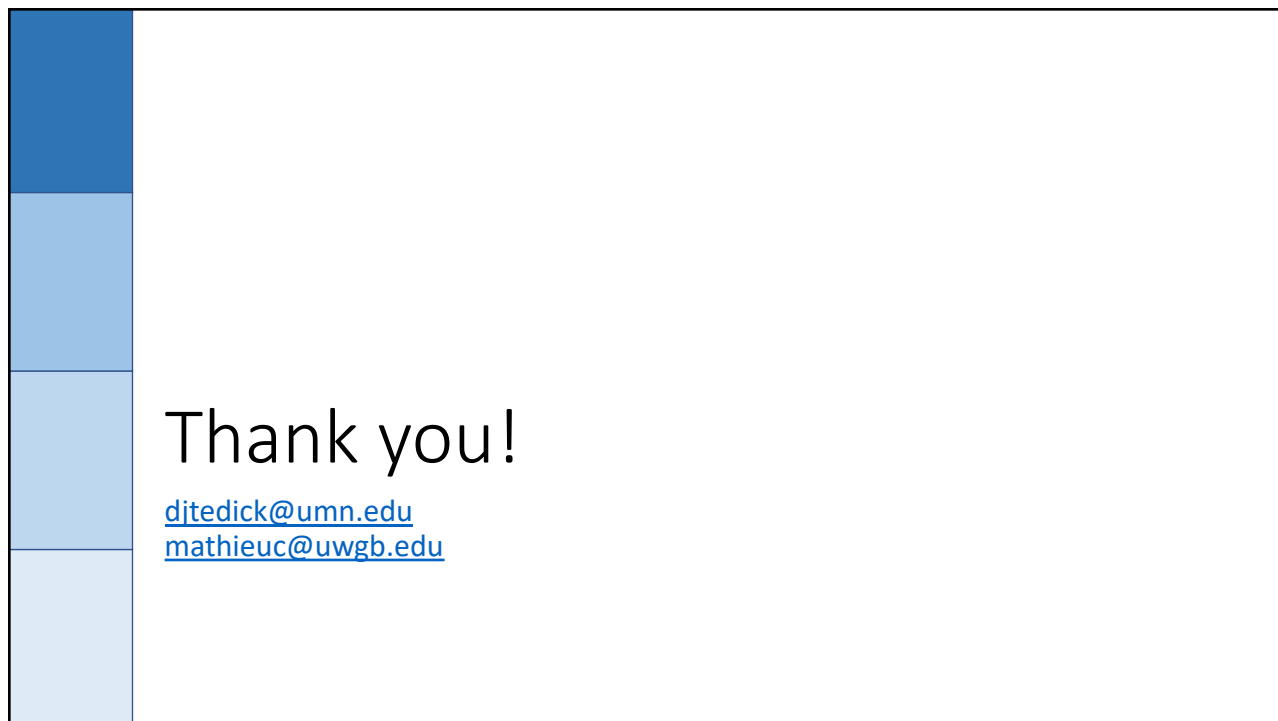
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Small Group Discussions



How might the rubrics be integrated into teacher education and K-12 DLI programs?
What possibilities do you see for the rubrics in your own context?

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Thank you!

ditedick@umn.edu
mathieuc@uwgb.edu