Supporting Multilingual Learners Through Intentional Planning, Observation Feedback, and Reflection

FTEM Language Considerations

What are FTEM Language Considerations?

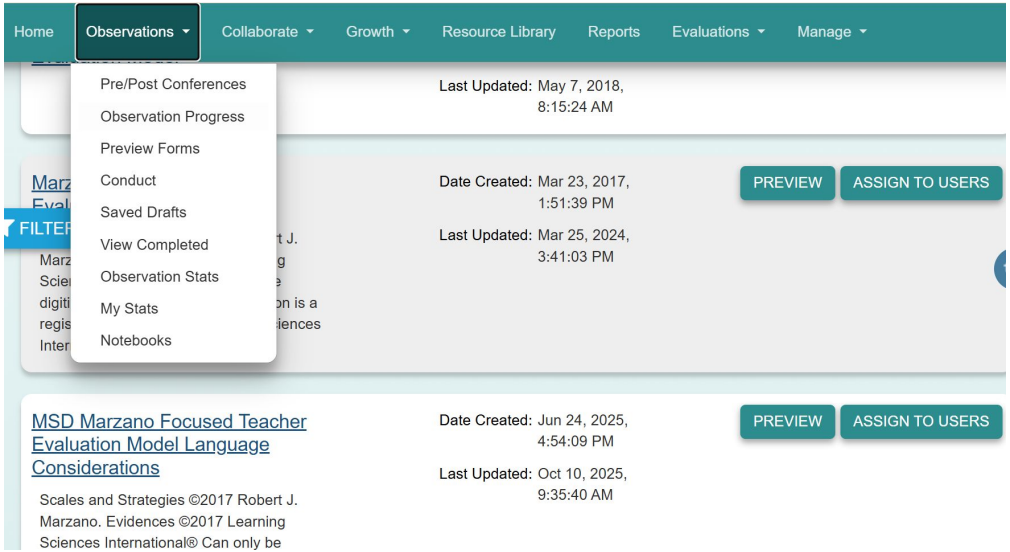
- Summer of ‘24, key ML district leaders met to review our current instructional elements in FTEM
- SIOP (research based ML best instructional practices) connections to each element were made
- Language Considerations are grounded in SIOP research & aligned to the rigor and high expectations of FTEM
- Language development and content learning happen simultaneously.
- Language cannot be separated from content instruction.

Why FTEM Language Considerations?

- MSDLT serves over 4,000 ML students
- All students must be producing language as academic success depends on using academic language
- ML learners need intentional support, but so do ALL learners
- **All teachers are teachers of language**. Students must understand how to use the academic language of each content area.
- Ensures Tier 1 instruction is rigorous AND accessible

Where Do You Find Language Considerations?

- ieobservation
- https://www.ieobservation.com/iob/form/show/685b1071318c2174083d7025
- Evaluators go to “Preview Forms”
- The Language Considerations are designed to purposefully live between the “Focus Statement” and the “Desired Effect” within the element



Leverage Language Considerations to Improve Instruction

Administrators

Schoolwide Expectations

- Understand the district Language Considerations expectations
- Utilize the Administrator One-Pager as a coaching tool
- Ensure language is intentionally planned for during instruction
- Monitor implementation through planning conferences, observations, and feedback

Teachers

Every teacher should:

- Know which students are multilingual learners
- Understand students' language proficiency levels across domains
- Plan instruction beginning with universal supports
- Differentiate language supports based on student need
- Collaborate with ML teachers, EL leads

Goals:

- Every student has access to rigorous instruction
- Increase desired effect (->innovating)

Language Considerations: Planning Conference

Focus: Language Needs, Differentiation & Supports

- Identification of multilingual learners
- Planned language scaffolds
- Connections between language and content

Teachers should share:

- Which students are multilingual learners
- The language demands of the lesson
- How language instruction is embedded within content
- Planned scaffolds and supports

Remember: Language is embedded into every lesson. Planning with “language in mind” is key.

Language Considerations: Lesson Observation

Focus: Evidence of Planned Support & Desired Effect

Observe:

- Language scaffolds in action
- Student use of language during learning
- Participation of multilingual learners
- Evidence that students can access the content

Language Considerations: Reflection Conference

Focus: Reflection & Feedback

Following the lesson, discuss:

- Were the planned language supports effective?
- What evidence demonstrated multilingual learners' understanding?
- How did students engage with both language and content?
- What adjustments could strengthen future instruction?

Feedback should always connect instructional practices to student evidence.

Teachers: Guiding Questions

Domain 1

- What language will students need to understand and communicate content?
- How will students read, write, speak, or listen during the lesson?
- Are my language expectations explicit?
- Who are my MLs and their WIDA levels? What scaffolds will help students access grade-level learning without reducing rigor?
- What resources and supports will make learning accessible to all students?

Administrators: Look-Fors

Domain 1

- Learning targets/ language objectives include academic language expectations
- Students have planned opportunities to produce language
- Planned scaffolds align to students' language proficiency while maintaining rigor
- Intentional use of visuals, models, graphic organizers, technology, and support personnel is evidence in planning

Teachers: Guiding Questions

Domain 2

- How are students actively using language to make sense of the content?
- Who is doing most of the thinking and talking - the teacher or the students?
- Are all students participating in meaningful academic conversations?
- What scaffolds help students explain, justify,and elaborate on their thinking?
- How am I gradually increasing students' independence with academic language?

Administrators: Look-Fors

Domain 2

- Students use academic language to demonstrate understanding
- Students are engaged in multiple language domains throughout the lesson
- Structured student discourse is evident, with all students engaged
- Teacher provides appropriate language supports (sentence frames, modeling, visuals, graphic organizers, wait time)
- Students demonstrate increasing ownership of academic language and content understanding

Teachers: Guiding Questions

Domain 3

- Does every student have equitable opportunities to participate?
- How do I monitor both content understanding and language development?
- How do my classroom routines and supports remove language barriers?
- Do my students feel safe taking risks with academic language?
- How do students know they belong and that their language and culture are valued?

Administrators: Look-Fors

Domain 3

- All students have multiple opportunities to engage in academic discussions and tasks
- Formative assessment and feedback address both content and language learning
- Classroom expectations, directions, and routines are accessible through visuals, modeling, and other supports
- Students' home languages and cultural assets are acknowledged and leveraged as instructional resources

Why Are Language Considerations Important?

- Ensure equitable access to grade-level content
- Support language development within content instruction
- Make instruction comprehensible for multilingual learners (supports all learners access academic language)
- Increase student participation and academic success
- Improve instructional planning and differentiation

Support Language Learning

Language and content are inseparable

- Every educator is responsible for supporting MLs through purposeful language instruction
- Observations focus on student evidence
- Reflection drives continuous improvement

ML strategies help ALL; strengthen Tier I