Teaching Before Labeling: Instructional Decision-Making for Multilingual Learners

Translanguaging Toolkit for Every Educator

These resources can help you enhance culturally linguistically responsive practices, increase use of formative assessment for MLs, and better understand language development versus disability.

I want to…	Resource	How It Can Help
Find books and resources that represent diverse languages, cultures and perspectives.	Lee and Low Books Pk-2nd grade books in 33 languages Reading for Justice Colorín Colorado - A bilingual site for educators and families of English language learners	Children and families benefit from books in their home language and students are more engaged and motivated when they see themselves represented in classroom materials.
Learn more about formative assessment for MLs	Translanguaging and Formative Assessment Leveraging formative assessment and socioculturally responsive assessment principles	Ongoing formative assessment is key to support MLs and should be informed by a linguistically and socioculturally responsive lens that includes translanguaging practices.
Read more about distinguishing between a disability and bilingual language development	A tool for differentiating Determining Difference from Disability What Culturally Responsive Teachers Should Know Promoting Equity for Multilingual Learners with Disabilities Distinguishing Language Acquisition from Learning Disabilities	Knowing what to look for is important in distinguishing between language acquisition and learning disability to reduce both overrepresentation and underrepresentation of MLs in SPED referrals.
Learn more about the MTSS process for ML students.	Culturally Linguistically Responsive MTSS and Assessment MTSS for Linguistically Diverse Students	Understanding how systems can best serve MLs in the MTSS process helps schools and districts refine their procedures and practices.

Explore culturally, linguistically relevant pedagogy	Culturally Relevant Pedagogy video https://www.carlaespana.com/book-en-comunidad Culturally Responsive Teaching and the Brain	Culturally, linguistically relevant educational practices and materials increase student engagement, foster a sense of belonging, and help educators get a more accurate understanding of students' abilities.

An asset-based mindset combined with consistent formative assessment allows us to see what students are capable of so we keep expectations high and realistic.

Key Guiding Principles

1. Consider students' culture, language and interests when planning lessons.
2. Use varied learning formats and interactions structures to maximize engagement.
3. Provide scaffolds and translanguaging to maximize comprehensible input and student output.
4. Use formative assessment to decide what scaffolds/differentiation students need.
5. Use cycles of formative assessment to ascertain and document students' response to instruction
6. Gradually remove scaffolds and adjust differentiation based on formative assessment.
7. Gather data from multiple sources.
8. Consider referral if a student does not respond to high-quality, differentiated, targeted instruction that takes into consideration typical bilingual language development.

Across the series, ask: *What does this mean for instruction, for multilingual learners with disabilities, and for the decisions our team makes?*

Contact Information

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Check out our upcoming BUENO events:
https://www.colorado.edu/center/bueno/events

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