



# Support for Multilingual Learners

## Guide to interviewing professional learning partners.

Use the questions below to spark conversations with potential professional learning providers and ensure they are equipped to support the unique needs of multilingual learners in your school system.

Key questions to ask professional learning providers	Things to look for in their response.
<p><b>How does your PL create opportunities for educators to learn about the unique characteristics, experiences, linguistic, and cultural assets that our multilingual learners bring to this school/district community?</b></p>	<p><i>As part of their contract with the district, the provider will...</i></p> <ul style="list-style-type: none"> <li>• Incorporate real shadowing or observations of multilingual students participating in class.</li> <li>• Read vignettes of differing multilingual learners and their backgrounds to learn about their experiences.</li> <li>• Review qualitative and quantitative data collected by the district regarding the experiences of multilingual learners.</li> </ul>
<p><b>How does your PL support teachers to unpack the major language demands and goals embedded in the content of grade-level, standards-aligned tasks at the lesson and unit levels? How will you help our teachers make connections to our state's language standards in the PL you provide?</b></p>	<ul style="list-style-type: none"> <li>• Provide lesson/unit internalization and intellectual preparation processes that help teachers to plan with language and culture in mind.</li> <li>• Suggest tools and resources that elevate the language demands within the high-quality instructional materials.</li> <li>• Share meaningful and intentional connections between content and the state's language standards framework (e.g., CA ELD standards, or the WIDA 2020).</li> </ul>

<p><b>How does your PL show and model for teachers how to amplify language and content learning without simplifying or reducing the rigor of grade-level, standards-aligned tasks?</b></p>	<ul style="list-style-type: none"> <li>• Identify areas in the instructional materials that can be bolstered to provide stronger supports for students' conversations that build up substantive disciplinary ideas and language.</li> <li>• Review instructional materials for an explicit focus on developing language connected to the key disciplinary practices such as argumentation or mathematical reasoning.</li> <li>• Engage in a rehearsal of a lesson and reflect on how the lesson structure and scaffolding routines supported students' simultaneous learning of content, disciplinary practices, and academic uses of language.</li> <li>• Support teacher teams to enhance and adapt instructional materials to fortify language supports during group activities.</li> </ul>
<p><b>How does your PL help bridge the work of content and ELD/ESOL professionals and cultivate cross-functional collaboration and teaming?</b></p>	<ul style="list-style-type: none"> <li>• Provide examples of collaborative tasks that bring English language development professionals together with content teachers to plan implementation using instructional materials.</li> <li>• Offer structured PL activities specific to the roles and responsibilities of English language development and content professionals.</li> </ul>
<p><b>What multilingual learner-specific data/language-focused data will be used in your PL to support educators in making evidence-based instructional decisions?</b></p>	<ul style="list-style-type: none"> <li>• Provide PL that includes reviewing writing samples or oral language transcripts with their peers and analyzing work using a protocol that addresses the quality of the interaction.</li> <li>• Select and modify (where needed) assessments that provide educators with multiple sources of student evidence (e.g., transcripts of student-to-student conversations).</li> </ul>
<p><b>How does your PL support alignment and coherence between the implementation of high-quality core instructional materials with: our district's dual language program? our district's ELD block/our district's Tier 2 instruction?</b></p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the district's dual language program model to inform the sequencing and contents of PL activities.</li> <li>• Identify gaps in alignment between dual language or English language development instructional materials and provide ways to improve coherence.</li> <li>• Support teachers to make evidence-based decisions for small-group instruction and interviews that are multilingual learner-specific and language-focused.</li> </ul>

To learn more visit [riveteducation.org](https://riveteducation.org) and [elsuccessforum.org](https://elsuccessforum.org).