Strong Instruction for Multilingual Learners

March 2022

In great classrooms we see...

Before the Lesson

Create a Classroom Environment for Challenging and Meaningful Math Work

- Students know that their teacher believes that every student is capable of doing challenging mathematics. The teacher has systems in place to ensure that all students consistently receive the message that they are capable math learners.
- Teachers establish norms for peer-to-peer communication, with the aim of creating a safe space for each student to share their ideas so that students feel safe making mistakes and they find value in learning from mistakes.
- Teachers create a classroom environment where students can expect that their identities will be respected. Teachers spend time in and out of class getting to know students as individuals.

Teachers know which of their students are multilingual learners and know their current levels of proficiency in English.

Prepare Instruction for Challenging and Meaningful Math Work

Prioritize

1. Read over the lesson materials and standards, and craft a learning and language goal for the lesson that will be meaningful to students, and offer opportunities to advance their language development.
2. Select or prioritize challenging tasks that align with the goal, allow for multiple entry points, and result in multiple approaches to solving them. [During MLL Good to Great, this step is done for you]

Predict & Prepare

1. Anticipate student responses. Connect the task to the standard. What does the standard require students to know and to show with regard to concepts, skills and language?**:**

   - Do the math of the lesson by completing the task(s). As you complete the task, think about the language you need to understand the task and to explain your solution.

   - Thoroughly examine the task for aspects of rigor and identify the big idea and math practices.

   - Anticipate a variety of possible ways students may choose to solve the problem(s), including incorrect methods and misconceptions.

   - Create a monitoring system to record student thoughts, strategies, and misconceptions throughout the lesson. Record anticipated solutions in the chart.

2. Identify the language demands inherent in complex tasks and concepts and identify supports and scaffolds to provide students at different levels of language proficiency with receptive and productive skills.

3. Prepare the introduction, including how you will engage students and support them in understanding the task (Three Reads and other supports and scaffolds).

4. Prepare for monitoring. Script two types of questions in preparation for the lesson:

   - Assessing Questions: Make student thinking visible and provide the teacher with data on student understanding (STAY)

   - Advancing Questions: Press students to go beyond their current thinking toward the target learning goal of the lesson (WALK AWAY) Advancing questions may also include language prompts.

5. Prepare a structure to capture student solutions during the lesson.

6. Prepare structures and questions to facilitate a discussion of student solutions and connect those solutions to the learning goal.

Practice
Try out some of the tricky parts with your peers before teaching students.

During The Lesson:

The Following Elements Apply to Both Number Talks/Problem Strings And Tasks.

Foster Conditions for Challenging Work

- Engage in daily practices (e.g. community meeting, morning meeting, greetings) to foster peer relationships and social and emotional learning opportunities.

- Explicitly name the mathematical mindsets and practices needed for today's work, with the goal of increasing independence in all learners.

- Support students to work through self-limiting mindsets and address negative peer interactions.

- Celebrate effort in big and small ways, including affirmations and using positive behavior intervention supports.

Support Comprehension and Language Development

- Utilize language routines (such as Three Reads) to support students in understanding tasks.

- Include visuals and word banks with math terms and other common language structures to support student comprehension and conversation, and allow students to use their full linguistic repertoire to communicate (including drawings and home language).

- Provide opportunities for authentic conversation where students can go beyond just sharing procedures and have an opportunity to critique and clarify their ideas multiple times during the lesson (e.g. Stronger and Clearer Each Time, Enhanced Pair Share).

Monitor Student Thinking

- Observe and listen to students to hear their thoughts and strategies.

- Note the methods that will help all students advance their thinking toward the target learning goal.

- Use advancing and assessing questions strategically to help students stay on track to reaching the learning goal.

Select and Sequence Student Solutions

- Select student work to share, primarily based on the mathematics that will advance the group's thinking.

- Choose students for participation considering the equity with which students have been able to share.

- Sequence student work based on one of these methods:

  o Move from accessible to challenging, giving all students access to the thinking and creating a coherent storyline from one method/representation to the next.

  o Highlight a misconception that is key to understanding.

  o Move from concrete representations to abstract representations.

- Record or project student work so that it can be referenced during discussion.

Connect Student Solutions to the Lesson Goals and Each Other

- Openly address the mathematics to be learned, building on or connecting to a foundation of conceptual understanding.

- Go beyond highlighting what students did and how.

- Ask specific questions that connect the strategies used by students, helping students to link mathematical ideas, and advancing student understanding of the mathematics.

- Students can summarize the big idea themselves, can communicate it to their peers, and they record the big idea or learning goal of the lesson in a permanent way.

After The Lesson

Analyze Student Data

- Look at all student work on the day the lesson has been taught and search for trends in math understanding and communication among groups of students.

- Based on student work products and evidence from student discussions, begin to anticipate the following day's possible misconceptions and methods that students may use, along with places for further connections between ideas.

- Examine samples from your focus students - where were they successful? Where did they struggle?

Analyze Our Teaching Practice

- Reflect on the support provided to individual focus students. Which scaffolds and supports did you add or remove in today's lesson and how did they impact student performance or participation? What scaffolds and supports do you anticipate adding or removing for tomorrow's lesson?

- Reflect on teacher-student interactions and peer-to-peer interactions with a focus on equitable access to learning and positive relationship building. Reflect on student feelings of competency as mathematicians.

- Reflect on your beliefs about individual students to make the classroom experience more equitable. Take special care to notice how students of diverse racial, ethnic, linguistic, neurodiverse and socioeconomic backgrounds are accessing learning.

- Choose specific aspects of your teaching practice to focus on.

- Take part in conversations with coaches and other teachers to hear feedback from an outside perspective.

*This tool is adapted from the Instructional Practice Guide from Student Achievement Partners and 5 Practices for Orchestrating Productive Mathematics Discussions by Margaret S. Smith and Mary K. Stein