Multilingual Learning Look-for Tool

Office of Language Acquisition

Wednesday, May 2025

MASSACHUSETTS
Department of Elementary and Secondary Education

All educators share responsibility for English learner success

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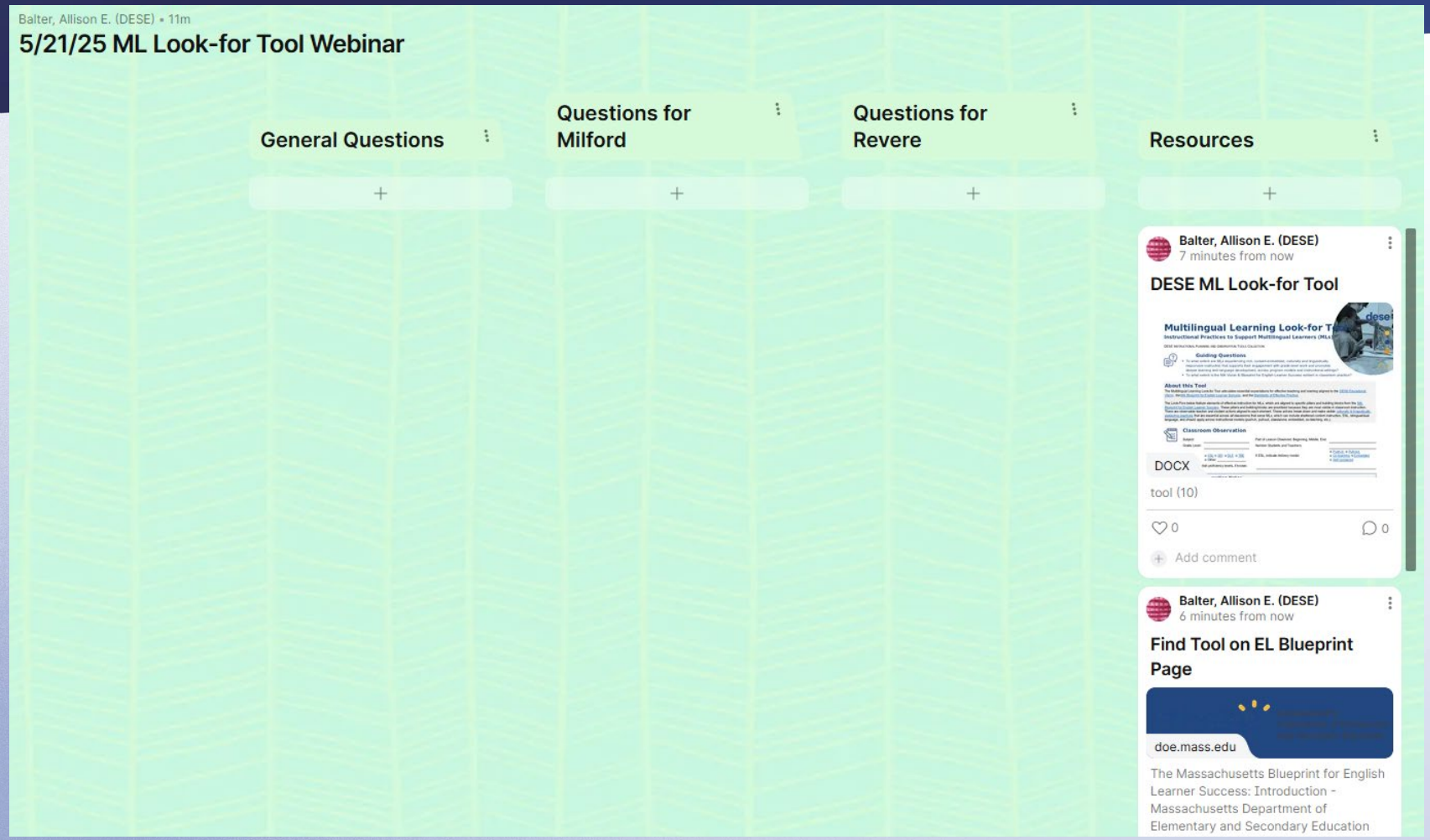
Capture Questions on the Padlet



https://padlet.com/allisonebalter/MLLookForToolWebinar

Agenda

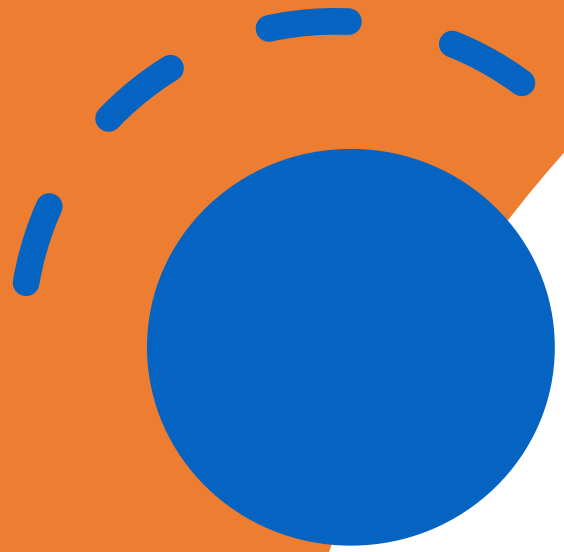
01 Welcome!

02 How we got here: Our journey to the ML Look-for Tool

03 Introduction to the tool and related resources

04 Hear from Pilot Districts

05 Q & A and What's Next?



How we got here: Our journey to the ML Look-for Tool

What is the DESE ML Look-For tool?

Launched this work at the Oct 2022 OLA Advisory meeting

Challenges to address:

- Too many tools
- None/few that focus on the needs of MLs

Goal: Develop a **clear, concise, and user-friendly** instructional observation tool that is aligned to the **MA Vision & Blueprint for EL Success**, based on research & best practice for serving ELs, and aligns to **DESE's Educational Vision**.

Racial Equity Decision-Making Tool (REDT)

a framework and a process for guiding decision-making in a way that explicitly and intentionally centers equity, particularly racial equity, minimizes unintended adverse consequences, and eradicates bias in policies and practices.

October 2022 → **2022-2024** → **SY 2023-2024** **SY 2024-2025**

Step 1: Define the Initiative

Step 2: Analyze Data and Historical Context

Step 3: Engage Stakeholders

Step 4: Identify Racial Equity Strategies and Impact

Step 5: Assess Implementation and Viability

Step 6: Ensure Accountability

Defined our purpose and goal with OLA Advisory in Oct 2022

Iterative cycles of input and feedback from:
- OLA Advisory
- ML experts
- Internal DESE colleagues

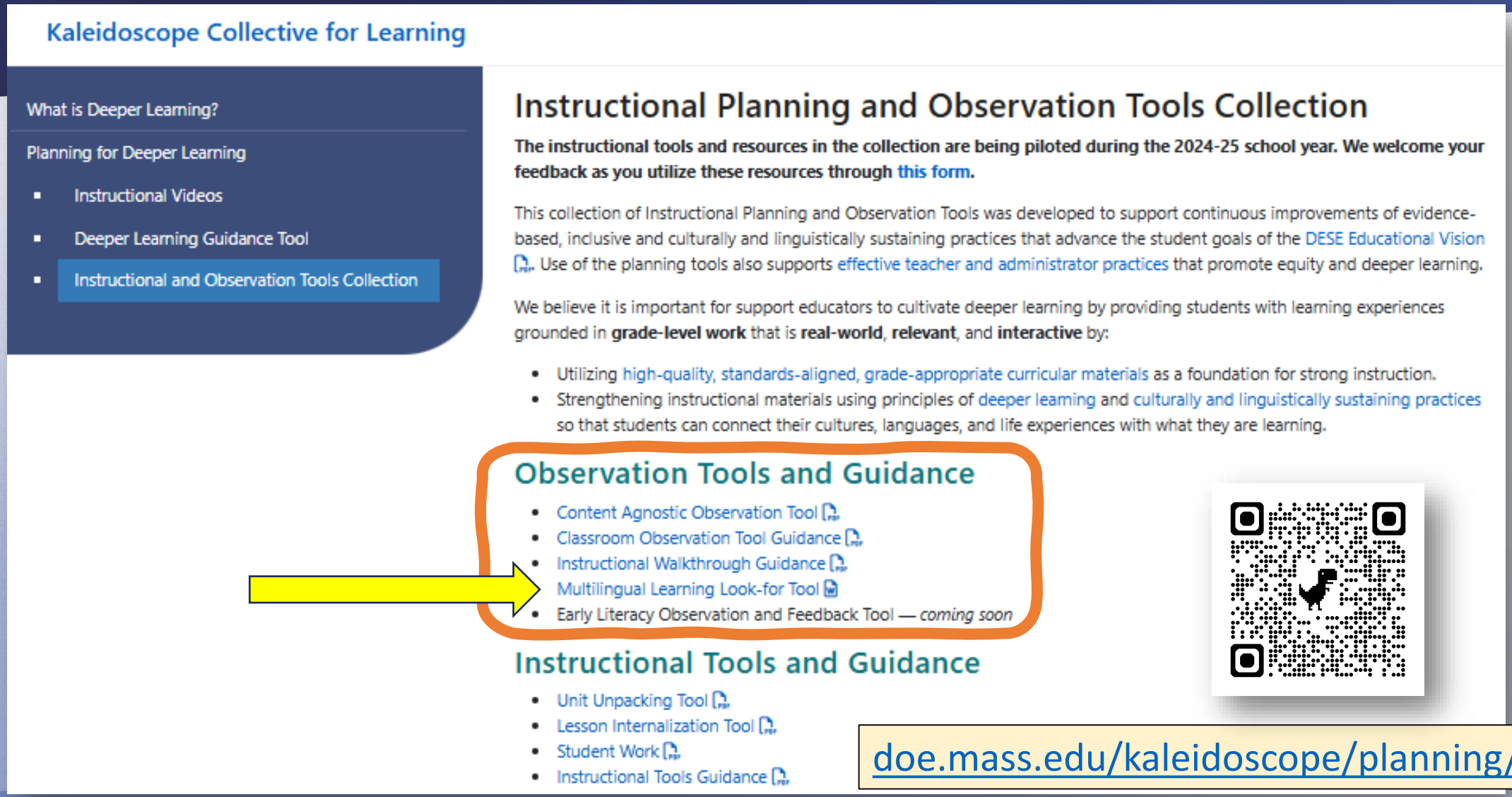
Pilot districts in SY23-24 OLA & DESE staff piloted

Published in 2024 as part of DESE's suite of instructional tools and routines

Where can I find the ML Look-for Tool?

doe.mass.edu/ele/blueprint

Where can I find the MLL Look-for Tool?



Kaleidoscope Collective for Learning

What is Deeper Learning?

Planning for Deeper Learning

- Instructional Videos
- Deeper Learning Guidance Tool
- Instructional and Observation Tools Collection

Instructional Planning and Observation Tools Collection

The instructional tools and resources in the collection are being piloted during the 2024-25 school year. We welcome your feedback as you utilize these resources through this form.

This collection of Instructional Planning and Observation Tools was developed to support continuous improvements of evidence-based, inclusive and culturally and linguistically sustaining practices that advance the student goals of the DESE Educational Vision. Use of the planning tools also supports effective teacher and administrator practices that promote equity and deeper learning.

We believe it is important for support educators to cultivate deeper learning by providing students with learning experiences grounded in **grade-level work** that is **real-world**, **relevant**, and **interactive** by:

- Utilizing high-quality, standards-aligned, grade-appropriate curricular materials as a foundation for strong instruction.
- Strengthening instructional materials using principles of deeper learning and culturally and linguistically sustaining practices so that students can connect their cultures, languages, and life experiences with what they are learning.

Observation Tools and Guidance

- Content Agnostic Observation Tool
- Classroom Observation Tool Guidance
- Instructional Walkthrough Guidance
- Multilingual Learning Look-for Tool
- Early Literacy Observation and Feedback Tool — *coming soon*

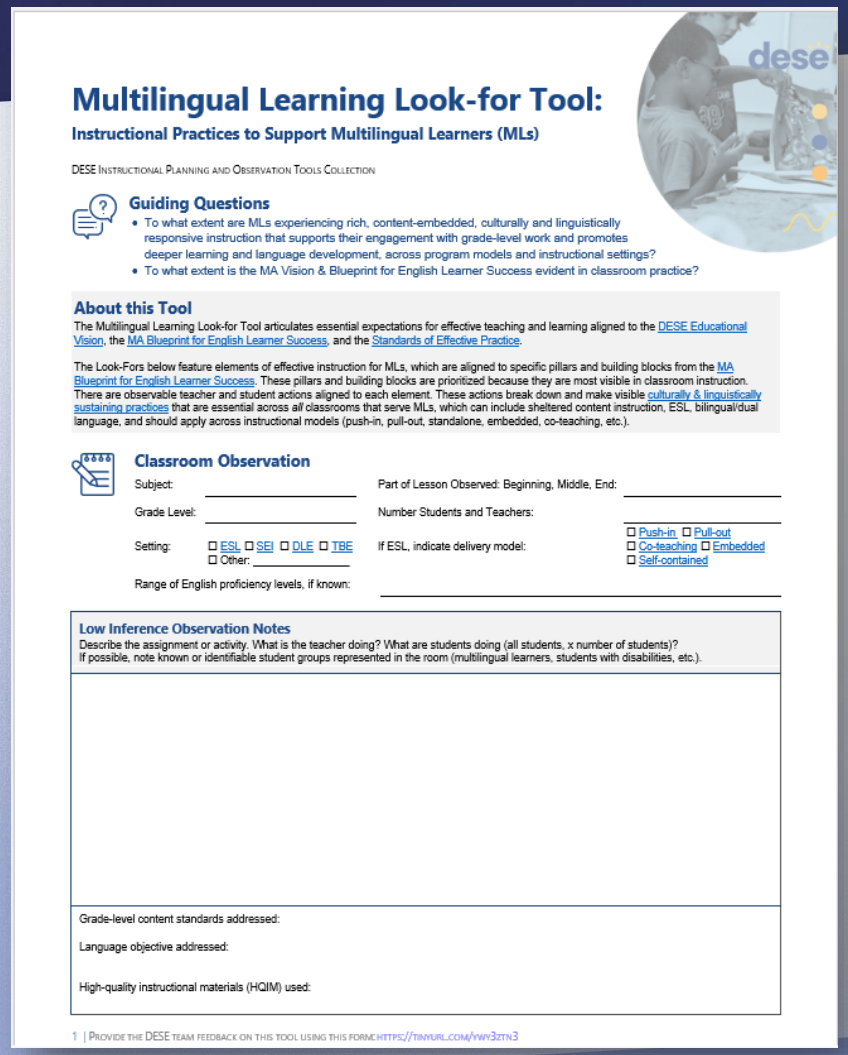
Instructional Tools and Guidance

- Unit Unpacking Tool
- Lesson Internalization Tool
- Student Work
- Instructional Tools Guidance

doe.mass.edu/kaleidoscope/planning/protocols

Introduction to the tool and related resources

What is the DESE MLL Look-For tool?



Multilingual Learning Look-for Tool:

Instructional Practices to Support Multilingual Learners (MLs)

DESE Instructional Planning and Observation Tools Collection

Guiding Questions

- To what extent are MLs experiencing rich, content-embedded, culturally and linguistically responsive instruction that supports their engagement with grade-level work and promotes deeper learning and language development, across program models and instructional settings?
- To what extent is the MA Vision & Blueprint for English Learner Success evident in classroom practice?

About this Tool

The Multilingual Learning Look-for Tool articulates essential expectations for effective teaching and learning aligned to the DESE Educational Vision, the MA Blueprint for English Learner Success, and the Standards of Effective Practice.

The Look-Fors below feature elements of effective instruction for MLs, which are aligned to specific pillars and building blocks from the MA Blueprint for English Learner Success. These pillars and building blocks are prioritized because they are most visible in classroom instruction. There are observable teacher and student actions aligned to each element. These actions break down and make visible culturally & linguistically sustaining practices that are essential across *all* classrooms that serve MLs, which can include sheltered content instruction, ESL, bilingual/dual language, and should apply across instructional models (push-in, pull-out, standalone, embedded, co-teaching, etc.).

Classroom Observation

Subject: _____ Part of Lesson Observed: Beginning, Middle, End: _____

Grade Level: _____ Number Students and Teachers: _____

Setting: ☐ ESL ☐ SEI ☐ DLE ☐ TBE ☐ Other: _____ If ESL, indicate delivery model: ☐ Push-in ☐ Pull-out ☐ Co-teaching ☐ Embedded ☐ Self-contained

Range of English proficiency levels, if known: _____

Low Inference Observation Notes

Describe the assignment or activity. What is the teacher doing? What are students doing (all students, x number of students)? If possible, note known or identifiable student groups represented in the room (multilingual learners, students with disabilities, etc.).

Grade-level content standards addressed:

Language objective addressed:

High-quality instructional materials (HQIM) used:

1 | Provide the DESE team feedback on this tool using this form https://tinyurl.com/ywy3ztn3

Priorities:

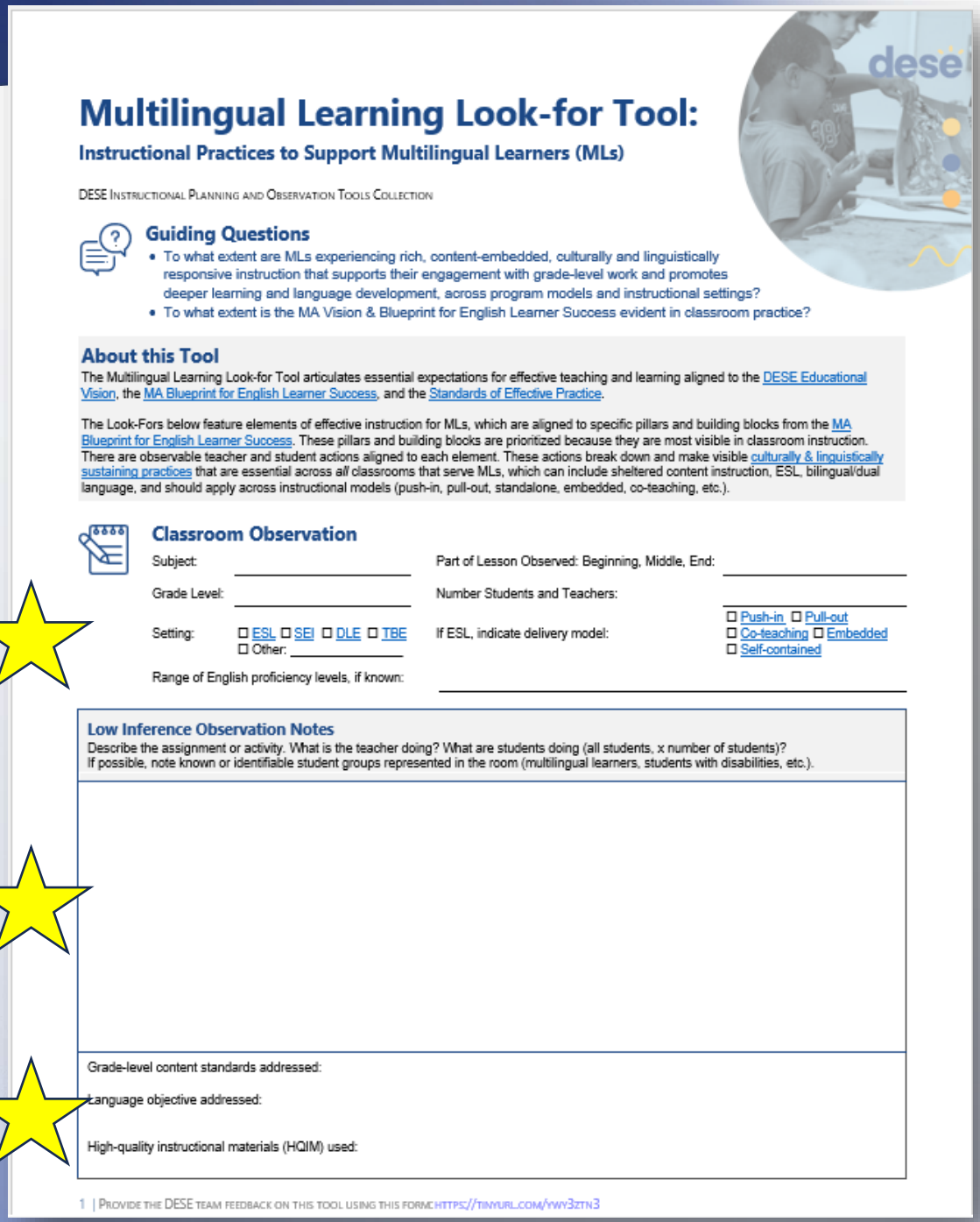
- ✓ Aligned to EL Blueprint & Educational Vision
- ✓ Concise, while not oversimplifying
- ✓ User-friendly
- ✓ Paper-based & could be adapted electronically
- ✓ Leads to actionable feedback
- ✓ Can be used as a whole tool or in sections

What is the purpose of the ML Look-for Tool?

Guiding Questions:

- To what extent are MLs experiencing rich, content-embedded, culturally and linguistically responsive instruction that supports their engagement with grade-level work and promotes deeper learning and language development across program models and instructional settings?
- To what extent is the MA Vision & Blueprint for English Learner Success evidence in classroom practice?

Intended for use across English learner education program models (SEI, TBE, DLE) and ESL instructional approaches (push-in, pull-out, co-teaching, embedded, standalone).



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Grade-level content standards addressed:

Language objective addressed:

High-quality instructional materials (HQIM) used:

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Four Sections of the Tool

Section 1: Learning Environment (Pillar 1, Building Block 1 Pillar 2, Building Block 1)	*MLs have equitable access to clean, safe, well-organized learning spaces that promote development of positive learning communities. Print-rich spaces feature materials that honor students' cultural and linguistic identities, scaffold classroom expectations and routines, and support meaningful engagement in learning.* Connections to Standards of Effective Practice: II-A-3, II-B-1
Section 2: Assets Orientation (Pillar 1, Building Block 3; Pillar 3 Building Block 1)	*Instruction leverages students' home languages, cultures, experiences and interests, and connects to students' life outside of school. It builds on what students can do and is carefully planned and adjusted in real time based on student progress and an understanding of language acquisition.* Connections to Standards of Effective Practice: II-A-3, II-B-3, II-D
Section 3: Purposeful & Authentic Interaction (Pillar 3, Building Block 2)	*Instruction promotes students' ability to use English for academic, social, and instructional purposes across modes of communication (listening, speaking, reading, & writing). It makes language visible, focusing on vocabulary, grammatical structures, and discourse practices within rich, authentic interaction with peers and teachers.* Connections to Standards of Effective Practice: II-A-3, II-B-2
Section 4: Rigorous & Meaningful Opportunities to Learn (Pillar 2, Building Block 2 Pillar 3, Building Block 1)	*Instruction is standards-aligned and intellectually stimulating, promoting real-world, relevant problem-solving through purposeful, grade-appropriate tasks. It helps students learn and use strategies for thinking and using language and develop increasing autonomy through appropriate and flexible scaffolds, productive struggle and regular feedback.* Connections to Standards of Effective Practice: I-A-3. I-B, I-C-3, II-A

4 sections:

1. Learning Environment
2. Assets Orientation
3. Purposeful & Authentic Interaction
4. Rigorous & Meaningful Opportunities to Learn

Each section has elements broken down by:

- What are the teacher(s) doing?
- What are the students doing?

4 sections, with alignment (linked) to Blueprint Pillars & Building Blocks

Connections to Standards of Effective Practice

Section 1: Learning Environment (Pillar 1, Building Block 1 Pillar 2, Building Block 1)	*MLs have equitable access to clean, safe, well-organized learning spaces that pro[illegible]te development of positive learning communities. Print-rich spaces feature materials that honor stude[illegible]' cultural and linguistic identities, scaffold classroom expectations and routines, and support meaningful[illegible]ement in learning.* Connections to Standards of Effective Practice: II-A-3, II-B-1

What are the teacher(s) doing?	**What are the students doing?**
❑ A. Providing a physical learning space that is clean, safe, organized, and includes the resources necessary to support a welcoming learning community.	❑ a. Utilizing a variety of resources in the classroom, including displays, books and print material, multimodal texts, learning tools such as bilingual dictionaries, etc.
❑ B. Effectively implementing classroom routines, expectations, and shared norms for a positive learning community that fosters mutual respect and encourages students to take academic risks; routines are clear and accessible to students.	❑ b. Taking ownership and demonstrating investment in the classroom's routines, expectations, and shared norms to support their learning and participate in the classroom community.
❑ C. Maintaining classroom displays (posters/charts/visuals) that provide **social**, **instructional**, and **disciplinary language** models, support access to grade-level content, showcase student work, and promote student interaction.	❑ c. Building their own positive identities as self-directed learners in the classroom through interactions with peers, teachers, and resources.
❑ D. Utilizing a wide range and abundance of books, print material, and **multimodal texts** that honor students' backgrounds, promote cultural and linguistic diversity, and provides **windows, mirrors, and doors.**	❑ d. Engaging with peers respectfully and supporting one another's learning so that all members of the learning community feel comfortable taking risks.

❑ All elements observed ❑ Many elements observed ❑ Few elements observed ❑ No elements observed

Notes / Evidence:

Teacher actions & student actions

Feedback from Initial Pilot Districts

- Strikes the right balance between being **comprehensive and accessible**

- Can be **used in a variety of different, flexible ways**, e.g.:
  - Holistically, as a diagnostic tool;
  - In smaller chunks, based on need (and can be amplified to get even more specific look-fors);
  - Elements can be woven into existing district walk-through tools;
  - Can be used to align with and guide professional development and coaching cycles;
  - Can be used within an ESL department and across ESL/content teams;
  - …and more.

- **Additional needs** to support effective roll-out:
  - Supplemental resources & glossary for each Section to support with capacity-building and PD/coaching; **short-term**
  - Videos and calibration training materials **long-term**

Deep Dives for Each Section

About this Tool

This Deep Dive supports educators in implementing promising practices for multilingual learners (MLs). It brings the Multilingual Learning Look-for Tool to life through concrete classroom examples that show clear connections between teacher actions and student outcomes. By providing specific, observable indicators of success, the Deep Dive helps educators recognize and implement promising practices in their classrooms.

Example: From Section 2, Assets Orientation

Element 2A: Promoting Bi/Multilingualism as a Resource

- ❑ *Educators… promote bi/multilingualism as a resource for learning (e.g. promoting translanguaging practices, providing home language support, identifying cross-language connections like cognates, etc.).*
- ❑ *Students… use a range of linguistic resources (in home language and/or English) to explore new concepts and engage with peers and teachers.*
- ❑ *Students… use all their language knowledge, including home language, to learn English (e.g. translanguaging, identifying cross-language connections like cognates, etc.)*

If educators…	*Then students are more likely to…*
❑ **Explicitly prompt students to use their full linguistic repertoire** *(e.g., discuss benefits of multilingualism, encourage use of home language during discussions, model translanguaging, share strategies for home language development, highlight opportunities like Seal of Biliteracy)*	❑ **Build cross-linguistic awareness** *(e.g., identify patterns between languages, use cognates to expand vocabulary, transfer knowledge across languages, apply linguistic patterns independently)*
❑ **Make explicit connections between languages** *(e.g., highlight cognates, compare grammatical structures, analyze word parts across languages, use contrastive analysis for sentence patterns)*	❑ **Develop metalinguistic awareness** *(e.g., self-monitor language choices, reflect on language use in different contexts, set personal language learning goals, provide peer feedback on language use)*
❑ **Model metalinguistic and metacognitive strategies** *(e.g., think-alouds, guided practice with language analysis, goal setting for language development, reflection, self-assessment, peer feedback)*	❑ **Engage in translanguaging and code-switching to deepen learning** *(e.g., use multiple languages to explore complex concepts, draw from home language to enhance understanding, participate in bilingual discussions)*
❑ **Draw on and affirm students' cultural and linguistic backgrounds** *(e.g., integrate cultural funds of knowledge, validate identities, connect learning to students' experiences, display multilingual/multicultural materials)*	❑ **Strengthen bilingual/bicultural abilities** *(e.g., share cultural perspectives in learning tasks, use multiple languages across settings, take pride in bilingual abilities, pursue biliteracy opportunities)*

Resources:

- Translanguaging practices in curriculum, instruction, and assessment (CUNY-NYSIEB)
- Promoting understanding across languages (CAST)

Intended Uses of Deep Dives

- Support observers' calibration by amplifying what evidence they can look for in classrooms to see elements in place.
- Serve as a roadmap for professional learning and coaching cycles.
- Build capacity of educators who are not ML experts to understand what high-quality ML instruction looks like

Multilingual Learning Look-for Tool Quick Reference Guide 2: Assets Orientation

Quick Reference Guide: Instructional Practices to Support Multilingual Learners (MLs)

DESE Instructional Planning and Observation Tools Collection

About this Tool

This Quick Reference Guide (QRG) supports educators in implementing promising practices for multilingual learners (MLs). It brings the Multilingual Learning Look-for Tool to life through concrete classroom examples that show clear connections between teacher actions and student outcomes. By providing specific, observable indicators of success, the QRG helps educators recognize and implement promising practices in their classrooms.

Aligned with the DESE Educational Vision, MA Blueprint for English Learner Success, and Standards of Effective Practice, these evidence-based practices apply across all ML instructional contexts. Whether in sheltered content instruction, ESL classes, or bilingual/dual language programs, and regardless of delivery model (push-in, pull-out, standalone, embedded, or co-teaching), educators will find practical strategies to support ML success.

Section 2: Assets Orientation

Instruction leverages students' home languages, cultures, experiences and interests, and connects to students' life outside of school. It builds on what students can do and is carefully planned and adjusted in real time based on student progress and an understanding of language acquisition.

Connections and Resources:

- Blueprint for EL Success:
  - Pillar 1 (School Culture), Building Block 3 (Asset-Based Teaching and Learning)
  - Pillar 3 (Opportunity and Support), Building Block 1 (Meaningful and rigorous learning opportunities that build on English le
- Standards of Effective Practice: II-A-3, II-B-3, II-D

DRAFT

Multilingual Learning Look-for Tool Quick Reference Guide 2: Assets Orientation

Element 2A: Promoting Bi/Multilingualism as a Resource

Educators... promote bi/multilingualism as a resource for learning (e.g. promoting translanguaging practices, providing home language support, identifying cross-language connections like cognates, etc.)

Students... use all of their language knowledge, including home language, to learn English (e.g. translanguaging, identifying cross-language connections like cognates, etc.)

If educators...	Then students are more likely to
Explicitly prompt students to use their full linguistic repertoire (e.g., discuss benefits of multilingualism, encourage use of home language during discussions, model translanguaging, share strategies for home language development, highlight opportunities like Seal of Biliteracy)	Build cross-linguistic awareness (e.g., identify patterns between languages, use cognates to expand vocabulary, transfer knowledge across languages, apply linguistic patterns independently)
Make explicit connections between languages (e.g., highlight cognates, compare grammatical structures, analyze word parts across languages, use contrastive analysis for sentence patterns)	Develop metalinguistic awareness (e.g., self-monitor language choices, reflect on language use in different contexts, self personal language learning goals, provide peer feedback on language use)
Model metalinguistic and metacognitive strategies (e.g., think-alouds, guided practice with language analysis, goal setting for language development, reflection, self-assessment, peer feedback)	Engage in translanguaging and code-switching to deepen learning (e.g., use multiple languages to explore complex concepts, draw from home language to enhance understanding, participate in bilingual discussions)
Draw on and affirm students' cultural and linguistic backgrounds (e.g., integrate cultural funds of knowledge, validate identities, connect learning to students' experiences, display multilingual/multicultural materials)	Strengthen bilingual/multicultural abilities (e.g., share cultural perspectives in learning tasks, use multiple languages across settings, take pride in bilingual abilities, pursue biliteracy opportunities)

Resources:
- Translanguaging practices in curriculum, instruction, and assessment (CUNY-NYSIEB)
- Promoting understanding across languages (CAST)

Element 2B: Drawing from Student Assets and Prior Knowledge

Educators... implement carefully sequenced and structured activities that draw from students' prior knowledge, cultural and linguistic resources, and skills

Students... connect new concepts to their prior knowledge and cultural assets.

If educators...	Then students are more likely to
Structure learning activities based on asset mapping, including prior experiences and knowledge, and students' home languages and cultures (e.g., assess prior knowledge systematically, identify entry points for new concepts, sequence tasks to build on existing skills)	Connect new concepts through their assets and experiences (e.g., draw from cultural/linguistic knowledge to understand new content, share relevant prior experiences, recognize connections between known and new concepts)

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Hear from Pilot Districts

REVERE Public Schools

MILFORD

Milford

Pilot: SY23-24

Implementation: SY24-25

Future: SY25-26

Facilitators: Jenn Noorjanian and Julie Murphy

ML Look For Tool Implementation

SY 23-24 (TFM Self-Assessment)

Goal: Learn the tool & calibration of scoring and shifting culture/mindset

- Piloted at Memorial Elementary School (K-2)
- Monthly learning walks with EL Director, EL Coordinator, and building AP
- Focused on the **Purposeful & Authentic Interaction** and **Rigorous & Meaningful Opportunities to Learn**

- Took the draft of the ML Look For Tool and adapted it to include measurable data points in which we could calibrate our notices.
- Discuss trends (grows and glows); not individual teachers/classrooms
- Participate in the OLA Piloting process and provide feedback

Summer 24 (TFM CIMP)

- Administration Retreat: PD was provided to all Principals, APs, Directors, and Central Office Admin on the OLA ML Look For Tool
- Monthly Learning Walks were scheduled at each of the 5 schools (MES, BES, WES, SMS, and MHS)

SY 24-25 (TFM CIMP)

Goal: Complete monthly learning walks with the OLA ML Look For Tool (only: **Purposeful & Authentic Interaction**) to discuss and determine trends across classrooms, grade levels, contents, and/or schools to inform building staff of notices and wonders and to plan for instructional professional development in SY 25-26.

- Monthly learning walks at each school with building principal and EL Director (and majority of the time the EL Coordinator)
- School Improvement Plan (SIP) inclusion for SY 25-26

Adapted ML Look-for Tool- **Purposeful & Authentic Interaction**

Observer:	Teacher(s):	Room #:	Time:
Date:	Course: Beg/Mid/End of Class	Number of Students:	Grade:

Purposeful & Authentic Interaction (Pillar 3, Building Block 2): *Instruction promotes students' ability to use English for academic, social, and instructional purposes across modes of communication (listening, speaking, reading, & writing). It makes language visible, focusing on vocabulary, grammatical structures, and discourse practices within rich, authentic interactions with peers and teachers.*

Look For	Teacher(s)/TA	Students
The teacher facilitates frequent and intentional opportunities for **student-to-student** discourse to promote authentic interaction among students at all proficiency levels, using **flexible student groupings** and **facilitation strategies.** --- Students actively participate in **high-quality conversations** with peers (in pairs, small groups, and whole-group activities)	Which facilitation strategies are observed? Teacher A: ☐ Circulating ☐ Small group ☐ Whole group ☐ Assessing Teacher B/TA: ☐ Circulating ☐ Small group ☐ Whole group ☐ Assessing High-Quality Conversations: ☐ Teacher/TA modeling expected student conversations ☐ Teacher/TA asks higher-order questions ☐ Other:_____ ☐ Not observed	Which flexible student groupings are observed? ☐ Whole Group ☐ Partner Work in Whole Group Instruction ☐ Small Group Work ☐ Independent Work ☐ Partner Work during Independent Work What **% of the observed time** are students engaged in student-student academic discourse? ☐0% ☐1-25% ☐25-50% ☐50-75% ☐ > 75% What **% of students** are engaged in student-student academic discourse? ☐0% ☐1-25% ☐25-50% ☐50-75% ☐ > 75%
The teacher encourages students to elaborate on their responses using: **Language forms and features**, and **appropriate scaffolds** --- Students use **scaffolds and multimodal resources** to engage in purposeful communication with peers and teachers, negotiate meaning with complex texts and tasks, and learn grade-appropriate content.	What language forms and features were encouraged by the teacher? ☐ Word (vocabulary) ☐ Sentence (syntax/grammar) ☐ Discourse (extended speech and text for cohesion of ideas) ☐ Not observed Notes:	What scaffolds/multimodal resources were utilized by the students? ☐ Word Walls ☐ Sentence Frames/Starters ☐ Visual Support/Projector/TV ☐ TPR ☐ Realia/Manipulatives ☐ Exemplars ☐ Other:_____
The teacher balances the teaching of language forms and features with activities focused on **meaning-making and authentic communication.** --- Students engage in multiple practice opportunities to use target language forms and features to communicate across **language domains** (L,S,R,W)	How were the activities focused on meaning-making? ☐ Real-world relevance ☐ Promoting bi/multilingualism ☐ Activities draw on students' prior knowledge, cultural and linguistic resources, and skills. ☐ Not observed	What domains (that have been explicitly taught) are students observed communicating across? ☐ Listening (ex: _____) ☐ Speaking (ex: _____) ☐ Reading (ex: _____) ☐ Writing (ex: _____) ☐ Not observed

We worked with this draft in SY 23-24 and updated along the way and then calibrated the scoring across all 5 schools in SY 24-25.

Impact

Interdepartmental Discussions on Student Discourse
Milford High School
2025 March 14

Overview

During the inservice professional development program on March 14, 2025, the instructional faculty will engage in moderated interdepartmental discussions on student discourse.

Objectives

- Faculty will evaluate the findings and discussion from a report on a set of non-evaluate observations conducted between October of 2024 and February of 2025.
- Faculty will gain experience participating in classroom exercises designed to support student-discourse grounded in higher-order questions.
- Faculty will deepen their understanding of pedagogical strategies that support student-discourse grounded in higher-order questions.

Rationale

Over the course of the first semester of school year 2024-2025, Jennifer Noorjanian (English Learner Program Director) and Joshua Otlin (Milford High School Principal) conducted monthly learning walks to better understand instructional practice at the high school. Noorjanian and Otlin found that student discourse and higher-order questions were uncommon. They rarely observed teachers prompting students to produce verbal output beyond the word-level and they rarely observed teachers leading activities that engaged students in discourse with other students.

11:15 - 2:15	**Focus 1:** Embedding Purposeful & Authentic Interaction per OLA Look Fors into lesson plans.
	
	Details:
	Milford Adapted OLA Look For Tool_DRAFT
	• Utilize this time to use the Learning Walk Tool **(page 1)** as a guide to actively plan for your upcoming lessons.
	  ○ Collaboratively discuss how you can add more authentic peer-to-peer discussions.
	  ○ Determine scaffolds to include so students can access the language objective of their lesson.
		Teachers: Kim and Marina, independently
		Location: Room 094
		Kim and Marina reviewed personal lesson plans and highlighted areas that were discussed in conjunction with OLA Learning Walk Tool.
		
		1 - Marina Sp
		Lesson Concept 22 - Kim
		
		Focus 2:
		
		Will the focus continue to be on bridging gaps in literacy, or another direction?

Impact

School:	Woodland Elementary School
School Year(s):	2025-2026
Goal Number (X of Y):	3 of 3
Goal Title:	Increasing Student Academic Dialogue in Classrooms
Strategic Plan Priority Initiative:	Goal:
Teaching & Learning, Equity & Access, Social Emotional Learning	Through targeted Culturally and Linguistically Responsive (CLR) professional development and ongoing work on academic discourse, Woodland students will engage in extended academic dialogue throughout the day, resulting in growth for: • multilingual learners as measured by the *Oral* domain on the state's summative English language proficiency assessment: ACCESS for ELLs. • all learners, as measured by administrative walkthroughs using the DESE-issued walkthrough observation tools.

Benchmarks and Key Performance Indicators
Status of Goal
During the FY 25 School Year, Woodland Elementary School has been implementing corrective actions related to the English Learner Education (ELE) Tiered Focused Monitoring (TFM) Review conducted during FY 24. Additionally, the Woodland Elementary School has been working to implement culturally and linguistically responsive practices in classrooms through the district's partnership with Dr. Sharroky Hollie. Through the TFM process, data from classroom walkthroughs indicate that students are not regularly provided the opportunity to engage in structured, extended academic discourse. Additionally, expanded dialogue and collaborative learning opportunities are to be reinforced through CLR practices.

Milford Public Schools - School Improvement Plan

Improvement Benchmark(s)

We will meet our goal if we do the following:

- Provide coaching and development on a monthly basis during TCTs to promote CLR related to academic discourse (intentional listening strategies, speaking scaffolds, and structured routines) in all classrooms
- See growth in the domain of speaking and listening (Oral) on the ACCESS for ELLs scores from the January 2025 administration to the January 2026 administration.
- See increased opportunities for students to engage in extended dialogue through classroom walkthrough data based on DESE walkthrough observational tools.

Strategies/Activities	Person(s) Responsible	Timeline
1. Increase the number of TCTs in the school schedule to meet the increased demand.	Principal	Summer 25
2. Attend grade-level TCT meetings to provide an overview of the DESE Look For Tool and offer training and support on CLR practices related to academic discourse, including intentional listening strategies, speaking scaffolds, and structured routines.	Cadre	Monthly, September through March
3. Conduct classroom walkthroughs using DESE walkthrough observational tools to collect data related to the use of extended academic discourse in classrooms.	Building & District Administration/ EL Coordinator/ Instructional Coach	Monthly, September through March
4. Review ACCESS for ELLs Testing Data, specifically the year-over-year growth in the Listening, Speaking, and Oral domains, at TCT meetings.	Instructional Coach/EL Coordinator	April/ May 2026
5. Review walkthrough data for student growth aligned to expanded academic dialogue from September/October 2025 baseline data to April 2026 data.		

Newsletter:

During the ELE Learning Walk, we noticed…

- ELD - small group instruction - effectively using the personnel in the room
- All grade 1 classrooms had opportunities for extended discourse - partner discussion or explaining to the whole class
- Across the classrooms, there was consistency in the pacing in IM unit
- Higher-order questions to push the students' thinking
- Expanded discourse in student responses
- Increased use of precise and accurate vocabulary in IM

During the ELE Learning Walk, we wondered…

- How are we utilizing the staff in the classroom, most specifically TAs/BAs?
- How can we physically position TAs closer to the students they are assigned? Or what are the non-verbals we can utilize to support students in whole group instruction?
- How can we include more TPR in vocabulary instruction?

MES/BES ELD Professional Practice Goal 2024-2025

Professional Practice Goal(s):
In order to support ELD instruction aligned to 2020 WIDA Standards and MA Framework Content Standards that promote EL students reaching their benchmarks, EL Specialists, SEI Teachers, and/or EL Coordinators will participate in Learning Walks, Goal Setting, and Action Plans based on Learning Walk Data.

Revere

Chelsey Bencks

Assistant Director of EL and WL Programs

Revere ML Look-For Learning Walks 2023-2024

REVERE Public Schools

- **Winter: Analyzing tool and planning for ML Learning Walks**
  - Compared ML Look-Fors with our district Culturally Responsive Look-Fors, ongoing district-wide priorities, and district-level ML data to identify focus area
  - Scheduled non-evaluative learning walks in all schools, to include administrators, coaches, and teacher-leaders
- **March: Learning Walk Round 1 - "Language Focus" and "Student Interactions"**
  - Created an additional Look-For tool specifically focused on Section 3: Purposeful and Authentic Interaction
  - Shared feedback with schools
- **May: Learning Walk Round 2 - "Instructional Tasks" and "Differentiated Support"**
  - Created an additional Look-For tool specifically focused on Section 4: Rigorous and Meaningful Opportunities to Learn
  - Shared feedback with schools
- **Summer: Analyzed results across both walks to identify a focus area for 2024-2025 Learning Walks (one focus area for whole year and related PD based on results)**

2023-2024 Learning Walk Tools

Language Focus

Is there a clear **language development goal** in action? (Separate from content objective)	Are **scaffolds** in place to support students in meeting the **language development goal**?	Amount of overall **student engagement** with the **language development goal**
☐ **NOT OBSERVED** (skip next two columns) ☐ **YES**: ☐ **Word-level** (Vocabulary, individual parts of speech) ☐ **Sentence-level** (grammar, syntax, etc.) ☐ **Discourse** (extended language, analyzing or producing with a focus on organizational patterns, transition words, etc.)	☐ **NOT OBSERVED** (had a language development goal, but language scaffolds not observed) ☐ **YES:** ☐ Visuals ☐ Word banks ☐ Sentence frames ☐ Graphic organizers ☐ Reference sheet ☐ _____ ☐ _____	☐ **Less than 25%** ☐ **25-50%** ☐ **50-75%** ☐ **More than 75%**

Instructional Tasks	Differentiation to Support Access for All (content, process, product)
Is/are the task(s)...? ☐ Standards-aligned/grade-appropriate ☐ Intellectually stimulating ☐ Promoting real-world/ relevant problem solving **Are all students engaging in the task(s)?**	**What scaffolds/supports are present?** **Are scaffolds/supports differentiated by student need?** ☐ NO - All scaffolds/supports are offered universally ☐ YES - Different students are intentionally offered different scaffolds/supports

Student Interactions (Speaking and Writing)

Student-to-Student Interactions

Teacher-directed: Whole class or teacher table, shorter, ex. turn and talk

Quantity (Frequency) Frequent, intentional opportunities	Quality - Rigor of question (rich, open-ended) - Length and complexity of student response	Student Engagement Amount of total student participation
☐ **Not observed** ☐ **1** ☐ **2** ☐ **3+**	☐ **1 - Less rigorous** ☐ **2** ☐ **3** ☐ **4 - More rigorous**	☐ **Less than 25%** ☐ **25-50%** ☐ **50-75%** ☐ **More than 75%**

Student-directed: Small group or partners, extended work time, sustained without teacher

Quantity (length)	Quality	Student Engagement
☐ **Not observed** ☐ **1-2 minutes** ☐ **3-4 minutes** ☐ **5+**	☐ **1 - Less rigorous** ☐ **2** ☐ **3** ☐ **4 - More rigorous**	☐ **Less than 25%** ☐ **25-50%** ☐ **50-75%** ☐ **More than 75%**

Teacher-to-Student Interactions

Whole class/teacher table, teacher asks question of one student, comprehension checks, etc.

Quantity (Frequency)	Quality	Student Engagement
☐ **Not observed** ☐ **1** ☐ **2** ☐ **3+**	☐ **1 - Less rigorous** ☐ **2** ☐ **3** ☐ **4 - More rigorous**	☐ **Less than 25%** ☐ **25-50%** ☐ **50-75%** ☐ **More than 75%**

2024-2025 ML Focus Area

REVERE Public Schools

All students engage in **pre-planned**, **daily** opportunities for **authentic** speaking interactions using **target academic language** with **appropriate scaffolds.**

Multilingual Learning Look-for Tool:

Instructional Practices to Support Multilingual Learners (MLs)

Section 3: Purposeful & Authentic Interaction
(Pillar 3, Building Block 2)

Section 4: Rigorous & Meaningful Opportunities to Learn
(Pillar 2, Building Block 2
Pillar 3, Building Block 1)

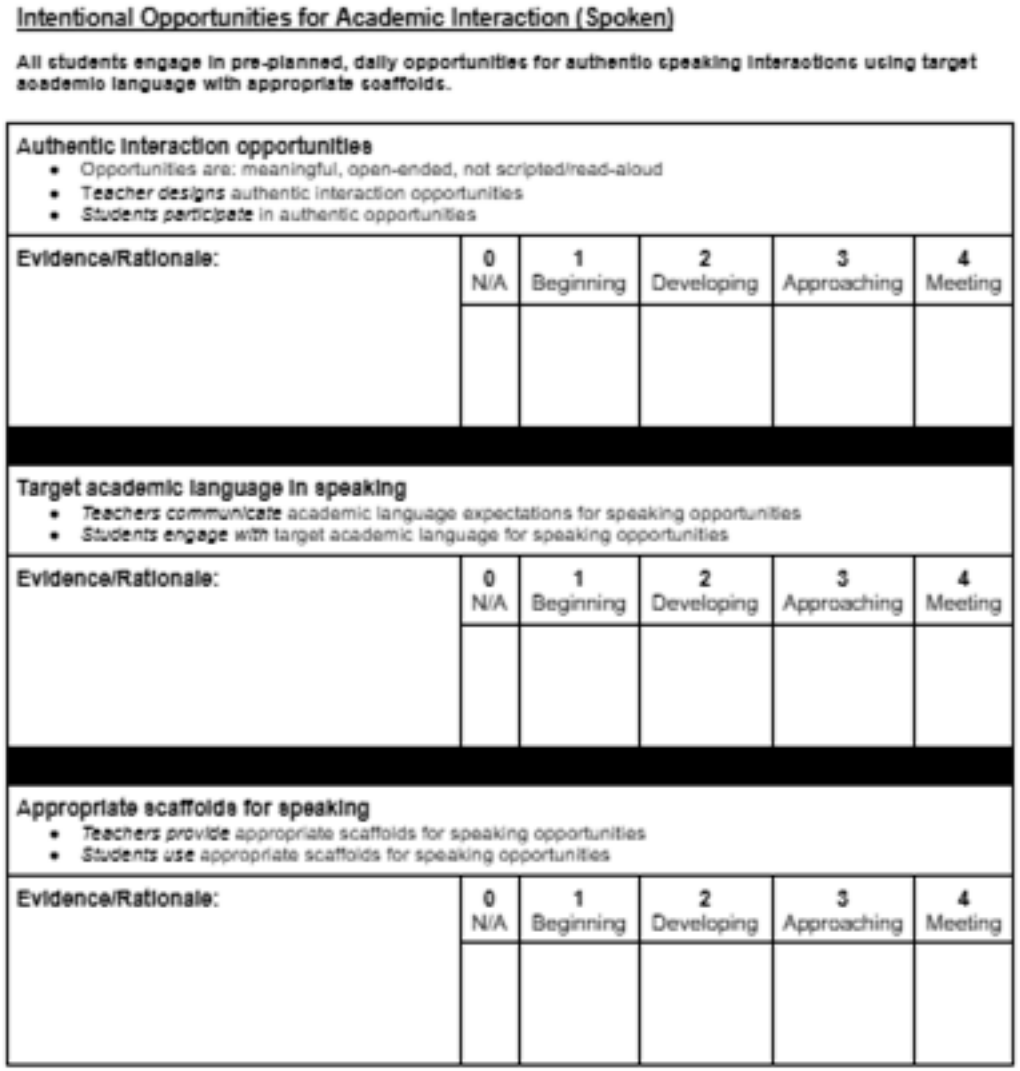
1. **Authentic interaction opportunities for all Section 3 of ML Look-Fors**
   - Teacher designs authentic interaction opportunities in which all students participate
   - Authentic opportunities ask students to discuss meaningful, relevant, open-ended questions, in which students can share their thinking, opinions and lived experiences.
   - Over the course of a lesson, opportunities will likely include a combination of teacher-student and student-student interactions.
   - Conversations are not scripted or pre-written; speech is not reading (ie- A student reading their quick write or reading from a text is not considered to be authentic speaking.)

2. **Target academic language Section 4 of ML Look-Fors**
   - Teachers identify clear academic language focus areas for lessons and provide students with numerous opportunities to use this language throughout a lesson.
   - Instruction includes pre-teaching, guiding, and assessing the use of target language.
   - Over the course of a unit, academic language goals cover word, sentence, and extended discourse levels and beyond Tier 3 content-specific vocabulary.
   - Language expectations are rigorous and present a reasonable challenge for students depending on their English proficiency level.
   - Students are regularly expected to use complete sentences and explain their reasoning.

3. **Appropriate Scaffolds Section 3 of ML Look-Fors**
   - Teachers pre-plan scaffolds to support students in meeting language and content goals during interaction opportunities (ex. word banks, sentence frames, modeling, strategic grouping, guided support, etc.)
   - Scaffolds are *intentionally selected* to provide an appropriate level of support given student English proficiency level and *differentiated* to meet diverse needs within a class.

All students engage in **pre-planned**, **daily** opportunities for **authentic** speaking interactions using **target academic language** with **appropriate scaffolds**.

REVERE Public Schools



Intentional Opportunities for Academic Interaction (Spoken)

All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.

Authentic interaction opportunities
- Opportunities are: meaningful, open-ended, not scripted/read-aloud
- *Teacher designs* authentic interaction opportunities
- *Students participate* in authentic opportunities

Evidence/Rationale:	0 N/A	1 Beginning	2 Developing	3 Approaching	4 Meeting

Target academic language in speaking
- *Teachers communicate* academic language expectations for speaking opportunities
- *Students engage* with target academic language for speaking opportunities

Evidence/Rationale:	0 N/A	1 Beginning	2 Developing	3 Approaching	4 Meeting

Appropriate scaffolds for speaking
- *Teachers provide* appropriate scaffolds for speaking opportunities
- *Students use* appropriate scaffolds for speaking opportunities

Evidence/Rationale:	0 N/A	1 Beginning	2 Developing	3 Approaching	4 Meeting

- Wanted a simple rating scale that could be tabulated over time to show progress
- Added a zero for when the observed part of the lesson doesn't have speaking opportunities. Considering separating N/A and 0 columns to more accurately reflect missed opportunities (0) vs. not evidence by the activity observed (N/A).
- Holistic scoring combining the teacher providing opportunities and students engaging with them to reduce the number of items

Click on the image for the document

Sample Feedback Shared with Schools

Learning Walk Focus Areas	Observed Practice	Reflection/Next Steps
Authentic Interactions - Opportunities are meaningful, open-ended, not scripted/read-aloud - Teacher designs authentic interaction opportunities - Students participate in authentic opportunities	- There were many opportunities to speak during teacher-led small group instruction, primarily teacher-student interactions. - During whole group, there were some examples of opportunities for all to participate through speaking (usually Turn-and-Talk), especially in math.	- Prioritize existing opportunities for teacher-to-student and student-to-student speaking interactions within the literacy and math curricula - Identify strategic moments to embed Turn-and-Talk or Think-Pair-Share structures when asking questions of large or small groups
Target Academic Language in Speaking - Teachers communicate academic language expectations for speaking opportunities - Students engage with target academic language for speaking opportunities	- Many teachers used academic language (vocabulary and sentence structures), but there were more limited expectations for how students would use similar academic language in their own speaking	- Identify language focus areas alongside content objectives (How will students use English to meet your goals?) - Provide clarity of language expectations through language objectives, criteria for success, rubrics, modeling, and exemplars
Appropriate Scaffolds for Speaking - Teachers provide appropriate scaffolds for speaking opportunities - Students use appropriate scaffolds for speaking opportunities	- Most classrooms contain numerous scaffolds to support student comprehension of content (ex. anchor charts, reference sheets). Some settings have language-specific resources (ex. sentence frames, word wall/box). - Across classrooms, there was a range of student engagement with the provided scaffolds during speaking opportunities.	- Along with clarity of language expectations, provide specific resources to support students at different proficiency levels. - Encourage students to use provided resources through modeling and prompting.

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- Decided to focus on overall anecdotal highlights per level in the fall as the results were consistent across schools
- Currently analyzing numerical fall and spring walk data to highlight trends and growth to personalize feedback and next steps for the fall

Revere Takeaways

REVERE Public Schools

- The ML Look-For Tool was helpful to ground our district-level work in guidance from DESE.
- Our learning walks were more effective when our focus areas within the Look-For Tool were more narrow, especially when our participants have a range of ML experience levels and needed some pre-teaching and calibration support.
- By using the same tool throughout the year (formal walks and informal interim walks with coaches/teachers), we were able to deepen knowledge about the Look-Fors for a broader group of educators. We were also able to provide PD directly related to the focus area for all schools.
- On-going challenge about how to share the numerical data to show progress over time (average ratings, percent of classrooms in each category, etc.)

Q&A

What’s Next?

What's Next?

What can you do?

- Explore the Tool & the Deep Dives
- Consider how it might support your context
- Think about who to share it with
- Calibrate on the tool using video or live observations

What will OLA do?

- Continue to disseminate the Tool and Deep Dives
- Use the Tool for classroom observations during TFM
- Continue to build out resources in the future to support implementation & calibration

Calibration Resource: Kaleidoscope Video Library

Instructional Videos

Deeper Learning is the ability to understand and address the complex elements of a subject or topic and to draw connections within and across contexts—whether that means the same class, another discipline, students' community, or the broader world.

The following videos aim to showcase the effective use of high-quality instructional materials and culturally and linguistically sustaining practices aligned with DESE's Educational Vision. Each video highlights targeted and foundational elements of instruction and pedagogy as outlined in the Deeper Learning Guidance Tool. While the components of Deeper Learning are interconnected, not every video is expected to cover all aspects of deeper learning. Instead, these examples focus on strong daily instructional practices and strategies that foster the learning conditions necessary for deeper learning.

Cultivating Deeper Learning

English Language Arts/Literacy

Literacy: Pre-K — Animal Adaptations

Watch as this class uses pre-taught vocabulary and previous learning about animals to discuss how different species take care of their babies.

Literacy/SLA: K–2 — Literacy Centers

Watch as students in a bilingual classroom engage in literacy centers to expand their knowledge and share their thinking about grade appropriate topics.

Literacy/ELA: Grade 1 — Procedural Writing

Watch as students write procedures to plan a birthday party.

Great videos in ML settings:

- DLE Spanish Literacy
- DLE English Literacy
- Co-taught ELA/ESL
- SEI Newcomer History
- Integrated SEI ELA
- …more to come!!!

doe.mass.edu/kaleidoscope/planning/instructional-videos

More questions?

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