



Multilingual Learner/English Language Learner (MLL/ELL) Shadowing Protocol

A process used when visiting a school and its classrooms to gain an understanding of the social, emotional, and academic experiences MLLs/ELLs are having in the school.

MLL/ELL Shadowing

Introduction

MLL/ELL Shadowing is Educators, parents and/or community members visit classrooms to observe how MLLs/ELLs learn. They each shadow an individual MLL/ELL as the student moves through the school day, to understand their opportunities for learning English and academic subjects. The school selects a representative number of MLLs/ELLs to shadow that are diverse (e.g., Differently-abled MLLs/ELLs, Newcomers, Long-Term ELLs). Each selected student will be observed for part (3 hours minimum) or all of the school day. Observers will note how these students engage in learning and use language.

The facilitator of the review process needs to introduce the participants to the MLL/ELL Shadowing tool and process. In addition, the facilitator needs to engage the participants in calibration exercises to build common understandings related to academic speaking, listening, reading and writing. After a review of the research on academic discourse and disciplinary practices, have the participants practice using the tool as they view a video. Pair the participants and have each pair observe an identified student (e.g., pair 1 observes the student with the blue tee-shirt, pair 2 observes the student with the white blouse). Have each participant observe and use the tool individually. After viewing the video, have each pair share their observations and report out the level of agreement. Repeat the process until there is significant agreement between the pairs.

During the process observers are not evaluating students, teachers, or the schools. Observers do not talk to the students or interrupt their learning, although the observer may briefly explain what they are doing if the student asks. Observers will be tracking academic speaking and listening. They will be observing students talk about academic content even when students use a range of language register (social to academic language). The observer will note the evidence of social or academic language use in the qualitative notes section of the protocol.

NOTE TO FACILITATOR: MLLs/ELLs must be engaged in rich academic discourse throughout their day. Over 30% of the time they should be engaged in structured invitations whereby they participate in discussions with peers and teachers. Those discussions should have them connect and integrate ideas using their home language and/or English and their cultural assets, deepen understandings by building on prior knowledge and experience, and frequently acknowledge and value the ideas of peers and build on peers' ideas. Students are invited to; 1) use multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language, 2) engage in productive struggle with complex text/task/ideas using learning supports and analysis tools for a clear purpose, and 3) recognize and initiate opportunities to refine their communication using formulaic expressions, representations, metaphors, and multiple examples. In ENL/ESOL classrooms you would expect to see students engaged in rich academic and purposeful conversation for approximately 80% of the time.

In preparation for the process, review the MLL/ELL Shadowing Form and the Guide to Using the MLL/ELL Shadowing Form. Observers need to make multiple copies of the MLL/ELL Shadowing Form, usually 9 copies. When shadowing the students, the observer will: 1) take a quantitative “snapshot” at the top of each 3-minute mark (see table below); and 2) in-between each “snapshot” describe in the Qualitative observations box student actions, key phrases from student talk, and relevant teacher moves.

Example

9:00	Math Class	1- Student to student 2- Student to teacher 3- Student to small group 4- Student to whole class 5- Teacher to student 6- Teacher to small group 7- Teacher to whole class	1- Student listening mostly to student 2- Student listening mostly to teacher 3- Student listening mostly in a small group 4- Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off-task 3- Other:
		Qualitative observations: Teacher explains a mathematical procedure. Student is quiet, might be listening and is looking outside the window. Other students have opened their grade level math books. Student doesn't seem to have a book but has a sheet of paper and a pencil.		
9:03	Math Class	1- Student to student 2- Student to teacher 3- Student to small group 4- Student to whole class 5- Teacher to student 6- Teacher to small group 7- Teacher to whole class	1- Student listening mostly to student 2- Student listening mostly to teacher 3- Student listening mostly in a small group 4- Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off -task 3- Other:
		Qualitative observation: Student is drawing on a piece of paper. Teacher continues to explain the mathematic procedure using several problems.		

MLL/ELL Shadowing Debrief Process: Aggregating, Summarizing and Analyzing Data

Materials needed:

- ✓ MLL/ELL Shadowing Form
- ✓ Guide to Using the MLL/ELL Shadowing Form
- ✓ ELL Shadowing Debrief Process: Process for Aggregating, Summarizing and Analyzing Data
- ✓ ELL Shadowing Debrief Questions
- ✓ Post-It chart paper, several markers, sticky notes.
- ✓ Each group has one facilitator and one or two recorders.

Facilitator duties:

- ✓ Ensure all participants in the process have been calibrated related to academic discourse (speaking, reading, writing, & listening).
- ✓ Ensure all participants share their data statements publicly.
- ✓ Keep a running tally on chart paper of how many MLL/ELLs were shadowed in the school.
- ✓ Please keep track of time and move the group through the activities so that you finish ALL activities within the allotted time frame.

Recorder duties:

- ✓ Record data statements on chart paper. As the participant reads a statement it is captured on chart paper by one of the recorders. (Recorders may alternate to keep the report-out moving quickly.)

Participants:

- ✓ All participants should bring the MLL/ELL Shadowing **Observation** Forms to the meeting for each MLL/ELL shadowed.
 - Complete the **MLL/ELL Shadowing Debrief Questions** using data from the **MLL/ELL Shadowing Observation Form**.
 - Using the data from the observation forms, answer the **MLL/ELL Shadowing Debrief Questions** below on sticky notes.

ELL/MLL Shadowing Debrief Questions

1. How many minutes was the student engaged in academic speaking?
 - a. Academic Speaking _____ minutes
 - b. Type of talk _____
2. How many minutes was the student involved in academic listening?
 - a. Academic Listening _____ minutes
 - b. Listening mostly to instructions, academic discussion, other _____
3. How many minutes was the student involved in academic writing?
 - a. Academic Writing _____ minutes
 - b. Type of writing _____
4. How many minutes was the student involved in grade-level academic reading?
 - a. Academic Reading Minutes _____
 - b. Type of text _____
5. Did the student interact with the teacher or peers in their home language?
 - a. No/little/some/ significant Home Language Use
 - b. Home language was used for _____
6. When the student wasn't engaged in academic speaking, listening, reading, or writing, what was he/she doing? (Describe using one word or short phrase.)
7. What type(s) of questions were posed to students generally, and to your MLL/ELL student?
8. List other Observations
9. Use one word/phrase to describe the MLL/ELL student's classroom experience(s).
10. Use one word/phrase to describe your experience shadowing an MLL/ELL.



Facilitator

1. As soon as participants have completed their sticky notes, have them place them on the corresponding charts (#s 1-10 for the Debrief Questions).
2. Have participants count off one to four.
3. Participants move to their corresponding cluster of charts. 1s have the charts for debrief questions 1-4, 2s have the charts for debrief questions 5-6, 3s have the charts for debrief questions 7-8, and 4s have the charts for debrief questions 9-10.

Instructions for Participants:

Take a few minutes to review the sticky notes for trends and outliers. As a group, craft **2-3 Data Statements** that summarize the sticky notes on the chart.

1. Have members for each chart share out their **2-3 Data Statements**.
2. After all groups have reported out and posted their charts, have each participant read all data statements silently in a gallery walk, looking for patterns and ways to cluster the statements and craft **Summary Data Statements**.
3. After participants have been able to view all the charts, they return to their original table group. The table group clusters the Data Statements and crafts **Summary Data Statements**. They should create these **Summary Data Statements and then** sort and record them into clusters based on the debrief questions (1-4, 5-6, 7-8, and 9-10).

Instructions for Facilitator:

The Facilitator should record the breakout group's **Summary Data Statements** onto four charts titled: **Summary Data Statements by Question Cluster**. Ask for a volunteer(s) that will bring back the information to the whole group and post the **Summary Data Statements by Question Cluster** charts on the wall.

Have participants read the **Summary Data Statements by Question Cluster** and discuss at their tables reactions to the findings, using the following prompts:

- What inferences can we make about opportunities for engaging in extended academic discourse for MLLs/ELLs?
- What had we expected to observe that was reported for shadowed students?
- What had we expected to observe that was *not* reported for shadowed students?
- Were there any outlier statements?
- What questions do we still have?

Use the data Summary Statements as evidence for the *MLL/ELL Program Quality Review Continuum in alignment with the Blueprint for MLL/ELL Success and CR Part 154-2*

NEXT STEPS: Optional for review and useful when preparing your school improvement plan.

1. In preparation and in support of your school improvement plan:
 - Once the data has been summarized on the MLL/ELL Program Quality Review Continuum in alignment with the *Blueprint for MLL/ELL Success* and CR Part 154-2 you will follow the process outlined below to analyze the findings.
 - Have each table group summarize its discussion and report out salient points. Record the breakout group's salient points on a new chart titled: **Discussion of Findings**.
 - Ask for/assign a volunteer who will bring back to the whole group a summary of the salient points of the **Discussion of Findings** and post the chart on the wall.
2. Given what the table groups discussed related to the findings and the report outs from the other table groups have the table groups discuss the following questions related to **Implications**:
 - What must the school do to fully support implementation of the Blueprint for MLL/ELL Success in each classroom?
 - What must be expected at the site level to fully support implementation of the Key Principles for ELL Instruction in each classroom?
 - What will classroom teachers need to fully implement the Key Principles for ELL Instruction in each classroom?
3. Have each table summarize that discussion and report out salient points. Record the salient points on a new chart titled: **Implications: Must be Addressed in Systemic Improvement Plan for MLL/ELL Success**
4. Ask for a volunteer that will bring back to the whole group this summary of salient points from the discussion.

Instructions for whole group debrief:

1. Have each grade level/span group report out the **Summary Data Statements by Question Cluster**. Ask the participants if they have questions about the statements. Have the participants discuss at their tables similarities and differences between the data statements at each grade level/span.

- *As you debrief use a novel ideas approach: Have a recorder capture similarities by checking off similar statements. Have the recorder underline differences. Facilitator should ask the participants for overarching trends across the district and record those.*
- 2. Have each grade level/span group report out the **Discussion of Findings**. Have the participants discuss at their tables similarities and differences between the findings at each grade level/span.
 - *Again, as you debrief use a novel ideas approach: Have a recorder capture similarities by checking off similar statements. Have the recorder underline differences. Facilitator should ask the participants for overarching trends across the district and record those.*
- 3. Have each grade level/span group report out the **Implications: Must be Addressed in Systemic Improvement Plan for MLL/ELL Success**. Have the participants discuss at their tables similarities and differences between the improvement recommendations at each grade level/span.
 - *Again, as you debrief use a novel ideas approach: Have a recorder capture similarities by checking off similar statements. Have the recorder underline differences. Facilitator should ask the participants for overarching recommendations across the district and record those.*

Facilitator

If you get more than six recommendations, ask the participants to think about prioritizing overarching recommendations. Have them write their top three priorities on sticky notes or have them check-mark (or place colored sticker dots) on the chart their three priorities before they go to break.



MLL/ELL Shadowing Observation Tool

Shadowing Task _____ Observer: _____ Due: _____

Student: _____ School: _____

English Proficiency Level _____ ELA (3-8) Score _____ Math (3-8) Score _____

Gender: _____ Grade: _____ Years in US schools: _____

Time	Activity/ Location of Student	Academic Speaking	Academic Listening	Student is Not Speaking or Listening (Check one)
		1- Student to student 2- Student to teacher 3- Student to small group 4- Student to whole class 5- Teacher to student 6- Teacher to small group 7- Teacher to whole class	1- Student listening mostly to student 2- Student listening mostly to teacher 3- Student listening mostly in a small group 4- Student listening mostly in a whole class setting	1- Reading or writing silently 2- Student is off-task 3- Other:
		Qualitative observations		
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Adapted from Oakland Unified School District.

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