







Appendix E










Planning for a New School Year Reflection Tool

Directions: Use this tool to help you reflect on five areas that are crucial for MLs when planning for new school years. You can use it in contexts that provide distance learning exclusively, only face-to-face instruction, or a combination of both practices. Reflect on each of the criteria and jot down your plans to address each. You can then determine which area to prioritize to equitably educate MLs.

Criterion	Our Plans
Social-Emotional Support	
 How will we determine and address MLs' social-emotional needs ?	
 How will we establish consistent instructional routines for MLs during face-to-face, hybrid, or virtual instructional models?	
 How will we implement culturally responsive and antiracist instruction ?	
Formative Assessment	
 How will we assess MLs' preparedness to begin instruction in new content?	
 How will we use formative assessment data to differentiate instruction of language and content for MLs?	
 How will we use assessment data to place students in an appropriate level of English language proficiency (if needed)?	

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Criterion	Our Plans
Scaffolding Instruction	
 How will we provide instructional scaffolds (e.g., modeling, repetition of language, clear directions)?	
 How will we provide materials that are scaffolded for MLs (e.g., graphic organizers, sentence stems, home language support)?	
 How will we intentionally group MLs to support their engagement in activities (e.g., pair work, home language groups)?	
Collaborating and/or Coteaching	
 How will we collaborate with our colleagues this fall to support MLs?	
 What tools can we use for coplanning the instruction and assessment of MLs?	
 What will coteaching look like this fall to ensure MLs access content and learn language?	
Families and Advocacy	
 How can we determine what multilingual families need this fall (access to technology, access to school meals, social-emotional support)?	
 How can we schedule MLs to provide them the specific supports they need (e.g., face-to-face classes, virtual synchronous meetings)?	
 How can we advocate for additional supports for MLs (access to technology, translated materials, etc.)?	