

Step 4: Conduct the materials review and make decisions.

In Step 4, a district or school conducts an inclusive materials review process from start to finish, using integrated criteria from the ELSF’s Benchmarks of Quality and Guidelines.

CHECKLIST FOR PILOTING MATERIALS

Use the checklist below to ensure that the piloting process is inclusive of multilingual learners.

Before Pilot

| Action Item | ✓ |
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| When determining the focus and evaluation criteria for the pilot, ELD leaders and [ELA, Math, Science, Social Studies] content leaders should include priorities related to the efficacy of the materials to serve multilingual learners. | |
| When providing training to pilot participants, the training should include ELSF’s Benchmarks of Quality, Guidelines, or other methods to help teachers understand what quality materials should be able to do to serve multilingual learners. | |
| Compensate teachers for the additional time and effort it takes to pilot new materials. | |

During Pilot

| Action Item | ✓ |
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| Pilot materials with a representative sample of students, teachers, classrooms, and schools within the subject area identified to offer diverse perspectives on the efficacy of the materials to serve multilingual learners. Consider piloting with: <ul style="list-style-type: none"> • Multilingual learners at various levels of English development • Teachers with a range of experience and expertise within the subject matter, including experience in ELD and Special Education | |
| If the pilot includes ancillary or supplementary materials, ensure that teachers are familiar with and test out the relevant ELD materials in the program that are designed to support multilingual learners. | |
| When considering materials in additional languages, the pilot process should involve teachers who are fluent in the target language. | |
| The Adoption Committee should conduct observations of the lessons to check for the degree of usefulness and appropriateness of the instructional materials for multilingual learners. | |

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| <p>Create a system for participating teachers to capture student work (written and verbal) from the pilot for multilingual learners and priority students.</p> <ul style="list-style-type: none"> • The student work could be used to assess the impact of the materials on student learning and provide examples to be used in future training for teachers. • When possible, participating teachers provide a limited amount of video recordings to capture student engagement using the materials being considered. | |
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After Pilot

| Action Item | ✓ |
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| Create multiple opportunities for teacher involvement and input in evaluation of the components of the materials during the piloting process, including ELD professionals. | |
| Establish a system for teachers to regularly reflect upon the implementation to note what is working well, what can be improved, what changes need to be made, and/or what additional training staff might need in the future in regards to implementing the materials with multilingual learners. | |
| Create opportunities for students and caregivers/families of multilingual learners to be involved in offering feedback and perspectives during the pilot process. Gather input from student focus groups on their experiences of the piloted materials to emphasize the students’ rights to share their experiences and receive information about their education. | |
| <p>Collect data on implementation fidelity through surveys and/or observations that include evidence such as:</p> <ul style="list-style-type: none"> • # of lessons piloted • The extent to which those lessons were implemented as designed • Whether or not modifications were made, and if so, what they were • Whether or not supplemental instruction or materials were needed during the implementation • How the materials attempt to incorporate learning language simultaneously with content for multilingual learners | |