

Step 1: Review the current landscape and data on multilingual learner achievement and experiences.

In Step 1, a district or school considers their existing policies and practices for multilingual learners and conducts a review of different data sources regarding multilingual learner achievement and experiences.

STUDENT EXPERIENCE INTERVIEW PROTOCOL

Conduct brief interviews with a sample of multilingual learners in your district to inform your curriculum adoption through better understanding their experiences. Ask students about the challenges they face when using the materials in their ELA class, the kind of resources they find helpful, and what they feel they need from their materials to support their learning in ELA.

Interview Questions

These specific questions might be asked within a broader set of questions posed to students about various aspects of the ELA classroom.

Action Item
<p>Question 1: Think about the materials that you use in your ELA class—textbooks, worksheets, glossaries, and online lessons. These things come from a publisher rather than from your teacher’s own materials. What do you like about these materials? How do they help you to learn ELA? (For example: Are they easy to read? Do they have clear directions? Do they provide helpful illustrations or suggestions?)</p>
<p>Question 2: Think again about the same materials you use in your ELA class. What do you not like about them? (Are they repetitive, difficult to understand, use word problems about things you don’t know anything about?)</p>
<p>Question 3: How often do you use these materials in your ELA class: every day, once a week, or once in a while?</p>
<p>Question 4: If you could talk to the publisher of these materials, what would you tell them to do to make their ELA materials more helpful to you?</p>

Tips for conducting the student interview

- It is important to separate what the student thinks about the ELA materials from what the student thinks about the teacher or the ELA class itself. These questions ask about the ELA materials—ELA textbooks, worksheets, glossaries, online lessons, etc.—that come from the publisher, not from the teacher.
- Interview students individually to get more diversity of perspectives.
- It may be helpful to have a copy of the textbooks or materials in front of you while you talk to the student so that they know exactly what you are referencing.