

# Observing Young Dual Language Learners

## When You Don't Speak the Same Language

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### Pre Observation Conference

When I meet with the teacher, regardless of what language the classroom speaks, I ask for:

- A copy of the lesson plan
- What two focus Danielson areas do we want to look at for the observation?
- What will the teacher be doing?
- What will the students be doing ?
- How will the teacher know if the students understand the lesson?
- I ask if there is anything in particular they want me to observe or look for.

<http://isucsep.org/learning-modules/amys-planning-conversation/> Minutes 1:30- END

<http://isucsep.org/learning-modules/evas-planning-conversation/> Minutes 2:00 - END

### During the Observation

- During the observation I have the lesson plans, computer, paper and domains I will be focusing on for the observation.
- Even though the observation may be in a different language, I should know what I am observing from the preconference. I write up the observation notes and link them to the focus domains.
- At the end of the observation, there is:
  - What is working
  - Current Focus- Challenges- Concerns
  - Teacher's Next Steps
  - Administrator's Next Steps

## Post Observation Conversation

- I send the notes from the observation a few days prior to the post conference. I want them to have time to be able to reflect. This is critical if it is a second language observation because I may have missed something from the other language.
- When we meet, I prepare my open ended questions based on the observations and the domains we focused on in the preconference.
- I try to listen most and have them reflect on their work in the classroom and have them draw from the observations that were taken.
- My hope is that the staff member will be reflective and gain insights from the observations. If they are not reflective enough, I will pause...then add more open ended questions and lead more guiding questions.

<http://isucsep.org/learning-modules/evas-reflection-conversation/>

## Available Resources

- Serving ELLs in Preschool Programs in Illinois Public School Districts (FAQs from ISBE) [https://www.isbe.net/Documents/preschool\\_faq.pdf](https://www.isbe.net/Documents/preschool_faq.pdf)
- A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement by Thomas, Wayne P.; Collier, Virginia P. <https://eric.ed.gov/?id=ED475048>
- Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners <https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners>
- Illinois State University Early Learning Video Platform <http://isucsep.org/about/using-the-site/>