

Instructional Planning Rana Part 1

Video Transcript

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Rana Khan: I approach planning instruction for my multilingual learners with disabilities with the goal of always building independence. I teach students how to turn on and use tools embedded within their school-issued devices to read text and to compose and edit their writing. In doing so, students have a higher sense of independence and autonomy.

When incorporating audio or video in a lesson, make use of the accessibility tools already embedded in many platforms. For example, turn on subtitles in a student's first language as you present the video.

I also try to incorporate as many access points as possible, particularly visual and audio, as well as modeling. Models are another critical way to help multilingual learners with disabilities access learning. Explicitly modeling by showing students your thinking process as you complete the same learning tasks that they will be required to do is very effective. Rather than having the model fully completed ahead of time, work through the model in real time to show the cognitive lift and the process you have to go through in order to complete the work. It also helps to make common errors and work through correcting or revising them in front of students rather than presenting a perfect final piece of work.

Although it is useful to have high-quality models available for students to reference as they work, during instruction, it is critical that they're given access to the process as well as the product. When presenting content, it is critical to use visual aids. This may include photographs, videos, emojis, diagrams, and even real objects. Allowing students to make this connection between the vocabulary or concept that they are learning and an actual image, video, or object can help make the ideas you're presenting less abstract.

Additionally, using concise language and repetition is also helpful in making your lessons clear and helping making learning stick. This may include call and response, songs, even rhymes that you make up—be creative!

In my opinion, it is more important to pace lessons in a manner that allows you to chunk out information and instruction in digestible parts and allows students to gain deeper learning.

When planning for instruction, make efforts to create genuine connections to students' lives and experiences. Explicitly call out these connections. Also, consider how they observe content in social media and attempt to create opportunities that mimic that.

WIDA Staff: We would like to thank Rana Khan, who graciously shared her time and voice. We appreciate you!