



Facilitator Guide

Pt 1 - Multilingual Family Communication

What's the purpose of the training?

The video provides an opportunity for school staff to examine their communication with multilingual families and ways to improve it.

Who is the audience?

School leaders and all school staff.

How can this video training be used?

The video training is designed to be used in a group setting by a facilitator who has previewed the video and is prepared to lead activities and discussions.

How long will the training take?

Depending on the size of the group and the discussion questions raised, plan for approximately 40 to 60 minutes. The video is about 25 minutes long.

What is the role of the facilitator?

The facilitator should...

- Preview the video and the outline below to become familiar with the content and embedded discussion questions and activities.
- Be aware of time limitations and manage the group effectively.
- Check that video displays can be easily seen and heard.

Suggestions for continued professional development activities:

- Schedule regular meetings around the issues raised at the training.

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Multilingual Family Communication, Part 1: The ethical and legal standards, most common challenges, and how to rise above

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| Materials | <ul style="list-style-type: none"> • Video • Facilitator notes |
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Total time: 24-min video; 45-min total

| Min | Time Stamp | Notes |
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| | 0-3:33 | <u>Video</u> <ul style="list-style-type: none"> • Welcome • Introduction • Objectives • Terms |

Objective 1: Participants will be able to identify common but invisible myths that undermine schools' effective communication with their multilingual community

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| | 3:33-6:27 | <u>Video</u> <ul style="list-style-type: none"> • Myth 1: People = Systems |
| 5 | PAUSE | <u>Active Facilitation</u> Turn-and-Talk (2 min) <ul style="list-style-type: none"> • Pause video • Discussion Question: <i>If catching the raindrops (communications) rests solely on the shoulders of a few staff members, what does that do to the staff members? To multilingual families? To kids?</i> • 2-minute turn-and-talk Whole Group Share (3 min) <ul style="list-style-type: none"> • Take 2-3 volunteers to share their reflections • Push to garner a reflection regarding each stakeholder: <ul style="list-style-type: none"> ○ Staff members ○ Families ○ Students |
| | 6:30-11:07 | <u>Video</u> <ul style="list-style-type: none"> • Bottom line for Myth 1 • Myth 2: ML Comms = one person's job <ul style="list-style-type: none"> ○ Example regarding summer school enrollment |
| 3-4 | PAUSE | <u>Active Facilitation</u> Turn-and-Talk (1) <ul style="list-style-type: none"> • Pause video • Discussion Question: <i>Who is more likely to get their child's summer</i> |

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| | | <p><i>enrollment paperwork completed by the deadline? Parents proficient in English? Or multilingual families? Why?</i></p> <ul style="list-style-type: none"> • 2-minute turn-and-talk <p>Whole Group Share (2)</p> <ul style="list-style-type: none"> • Take 2-3 volunteers to share their reflections <p>Follow-Up Question</p> <ul style="list-style-type: none"> • Follow up with these questions (This is NOT in the video): What is the impact on students? What inequities are created as a result of the one-person/one-team communication bottleneck? |
| | 11:07-14:17 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Myth 3: Tools = Systems |
| <p>Objective 2: Participants will be able to identify the possible sources of their school or district's challenges with multilingual communication.</p> | | |
| | 14:16-15:46 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Clarity Gap Set-up |
| 2 | PAUSE | <p><u>Active Facilitation</u></p> <p>Whole Group (1 minute)</p> <ul style="list-style-type: none"> • Signal: Thumbs up when you have an idea for how to fill in the blank • Popcorn out responses <p>Optional Follow-Up Question (may ask selectively to some participants):</p> <ul style="list-style-type: none"> • What makes you say that? / What makes you label this is a [insert what they said] gap? / What's your reasoning? |
| | 15:46-16:05 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Clarity Gap Conclusion |
| | 16:06-16:55 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Training Gap Set-up |
| 2 | PAUSE | <p><u>Active Facilitation</u></p> <p>Whole Group</p> <ul style="list-style-type: none"> • Signal: Thumbs up when you have an idea for how to fill in the blank • Popcorn out responses <p>Optional Follow-Up Question (may ask selectively to some participants):</p> <ul style="list-style-type: none"> • What makes you say that? / What makes you label this is a [insert what they said] gap? / What's your reasoning? |
| | 16:56-17:31 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Training Gap Conclusion |
| | 17:32-18:18 | <p><u>Video</u></p> |

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| | | <ul style="list-style-type: none"> • Collaborative Accountability Gap Set-up |
| 2 | PAUSE | <p><u>Active Facilitation</u></p> <p>Whole Group</p> <ul style="list-style-type: none"> • Signal: Thumbs up when you have an idea for how to fill in the blank • Popcorn out responses <p>Optional Follow-Up Question (may ask selectively to some participants):</p> <ul style="list-style-type: none"> • What makes you say that? / What makes you label this is a [insert what they said] gap? / What's your reasoning? |
| | 18:19-18:55 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Collaborative Accountability Gap Conclusion |
| | 18:56-19:03 | <p><u>Video</u></p> <ul style="list-style-type: none"> • The need to close all three gaps |
| | 19:04-20:50 | <p><u>Video</u></p> <ul style="list-style-type: none"> • My Launch Year Results - Impact on access |
| | 20:51-23:11 | <p><u>Video</u></p> <ul style="list-style-type: none"> • Client School Examples |
| 6 | PAUSE | <p><u>Active Facilitation</u></p> <p>Turn-and-talk: (3 min)</p> <ul style="list-style-type: none"> • Pause video • Discussion Question: <i>What would a similar shift in multilingual family communication mean for your school? How would it impact your students?</i> <p>Whole Group Share (3 min)</p> <ul style="list-style-type: none"> • Take 2-3 volunteers to share their reflections |
| | 23:31-24:13 | <p><u>Video</u></p> <ul style="list-style-type: none"> • What is coming up in Part 2: How to close the 3 gaps • How to talk through specifics at your school. |
| | | <p>Contact: anne@togetherlanguage.com</p> |