Some Classroom "Look Fors" Focused on English Learners

Record: O = Observed   NO = Not Observed

Instruction	
The teacher is purposeful and intentional in the use of academic language while engaging students in tasks such as speaking or writing. Examples The teacher: • Posts and uses a word bank with vocabulary words or "transition words" such as "although" or "similarly." https://lincs.ed.gov/readingprofiles/PF_Signal_Words.htm • Demonstrates uses of sentence frames/starters. https://www.literacyhow.org/wp-content/uploads/2013/06/Academic-Language-Functions-toolkit.pdf • Demonstrates explicit vocabulary instruction. • Adjusts rate of speech to match students' proficiency levels.	
The teacher integrates content and language objectives while incorporating reading, writing, listening, and speaking opportunities into lessons. https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners Examples The teacher: • Posts content and language objectives (e.g., students write a persuasive essay draft by first verbally sharing their opinion with two or three supporting facts using sentence starters such as "I think _____" or "In my opinion _____"). • References the content and language objectives throughout the lesson.	

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The teacher models with exemplars throughout instruction. Examples The teacher: - Shows students an example of a finished product and the rubric for grading. - Uses guided practice so students have a model to follow and are able to self-assess using the model.	
The teacher poses questions with appropriate wait time for student responses based on student proficiency levels. http://esolodyssey.learningwithlaurahj.org/2018/05/wait-time-for-ells-practical-strategies.html Examples The teacher: - Allows wait time and scaffolds if necessary, using strategies to elicit student response such as rephrasing questions. - Poses a variety of questions from Bloom's Taxonomy and provides supports, as needed, when students are formulating a response. - Asks questions to access and activate background knowledge; builds background knowledge when necessary.	
The teacher frequently uses nonlinguistic representations (pictures, graphic organizers, physical and kinesthetic representations, mental images). https://www.mcrel.org/four-tips-for-using-nonlinguistic-representations/ Examples The teacher: - Engages students to use their arms to represent radius, diameter, circumference. - Shows photographs of the content. - Uses objects as models. - Helps students to visualize what they are learning. - Engages students in pantomime or skits to enhance learning.	

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Culturally responsive teaching. In *Culturally Responsive Teaching and the Brain* (2015), Zaretta Hammond defines it as *"An educator's ability to recognize students' cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in the relationship and having a social-emotional connection to the student in order to create a safe space for learning"* (p. 15). Examples The teacher: • Uses social constructs such as students talking with each other in heterogeneous groups. • Groups students to allow for native language use. • Provides bilingual dictionaries.	

Student engagement	
The teacher engages students in authentic interaction aligned with learning goals. Examples The teacher: • Provides a prompt or asks a question with more than one answer. • Offers a topic that is interesting to students. • Intentionally incorporates opportunities for oral language practice into lesson design. • Utilizes scaffolds to help students respond (including, but not limited to, rate of speech, previewing text/notes, anticipatory guides, graphic organizers, and sentence frames). See page 19-20 https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf	

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Students ask and respond to each other's questions related to the prompt/topic. <u>Examples</u> The students: • Ask each other clarifying questions such as, "What do you mean by ___?" See Constructive conversation Skills Poster – Clarify https://jeffzwiers.org/tools • Use question prompts provided: "Why do you think ___?" "Can you say more about ___?" "How is that related to ___?"	
The teacher uses cooperative learning strategies for structured collaboration where all students are accountable. <u>Examples</u> The teacher: • Uses Numbered Heads Together, Mix-Freeze-Pair, Inside-Outside Circle, Circle the Sage. https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf • Confirms that students understand their roles and responsibilities. • Gives students ways to rate their group work.	
The teacher is purposeful in grouping students into pairs or small groups for student talk. <u>Examples</u> The teacher: • Sets up cooperative grouping for authentic exchange of ideas with back-and-forth conversation: Corner Groups, Card Groups, Puzzle Groups, Clock Partners, Compass Buddies, Antonym Pairs, etc. https://www.scholastic.com/teachers/blog-posts/genia-connell/15-quick-and-creative-ways-group-and-partner-students/ • Partners students at beginning levels of proficiency with students at more advanced levels.	

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The teacher sets up opportunities for elementary students to process what they are learning at least every 5–7 minutes (10 minutes for secondary) and teacher adjusts instruction based on student evidence. <u>Examples</u> The teacher: • Pauses for student interaction after talking for 5–10 minutes, so students can talk about their newly acquired knowledge. • Gives opportunities for students to process what they are learning by talking with and hearing from peers.	
The teacher provides multiple opportunities for extended interactions using targeted academic language aligned to the learning goals. <u>Examples</u> The teacher: • Models how to have a collaborative back-and-forth conversation and gives a word bank or sentence starters. • Connects the conversations to the essential understandings (big ideas) of the unit. • Monitors student engagement through formative checks for understanding.	

Assessment	
The teacher uses rubrics, observation checklists, or rating scales for peer and self-assessment feedback for content and language objectives. <u>Examples</u> The teacher: • Shares assessment criteria in advance; assessment tools are scaffolded appropriately for all proficiency levels. • Uses assessment tools to help document progress over time.	

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The teacher collects data on quality writing through artifacts of discussions and use of academic language. Examples The teacher: - Uses oral languge as a scaffold for writing with sentence stems; e.g., "I agree with the author because. . . ." http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx - Purposefully plans for students to talk with others prior to writing.	
The teacher provides timely, specific, and descriptive feedback to students and is aligned to learning goals. Example The teacher: Addresses what is correct and elaborates on what students need to do next. http://exclusive.multibriefs.com/content/providing-feedback-to-english-learners-why-when-and-how/education	
The teacher offers ways for all students to demonstrate understanding (reading, writing, speaking, listening) throughout lesson or unit. Examples The teacher: - Asks questions that progress from basic understanding and comprehension to critical analysis and evaluation. "What is photosynthesis?" "How does photosynthesis compare to other scientific processes?" "How does photosynthesis help us understand the world we live in?" - Uses nonverbal assessment: "Give me a thumbs up if you agree with this statement: _____." See https://ri01900035.schoolwires.net/cms/lib/RI01900035/Centricity/Domain/11/Formative%20Assessments-%20Power%20Point.pdf - Gives students individual whiteboards/tablets for written or pictorial responses. - Asks for a Quick Write. - Utilizes Think-Pair-Share.	

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