

Appendix B

Self-Assessment: The 6 Principles Checklist for Teachers

Do you know your learners? (Principle 1)

You gain information about your learners.

For example, you

- conduct intake protocols and a needs assessment
- collect and/or review linguistic and educational background information from the district home language survey
- organize and share information with other teachers.

You embrace and leverage the resources your learners bring to the classroom to enhance learning.

For example, you

- collect resources about your students' cultures and languages
- gather information from parents and guardians about your students' personal and cultural experiences and language practices in the home
- engage students in activities that allow them to share their personal lives, culture, and experiences with the class
- act as a cultural mediator for students and their families with others in the school system.

Do you create conditions for language learning? (Principle 2)

You promote a positive and organized classroom with attention to reducing student anxiety and developing trust.

For example, you

- create a welcoming environment for the students
- design appropriate work spaces
- organize the physical environment for individual and group work and for student-student communication
- identify mentors for new students
- use clear, patterned, and routine language to communicate with new learners
- invite and support use of student home languages and cultures in lessons.

You demonstrate expectations of success for all your learners.

For example, you

- believe all students will learn academic English and content to a high level
- praise effort and persistence
- use a variety of instructional approaches for diverse learners
- teach learners strategies to participate in instructional conversations.

You plan instruction to enhance and support student motivation for language learning.

For example, you

- prompt students to connect their learning to their own lives
- build a repertoire of learning tasks that students enjoy
- motivate students and structure behavior with projects
- expect student ownership and support students in engagement with learning.

Do you design high-quality lessons for language development? (Principle 3)

___ You prepare lessons with clear outcomes and convey them to your students.

For example, you

- ___ determine content and language objectives for your lessons
- ___ communicate learning objectives to students.

___ You provide and enhance input through varied approaches, techniques, and modalities.

For example, you

- ___ use comprehensible input to convey information to students
- ___ adjust your language to enhance input to students
- ___ use multiple sources of input
- ___ communicate clear instructions for lesson tasks.

___ You engage learners in the use and practice of authentic language.

For example, you

- ___ elicit output from students
- ___ create opportunities for learners to be active participants
- ___ use techniques to promote active language practice throughout the lesson
- ___ integrate language learning into content lessons and content into language lessons
- ___ encourage language learning beyond the classroom.

___ You design lessons so students engage with relevant and meaningful content.

For example, you

- ___ plan culturally relevant and interesting tasks
- ___ select materials that reflect student interests.

___ You plan differentiated instruction according to your learners' English language proficiency levels, needs, and goals.

For example, you

- ___ build scaffolding into lessons for different purposes
- ___ employ grouping patterns designed to promote peer support, engagement, and comprehensibility
- ___ provide supplemental materials
- ___ plan for appropriate challenge depending on learner language proficiency levels.

___ You promote use of learning strategies and critical thinking among your students.

For example, you

- ___ teach a variety of learning strategies for specific purposes
- ___ design tasks for students to practice using critical thinking and learning strategies.

___ You promote self-regulated learning among your students.

For example, you

- ___ facilitate students' setting of meaningful goals and monitoring of their progress
- ___ provide self-assessment tools that allow students to evaluate their strengths and weaknesses
- ___ help students develop effective study habits.

Do you adapt lesson delivery as needed? (Principle 4)

___ **You check student comprehension frequently and adjust instruction according to learner responses.**

For example, you

- ___ use teaching practices that ensure better auditory comprehension
- ___ check comprehension with group response techniques.

___ **You adjust your talk, the task, or the materials according to learner responses.**

For example, you

- ___ adjust your oral language input as needed to advance comprehension and scaffold academic language learning
- ___ switch to other forms of input as needed
- ___ adapt tasks and/or materials to learner proficiency levels
- ___ scaffold extensively to provide equitable access to content for all learners.

Do you monitor and assess student language development? (Principle 5)

___ **You monitor your students' errors.**

For example, you

- ___ note errors to provide appropriate feedback to students
- ___ reteach when errors indicate students misunderstood or learned the material incorrectly.

___ **You provide ongoing effective feedback strategically.**

For example, you

- ___ use specific feedback
- ___ deliver feedback in a timely manner
- ___ deliver feedback according to the age and proficiency level of your learners
- ___ use a variety of types of oral corrective feedback
- ___ use written feedback when appropriate.

___ **You design varied and valid assessments and supports to assess your students' learning.**

For example, you

- ___ use classroom-based assessment to inform teaching and improve learning
- ___ use testing procedures based on principles of assessment
- ___ rely on a variety of assessment types.

Do you engage and collaborate within a community of practice? (Principle 6)

___ **You are fully engaged in your profession.**

For example, you

- ___ engage in reflective practice
- ___ participate in continuous learning and ongoing professional development.

___ **You collaborate with other teachers to co-plan and co-teach.**

For example, you

- ___ meet with colleagues regularly to co-plan for future learning
- ___ develop and strengthen relationships with school colleagues that facilitate co-teaching
- ___ develop leadership skills to become a resource in your school.