

## Appendix B

### The 6 Principles Checklist for Teachers

#### Do you know your learners? (Principle 1)

\_\_\_ You gain information about your learners.

*For example, you*

- \_\_\_ review student records and gather additional information on their backgrounds.
- \_\_\_ gather information about new students' language skills from the registration process.
- \_\_\_ help students construct a personal profile, using digital tools as available.
- \_\_\_ organize and share information about learners.

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

*For example, you*

- \_\_\_ collect resources about your students' home cultures and languages.
- \_\_\_ engage with parents or guardians to gain knowledge about students' experiences.
- \_\_\_ guide students in an autobiography project.
- \_\_\_ act as a cultural mediator for students.

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

\_\_\_ You promote an emotionally positive and organized classroom.

*For example, you*

- \_\_\_ ensure that new students receive a warm welcome from classmates.
- \_\_\_ design appropriate work spaces.
- \_\_\_ organize the physical environment of the classroom to help students learn and use the new language.
- \_\_\_ organize online learning platforms with the students' access to technology and supports in mind.
- \_\_\_ identify a mentor for each student.
- \_\_\_ use clear, patterned, and routine language to communicate with new learners.
- \_\_\_ invite and support students' home languages and cultures as essential to building rich understanding.
- \_\_\_ facilitate social-emotional practices.

\_\_\_ You demonstrate expectations of success for all your learners.

*For example, you*

- \_\_\_ believe all students will learn language and academic content to a high level.
- \_\_\_ praise effort and persistence in order to communicate how success is achieved.
- \_\_\_ use a wide variety of instructional approaches for diverse learners.
- \_\_\_ promote students' self-efficacy in learning.

\_\_\_ 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 and experience.

- \_\_\_ use technology applications to craft activities that develop a stronger connection to language learning.
- \_\_\_ help students focus on a well-defined project with a future outcome to motivate and structure their behavior.
- \_\_\_ expect student ownership and support students' 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.
- \_\_\_ review learning objectives at the end of the lesson.

#### **\_\_\_ 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.
- \_\_\_ utilize technology to personalize input to meet students' needs.
- \_\_\_ 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.
- \_\_\_ encourage language learning beyond the classroom.

#### **\_\_\_ You integrate language and content learning.**

*For example, you*

- \_\_\_ become familiar with the language demands of different subject areas.
- \_\_\_ consult with colleagues to support multilingual learners of English in grade-level or content classrooms.
- \_\_\_ introduce common academic tasks and provide practice opportunities.

#### **\_\_\_ You design lessons that incorporate culturally responsive teaching practices.**

*For example, you*

- \_\_\_ plan tasks that are culturally relevant and interesting to your students.
- \_\_\_ uncover the "funds of knowledge" in students' households.
- \_\_\_ select materials that reflect students' backgrounds and interests.
- \_\_\_ integrate social-emotional learning and culturally responsive teaching.
- \_\_\_ create space for translanguaging.

#### **\_\_\_ 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 learners' language proficiency levels.

\_\_\_ **You promote the 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 students' self-regulated learning.**

*For example, you*

- \_\_\_ facilitate students' setting of meaningful goals for themselves and monitoring their own 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.
- \_\_\_ gauge individual student comprehension with digital tools and platforms.

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

*For example, you*

- \_\_\_ modify your teacher talk as necessary to improve comprehension and scaffold academic language learning.
- \_\_\_ use additional instructional supports to revisit or assist students in processing or applying new information.
- \_\_\_ turn to procedural scaffolds when students cannot complete a task or perform it well.
- \_\_\_ adapt tasks and/or materials to learners' proficiency levels.
- \_\_\_ vary student grouping configurations to aid in comprehension and increase productivity.
- \_\_\_ prompt students to diversify their learning strategies to problem solve breakdowns in comprehension or processing.

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

\_\_\_ **You monitor your students' errors.**

*For example, you*

- \_\_\_ take diagnostic notes when students make errors to provide appropriate scaffolding and modeling.
- \_\_\_ reteach when errors indicate students misunderstood the material or learned it incorrectly.

\_\_\_ **You strategically provide ongoing, effective feedback.**

*For example, you*

- \_\_\_ use specific feedback.

- \_\_\_ give timely and actionable feedback.
- \_\_\_ harness technology tools to provide personalized feedback for learners.
- \_\_\_ deliver feedback according to the age and proficiency level of the learner.
- \_\_\_ use various types of oral corrective feedback.
- \_\_\_ use written feedback when appropriate.

\_\_\_ **You design varied and valid assessments and supports to assess student learning.**

*For example, you*

- \_\_\_ use classroom-based assessment to inform teaching and improve learning.
- \_\_\_ use testing procedures based on principles of assessment.
- \_\_\_ rely on various assessment types to determine student achievement.
- \_\_\_ blend pedagogy and technology in your assessment practices.

\_\_\_ **You analyze and interpret assessment data for multilingual learners of English.**

*For example, you*

- \_\_\_ use what you know about a student's language development process and educational background to interpret assessment results.
- \_\_\_ share your data analyses and interpretations with colleagues.
- \_\_\_ use assessment results to improve assessment practices.

## **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 to grow professionally.
- \_\_\_ participate in continuous learning and ongoing professional development.
- \_\_\_ embrace technology to stay up to date, access world-class resources, and engage in interactive learning experiences.

\_\_\_ **You collaborate with colleagues.**

*For example, you*

- \_\_\_ meet with colleagues regularly to co-plan for future learning.
- \_\_\_ develop and strengthen relationships with school colleagues that facilitate coteaching.

\_\_\_ **You develop leadership skills that enable you to become a resource in your school.**

*For example, you*

- \_\_\_ build a repertoire of professional development topics for educating multilingual learners of English and hone your presentation skills.
- \_\_\_ develop coaching skills.