

Bilingual/ESL Classroom “Look Fors”

Teacher’s Name _____

Administrator’s Name _____

Date: _____

Classroom Environment and Artifacts

Fiction/story books are available in each language.

Nonfiction books are available in each language.

Reading Materials are organized (e.g. by genre, by language or by level).

Classroom labels are displayed in each language.

“**Word Walls**” are displayed in each language.

ESL Teachers - **English only**.

Tools, strategies, and rubrics are displayed in the language of instruction for that subject.

Displayed student work with feedback.

Each student has a writing portfolio with graded work.

Multiple cultural perspectives are evident and encouraged.

Content objectives and daily schedule are posted.

Classroom is well-organized, with different parts of the room serving different functions (library, writing center, computer area, etc.).

Comments: _____

Instructional Practices

Teacher employs a variety of teaching strategies including visuals, student conversation, explicit vocabulary instruction, and sentence starters.

There are clear routines in the classroom to allow for efficient transitions, and little time is lost due to disruptions.

Planned activities and assessments are differentiated for students’ language levels.

Teacher encourages critical thinking by using higher-order-thinking questions and activities:

___ Comparison/Contrast ___ Analysis ___ Application
___ Evaluation ___ Synthesis.

Teacher scaffolds input to promote comprehension (through use of visuals, guiding questions, modeling, and gestures).

The lesson is clearly tied to the posted objectives, and the objectives are shared with the students.

The teacher is well prepared to deliver the lesson, and the lesson plan is available as a resource.

Teacher plans for flexible grouping:

___ Whole-group ___ Small-group ___ Pair work ___ Individual work

Comments: _____

Note: To be used for program support and professional development.

Bilingual/ESL Classroom “Look Fors”

Student Engagement & Participation

Students are actively involved in using the language during the lesson.

Students know what they are meant to learn, and why this is important.

Students are actively engaged in the activity.

Students are encouraged to ask questions and to share ideas.

Students are encouraged to take risks with the language.

Students work as a learning community. They willingly help peers and encourage peers’ learning.

Comments: _____

Language Use and Language Distribution

One language is the focus of lesson delivery

Language selected for instruction matches the guidelines for the grade level and content area.

Students are encouraged to use the designated language of the lesson.

Language used by the teacher is an appropriately formal model for students, according to their grade level and the academic setting.

Students are introduced to new vocabulary and sentence structure, to help them develop more formal and academic language.

Teacher talk is used effectively, but does not dominate the lesson.

Students receive frequent feedback on their language use during the lesson.

Percentage of each language used during the lesson:

English _____ Spanish _____

Comments; _____

Note: To be used for program support and professional development.