

**Waco ISD English Learners Department
Bilingual Classroom and Instruction Look-Fors**



**Classroom Environment (e.g. Resources, Student/Instruction Artifacts,
Evidence of Language Allocation)**

- Beginning in 2020-2021: Subject-specific cognates are displayed with evidence of consistent use during instruction (e.g. in lesson plans, displayed in classroom on cognate word walls, and in student work such as journals, etc.).
- Sentence-stems are displayed and accessible to students.
- Pictorial representations for math are displayed (e.g. problems on pictographs, visual math models/strategies, and math anchor charts).
- Pictorial representations for core-areas when applicable (e.g. teacher has a pictorial representation of the elements of fiction when discussing conflict in a story).
- Anchor charts displayed with evidence of sound implementation (e.g. it is evident that anchor charts were created with students during instruction).
- Use of visuals to enhance instruction (e.g. images of the various states of matter are displayed during a science lesson on the various states of matter).
- Fiction books or novels are available in each language as appropriate.
- Nonfiction books are available in each language as appropriate.
- Reading materials are organized (e.g. by genre, by language or by level) and accessible to students.
- Classroom labels are displayed in each language (e.g. English and Spanish).
- “Word Walls” are displayed in each language (e.g. English and Spanish).
- For Grades PK and Kindergarten letters are displayed in both languages (e.g. English and Spanish) and sound practice of allocation of languages is seen through the separation of letters for each language (e.g. letters for each language are displayed on opposite sides of the classroom).

- Tools, strategies, and rubrics are displayed in the language of instruction for that subject (please refer to Waco ISD Bilingual Model).
- Displayed student exemplars in English and Spanish (e.g. work should celebrate student’s first and second language and show evidence of scaffolding of language as needed for students at the beginning and intermediate levels of English language acquisition).
- Student portfolios with exemplars of graded work or annotated samples that focus on the district’s target area for that year (e.g. listening and speaking language domains).
- Evidence of multiple cultural perspectives that are encouraged and celebrated.
- Daily objectives are posted and written in student friendly language with scaffolding for students at early levels of English language proficiency. The teacher also refers to the objectives throughout the lesson to help students make connections.
- The classroom demonstrates evidence of thoughtful planning and organization to facilitate seamless transitions. Expected behavior is illustrated for each station or learning activity (e.g. technology station is labeled and pictorial instructions are also posted with images of expected behavior).
- The teacher builds background knowledge prior to the lesson to help students from diverse backgrounds make connections with content and invites students to share perspectives of the topic from their personal experience and/or background.

Differentiation during Instruction to Promote English Language Acquisition and Proficiency Growth

- Lesson plans demonstrate evidence of differentiation for students at various levels of English language proficiency.
- The teacher utilizes gestures, modeling, and Total Physical Response (TPR) to convey meaning, teach vocabulary, and allow students to utilize other modes other than the L2 to express understanding or knowledge of content or vocabulary.
- Upon walking into the classroom, it should be evident that the classroom is a bilingual classroom through instructional practices, purposeful environmental design, and allocation of language that aligns with the Waco ISD Bilingual Model.
- Lesson plans demonstrate evidence of grouping that is flexible and promotes oral language development:
 ___ Whole-group ___ Small-group ___ Partner ___ Independent

- The bilingual teacher utilizes various strategies to enhance language acquisition and student participation (e.g. sentence stems, language apps, conversation starters, direct instruction of Tier 2 and Tier 3 words (e.g. including core-subject specific lexicon), use of cognates, and use of poignant visuals or artifacts to promote conversation.
- Clear routines are evident in the classroom that allow for efficient transitions between subjects, activities, or stations with little time lost due to disruptions.
- Activities and assessments are carefully planned and demonstrate differentiation for students' various levels of English language proficiency (e.g. Beginning, Intermediate, Advanced, and Advanced High).
- The teacher calls on all students and utilizes diverse levels of questioning during activities:
 ___knowledge/remembering ___comprehension/understanding ___application/applying
 ___analysis/analyzing ___synthesis/evaluating ___evaluation/creating.
- The teacher encourages risk-taking and exploration with developing L2 during instruction.

Sheltered Instruction Components

- Meaningful activities that integrate lesson concepts (surveys, letter writing, simulations, constructing models, listening and/or speaking; visuals and adaptation).
- Key vocabulary emphasized (introduced, utilized in context, written, repeated, and highlighted for students to see).
- A variety of techniques used to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- A variety of questions or tasks that promote higher-order thinking skills (literal, analytical, and interpretive questions).
- Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.
- Activities provided for students to apply content and language knowledge in the classroom.