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.