

M-DCPS Classroom Practice Reflection Guide for Developmental Language Arts through ESOL Classes

The ESOL Learning Environment (What does the ESOL classroom look like?)

- Print rich / visuals
- Purposeful and planned collaborative routines through Differentiated Instruction
- Active learning through groups, pairs, projects
- Includes activities that promote listening, speaking, reading and writing in order to promote the use of oral language and academic vocabulary
- Presence of cumulative work (thematic, ongoing)
- Only *Impact* and *Life* texts
- Technology: (Imagine Learning for ESOL Level 1's; Achieve3000 for ESOL Levels 2,3,4; Nearpod)
 1. Technology is up and running (programs are installed, hardware is in working order, headphones have microphones)
 2. There is evidence of a technology schedule/rotation
 3. Students are familiar with their sign-in information
 4. Teacher is pulling reports
 5. Teacher is conducting data chats with students
 6. Teacher uses the reports to adjust instruction

The ESOL Learner (What is the ESOL student doing?)

- Manipulates language
- Knows and is working toward his goals
- Is engaged with:
 1. Thematic unit focus
 2. Project based ideas
 3. Peer collaboration

Effective ESOL Teacher (What is the ESOL teacher doing/asking/saying?)

- CAN DO Philosophy in Action (Asset-based teaching to unleash students' potential)
- Extending Beyond the Text (Project-based learning, creating experiences instead of lessons)
- Technology Integration (Exemplar lessons in SAMR, Wakelet, SKYPE, OneNote, Sway, FlipGrid)
- Provides opportunities for academic conversations (Intentional talk)
- Exhibits knowledge of learners in order to plan for an effective learning environment that includes engagement and assessment.
- Shows evidence of the use of formative and summative data to inform their knowledge of learners in order to plan for the "whole child".