

EVALUATING BILINGUAL LESSON PLANS

A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL SABE STANDARDS 4B, 4C, 4D, 4E*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
|--|--|--|---|
| <ul style="list-style-type: none"> TC shows minimal understanding of how emergent bilingual Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and does not indicate that such knowledge is valuable No attempt to draw on home language, culture, and/or prior knowledge | <ul style="list-style-type: none"> TC shows general knowledge and awareness of how emergent bilingual Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities. Limited or superficial attempts to draw on home language, culture, and/or prior knowledge | <ul style="list-style-type: none"> TC purposefully acquires knowledge about how the emergent bilingual Ss learn – in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly Some attempt to draw on home language, culture, and/or prior knowledge | <ul style="list-style-type: none"> TC purposefully acquires knowledge about the needs of individual emergent bilingual Ss– in their ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lessons accordingly Tasks draw on home language, culture, AND prior knowledge |

A2/4. SETTING AND ASSESSING LEARNING OUTCOMES FOR EMERGENT BILINGUALS *TPE 1, 3, 4, 5, SABE STANDARDS 4B, 4C, 4D, 4E, 4F, 4G*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
|--|---|--|---|
| <ul style="list-style-type: none"> All outcomes are not suitable for most emergent bilingual Ss Assessments and criteria are poorly designed or are not suitable for bilingual learning | <ul style="list-style-type: none"> Some outcomes are suitable for most emergent bilingual Ss Some assessments and criteria are appropriately designed or are minimally suitable for bilingual learning | <ul style="list-style-type: none"> Most outcomes are suitable for most emergent bilingual Ss Most assessments and criteria are appropriately designed are suitable for bilingual learning | <ul style="list-style-type: none"> All outcomes are suitable for emergent bilingual Ss with differentiation/flexibility for individual Ss Assessments and criteria are well designed and well-developed for bilingual learning and the needs of diverse emergent bilingual Ss. |

A3. DESIGNING INSTRUCTION AND ASSESSMENT FOR EMERGENT BILINGUALS *TPE 1, 3, 4, 5, SABE STANDARDS 4B, 4C, 4D, 4E, 4F, 4G*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
|--|--|--|---|
| <ul style="list-style-type: none"> Learning activities are poorly designed to actively engage emergent bilingual Ss in cognitive activities Missing or inappropriate language supports, instructional scaffolds, or use of instructional materials to engage EBs | <ul style="list-style-type: none"> There is limited evidence that learning activities will minimally engage emergent bilingual Ss in cognitive activities Few language supports, instructional scaffolds or use of instructional materials to engage EBs | <ul style="list-style-type: none"> Learning activities are appropriately planned to engage emergent bilingual Ss in cognitive activities Language supports, instructional scaffolds and use of instructional materials adequately support EBs' academic language production & content engagement | <ul style="list-style-type: none"> Learning activities are planned for high-level challenge and cognitive engagement of emergent bilingual Ss Targeted language supports, instructional scaffolds, and use of instructional materials support individual EBs' academic language production & content engagement |

EVALUATING BILINGUAL INSTRUCTIONAL ACTIVITIES

C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL, SABE STANDARDS 4B, 4C, 4D, 4E*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
|--|--|--|---|
| <ul style="list-style-type: none"> • Confusing communication with Ss • Inappropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) | <ul style="list-style-type: none"> • Somewhat clear communication with Ss • Academic language (e.g., vocabulary, grammar, syntax, discourse) not used AND/OR explained | <ul style="list-style-type: none"> • Clear communication with Ss • Appropriate use of academic language (e.g., vocabulary, grammar, syntax, discourse) | <ul style="list-style-type: none"> • Clear communication with Ss that adaptly demonstrates bilingual teaching practices • Appropriate use of academic language that extends Ss' vocabularies. Ss contribute to appropriate use of academic language |

C2. USING QUESTIONING *TPE 5, SABE STANDARDS 4B, 4C, 4D, 4E*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
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| <ul style="list-style-type: none"> • Low cognitive challenge, emergent bilingual Ss do not have opportunities to practice critical thinking • TC mediates all questions & answers. (<i>In small group/whole class lessons, Few</i> Ss participate in discussion with predominantly recitation-style responses) | <ul style="list-style-type: none"> • Single path of inquiry, emergent bilingual Ss have opportunities to explain their thinking • Discussions designed to engage student thinking (<i>In small group/whole class lessons, Some</i> of the students are involved). | <ul style="list-style-type: none"> • Consistently challenges emergent bilingual Ss to explain and extend their thinking • TC employs strategies to elicit student responses (<i>In small group/whole class lessons, TC</i> employs strategies to encourage Most Ss voices are heard) | <ul style="list-style-type: none"> • Variety of questions to challenge Ss cognitively, advance discourse, & promote metacognition • Challenges Ss to take active/lead role in questioning/discussion (<i>In small group/whole class lessons, Genuine discussion</i> among Ss with TC stepping aside when appropriate) |

C3/4. ENGAGING EMERGENT BILINGUAL STUDENTS in LEARNING *TPE 1, UDL, SABE STANDARDS 4B, 4C, 4D, 4F, 4G*

| Not Demonstrated – 1 | Partially Demonstrated – 2 | Demonstrated – 3 | Demonstrated with Distinction – 4 |
|--|---|--|---|
| <ul style="list-style-type: none"> • Lesson lacks appropriate structure for bilingual learning (e.g., groupings unsuitable, poor pacing – too slow or too rushed) • Little or no monitoring of student learning. • One pathway to learning. One means of expression provided • Limited opportunity for EBs to use academic language or demonstrate understanding orally or in writing • Did not implement language supports, instructional scaffolds, or use of instructional materials to engage EBs | <ul style="list-style-type: none"> • Lesson employs some structures and strategies for bilingual learning (e.g., groupings moderately suitable, pacing may be too slow or too rushed) • Monitoring of student learning and feedback to Ss is general and provided to the whole group. • Some options for engagement, and means of expression provided • Few opportunities for EBs to use academic language or demonstrate understanding orally or in writing • Implemented few language supports, instructional scaffolds, or use of instructional materials to engage EBs | <ul style="list-style-type: none"> • Lesson has recognizable & suitable structure for bilingual learning (e.g., groupings suitable to activities, appropriate pacing) • Monitoring student learning for group and individuals. Feedback to Ss is accurate & specific. • Multiple options for engagement, or means of expression • Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing • Implemented some language supports, instructional scaffolds and use of instructional materials to engage EBs | <ul style="list-style-type: none"> • Well-designed & scaffolded tasks & materials encourage bilingual learning (e.g., pacing promotes S reflection) • Feedback to Ss from both TC & Ss is accurate & specific. • Many options for engagement and demonstrating learning. Ss involved in monitoring learning. • Multiple opportunities for EBs to use academic language AND demonstrate understanding orally or in writing • Implemented targeted language supports, instructional scaffolds and use of instructional materials based on individual EB's language proficiency |