# EL/ML LOOK-FORs:
## Behaviors & Practices in the Gen Ed Classroom
## that Support Equal Access for ELs

**PURPOSE:** These "look-fors" are *some* of the key practices and behaviors important to the success of multilingual students identified as English learners (ELs). This tool is intended for use by administrators to provide feedback to general education teachers, and for general education teachers to use as a self-check/reflection tool. *What follows is not an exhaustive list of what constitutes high-quality instruction for multilingual students identified as ELs.* It is intentionally brief for practicality. While not every item must be present in every lesson, it is an expectation that *some* of these are present in *every* lesson. If there is limited representation of these items across multiple lessons, it is recommended the classroom teacher observe model classrooms, consult with colleagues and with EL staff, and engage in professional development opportunities specific to culturally and linguistically diverse (CLD) populations and ELs.

| ENVIRONMENT | | |
|---|---|---|
| 1 | **Supports learning with effective use of walls, displays, resources** | • Provides permanent, easy access to recent & current content for reference. <br> • *See reverse for examples of what this may look like in classrooms.* |
| 2 | **Cultivates environment of belonging & actively affirms identity** | • Models interest in ELs and value for their languages & cultures. <br> • *See reverse for examples of what this may look like in classrooms.* |
| 3 | **Seats & groups ELs strategically** | • Considers proximity to teacher, most useful wall references & resources, peers for native language support, or other intentional seating/partnership/grouping rationale. |
| PREPARATION | | |
| 4 | **Modifies tasks and assessments** | • Ensures high-quality differentiated instruction to all students with modifications and accommodations as appropriate to EL level. <br> • *See reverse for examples.* |
| 5 | **Formats print & digital materials for maximum clarity and readability** | • Ensures readings, handouts, resources, references, and assessments are designed for clarity and reduced cognitive load. <br> • *See reverse for examples.* |
| 6 | **Provides language supports & scaffolds** | • Ensures availability as appropriate to levels & circumstances. <br> • *See reverse for examples.* |
| INSTRUCTION | | |
| 7 | **Clarifies objectives** | • Identifies lesson targets with student-friendly language, orally & supported with writing. |
| 8 | **Adjusts speech & supports oral language** | • Repeats & rephrases key concepts; speaks with moderate pace, includes pauses for processing. <br> • Uses gestures, body movement, facial expressions. Shows/points to references. |
| 9 | **Explicitly teaches vocabulary** | • Teaches word meaning and usage with explicit clarity. <br> • Supports with visuals, gives examples & elaboration that are meaningful & relevant to ELs. <br> • Explicitly addresses multiple-meaning words, idioms, expressions, figurative language. |
| 10 | **Explicitly links past learning with new** | • Actively refers to previous learning and previous academic experiences. <br> • Makes connections clear. <br> • Refers explicitly (visibly) to references & artifacts of learning on walls and to specific print & digital resources/handouts/etc. |
| 11 | **Engages students interactively** | • Gives ELs multiple opportunities, structured and unstructured, to speak/interact with other students and with teacher. <br> • *See reverse for examples.* |
| 12 | **Employs gradual release model** | • Uses *"I do → we do → you do"* model. <br> • Employs direct explanation & modeling with think-aloud during instruction and demonstration of tasks with special attention to ELs. |

# <mark>SIDE 2</mark>: EXAMPLES/SUGGESTIONS

## ENVIRONMENT

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|---|---|---|
| 1 | **Supports learning with effective use of walls, displays, resources** | Easy-access references of recent and current content may include: <br>• word walls or personal word banks; <br>• examples/models of tasks/products; <br>• posters with concept maps of key terms; <br>• lists of critical vocabulary supportive of curriculum targets; <br>• visual artifacts of learning (diagrams, charts/graphs, illustrations, timelines). |
| 2 | **Cultivates environment of belonging & affirms identity** | Models value and interest in ELs and eliminates taboos regarding identity with: <br>• use of & correct pronunciation of names; <br>• eye contact, proximity, check-ins, and appropriate methods of inclusion; <br>• positive, balanced representation *(not stereotyping)* of wide range of identities, backgrounds, cultures (walls, libraries, instructional materials). |
| 3 | **Seats & groups ELs strategically** | Seats and groups with proximity to: <br>• teacher, high-value wall references, native language peers, or other intentional arrangement. |

## PREPARATION

| # | | |
|---|---|---|
| 4 | **Modifies tasks and assessments** | As appropriate to ELP level: <br>• adjusts/shortens to allow extended processing time & use of necessary resources, with emphasis on vocabulary & most critical concepts; <br>• reads aloud, paraphrases & clarifies; <br>• converts to supported form (e.g., essay → paragraph frames); <br>• allows variety of response methods per EL level. |
| 5 | **Formats print & digital materials for maximum clarity and readability** | Reduced cognitive load text may include: <br>• prolific visual support; <br>• easy-to-read font; <br>• lists & word banks alphabetized for ease of use, or use other clear system; <br>• proper use of uppercase/lowercase letters, spelling, mechanics, grammar; <br>• text, text features, bullet points, diagrams/photos/other visuals, and empty space all organized to minimize confusion. |
| 6 | **Provides language supports & scaffolds** | As appropriate to EL level. May include: <br>• video/text anticipation guides; <br>• manipulatives; <br>• sentence frames & starters; <br>• bilingual content glossaries; <br>• vocabulary references with picture cues; <br>• videos with other language CC subtitles; <br>• native language support with peer or adult; <br>• physical copies of digital readings/resources; <br>• visuals (diagrams, charts, graphs, photos, illustrations, timelines); <br>• text built into Schoology platform for use of language supports within Immersive Reader; <br>• use of Britannica School, BrainPOP, or other adapted/leveled or translated text source; <br>• graphic organizers and other scaffolding tools. |

## INSTRUCTION

| # | | |
|---|---|---|
| 7 | **Clarifies objectives** | Uses student-friendly language, oral & written. |
| 8 | **Adjusts speech & supports oral lang.** | Consistently: <br>• repeats & rephrases key words & concepts; <br>• moderate pace, pauses for processing; <br>• gestures, body movement, facial expressions; <br>• shows/points to references. |
| 9 | **Explicitly teaches vocabulary** | Explicitly: <br>• teaches words, using visuals & aiming examples and elaboration specifically relevant to ELs; <br>• addresses multiple-meaning words, idioms, expressions, figurative language. |
| 10 | **Explicitly links past learning with new** | Actively refers to previous learning and previous academic experiences: <br>• explicit (visible) reference to artifacts of learning on walls and to specific print & digital resources/handouts/etc. |
| 11 | **Engages students interactively** | Multiple structured & unstructured opportunities for speaking/interaction with teacher & peers may include: <br>• choral response; <br>• sentence frames for supported dialogue; <br>• assigned roles in cooperative learning activities; <br>• turn-and-talk, other cooperative/interactive models; <br>• differentiated question techniques by level. |
| 12 | **Employs gradual release model** | *"I do → we do → you do"* model includes instructions *and* assessment: <br>• oral & visually-supported written; <br>• demonstration, modeling, exemplars for reference. |

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