Possible Guiding Questions:
Conversations between Principals and Teachers

ROLE: Bilingual Classroom Teachers

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.
Role of the Bilingual Teacher Informing Observation

1. The Bilingual teacher’s primary role is to teach the required program components including: Instruction in subjects required by law or by the district in the student’s home language and in English; instruction in the history and culture of student’s native land and of the U.S.
2. The Bilingual teacher plans and delivers direct native language instruction.
3. WIDA Standards are measured by state-mandated assessment, ACCESS for ELLs, and attached to an accountability target described in the AMAOs (Annual Measures of Achievement Objectives) in NCLB.
4. Knowledge and application of Spanish Language Development (SLD) Standards.
5. The Bilingual teacher must show proficiency in target language through the successful completion of state mandated test and required coursework including: An expertise in linguistics, cultural knowledge, effective second language acquisition, literacy, and language needed to support content area learning.
6. The Bilingual teacher who holds required certification maintains an expertise in second language assessment, and local, state, and federal policies and legal mandates related to English language learners and their families.
7. The Bilingual teacher masters the instructional leader skills of student assessment and data interpretation in a multi-tiered system of support (RtII), collaboration with special needs personnel, serve as professional resource for content teachers and school administration, effective record keeper, and advocate for rights of English language learners.
DOMAIN 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

Look Fors:

- Bilingual teacher is a teacher of language through content.
- Bilingual teacher integrates four language domains in planning: listening, speaking, reading, and writing.
- Bilingual teacher customizes learning strategies for stages of native and second language acquisition.

Possible Guided Questions:

- How are you addressing the components (language domains) of the target language in this lesson plan and/or other lessons in this unit plan?
- How have you configured; instructional focus, scaffolding, activities, and expectations of student response for stages of language acquisition?

  Response should indicate teacher understanding of the levels of language acquisition (Entering, Beginning, Developing, Expanding, Bridging, and Reaching) and characteristics of learners at various stages of language development (silent period learners).

1b: Demonstrating Knowledge of Students

Look Fors:

- Bilingual teacher knows student backgrounds (social, emotional, academic, and cultural) and differentiates instruction accordingly.
- Bilingual teacher knows language proficiency levels of his/her students and adapts instruction to levels.
- Bilingual teacher recognizes challenges of students with interrupted or limited formal education and adapts instruction to address the challenges.
Possible Guided Questions:
- What challenges do you face in the classroom (social, emotional, academic, etc.)?
- What individual factors contribute to the challenge?
- How do you adapt instruction for these challenges?

*Response should directly address areas of challenge with a problem-solving approach.*

1c: Setting Instructional Outcomes

**Look For:**
- Instruction is guided by WIDA English Language Proficiency Standards, Spanish Language Development Standards, relevant content-area Common Core Standards, and assessment data.
- Bilingual teacher’s instructional planning is delineated by clear content and language centered instructional outcomes (as indicated by language and content objectives); little non-outcome instruction is evident.
- Class planning is rich in instructional support (cooperative grouping, visuals, sentence prompts, graphic organizers, etc.).
- Students will self-assess.

Possible Guided Questions:
- What scaffolds have you included in your lesson planning to differentiate the level of support needed for your students?

  *Response should include a variety of student grouping strategies, graphic support, use of technology, various student response methods, etc...*

- What data do you use to inform your differentiation?

  *Response should include ACCESS data, observational data, language performance rubrics (such as WIDA and others), formative assessment, student self-assessment and stated needs, and content-specific assessments.*
1d: Demonstrating Knowledge of Resources

Look Fors:

- Bilingual teacher uses culturally-diverse and culturally responsive materials in instruction.
- Bilingual teacher integrates instructional resources (technology, graphics, manipulatives, etc.), in addition to textbooks, that support language learning and content access in lesson planning and as student resources.
- Bilingual teacher has knowledge of resources for professional development specific to teaching ELs in addition to knowledge of sources for most current policy decisions related to their learners.

Possible Guided Questions:

- Have you used content-area texts to inform your instructional planning in this lesson?
- Have you identified linguistic and cultural challenges for your students in the use of these texts?
  
  *Response should include knowledge of texts and materials used in content classes. Response should also indicate that the teacher has analyzed the language demands of texts and materials (reading level, any challenges of background knowledge, confusing word meanings, etc...).*

- How have you kept informed of current resources for instruction that can help support ELs in content classrooms?
  
  *Response should include evidence of continuous learning for the EL professional.*

1e: Designing Coherent Instruction

Look Fors:

- The lesson plan and unit plan are clearly structured and centered on content and language learning goals.
- The Bilingual teacher demonstrates evidence of differentiation in both language and content instruction.
- Learning experiences are engaging, interesting, and relevant to the lives of the students in the class.
- Lessons provide authentic, real-world applications.
Possible Guided Questions:

- How do you typically structure your lesson plans for your class?
  
  *Response may include reference to explicit instruction followed by modeling of learning by the teacher, and abundant practice for the student. Bilingual teachers should talk both in terms of language instruction and content support instruction.*

- How does your planning foster participation and language practice through intentional grouping strategies?
  
  *Response should articulate knowledge of the variety of student grouping ideas and matching student grouping strategies to the instructional objectives and language proficiency level.*

- How are you supporting and involving the student and family in this plan?
  
  *Response may include specially-designed homework assignments, linkages to family culture, and using the family as learning resource. The response also indicates student-centered planning to foster deep student engagement.*

- How will this lesson apply to authentic, real-world situations?

If: Designing Student Assessment

**Look Fors:**

- The Bilingual teacher has detailed knowledge of the principles and administration of WIDA assessments including ACCESS for ELs.

- Bilingual teacher has identified language proficiency levels of each student and monitors progress based on WIDA matrix.

- Bilingual teacher details formative and summative assessment that measures the performance of language and content.

- Assessment results drive instructional planning, both short term and long term planning.

- Authentic, real-world applications are evident in assessments.

Possible Guided Questions:

- What is the range of the language proficiency levels in your classroom?

- How does the range of language proficiency levels drive instruction?

- How are you measuring student growth and progress towards language and content goals?

  *Response indicates the existence of goals in student assessment.*
Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Look Fors:

- The Bilingual teacher is welcoming, friendly, and supportive modeling these attributes for others in the school community.
- The student community works well together, and a positive culture and climate is well-established.
- The Bilingual teacher is familiar with the language and culture of the students and communicates that knowledge and understanding to students and families.

Possible Guided Questions:

- Tell me about the cultural and linguistic accommodations and modifications you use in the classroom that are reflective of your students.
  
  Response demonstrates strategies that validate and honor home language; they are culturally responsive and culturally sensitive.

- How can you make us make the Bilingual Teacher’s role in creating an environment safe and welcoming for EL students?

2b. Establishing a Culture for Learning

Look Fors:

- Bilingual Teachers expects EL students to meet the same outcomes and standards as all the students. The curriculum is always taught to the highest.
- The teacher consistently reminds students that the lack of English proficiency does not equate to the inability to achieve in content areas.
- The teacher demands and rewards high effort from students and fosters student motivation to engage in independent, and student-centered learning.

Possible Guided Questions

- Tell me about how you capitalize on your students’ strengths and interests in fostering motivation for learning and high achievement.

  Response includes knowledge of student’s life experiences and cites specific integration into classroom instruction and student activities. Response also indicates a disposition for students to learn independently.
2c. Managing Classroom Procedures

Look Fors:

- The Bilingual teacher is explicit in his/her explanations of rules and classroom procedures. Rules and procedures should be posted in the classroom in language comprehensible for the students.
- The teacher demonstrates predictable and consistent classroom routines for common tasks, thus providing a safe and predictable environment.

Possible Guided Questions:

- Tell me about a cultural challenge that you have overcome in your classroom, which has shaped your classroom procedures.
- How do your established classroom procedures and routines support ELs?

2d. Managing Student Behavior

Look Fors:

- The Bilingual teacher maintains classroom control; however, s/he is aware that students bring cultural backgrounds that will impact classroom behaviors.
- The Bilingual teacher is explicit in communicating the principles of behavior expected in the classroom in a manner that is culturally sensitive.

2e. Organizing Physical Space

Look Fors:

- Desk arrangement that is conducive to student interaction in order to practice language skills.
- The classroom contains areas for specific learning activities and to accommodate the varying instructional needs (applies to early elementary).
- The walls, ceiling, etc… should be language and literacy rich to foster language skills.
Possible Guided Questions:

- What is your intentional plan for making maximum use of available instructional space?
- How does your seating plan affect learning?

Domain 3: Instruction

3a Communicating with Students

Look Fors:

- During the lesson, the Bilingual teacher uses the four language domains (Reading, Writing, Speaking, and Listening) to communicate directions and important learning.
- The Bilingual teacher communicates for different proficiency levels using appropriate levels of language to meet students’ needs.

Possible Guided Questions:

- What strategies do you use to communicate effectively with your students?
  
  *Response could include uses of realia, use of visuals, sentence prompts, graphic organizers, manipulatives, Total Physical Response (TPR) etc…*

3b. Using Questioning and Discussion Techniques

Look Fors:

- The Bilingual teacher employs Bloom’s higher-order thinking questions, will not water-down the curriculum, but teach to the highest standard.

Possible Guided Questions

- How do your questioning strategies for ELs differ from Native English Speakers?
  
  *Response should include wait time, multiple response models (drawing, point to, sentence frames, visual schedule, cooperative sharing, cooperative learning, think-pair-share, numbered heads together)*
  
  *Teacher focuses on the content of the answer, not just the syntax of the answer.*
3c. Engaging Students in Learning

Look Fors:

- The Bilingual teacher uses a variety of cooperative learning strategies, and provides explicit directions for the group.
- The Bilingual teacher will use a variety of strategies (Multi-modal learning, multiple intelligences) to engage students.
- The Bilingual teacher will demonstrate the Gradual Release Model.

Possible Guided Questions

- What is your intentional plan for grouping students engaged in collaborative work?
- Why do you use cooperative learning strategies in your content areas?

Response should include the understanding of the language theory that suggests the academic conversations for the basis for academic literacy development, thereby moving students from just acquiring information to communicating information, ideas and concepts in content areas.

3d. Using Assessment in Instruction

Look Fors:

- The Bilingual teacher should have explicit plans for continuously assessing content and language development to inform instructional planning and to provide feedback to students on language progress.
- The Bilingual teacher provides opportunities for students to self-assess progress and development (behavior, language, content, etc…).
- The Bilingual teacher will use assessment to determine when to implement appropriate interventions for students.

Possible Guided Questions

- How does the data you obtained drive your lesson?
- What data was used in this decision?

The response should include an analysis of the teacher report, ACCESS, state assessments, behavioral data, and school history. The data analysis should include reliable and formative assessment results. This data should be used to drive instruction.

- In what manners have you used student self-assessment and student interest survey data in your instructional process?
- Tell me about the learning goals from one of your students and how these goals were collected.
3e: Demonstrating Flexibility and Responsiveness

Look Fors:
- The Bilingual teacher knows his or her students well and can articulate their backgrounds, interests, and instructional needs.
- The Bilingual teacher can make adjustments when necessary to reinforce and reteach language and content.
- The Bilingual teacher will respond professionally to unforeseen challenges or events out of one’s control.

Possible Guided Questions
- How do you alter your instruction, when you realize that the students were unable to meet the lesson objective?

Domain Four: Professional Responsibilities

4a: Reflecting on Teacher and Student Learning

Look Fors:
- The Bilingual teacher demonstrates maintenance of ongoing systematic language performance records that demonstrate individual student progress in language and content development. Teacher should be able to articulate a plan for each student customized to current levels and short-term and long terms goals.
- The Bilingual teacher will reflect on observed lessons, and daily instruction to become a more effective educator.

Possible Guided Questions
- How do you assess the lesson you just taught? What was the evidence you used to make this judgment?
- What methods do you use to self-reflect?

4.b. Maintain Accurate Records

Look Fors:
- The Bilingual teacher will gather, interpret, and present his or her system for managing students’ data (grades, attendance, language proficiency levels, benchmarks and RtI documentation).
- The Bilingual teacher will maintain records of parent communication.
- The Bilingual teacher will be aware of and apply mandated accommodations for standardized assessments.
4c. Communicating with Families

Look Fors:
- The Bilingual teacher integrates the home language and cultural backgrounds of the students into the instructional program.

Possible Guided Questions
- What methods of communication do you offer to your students’ families on an on-going basis?
  
  Response should include newsletters, phone calls, conferences, agendas, etc.
- How do you engage families in your instructional program?

4d: Participating in a Professional Community

Look Fors:
- The Bilingual teacher provides ongoing expertise for members of the school community to better support ELs.
  - SDW, BPAC, consultation on curriculum, materials, programs, school committees, extra-curricular activities, district and school-wide initiatives.
- The Bilingual teacher will collaborate with grade-level colleagues, and vertical teams.

Possible Guided Questions
- What district level committees are you participating in?
- What school-level committees are you participating in?
- What district/school-wide events have you participated in?
4e. Growing and Developing Professionally

**Look Fors:**

- The Bilingual teacher is a member of one or more organizations (NABE, NCELA, IRA, TESOL, etc).
- The Bilingual teacher is fully aware and engaged with new instructional initiatives in local, state, and federal contexts.
- The Bilingual teacher has attended at least one professional conference (related to Bilingual Education) outside of the district this academic school year.

**Possible Guided Questions**

- Tell me about your collaboration experiences this year.
- What conference(s) related to Bilingual Education have you attended to enhance your professional development?
- Are you familiar with state and district initiatives such as: Multi-tiered Systems of Support (MTSS), Next Generation Science Standards (NGSS), etc…?

4f. Showing Professionalism

**Look Fors:**

- The Bilingual teacher ensures that ELs are given the same access to educational quality and services as other students.
- The Bilingual teacher follows policies related to Bilingual Education.

**Possible Guided Questions**

- Do you feel that you would be able to find the information to policy or programmatic questions?