

FIGURE 7.8 A Checklist of Strategies for Teachers of Multilingual Learners to Promote Student Agency

My multilingual learners demonstrate agency by engaging in classroom assessment involving:

1. Setting goals for content and language learning.

- ☐ They negotiate attainable goals or outcomes with their teachers.
- ☐ They periodically review and evaluate their goals based on models or exemplars.
- ☐ They revise their goals based on concrete descriptive feedback and evidence.

2. Heightening awareness through self-assessment and reflection.

- ☐ They communicate *what* they are thinking (metacognitive awareness).
- ☐ They communicate *how* they use language (metalinguistic awareness).
- ☐ They communicate *what* they know about different cultures and how that affects their message (metacultural awareness).

3. Teaching others.

- ☐ They participate in content-related activities, becoming experts in some aspect, and share their learning with others (e.g., small group jigsaws).
- ☐ They tutor or mentor younger students or peers and purposely interact with them in their language(s) of choice.
- ☐ They form partnerships and collaborate with their peers.

Adapted from Gottlieb & Castro, 2017, p. 155.

Retrieved from the companion website for *Breaking Down the Wall: Essential Shifts for English Learners' Success* by Margarita Espino Calderón, Maria G. Dove, Diane Staehr Fenner, Margo Gottlieb, Andrea Honigsfeld, Tonya Ward Singer, Shawn Slaak, Ivannia Soto, and Debbie Zacarian. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.