RESOURCE 5.1

Checklist for Designing and Delivering Quality Learning Experiences

IN MY CLASSROOM, . . .	ABSOLUTELY! WHAT IT LOOKS LIKE	WHAT I PLAN TO DO TO SUPPORT IT OCCURRING AND WHAT IT LOOKS LIKE
1. I have taken time to build positive relationships with MLs.		
2. I have taken time to connect the academic learning experience to socially relevant issues that are personal to my students' lives in the following ways:		
3. My lessons connect with students' personal, cultural, language, and prior academic experiences.		
4. I have designed pair and small-group tasks and activities that will engage students in multiple opportunities to practice using and applying the language of content.		
5. I have specifically taught students how to engage in pair and group work.		
6. I have designed activities that will help students examine their group's communicative process in enacting pair and group work.		
7. I have designed activities that will help students assess their group's task, product, or performance.		
8. I know the language development/ proficiency levels of the MLs I teach and have planned activities and tasks that are targeted to these levels.		
9. I have assigned roles that MLs will do in pair and group work that match their level of language development/ proficiency.		

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10. I have provided MLs with in-class opportunities to practice the tasks and assignments that they will do at home. I have also modified these to match each ML's current level of English language development/proficiency.		
11. I have planned and negotiated homework tasks and assessments with MLs to ensure that students have a voice in how to demonstrate their learning.		
12. I have taken time to phrase the overarching objectives of the unit in a meaningful way to help my students understand the unit's purpose.		
13. I have posted my daily lesson's content (i.e., learning) and language objectives (i.e., what students will do to learn) on the board in clear and simple language (and checked for student comprehension).		
14. I have identified the important terms, words, idioms, and phrases (TWIPs) that my students need to learn this subject matter and posted these on the board using categories and illustrations to make them meaningful.		
15. I have identified the graphic organizers that I will use to display the concepts that I want my students to learn. These include organizers that will help my students brainstorm, describe, order, compare/contrast, classify, and/or display whole to part, cause–effect, or analogy relationships.		
16. I have modeled the tasks and activities that my students will do and stated directions in simple language.		
17. I have modeled and explicitly taught the thinking skills that my students will use.		