School Environment:
• My school’s faculty recognizes how policies and programs (e.g., CCS) specifically impact teaching ELLs.
• My school’s vision and mission incorporates language diversity with goals for language development.
• My school’s culture, community, and environment welcome and value language diversity.
• My school’s programs and curriculum provide effective and consistent supports for language development.
• My school’s faculty collaborates with one another to support ELLs’ development and achievement.

Classroom Environment:
• Classrooms are safe and welcoming environments where students feel comfortable to take risks.
• Teachers consistently work to foster community and collaboration within the classroom.
• Teachers consistently celebrate students’ assets and make them a central part of the curriculum and instruction.
• Classrooms are print-rich environments where students have consistent access to multilingual supports.
• Classrooms provide students with collaborative opportunities to creatively make meaning and solve problems.
Classroom Assessment:

• Teachers administer a wide variety of assessments that measure both content and language.
• Teachers use content and language assessment data, including ACCESS scores, to guide instructional decision making.
• Teachers collect anecdotal data on students’ backgrounds and abilities to guide instructional decision making.
• Teachers incorporate instructional accommodations for students based on ACCESS scores and other anecdotal data.
• Teachers set short-term and long-term goals for students’ academic and language achievement.

Classroom Instruction:

• Teachers write and share language objectives (from WIDA standards) to accompany content objectives (from CCS).
• Teachers incorporate students’ unique sources of background knowledge from homes, communities, and schools.
• Teachers engage students in consistent and meaningful collaboration, critical thinking, and access to complex texts.
• Teachers consistently review and check for students’ understanding and meeting content and language objectives.
• Teachers consistently connect instruction beyond the classroom to authentic and real-world practice.