

OBSERVER	DATE	SCHOOL	TEACHER	ROOM#	GRADE(s)
<b>EL PATHWAY</b>					
<input type="checkbox"/> English Plus	<input type="checkbox"/> Biliteracy in	<input type="checkbox"/> Dual Language Immersion in	<input type="checkbox"/> Newcomer in		
Scheduled Observation: <input type="checkbox"/> Designated ELD <input type="checkbox"/> Content Instruction: _____			Observed: <input type="checkbox"/> Designated ELD <input type="checkbox"/> Content Instruction: _____		
Scheduled Language(s): _____			Observed Language(s): _____		

*Documents for observations: 1) teachers' daily schedules; 2) ELD plans by classroom; 3) classroom profiles; and 4) ELD Standards for relevant grade level.*

**Section III. Quality and Appropriateness of Instruction**

**SUMMARIZE LEARNING TASK(s):**

<b>A</b>	<b>Language Development Opportunities for English Learners</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b> <i>(refer to grade level ELD Standards In Focus)</i>
	<b>DESCRIPTORS</b>		
1	Standards-based content objectives are explained to students. Objectives must include a goal, the process to be followed, an observable outcome, and incorporate a language objective. <input type="checkbox"/> Goal <input type="checkbox"/> Process <input type="checkbox"/> Observable Learning Outcome <input type="checkbox"/> Language Objective		
2	<input type="checkbox"/> Strategies (engagement or instructional) connect and builds students' background knowledge or previous learning with new material and content.		
3	<input type="checkbox"/> Key language vocabulary, forms, or functions are identified and explicitly taught.		
4	<input type="checkbox"/> Language/sentence frames, stems or prompts are used to engage students in written/oral language production.		
5	Teacher facilitates students to exchange information and ideas with others through oral collaborative conversations on social and academic topics. Interaction occurs through class activities (pairs, small group, and whole group). <input type="checkbox"/> student to student <input type="checkbox"/> student to teacher (student-initiated) <input type="checkbox"/> student to teacher (teacher-initiated) <input type="checkbox"/> student to small group <input type="checkbox"/> teacher to student <input type="checkbox"/> teacher to small group <input type="checkbox"/> teacher to whole class		
6	Teacher utilizes students to serve as language models for their peers in heterogeneous pairs or groupings during instruction in <input type="checkbox"/> pathway language <input type="checkbox"/> English		

<b>A Language Development Opportunities for English Learners</b>			
	<b>DESCRIPTORS</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b> <i>(refer to grade level ELD Standards In Focus)</i>
7	<input type="checkbox"/> Students are encouraged to listen carefully to one another, exchange ideas respectfully, or negotiate meaning during conversations, e.g., paraphrase, say more.		
8	<input type="checkbox"/> Instructional strategies promote students' critical thinking skills, e.g., using reasoning and inquiry to make inferences, asking students high-quality, open-ended, higher-order questions, connecting to Blooms and Depth of Knowledge.		
9	<input type="checkbox"/> Lesson includes opportunities for students to express information and ideas orally, e.g., conversation, presentations, retelling a story, describing a character or experience, explaining a scientific process, reporting on a current event.		
10	<input type="checkbox"/> Lesson includes opportunities for students to present, describe and explain ideas related to literary and informational texts in writing.		
11	<input type="checkbox"/> Teacher supports transfer of skills across languages through planned or just in time contrastive analysis and transfer instruction. <input type="checkbox"/> N/A		
<b>B Meaningful EL Access to Academic Content for High Level Learning</b>			
	<b>DESCRIPTORS</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b> <i>(refer to grade level ELD Standards)</i>
1	<input type="checkbox"/> Classroom routines and structures are in place and students follow established classroom norms for discussion and collaboration..		
2	<input type="checkbox"/> Students' prior knowledge is activated and built using visuals or prompts. <input type="checkbox"/> Teacher used culturally and linguistically responsive visuals or prompts.		
3	<input type="checkbox"/> Key concepts, ideas, and skills are previewed. <input type="checkbox"/> Teacher previewed in a culturally and linguistically responsive manner.		
4	<input type="checkbox"/> Other culturally and linguistically responsive practices: e.g., student histories, experiences, contributions and literature of diverse representations of students' cultural groups. These are reflected in materials in the room and text in use during instruction.		
5	Equipment, books (L1 and/or English), and materials are used to scaffold instruction to help students access and engage in academic language and/or content as appropriate to the lesson. Check box if teacher uses at least one in each category. <input type="checkbox"/> Books, print resources, graphic organizers, anchor charts <input type="checkbox"/> Realia, multisensory objects, audio, visuals (e.g. pictures, video, YouTube) <input type="checkbox"/> LCD projector, document camera, promethean board, tablets, computers		
6	Literary or informational texts are used in the lesson. Function: <input type="checkbox"/> Interactive Read Aloud <input type="checkbox"/> Guided Reading <input type="checkbox"/> Shared Reading <input type="checkbox"/> Independent Reading <input type="checkbox"/> Research Type of Text: <input type="checkbox"/> Leveled <input type="checkbox"/> Grade <input type="checkbox"/> Primary language		

<b>B Meaningful EL Access to Academic Content for High Level Learning</b>			
	<b>DESCRIPTORS</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b> <i>(refer to grade level ELD Standards)</i>
	<input type="checkbox"/> Literature <input type="checkbox"/> Informational text <input type="checkbox"/> Reference materials		
7	<input type="checkbox"/> Scaffolding resources in the language of instruction are displayed and available in the classroom, e.g., anchor charts, word banks, sentence frames, content posters, glossaries, thesaurus, dictionaries.		
8	<input type="checkbox"/> In a content class taught in English, L1 is utilized as a support for learning either by teacher or student. <input type="checkbox"/> N/A (language pathway class)		
9	<input type="checkbox"/> Activities (whole class, group, pair, individual) and/or prompts attend to the multi-levels of linguistic proficiency in the language of instruction.		
10	<input type="checkbox"/> "Wait Time" is provided for students to process information and respond in order to express, expand and clarify their own thinking.		
11	<input type="checkbox"/> Teacher models, guides instruction, then supports independent practice (e.g., <i>I do, we do, you do</i> ). Independent practice may include project-based learning.		
<b>C Formative Assessment Throughout the Lesson</b>			
	<b>DESCRIPTORS</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b> <i>(refer to grade level ELD Standards)</i>
1	Checks for understanding throughout the lesson is present to gather evidence of learning while it is developing: <input type="checkbox"/> observing students (oral discussions, physical response or written work) <input type="checkbox"/> asking probing questions (teacher to student, student to teacher) <input type="checkbox"/> using techniques to gather evidence (signaling, individual white boards, equity sticks). <input type="checkbox"/> other:		
2	<input type="checkbox"/> Just in time feedback is provided to students.		
3	<input type="checkbox"/> Immediate adjustments are made to teaching and learning based on gathered evidence of student understanding.		
4	Student led assessments are in place: <input type="checkbox"/> peer assessment <input type="checkbox"/> self-assessment		