

## **ELL Pathways Observation Protocol**

### **Basic usage guidelines**

**Required materials:**

The following documents are required for observations in advance: 1) teachers' daily schedules; 2) ELD plans by classroom; 3) classroom profiles; and 4) ELD Standards for relevant grade level. Please arrange with appropriate administrators in advance for the supply of this information to be filled out prior to the observation.

**Checking the boxes:**

The observation form needs to be carefully reviewed by observer prior to submission in order to ascertain that all checked boxes correspond to actual observations and, most importantly, that any unchecked boxes indicates a lack of evidence.

# MODULE 1

A	Language Development Opportunities for English Learners	
1	<b>Descriptor</b>	<i>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.</i> <input type="checkbox"/> <i>Goal</i> <input type="checkbox"/> <i>Process</i> <input type="checkbox"/> <i>Observable Learning Outcome</i> <input type="checkbox"/> <i>Language Objective</i>
	<b>Key concepts</b>	Goal, process, observable learning outcome, language objective
	<b>Explanation</b>	In this descriptor, each subcomponent of the objective is to be explicitly stated and described to students in order to mark it as observed. The teacher explains the process to achieve the goal, which translates into a measurable student product. Language objective associated with the content is implicit in the objective or stated separately.
	<b>Example</b>	→The teacher describes how students will compare and contrast means of communication through time using a chart on the board, which in turn they will use to generate statements for an expository paragraph.

2	<b>Descriptor</b>	<input type="checkbox"/> <i>Strategies (engagement or instructional) connect and builds students' background knowledge or previous learning with new material and content.</i>
	<b>Key concepts</b>	Background knowledge; previous learning
	<b>Explanation</b>	Observer needs to consider both the knowledge that students contribute from their life experiences and the content that has been previously covered in class. Such information serves as foundation for the new learning experience and is explicitly articulated to students.
	<b>Example</b>	→The teacher asks the students what they recall from their previous lesson on electricity. Teacher records these on a web on the board and connects it to what they learn. →The students are about to read a story about a ceremony and the teacher asks the students to recount what ceremonies they have participated in (e.g. quinceañera).

3	<b>Descriptor</b>	<input type="checkbox"/> <i>Key language vocabulary, forms, or functions are identified and explicitly taught.</i>
	<b>Key concepts</b>	Key vocabulary; forms; functions
	<b>Explanation</b>	Any of the three elements would warrant checking the item. The lesson could address explicitly a subset of vocabulary items that has been intentionally selected as pivotal for the accessibility of the content to ELLs. "Form" refers to specific linguistic items (e.g. an adverb, a causal connector) that are combined to perform linguistic "functions." A function is a speech act, the purpose that speakers set out to accomplish by using language (e.g. greeting, hypothesizing).
	<b>Examples</b>	→ In a fifth grade article on the solar system, the words orbit, rotation, revolution, elliptical, hydrogen, helium are explicitly taught to all students. → In a Physical Education lesson, the teacher states that the students have to make predictions about the distance that a javelin will fly if thrown by different athletes.

4	<b>Descriptor</b>	<input type="checkbox"/> <i>Language/sentence frames, stems or prompts are used to engage students in written/oral language production.</i>
	<b>Key concepts</b>	Language/sentence frames; stems; prompts
	<b>Explanation</b>	Language/sentence frames/stems/prompts are scaffolds containing blank spaces and logical connectors associated with a function (e.g. _____ because _____ → expressing causality).
	<b>Examples</b>	→ Teachers may support academic language by providing frames/stems that communicate the function of the language, such as predicting (I predict that...) compare/contrast (_____ is _____, but _____ is _____), and cause and effect (_____ because _____). → A teacher may also provide sentence starters for students such as, "My favorite part of the story is _____," so that students can communicate about content.

5	<b>Descriptor</b>	<p><i>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).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>student to student</i></li> <li><input type="checkbox"/> <i>student to teacher (student-initiated)</i></li> <li><input type="checkbox"/> <i>student to teacher (teacher-initiated)</i></li> <li><input type="checkbox"/> <i>student to small group</i></li> <li><input type="checkbox"/> <i>teacher to student</i></li> <li><input type="checkbox"/> <i>teacher to small group</i></li> </ul>
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		<input type="checkbox"/> <i>teacher to whole class</i>
	<b>Key concepts</b>	Conversations; Initiation;
	<b>Explanation</b>	Interaction takes place and lesson-relevant information is exchanged in diverse formats. Special attention should be paid to who takes the initiative in establishing communication.
	<b>Examples</b>	→ Students are directed and given time to discuss in pairs their previous experiences in relation to the stated topic of the lesson, as a previous step to having a whole class brainstorm of prior knowledge. → Students debate in assigned groups how to create a poster that summarizes their learning in the lesson.

6	<b>Descriptor</b>	<i>Teacher utilizes students to serve as language models for their peers in heterogeneous pairs or groupings during instruction in</i> <input type="checkbox"/> <i>pathway language</i> <input type="checkbox"/> <i>English</i>
	<b>Key concepts</b>	Models; Heterogeneous pairs or groups
	<b>Explanation</b>	Observer sees the teacher provide instructions to students so that they group in specific ways according to their proficiency. In order to determine different proficiencies, observer may rely on previously available information or on his/her personal monitoring of interactions that evince language level heterogeneity. Indicate the language of instruction in the boxes provided.
	<b>Examples</b>	→ In a dual immersion classroom the teacher directs the students to participate in a think, pair, share activity. English-dominant speakers are paired with English Learners. → In an English plus setting, the teacher organizes team activities and groups newcomers/low English fluency students with mid-advanced/English fluent students.

7	<b>Descriptor</b>	<input type="checkbox"/> <i>Students are encouraged to listen carefully to one another, exchange ideas respectfully, or negotiate meaning during conversations, e.g., paraphrase, say more.</i>
	<b>Key concepts</b>	Careful listening; meaning negotiation.
	<b>Explanation</b>	Teacher promotes dialogue in which students build on one another's contributions to make arguments. Students present information, debate and critique other's opinions in order to accomplish the linguistic product required from the group/pair activity at hand.
	<b>Examples</b>	→ After a student has inferred and commented on the intentions of a character in a novel, the teacher directs all students to paraphrase in pairs what they just heard and then express agreement or disagreement.

		→After a group of students shares their conclusions on the science experiment they have carried out, the teacher asks a student to express agreement or disagreement using a given sentence frame.
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8	<b>Descriptor</b>	<i>□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.</i>
	<b>Key concepts</b>	Critical thinking skills
	<b>Explanation</b>	The teacher's lesson promotes thinking beyond the literal information contained in the information sources and students are supported in their critique of materials. Consider Bloom's scale from low to high (remember, understand, apply, analyze, evaluate, create) and the DOK levels (recall, skills, strategic thinking, extended thinking).
	<b>Examples</b>	<p>→The teacher stops periodically while reading a story and asks for a prediction. Students make a prediction and tell their partner or the class WHY they think as they do.</p> <p>→The teacher encourages students to deepen their reasoning by adding on "What more can we find?" or "Who can add onto the idea that Jamal is building?"</p> <p>→The teacher challenges students' ideas and elicits counterexamples: "Does it always work that way?" "How does that idea compare to Sonia's example?" "What if it had been __ instead?"</p>

9	<b>Descriptor</b>	<i>□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.</i>
	<b>Key concepts</b>	Opportunities for oral production
	<b>Explanation</b>	Oral interaction opportunities are essential steps in the learning process by design (consider setting or teacher directions for evidence), as opposed to merely incidental interaction.
	<b>Examples</b>	<p>→After an assembly or a field trip, the teacher asks multiple students to share what stood out to them and why.</p> <p>→The teacher invites a student up to the front of the class to model having a productive interaction before asking students to have paired discussions about the text on their own. The teacher and the student demonstrate using talk moves, such as "So, what you're saying is..." and "I agree with you, however, on page 10 it states..."</p>

10	<b>Descriptor</b>	<i>☐Lesson includes opportunities for students to present, describe and explain ideas related to literary and informational texts in writing.</i>
	<b>Key concepts</b>	Opportunities for written production
	<b>Explanation</b>	Written interaction opportunities are essential steps in the learning process by design (consider setting or teacher directions for evidence), as opposed to merely incidental production.
	<b>Examples</b>	→Students work on an extended project to write a research paper where they explore an important person they have been learning about in social studies. They are instructed to draw on their previous writing lessons and to consult with each other and with the teacher. →During ELA, the teacher has students work on argumentative essays where they argue a position related to a social justice issue (e.g. segregation v. desegregation of schools)

11	<b>Descriptor</b>	<i>☐Teacher supports transfer of skills across languages through planned or just in time contrastive analysis and transfer instruction. ☐N/A</i>
	<b>Key concepts</b>	Transfer instruction; contrastive analysis; planned instruction; just in time.
	<b>Explanation</b>	Contrastive analysis implies highlighting explicitly the similarities and differences between English and the partner language (e.g. position of adjectives in relation to nouns in the two languages). Transfer instruction promotes explicitly the use of linguistic resources in the L1 that may connect and ease the process of L2 development (e.g. acknowledging cognates). Instances of both can take the form of a planned segment in instruction or unplanned relevant references to language similarities/differences stemming from student input or classroom interactions.
	<b>Examples</b>	→When presenting the new vocabulary word “territory,” the teacher makes reference to the Spanish word “tierra” and points out the similarities in spelling and meaning. →When teaching use of adjectives the teacher points out that in English the adjective precedes the noun.

## MODULE 2

<b>B</b>	<b>Meaningful ELL Access to Academic Content for High Level Learning</b>	
<b>1</b>	<b>Descriptor</b>	<i>☐ Classroom routines and structures are in place and students follow established classroom norms for discussion and collaboration.</i>
	<b>Key concepts</b>	Norms in place; students follow norms.
	<b>Explanation</b>	Both the fact that norms are in place (e.g. explicit behavioral references by the teacher, structured exercise instructions, norms poster) and they are followed by students who behave respectfully. Both conditions need to be met.
	<b>Examples</b>	<p>→ On the wall, there is a list of norms for the class, which includes guides such as: actively listen when a classmate is speaking; when talking with a peer about a problem use “I feel...” phrases; be willing to help each other and also to ask for help; if you disagree with someone, take a deep breath and try to respectfully disagree with a calm voice; or keep your hands to yourself and use your words.</p> <p>→ When a student is struggling to understand something, a classmate who speaks her native language goes over and translates for her</p> <p>→ When a teacher tells students to move from the rug area to their desks and take out their writing journals, the children quickly move to their desks and follow instructions within 3-5 minutes.</p>

<b>2</b>	<b>Descriptor</b>	<p><i>☐ Students’ prior knowledge is activated and built using visuals or prompts.</i></p> <p><i>☐ Teacher used culturally and linguistically responsive visuals or prompts.</i></p>
	<b>Key concepts</b>	Prior knowledge; cultural and linguistic responsiveness
	<b>Explanation</b>	<p>Prior knowledge refers generically to previous learning or experiences in the life of students.</p> <p>Cultural and linguistic responsiveness address ways in which the teacher represents the home culture and language of ELLs with a sense of both appreciation and relevance to the ongoing learning process.</p> <p>Both require explicit reference by the teacher and are not to be implied by environmental or classroom displays.</p>
	<b>Examples</b>	<p>→ Students are asked to brainstorm what was discussed in the preceding class, the teacher writes comments on the board connects them to make a cohesive argument.</p> <p>→ The students view a video about the math practices of ancient Mayans.</p>

3	<b>Descriptor</b>	<input type="checkbox"/> <i>Key concepts, ideas, and skills are previewed.</i> <input type="checkbox"/> <i>Teacher previewed in a culturally and linguistically responsive manner.</i>
	<b>Key concepts</b>	Preview; cultural and linguistic responsiveness
	<b>Explanation</b>	The teacher prepares ELLs by addressing the salient points of the upcoming lesson (anticipatory set). Such knowledge connects with home culture and language which are regarded as positive assets in the acquisition of the new content.
	<b>Examples</b>	→The teacher explains the concept of cause and effect before modeling using a graphic organizer. →Before reading a political text, the teacher says: “A direct democracy is where people vote on laws, whereas a representative democracy is where people vote for representatives who then vote on laws”.

4	<b>Descriptor</b>	<input type="checkbox"/> <i>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.</i>
	<b>Key concepts</b>	Materials and environment
	<b>Explanation</b>	This descriptor allows to capture miscellaneous culturally and linguistically relevant class room features not reflected in the prior descriptor. Classroom or text environment observed may not be in use at the time of instruction but reflect an ongoing, wider classroom comprehensive and responsive culture.
	<b>Examples</b>	→Books on the shelves include texts written by authors of color about experiences of people from diverse racial backgrounds →There is a chart on the wall with a Venn diagram that shows notes from a class-wide conversation comparing two cultural groups (e.g. Latino holidays v. Chinese holidays, African American Civil Rights Movement v. Chicano Civil Rights Movement) includes student voices and experiences.

5	<b>Descriptor</b>	<i>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.</i> <input type="checkbox"/> <i>Books, print resources, graphic organizers, anchor charts</i> <input type="checkbox"/> <i>Realia, multisensory objects, audio, visuals (e.g. pictures, video, youtube)</i> <input type="checkbox"/> <i>LCD projector, document camera, promethean board, tablets, computers</i>
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<b>Key concepts</b>	scaffold
<b>Explanation</b>	The observer identifies the categories of the learning supports (i.e. scaffold) actively employed during the lesson.
<b>Examples</b>	→Students read texts in ipads with words connected to animated illustrations. →When reading about fossils the teacher brings seashells embedded in sea rocks.

<b>6</b>	<b>Descriptor</b>	<p><i>Literary or informational texts are used in the lesson.</i></p> <p><i>Function:</i></p> <p><input type="checkbox"/>Interactive Read Aloud    <input type="checkbox"/>Guided Reading    <input type="checkbox"/>Shared Reading</p> <p><input type="checkbox"/>Independent Reading    <input type="checkbox"/>Research</p> <p><i>Type of Text:</i></p> <p><input type="checkbox"/>Leveled                            <input type="checkbox"/>Grade                            <input type="checkbox"/>Primary language</p> <p><input type="checkbox"/>Literature                            <input type="checkbox"/>Informational text    <input type="checkbox"/>Reference materials</p>
	<b>Key concepts</b>	Reading function; reading type
	<b>Explanation</b>	In this descriptor the observer captures what reading is for and in which interactional context happens. Additionally, the observer will identify the type of text based on language, whether it meets grade rigor or it is a leveled scaffold, fiction or non-fiction, or supplementary (e.g. dictionaries, encyclopedias).
	<b>Examples</b>	→Students read sets of common theme books color-coded by lexile difficulty in the library center. →In their computer, ELLs are provided with supplemental science texts about the lesson with interactive glossaries. →The teacher uses mentor texts as models of complex text and language. →The students conduct wide and close readings of text for how the author uses text structure, syntax and vocabulary

<b>7</b>	<b>Descriptor</b>	<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.
	<b>Key concepts</b>	Scaffold resources
	<b>Explanation</b>	Upon observation of the classroom setting, the observer identifies learning support materials that may or may not be in use at the time of observation but suggest their use in other instructional segments.
	<b>Examples</b>	→The classroom contains a wall timeline generated by students in prior history lessons which is used to contextualize a new event.

→A pocket chart contains generic sentence starters to be used by students when debating in class.

8	<b>Descriptor</b>	<i>☐ In a content class taught in English, L1 is utilized as a support for learning either by teacher or student. ☐ N/A (language pathway class)</i>
	<b>Key concepts</b>	L1 support
	<b>Explanation</b>	The teacher banks on his/her knowledge of the ELL's primary language to promote access to content being delivered in English. Logically, this does not apply to pathway classes taught in the primary language.
	<b>Examples</b>	→The teacher (or volunteer or tutor) previews the upcoming lesson in the primary language. →The teacher provides written materials in L1 in order to help students gain access to lesson content. →The student shows understanding of the content taught in English, but communicates the response in the home language.

9	<b>Descriptor</b>	<i>☐ Activities (whole class, group, pair, individual) and/or prompts attend to the multi-levels of linguistic proficiency in the language of instruction.</i>
	<b>Key concepts</b>	Multi-levels
	<b>Explanation</b>	The lesson contains simultaneous scaffolds tailored to different levels of language development in the language of instruction, either English or the partner language (e.g. sentence frames of varying complexity).
	<b>Example</b>	→Small groups are based on proficiency level so that teacher may provide additional support to ELLs based on proficiency level. Some students work independently or with an aide on an activity related to the SAME or SIMILAR objective appropriately scaffolded for their proficiency level, while the teacher works with the small groups.

10	<b>Descriptor</b>	<i>☐ "Wait Time" is provided for students to process information and respond in order to express, expand and clarify their own thinking.</i>
	<b>Key concepts</b>	Wait time
	<b>Explanation</b>	The teacher deliberately creates a space between the formulation of a question and the moment in which responses are collected from students to allow for a higher number of responses (e.g. asking for fast responders to wait, encouraging thinking time).
	<b>Examples</b>	→The teacher allows sufficient time for student responses before moving on, jumping in with the answer, or asking another student to help. Teacher can provide wait time before students respond (either by

simply waiting or by telling all students to stop and think before responding).  
 →The teacher can also provide wait time once a student begins to respond, but is taking some time to get thoughts together or get words out. The teacher waits, not rushing the student.

11

**Descriptor**

☐Teacher models, guides instruction, then supports independent practice (e.g., I do, we do, you do). Independent practice may include project-based learning.

**Key concepts**

I do, we do, you do

**Explanation**

The observer can clearly delineate the process from teacher input to independent practice, acknowledging the stage of shared responsibility in which teacher and students work together. All stages in the “graduate release of responsibility” need to be observable.

**Examples**

→The teacher accurately models the new content, such as how to write a compound sentence, then works with students on whiteboard before sending them to independent practice.  
 →The teacher provides a model by reading a sentence or passage, clearly attending to commas and end punctuation. Then they practice chorally and then they are asked to read the text to one another in pairs.

## MODULE 3

C	<b>Formative Assessment through the Lesson</b>	
<b>1</b>	<b>Descriptor</b>	<p><i>Checks for understanding throughout the lesson is present to gather evidence of learning while it is developing:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>observing students (oral discussions, physical response or written work)</i></li> <li><input type="checkbox"/> <i>asking probing questions (teacher to student, student to teacher)</i></li> <li><input type="checkbox"/> <i>using techniques to gather evidence (signaling, individual white boards, equity sticks).</i></li> <li><input type="checkbox"/> <i>other:</i></li> </ul>
	<b>Key concepts</b>	Check for understanding
	<b>Explanation</b>	The teacher collects information about learning engagement and understanding from the entire group of students in diverse, explicit ways.
	<b>Examples</b>	<p>→The teacher asks a student to repeat or summarize activity procedures, then asks groups to signal (e.g. thumbs up/down) agreement.</p> <p>→The teacher walks around monitoring if the students are following activity directions and providing redirection where needed.</p>

<b>2</b>	<b>Descriptor</b>	<input type="checkbox"/> <i>Just in time feedback is provided to students.</i>
	<b>Key concepts</b>	Just in time feedback
	<b>Explanation</b>	Formative assessment is paired with spontaneous, task relevant performance information that is conveyed by teacher to students.
	<b>Examples</b>	<p>→The teacher approaches independent groups and provide feedback about their progress toward the activity's intended goal.</p> <p>→When collecting hypothesizes about the causes of rain, the teacher provides praise and feedback about the creativity and explanatory power of the volunteer students' reasoning.</p>

<b>3</b>	<b>Descriptor</b>	<input type="checkbox"/> <i>Immediate adjustments are made to teaching and learning based on gathered evidence of student understanding.</i>
	<b>Key concepts</b>	Adjustment
	<b>Explanation</b>	The observer acknowledges the insertion of ad-hoc instructional segments or the modification of the lesson structure (as presented at the beginning of the lesson or scheduled on board) stemming from the

		teacher's ongoing assessment of student learning.
	<b>Examples</b>	<p>→The teacher decides to briefly reteach the notion of cause and effect after some students were mixing the concepts.</p> <p>→After most of the student's thumbs were down when asked about understanding the connection of an independent activity to the lessons goal, the teacher decides to devote more time to "we-do" activities/discussion.</p>

<b>4</b>	<b>Descriptor</b>	<i>Student led assessments are in place:</i> <input type="checkbox"/> peer assessment <input type="checkbox"/> self-assessment
	<b>Key concepts</b>	Student-led assessment
	<b>Explanation</b>	Students are explicitly engaged in appraising their own learning (process and/or outcome) or asked to provide feedback to their peer's learning product.
	<b>Examples</b>	<p>→Students fill out a feedback form for a presentation a group of students has just done on the day's lesson.</p> <p>→Students respond orally to questions from the teacher on their opinion on their own learning/level of accomplishment.</p>