

Classroom Snapshot: Using the Key Principles for EL Instruction Classroom Observation Form

Grade/Subject: _____ Number of Students/ELL Students: _____

Student Talk: _____ minutes _____ seconds Classroom Set-up: ___rows ___pairs ___small groups ___other_____

Directions: Observe classroom interactions (teacher-student, student-student) and note the nature and degree of academic discussion, using the clustered principles and indicators below. Please note evidence using specific details.

Opportunities to Learn: Instruction provides ELLs/MLLs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously. Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Indicators: We can see...

Evidence: If you check a box, note key details of what you saw & heard.

- Students interacting around key content-area ideas, using analytical practices.
- Students engaged in verbal interactions focused on central content-area practices (analyzing, asking questions, elaborating, justifying, critiquing, etc.)
- Students making connections among or between disciplinary concepts/ideas (synthesizing, explaining, generalizing, hypothesizing)
- Students making arguments using evidence to support reasoning or claims
- Students' core materials/learning tasks are rigorous, at grade level
- Students engaged in grade-level core content aligned to *NYSED Prekindergarten Foundations for Common Core and P-12 Common Core Learning Standards, New York State Next Generation P-12 Learning Standards, and ELP Standards*

Classroom Snapshot: Using the Key Principles for EL Instruction

Classroom Observation Form

Asset Orientation: Instruction leverages ELLs/MLLs' home language(s), cultural assets, and prior knowledge. Instruction moves ELL/MLLs forward by taking into account their English proficiency level(s) and prior schooling experiences.

Indicators: We can see...

Evidence: If you check a box, note key details of what you saw & heard.

- Students connecting and integrating ideas using language(s) (home and/or English), cultural assets and prior knowledge
- Students deepening understandings by building on prior knowledge/ideas or the ideas of others
- Students negotiating meaning using peers as resources
- Students using multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language
- Students engaged in productive struggle with complex text/task/ideas using learning supports and analysis tools for a purpose
- Students refining their communications using formulaic expressions, representations, metaphors, and multiple examples
- Students acknowledging and valuing the ideas of peers
- Students encouraging and/or promoting peers to express ideas in their home language

Developing Autonomy: Instruction fosters ELLs/MLLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings. Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

Indicators: We can see...

Evidence: If you check a box, note key details of what you saw & heard.

- Student engaged in well-structured invitations to participate in productive struggle
- Students engaged in productive struggle to accomplish tasks in the "zone of proximal development"
- Students apprenticing into content-area discussion.
- Students offering peers respectful, accurate and useful feedback
- Students making adjustments in learning tactics and language use in light of descriptive feedback received from peers or teacher.