

GAPSS Observation Form – with English Language Learner (ELL) Guidance- DRAFT

Name: _____ Grade: _____ Subject: _____

Date: _____ Time In: _____ Time Out: _____ Beginning Middle End

Instruction Strand		Examples	Observed
I 1.1	An organizing framework is utilized to guide instruction.	Units of study and/or lesson plans are available. Curriculum maps and/or pacing guides may be available. Plans for the instructional period may be posted. ELL: Both content (GPS) and language objectives (WIDA) are posted in the classroom, reflective of the various student language proficiency levels, and reviewed when appropriate throughout the lesson.	
I 1.3	Learning goals are aligned to the GPS/QCC.	Units of study, lesson plans, and/or commentary are clearly aligned to GPS/QCC. Standards, essential questions, etc. are explicit and referenced often during instruction. ELL: Both content (GPS) and language objectives (WIDA) are posted in the classroom, reflective of the various student language proficiency levels, and reviewed when appropriate throughout the lesson.	
	Students apply learning goals in performance tasks aligned to the standards.	Performance tasks, culminating performance tasks, student work, portfolios, rubrics, and/or graphic organizers, etc. are clearly aligned to the GPS/QCC. ELL: The instructor presents key concepts/GPS using supplementary materials, visual support, demonstrations, modeling, gestures, labels, and graphic organizers, etc. to enhance understanding so that ELLs can successfully demonstrate learning.	
I 2.1	Sequencing of the instructional period is predictable and logical.	Instruction begins by activating prior knowledge, including experienced-based activities, followed by spiraling and scaffolded tasks that move students toward conceptual understanding and independent use of what they are learning, and ends by summarizing learning. ELL: Connections made between past learning and experiences are scaffold to new concepts with consideration given to student’s language, and cultural background.	
	The lesson begins with a clearly defined opening to strengthen learning.	Instruction explicitly states learning goals and makes connections to prior knowledge, subject areas, and/or student experiences, incorporates modeling or demonstration, and/or assesses student understanding (such as questioning, informal written assessments, charting), etc. ELL: The instructor begins activities with what students already know from home, community, and school validating student’s cultures.	
	Instruction has a defined work period .	The work period provides opportunities to practice, review, and apply new knowledge and receive feedback (for example: independent practice, guided practice, small group, conferencing, hands-on learning, problem solving, etc.). ELL: Abundant opportunities are provided for students to use language purposefully and receive feedback on their performance. Activities invite application of content and language knowledge in varied groupings encouraging opportunities to practice academic language.	
	Instruction ends with a summary activity that reinforces the learning.	The lesson closing summarizes the learning goal(s), clarifies concepts, and addresses misconceptions. Students may share their work that relates to the learning goal(s). ELL: The instructor has student restate, summarize, describe using content language to demonstrate comprehension. Key concepts are summarized using visual support, demonstrations, modeling, or gestures to make concepts clear.	

	Content specific vocabulary is developed in context.	The instructor provides rich information about new vocabulary words and how the new words function. New vocabulary is presented and reinforced in the context of the standards being taught. Students are provided opportunities to use the new words in their writing, reading, and conversations. ELL: Instruction supports the development of key academic language through the use of dictionaries and through explicit instruction of word attack techniques such as cognates, context cues and structural analysis to determine word meaning. Methods for teaching vocabulary include visuals, graphic organizers, demonstration, and word walls that support multiple meanings.	
I 2.2	Higher order thinking skills and processes are utilized in instruction.	Instructor’s questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, make decisions, etc. ELL: The instructor adapts/rewords/rephrases high level questioning, considering language demands and language proficiency levels of students. The instructor helps students accomplish more complex understanding by building from their previous success, scaffolding and providing explicit connections.	
	Higher order thinking skills and processes are evident in student work.	All students are engaged in tasks that require comparison, classification, analysis of perspectives, induction, investigation, problem solving, inquiry, research, decision making, etc. ELL: The instructor encourages students’ use of first and second languages in instructional activities when appropriate. Students are allowed to demonstrate understanding <u>before</u> English proficiency is fully developed. Student are allowed to write in adapted ways and demonstrate problem-solving skills that do not always require higher levels of English proficiency.	
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.	The standards are the expectation for learning for all students, but within a class period instruction is paced and presented differently with the use of varying materials, resources, and tasks. (Instruction may be differentiated through content, process, product, and/or learning environment.). ELL: Content is adapted and embedded in the tasks, allowing students to focus on the learning process and strategies, reducing information they must generate independently. The instructor varies activities to include students’ learning styles and preferences, from collective and cooperative to individual and competitive. All stakeholders are aware that there is more than one way to view a situation or interpret an action.	
I 2.4	Instruction and tasks reinforce students’ understanding of the purpose for what they are learning and its connection to the world beyond the classroom.	Instruction is explicitly made relevant to students. For example, classroom instruction is differentiated to reflect student interests, leads to the creation of products that are useful in real-world problem solving, emphasizes inter-disciplinary connections, leads to authentic assessments, and/or further reveals real-world problems and their potential solutions. ELL: Instructional activities are meaningful and culturally responsive validating students’ identity, language and culture.	
I 2.7	The use of technology is integrated effectively into instruction.	Teacher effectively uses technology to provide real-world, relevant application, to enhance students’ research skills and to differentiate instruction to maximize student learning. Technology is used to enhance student learning of the grade/content standards. (e.g. Interactive boards, computers, digital cameras, projection systems, calculators, probeware, software, interactive games, voting systems, Palm Pilots, Online Assessment, etc.). ELL: The instructor recognizes that students may have limited exposure to technology and that teacher or peer assistance is needed.	
	Students effectively use technology during the class period.	Students use technology to research, create documents and/or projects, and to demonstrate a greater understanding of the learning goals. (e.g. PowerPoints, Web pages, etc.). ELL: Students use technology to access resources in L1 (first language) when necessary or appropriate to support learning in English. Student interacts with peers for clarification of the technology being used.	

I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.	Students are engaged in rigorous work. Students interact with other students and teachers concerning their work and the standards. The standards are held as the expectation for all students and are evident in classroom practices. ELL: Students engage with teachers and peers in interactions and discussions regarding lesson concepts as well as seek to clarify with others using either L1 (first language) or L2 (second language) - sharing, cooperating and supporting others.	
I 3.3	Students demonstrate personal efficacy and responsibility .	Students evaluate their own work aligned to the standards, elements, benchmark work, anchor papers or rubrics and are provided the opportunity to revise their work. Students are on task and may use resources available in the room (content maps, rubrics, computers, posted exemplary work, etc.) ELL: When provided with teacher support/encouragement, students are able to demonstrate understanding before English proficiency is fully developed. Students are encouraged to clarify with other students using L1 or L2.	
Assessment Strand		Examples	Observed
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.	The teacher is monitoring for student understanding throughout the instructional period, conferencing with students, asking questions, and/or engaging students in KWLs, 3-2-1 activities, quick write, ticket out the door, etc. The formative assessments are used to provide students with frequent and specific feedback. ELL: Feedback is provided frequently. If the student answer differs from expected, the instructor asks for clarification, provides sufficient wait time and validates student’s background knowledge. The instructor has student restate, summarize, describe content information to demonstrate comprehension.	
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	Commentary uses the language of the standard providing specific feedback by describing the quality of the student work when compared to the desired learning goals. Commentary goes beyond “good job”, “great work”, etc. ELL: The instructor gives clear, direct feedback about how student performance compares with challenging standards. If the student answer differs from expected, the instructor asks for clarification – validating student’s background knowledge.	
Planning and Organization Strand		Examples	Observed
PO 3.2	Materials and resources are effectively allocated.	Student support materials and resources are easily accessible to students (classroom library, technology, etc.). Materials and resources to support content area lessons are visible. Human resources (co-teachers, paraprofessionals, instructional coaches, etc.) are effectively utilized to maximize instruction for all learners. EL: Student support materials and resources are available at varying readability levels and languages.	
PO 4.1	Classroom management is conductive to student learning.	Expectations for behavior are evident (rules posted, behavior consistently monitored and addressed when necessary). Classroom practices and procedures are understood and followed. ELL: Classroom practices and procedures provide predictability with expectation to decrease anxiety. The instructor interacts with students in ways that respect communication styles that differ from the teacher’s, such as wait time, eye contact, turn taking, or spotlighting.	
PO 4.3	Instruction is provided in a safe and orderly environment.	The classroom is clean and conducive to learning. ELL: The classroom environment validates students’ identity, language and culture.	
PO 4.2	Instructional time is maximized.	Classroom instruction has no or minimal interruptions. ELL: The instructor organizes learning tasks to promote coherent learning.	
	The teacher maximizes instructional	Instruction begins and ends on time. Student transitions during instruction are smooth with no loss of	

	time.	instructional time. The teacher is monitoring student learning and actively engaged with students. ELL: The instructor monitors frequently and carefully to assess levels of students' understanding.	
School Culture Strand		Examples	Observed
SC 1.1	The culture of the classroom reflects a risk-free learning environment.	Students feel comfortable sharing their work and receiving feedback from the teacher and other students regarding their work, students ask clarifying questions, etc. ELL: The ELL student is part of the group, not isolated. Student knows using native language for participation is accepted.	
Comprehensible Input		Examples	
	<u>Instruction is delivered in a comprehensible manner.</u>	ELL: Instruction includes use of gestures, visuals, modeling, hands-on activities, body language, and concrete examples to illustrate meaning. Teacher speech is slow, free of idioms, and structured in a simple way. Explanations are clear.	
Language Usage		Examples	Observed
	<u>Opportunities for language usage are provided.</u>	ELL: Students are allowed to clarify key concepts in their native language if needed. Integration of all language skills is evident (reading, writing, listening, and speaking). Language standards are posted supported by instruction.	

Adapted by Sandra Perry, Coordinator ESOL Program, Hall County School System and Phyllis Hardy, The Education Alliance at Brown University, February 2008.

Sources: Center for Research on Education Diversity and Excellence (CREDE) Standards of Effective Pedagogy, Center for Applied Linguistics (CAL) Sheltered Instruction Observation Protocol (SIOP), Intercultural Development Research Association – Engagement Based Sheltered Instruction, Hall County Balanced Teaching and Learning Walk-Thru ELL Guidance, and Short, D. & Fitzsimmons, S. (2007). *Double the Work, Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent ELLs – A Report to Carnegie Corporation of New York*. Washington, D.C.: Alliance for Excellent Education.