



“Look Fors” in the ELL Classroom. Aligned to the TDES Framework.

The purpose of this form is to provide feedback on teacher’s use of research based instructional strategies with ELL students in the classroom and to improve programmatic services. This form is not part of the TDES system or for evaluative purposes.

School: _____ Class: _____ Date: _____ Time: _____

Domain 1: Planning and Preparation	1c. Establishing Instructional Outcomes:	
	<p>Value, Sequence, & Alignment</p> <ul style="list-style-type: none"> ○ Lesson/Unit aligns to Ohio English Language Proficiency State Standards (Ohio ELPA) ○ Content and Language objectives displayed, shared and supported throughout the lesson. <p>Clarity</p> <ul style="list-style-type: none"> ○ Uses rubrics to document language proficiency progress <p>Balance</p> <ul style="list-style-type: none"> ○ Incorporates all four domains of language: listening, speaking, reading, writing <p>Suitability for Diverse Learners</p> <ul style="list-style-type: none"> ○ Gives step-by-step directions, both orally and in writing ○ Provides accommodations for classroom instruction and assessment: verbatim or selected reading, bilingual dictionary, etc. 	Notes:
	1e. Designing Coherent instruction	
	<p>Learning Activities</p> <ul style="list-style-type: none"> ○ Gives frequent examples ○ Uses “think alouds” ○ Establishes multiple pathways to express written information: journaling, outlining, guided writing, interactive writing, shared writing, graphic organizers, language experience approach ○ Use alternative assessments such as debates, oral reports, presentations, journals, cloze passages, paragraphs and essays, reading response logs, etc. <p>Instructional Materials & Resources</p> <ul style="list-style-type: none"> ○ Provides an outline of the main points, a summary, or highlights needed to function in class ○ Uses appropriate level of text for the student that supports the same content and reading comprehension strategy and skill <p>Instructional Groups</p> <ul style="list-style-type: none"> ○ Groups students heterogeneously to ensure that ELLs have good language models ○ Groups students homogeneously for targeted skill development and intervention <p>Lesson and Unit Structure</p> <p>Flexible time allocations for guided and independent practice for varying levels of language proficiency</p>	Notes:

Domain 2: Classroom Environment	2b: Establishing a Culture for Learning that is challenging and rigorous*	
	<p>Importance of Content</p> <ul style="list-style-type: none"> ○ Activates and builds background knowledge for all activities by linking content concepts to students' personal experiences and cultural backgrounds; makes explicit connections between previously learned material and new information <p>Expectations for Learning & Achievement</p> <ul style="list-style-type: none"> ○ Has high expectations for ELLs and encourages them to participate fully ○ Models learning goals by demonstrating what the students are to accomplish, and then asks students to participate with teacher support prior to completing tasks independently ○ Models correct pronunciation and targeted language structures ○ Creates a low-anxiety environment with feelings of mutual acceptances and respect ○ Respects students' home language and culture ○ Provides a language-rich environment 	Notes:
Domain 3 Instruction	3b: Using Questions & Discussion Techniques	
	<p>Quality of Questions</p> <ul style="list-style-type: none"> ○ Pauses to check for comprehension by asking clarifying questions rather than asking students if they understand, then rephrases, and reviews as needed <p>Discussion Techniques</p> <ul style="list-style-type: none"> ○ Provides multiple opportunities for interaction: teacher-to-student interaction, student-to-student interaction, cooperative groups, focused discussions, role-plays, students-as-teachers ○ Adapts speech to the language proficiency level of students ○ Speaks naturally, at normal volume and rate, avoiding rapid speech ○ Treats errors as a natural part of the language learning process and as opportunities to analyze understanding ○ Models correct pronunciation and targeted language structures 	Notes:
	3c: Engaging Students in Learning	
	<p>Activities & Assessments</p> <ul style="list-style-type: none"> ○ Uses graphic organizers with every writing task ○ Provides multiple opportunities for students to demonstrate learning <p>Grouping Students</p> <ul style="list-style-type: none"> ○ Uses cooperative learning groups, partner activities and learning centers ○ Language proficiency levels are considered when pairing students: beginning ELL with intermediate, intermediate with advanced, advanced with native English speaker. <p>Instructional Materials & Resources</p> <ul style="list-style-type: none"> ○ Uses many visuals (pictures, charades, graphic organizers, maps, props, manipulatives, gestures, etc.) ○ Supports the selection with a relevant graphic organizer ○ Provides a word bank of useful, content-specific vocabulary ○ Structure and pacing reflect the needs of varying levels of language proficiency represented in the classroom 	Notes: