

# ELPS



## observation guide

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# INTRODUCTION

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## WHY DO ELL TEACHERS NEED YOUR SUPPORT?

By reading this guide, you are taking a great first step in helping your teachers meet the needs of English Language Learners (ELLs). Research shows that teachers who integrate language instruction into academic content experience a greater rate of success in raising their students' levels of language proficiency and academic achievement than teachers who do not. We call this approach Sheltered Instruction. Research also shows that teachers trained in the framework of Sheltered Instruction see the greatest gains in reaching the ELLs in their classrooms.

In Texas, teachers of ELLs should be trained in Sheltered Instruction strategies. Best practices indicate that administrators, instructional coaches, coordinators, and other instructional leaders should have this same knowledge base. By being purposeful in your use of these strategies and components of Sheltered Instruction, both instructional leaders and teachers will become better equipped to serve ELL students.

This Observation Guide will help instructional leaders guide teachers in creating a personal learning plan that targets specific instructional practices that are aligned with the goals of Sheltered Instruction. This guide will aid instructional leaders by enhancing the quality and effectiveness of classroom observations and feedback provided to teachers to improve ELL instruction.

The English Language Proficiency Standards (ELPS) Observation Guide is designed for instructional leaders including:

- campus/district administrators
- bilingual/ESL coordinators and directors
- campus/district specialists
- instructional coaches
- department chairs and team leads

Teachers of ELLs may also benefit by using this guide as a reference to help deliver effective instruction. The videos in this guide show a Sheltered Instruction teacher being observed; these videos serve as a model for great ideas and best practices when incorporating the ELPS into lesson development and classroom activities.

# GETTING STARTED

## RECOMMENDATIONS

Utilizing the content in these pages is transformative. To achieve the optimal experience, it is recommended that both the instructional leader and teacher of ELLs have obtained a copy of Region 13's revised ELPS Toolkit. The ELPS Toolkit serves as an instructional tool for teachers to incorporate the ELPS in lesson development and instructional delivery. With a solid understanding of the ELPS, teachers and instructional leaders can ensure that quality instruction is implemented in classrooms. However, even without the ELPS Toolkit, instructional leaders should be able to glean key information to help guide the observation process of Sheltered Instruction. We also recommend instructional leaders be trained on this observation guide.

To maximize the usability of this guide, teachers of ELLs and instructional leaders should receive professional development on Sheltered Instruction. Teachers will benefit by learning how to integrate these strategies into classroom instruction while instructional leaders will be aware of which methods and strategies to observe. We will explore Sheltered Instruction further on pages 11-12.

You can search for all Region 13 ELPS and/or Sheltered Instruction trainings (E-Campus) by scanning the QR code to the right or using the direct link provided.



### REGION 13 STORE



<http://store.esc13.net>

### WORKSHOP CATALOG



<https://ecampus.esc13.net>

# BUILDING VOCABULARY & CONCEPT KNOWLEDGE

During each lesson teachers should build vocabulary and concept knowledge by:

- Identifying key-concept vocabulary
- Pre-teaching vocabulary before doing an activity, teaching content, or having students read text
- Engaging students in activities that provide multiple exposure and interaction with key vocabulary words
- Building text-specific knowledge by providing students with information from the text before they read
- Using graphic organizers to explain concepts, related words, and scaffold reading of expository text
- Using cognates as a bridge to unfamiliar content area vocabulary
- Promoting language development by asking students open-ended questions about content



**BUILDING VOCABULARY  
& CONCEPT KNOWLEDGE  
CHECKLIST**

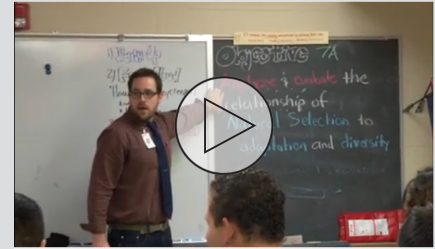


<http://bit.ly/1N5apBb>

**NOTE:** The Building Vocabulary & Concept Knowledge checklist is also located in the back of the book (pg. 50).

# BUILDING VOCABULARY & CONCEPT KNOWLEDGE

Scan the QR code to the right to access a video that models an instructional leader observing a classroom teacher incorporating building vocabulary and concept knowledge.



Here is the direct link:  
<http://bit.ly/1VJcXLy>

The checklist below pertains to the video.

**Building Vocabulary and Concept Knowledge:** Teacher provides explicit vocabulary instruction with multiple practice opportunities for students to acquire new vocabulary through listening, speaking, reading, and writing activities.

The teacher:	Teacher shows evidence of incorporating these indicators into classroom instruction.
1. pre-teaches key vocabulary before teaching content, having students read text, or facilitating an instructional activity	✓
2. teaches content-specific vocabulary (brick terms) and high-leverage general utility words and phrases (mortar terms) explicitly and provides opportunities for student practice	✓
3. provides multiple exposures and interactions with key vocabulary words through listening, reading, speaking, and writing activities	✓
4. previews/discusses text and text structure	○
5. uses graphic organizers to reinforce concepts and related words, scaffold reading of expository text, and organize writing assignments	○

Feedback	2 -You emphasize the teaching of both brick and mortar words by pre-teaching not only meaning but
	the use and application in context of both types of words
	3 -You provide students with multiple exposures to vocabulary by having them read, write, and discuss

Reflective Questions	What additional mortar words will your students need to know to access the content?
	How could using graphic organizers help your students gain better understanding of the content/vocabulary?

# BUILDING VOCABULARY & CONCEPT KNOWLEDGE

Feedback (On Target Stems)	You provide students with multiple exposures to vocabulary by...
	Students are given opportunities to preview vocabulary by...
	You emphasize the teaching of brick and mortar words by...
	You pre-teach concepts by...
	You reinforce learning by having students...
	You highlight the relationship between...and...

Feedback (Solution Stems)	Key vocabulary needs to be...
	Preview/pre-teach vocabulary by...
	Emphasize the use of both brick and mortar terms by...
	Organize topics/information so...
	Provide...experiences/activities for students to...
	Provide students with opportunities to...

Reflective Questions	In what ways do you develop students' abilities to listen, speak, read, and write about content concepts?
	In building vocabulary and concept knowledge, when do students need direct instruction?
	How else might you increase students' exposure to build vocabulary and concept knowledge?
	What non content-specific-vocabulary (mortar) will your students need to know to access the vocabulary?



# BUILDING VOCABULARY & CONCEPT KNOWLEDGE

## SUGGESTED ACTIVITIES/STRATEGIES

When providing feedback on instructional practices for building vocabulary and concept knowledge, the following strategies can be referenced to further guide teachers' mastery of this component of Sheltered Instruction. The QR codes link to videos that include a description and ready-to-use teacher tools from [www.theteachertoolkit.com](http://www.theteachertoolkit.com). For more strategies and specific sentence stems for this component, reference the ELPS Toolkit (pgs. 50-56).

- FRAYER MODEL**  
<http://bit.ly/1Cb4wwq>


A video thumbnail showing a teacher in a classroom standing in front of a whiteboard. The whiteboard has a diagram of the Frayer Model with a central play button icon overlaid.


- PASSWORD**  
<http://bit.ly/1SkcuG>

A video thumbnail showing a young woman smiling in a classroom setting. A central play button icon is overlaid on the video.


- QUIZ, QUIZ, TRADE**  
<http://bit.ly/1BfKYwa>

A video thumbnail showing a group of students standing in a hallway or courtyard, engaged in an activity. A central play button icon is overlaid on the video.


- PICTIONARY**  
<http://bit.ly/1GK0dzt>

A video thumbnail showing a student holding up a whiteboard with a drawing on it. A central play button icon is overlaid on the video.

