

Classroom Qualities for English Language Learners (CQELL)



DEVELOPED BY
CLAUDE GOLDENBERG, RHODA COLEMAN AND ANASTASIA AMABISCA
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REVISED CLAUDE GOLDENBERG, RHODA COLEMAN, LESLIE REESE,
EDWARD HAERTEL AND CLAUDIA RODRIGUEZ- MOJICA
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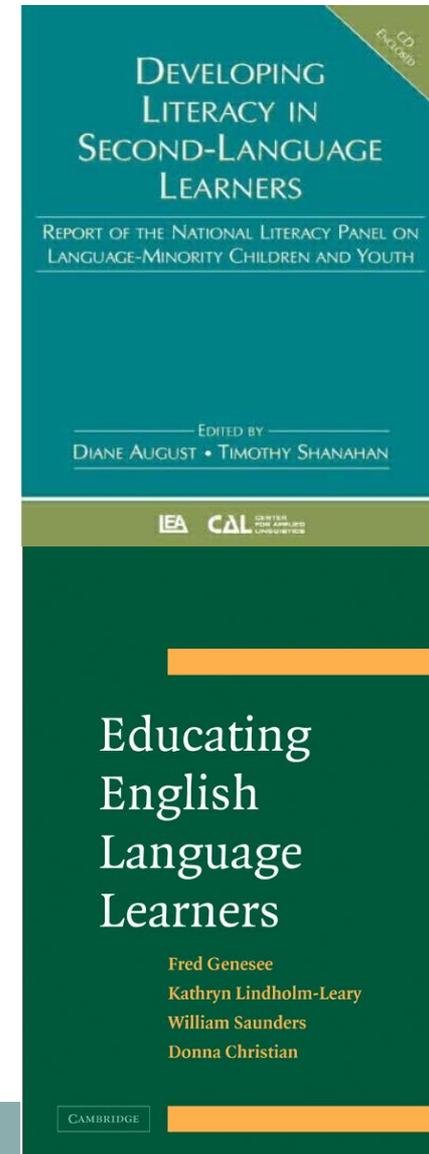
Goals of the Training

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- **To provide an overview of**
 - The CQELL Observation Protocol
 - CQELL Codebook
 - CQELL Videos
- **Practice using the Protocol with video lessons**

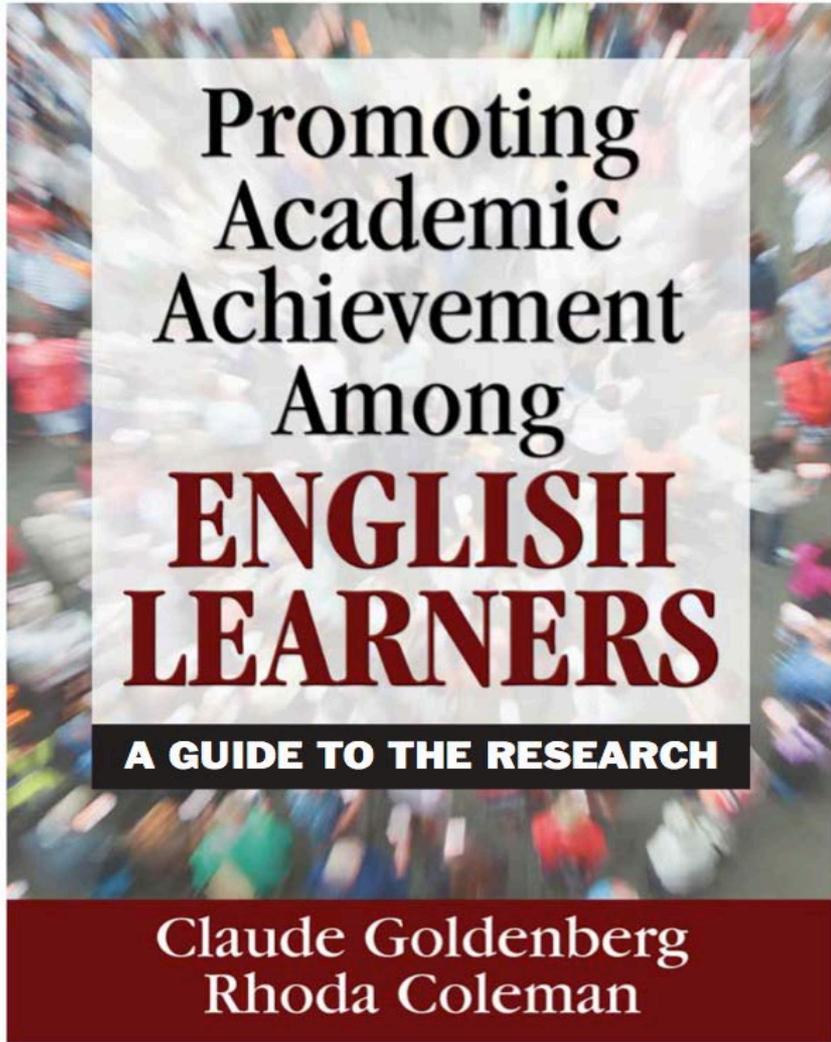
Research Base

- August, D. & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *Educating English Language Learners*. NY: Cambridge University Press.
- PLUS research published since 2006



Research Base

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Promoting
Academic
Achievement
Among
**ENGLISH
LEARNERS**

A GUIDE TO THE RESEARCH

Claude Goldenberg
Rhoda Coleman

What is the CQELL?

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- The CQELL is an observational instrument that was developed to conduct research on effective classroom instruction for English learners.
- The CQELL includes two basic types of instructional strategies:
 - Generic effective instruction shown to be effective with learners generally
 - Elements specific to English learners.
- At the moment, we do not know to what degree effective instruction for ELs is made up of generic effective instruction and to what degree effective instruction for ELs must be specifically tailored to ELs' learning needs. Almost certainly, aspects of both are necessary.

CQELL Purpose

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- The purpose of this protocol is to measure the prominence of specific classroom features that might be related to achievement among ELLs.
- The protocol is designed for use during language arts, so all examples are drawn from language arts instruction.
- This protocol will indicate the extent to which an instructional element is present in a lesson. It does not measure the quality of implementation, simply how prominent it is in a lesson.

Evaluation of the CQELL

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- All are grades 2 and 5
- Years 1 and 2 evenly divided between North and South
- Year 1 Winter 2010
 - 20 teachers, 6 observers, 2 visits each, approx. 8 schools in 2 districts, north and south
- Year 2 Winter 2011
 - 40 teachers, 8 new observers, 3 visits each, approx. 16 schools in 4 districts, north and south
- Year 3 Spring 2012
 - 6 new observers, 6 videos, south only

What are the components of the CQELL?

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- CQELL Observation Protocol
- CQELL Codebook
- Videos
 - K-6
 - ELA and clips for each item

What is the organization of the CQELL?

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- **A: Organizing Instruction by English Proficiency**
- **B-G: “Generic” Lesson Elements**
- **H-N: Additional Support for English Learners**

What are the elements of the CQELL?

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- **B-G: “Generic” Lesson Elements**
 - **B.** The lesson addresses one or more learning objectives.
 - **C.** The teacher/lesson explicitly links new concepts to students’ background experiences and past learning.
 - **D.** The teacher provides accurate input and models skills, strategies, and concepts related to the lesson objective.

What are the components of the CQELL?

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- **B-G “Generic” Lesson Elements (cont.)**
 - **E.** The teacher/lesson provides structured opportunities for students to practice and consolidate skills, strategies and concepts.
 - **F.** The teacher uses assessment as part of instruction.
 - **G.** The teacher uses techniques designed to engage all students.

What are the components of the CQELL?

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- **H-N Additional Support for English Learners**
 - **H.** The lesson addresses one or more language objectives targeted for ELLs.
 - **I.** The teacher provides instruction on the language objective.
 - **J.** The teacher uses strategies to adapt instruction for students with limited English proficiency.
 - **K.** The lesson uses materials and visuals to clarify and illustrate concepts.

What are the components of the CQELL?

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- H-N Additional Support for English Learners (cont.)
 - **L.** The teacher/lesson provides opportunities for interactions that encourage student language production in English.
 - **M.** The teacher/lesson provides primary language support during lesson.
 - **N.** The classroom uses predictable and consistent management and routines.

Protocol Notations

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- O - Observed
- N - Not Observed

Not Observed	1 Slightly Used	2	3	4 Very Prominent
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The Pre-Observation Questionnaire

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You will be recording the relevant information from the Pre-observation Questionnaire to fill-in several of the items on the protocol.

- These include:
 - Student population (Part I)
 - This corresponds to the top section of the protocol.
 - Organization of the class for differentiation (Part II)
 - This corresponds to section A of the protocol.
 - Lesson Objective (Part III)
 - This corresponds to the top section of the protocol.

A. Differentiating Instruction

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Classroom instruction is organized according to levels of students' English proficiency.

- 1. Class is heterogeneous (i.e., mixed ELD levels; class composition not based on ELD levels).
- 2. Class is homogeneous (i.e., formed according to ELD levels: 1s-2s together, 3s-4s together, etc).
- 3. Classes at this grade level are heterogeneous, then regrouped across classrooms by ELD level for language arts (1s-2s together, 3s-4s together, etc).

A. Differentiating Instruction

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Classroom instruction is organized according to levels of students' English proficiency (continued).

- 4____ Uses whole group instruction with no evidence of differentiating by ELD proficiency level.
- 5____ Uses whole group instruction; differentiates by ELD proficiency level during whole group. [vid04](#)
- 6____ Uses small groups but these are not based on ELD proficiency level.
- 7____ Uses small groups according to ELD proficiency level. [vid05](#)
- 8____ ELA instruction is based on English language proficiency assessment. [vid05](#)
- 9____ Independent groups work on differentiated version of related objective. [vid07](#)

A Look at the Codebook

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THE FOLLOWING ITEMS DESCRIBE THE ORGANIZATION OF THE CLASS

Use information obtained before the observation (see "CQELL Pre-observation Questionnaire") to help complete this item.

Check all that apply. Classes may combine whole and small group instruction; classes may level and further differentiate with small groups.

1 Class is heterogeneous (i.e., mixed ELD levels; class composition not based on ELD levels). _____yes _____no _____unknown

There is a broad span of three or more language proficiency levels within the class. It is up to the teacher to make accommodations for language proficiency levels. The accommodations may or may not occur, as noted throughout this protocol.

A Look at the Codebook

2 Class is homogeneous (i.e., formed according to ELD levels: 1s-2s together, 3s-4s together, etc).

_____yes _____no _____unknown

This refers to schools where the classroom composition has been organized school-wide or for particular classrooms, based on language proficiency levels. Students would be grouped homogeneously...that is, no more than 2 adjacent levels.... in a self-contained classroom for most or all of the school day, according to proficiency level. However, the teacher may or may not choose to differentiate further by also providing small group instruction. It may be necessary to ask the teacher to obtain this information.

3 Classes at this grade level are heterogeneous, then regrouped across classrooms by ELD level for language arts instruction (1s-2s together, 3s-4s together, etc).

_____yes _____no _____unknown

Classrooms within a grade level or across grade levels are formed according to language proficiency for part of the day only. There are no more than 2 adjacent language proficiency levels in the class for reading. Students move to another classroom for ELA to accommodate proficiency levels, while they remain in a heterogeneous homeroom for the remainder of the day. It may be necessary to ask the teacher to obtain this information.

A Look at the Codebook

- 4 ____ Uses whole group instruction with no evidence of differentiating by ELD proficiency level.
The teacher teaches all students together regardless of language proficiency level. There is no evidence that accommodations are made to address varying proficiency levels in English within the whole group.
- 5 ____ Uses whole group instruction; differentiates by ELD proficiency level during whole group.
The teacher differentiates using varying levels of L1 support, and different words and sentence structures when communicating with students of different English proficiency levels, although the classroom is not physically organized for differentiation by proficiency levels. If the school levels for reading and the whole group consists only of students who are within 2 adjacent proficiency levels, then it is considered to be differentiated, even if the teacher does not differentiate further within the whole group instruction
- 6 ____ Uses small groups but these are not based on ELD proficiency level.
“Small groups” means instructional groups; not ad hoc or randomly formed.
- 7 ____ Uses small groups according to ELD proficiency level.
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.

A Look at the Codebook

8 _____ ELA instruction based on English language proficiency assessment.

Whether teacher uses whole or small group differentiation, it may be necessary to ask the teacher how differentiation is determined. It is important to note whether differentiation is determined by ELD proficiency levels or ELA reading level assessments. For example, if differentiated by ELA levels, English learners who might be fluent readers in their L1, may be instructed alongside students who are proficient in English but may have decoding or comprehension challenges. If differentiated by ELD level, the lesson focus is more likely to be on comprehension challenges relating to background knowledge, vocabulary and syntax.

Examples:

Grouping is based on results of:

- *English language proficiency assessment, including CELDT, for placement purposes*
- *Analysis of writing samples for English language proficiency*
- *Commercial language proficiency assessments such as ADEPT.*

Non-examples:

Grouping is based on results of:

- *State reading tests*
- *Chapter tests from the reading text*
- *The Developmental Reading Assessment (DRA).*

A Look at the Codebook

9 ____ Independent groups work on differentiated version of related objective.

Independent groups are also working on language objectives appropriate to their proficiency level. If students are working on an unrelated objective, such as math or art, they will actually have less time in ELD instruction than if there were not small group instruction. (See K3 for independent groups are on task.)



GENERIC LESSON ELEMENTS

B. Content Objectives

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The lesson addresses one or more learning objectives.

1_____ There is a discernible objective. [vid02](#)

2_____ A discernible objective is explicitly stated to students. [vid03-1](#)

3_____ The lesson objective is aligned with grade level language arts content standards. [vid03-1](#)

A Look at the Codebook

B. The lesson addresses one or more learning objectives.

A content objective in language arts focuses on helping students become better readers, writers, listeners and speakers and can include such topics as decoding, building fluency, comprehension strategies and composition writing. Keep in mind that sometimes grammar or vocabulary is the learning objective. For example, an ELA lesson may have a learning objective based on compound sentences, morphemic analysis or on such terms as metaphor and simile. This would be the learning objective for all students (not specifically ELLs).

A Look at the Codebook

B. The lesson addresses one or more learning objectives.

Mark the following items:

1 _____ There is a discernible objective.

A lesson objective is discernible to the observer throughout the lesson, even if not explicitly stated. The objective is evident and clearly conveyed through the substance of the lesson.

2 _____ A discernible objective is explicitly stated to students.

The teacher states or has a student read the objective verbally to help students focus and to set purposes for learning. The objective stated is the same as the one evident as the lesson unfolds. The objectives may be posted on the board, but the teacher needs to draw attention to this to be coded as observed.

3 _____ The lesson objective is aligned with grade level language arts content standards.

The lesson objective is appropriate for the grade level and age of the students. Although the lesson may contain accommodations for ELLs and other students as needed, the standard addressed is taken from grade level standards. Refer to the ELA standards for the appropriate grade level.

Prominence Ratings

*CRITERIA FOR **OBJECTIVE** PROMINENCE RATINGS*

Not observed--no instructional objective is stated nor apparent in the lesson; lesson might consist of review or discussion but there is no apparent instruction or logical instructional progression or sequence. There is no evidence of an objective in the lesson.

1 (Slightly used) Lesson objective is barely discernible; lesson might have multiple, ambiguous, or vague objectives; if objective is stated, instruction only minimally matches objective(s) or frequently digresses.

2 Objective is briefly stated, but not revisited throughout the lesson and at closure OR objective is not clearly stated but there is some discernible thread in the lesson, and an objective can reasonably be inferred.

Prominence Ratings

*CRITERIA FOR **OBJECTIVE** PROMINENCE RATINGS*

3 *Objective is stated reasonably clearly, usually, but not necessarily, at or near the beginning of the lesson. There is a clearly discernible thread throughout the lesson, but there can be some digression.*

4 (Very prominent) *Objective is stated explicitly and intentionally, usually, but not necessarily, at or near the beginning of the lesson; objective is preferably posted; lesson clearly focuses on achieving the objective (little/no digression, extraneous material).*

C. Background experiences and past learning

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The teacher/lesson explicitly links new concepts to students' background experiences and past learning.

1_____Taps students' prior knowledge. [vid08](#)

2_____Relates to students' personal experience. [vid09](#)

A Look at the Codebook

C. The teacher/lesson explicitly links new concepts to students' background experiences and past learning.

1_____Taps students' prior knowledge.

Teacher intentionally inquires to find out what students already know on the topic whether from previous lessons or background experience. Tapping prior knowledge may also indicate that some students already know the new concept. Teacher may use strategies such as a web, a KWL chart, or a discussion. The purpose here is not only to informally assess prior learning but also to refresh and stimulate students' memories or to determine how to pitch the lesson.

Examples:

•Teacher asks the students what they recall from their previous lesson on electricity. Teacher records these on a web on the board.

to •Teacher asks students what they remember from their class trip to the farm and asks them share what they saw with a partner.

2_____Relates to students' personal experience.

Teacher makes lesson objective meaningful and relevant by relating to and drawing upon the students' own experiences. This may include funds of knowledge such as when students are about to read a story about a ceremony and the teacher references what ceremonies they've participated in (e.g. quinceañera).

Prominence Ratings

CRITERIA FOR **EXPLICITLY LINKS NEW CONCEPTS TO STUDENTS' BACKGROUND** PROMINENCE RATINGS

(NOTE: This is typically done at the beginning of a lesson or activity; but not necessarily.)

Not observed--Teacher makes no explicit connection to students' previous learning or background knowledge.

- 1 (Slightly used)** Teacher orally asks students a single question about the topic requiring only a group or choral response. There is no further discussion or probing. For example: "How many of you know why we celebrate Lincoln's birthday?"
- 2** The teacher uses one of the two strategies: There is some limited discussion of what students know about the topic or the teacher relates to students' personal experiences.
- 3** The teacher taps prior knowledge and relates to personal experiences. There is specific discussion, or questions used to tap prior knowledge; there may be recording of what students know about the topic such as use of a KWL chart or web. Teacher establishes relevance to students' lives.
- 4 (Very prominent)** The teacher taps prior knowledge and relates to personal experience throughout the lesson. There is specific discussion, or questions are used to tap prior knowledge; There is an enhancement to the discussion such as written record (KWL, web), small group discussions or pair share linking past experience with new learning. Teacher establishes relevance to students' lives.

D. Inputs and Models New Learning

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The teacher provides accurate input and models skills, strategies and concepts related to the lesson objective.

- 1____ Builds background knowledge. [vid10](#)
- 2____ Provides information/input relevant to lesson objective. [vid16](#)
- 3____ Models skills/strategies/concepts. [vid11-1](#)
- 4____ Models procedures. [vid11-2](#)
- 5____ Emphasizes distinctive features of key concepts. [vid12](#)
- 6____ Provides at least two examples or at least one example and at least one non-example to illustrate skills, concepts, or strategies. [vid13](#)
- 7____ Explicitly teaches vocabulary related to the objective. [vid14](#)
- 8____ Breaks down skills/strategies/concepts into smaller/simpler components. [vid15](#)

A Look at the Codebook

D. The teacher provides accurate input and models skills, strategies, concepts related to the lesson objective.

1_____ Builds background knowledge.

Teacher intentionally builds schema by providing appropriate background information at beginning of the lesson, before providing input on the new information. For example, before reading “Molly’s Pilgrim” the teacher presents information on Russian immigrants using a world map and pictures of immigrants. Before reading “Cassie’s Journey,” the teacher presents information on the Westward Movement, labeling land forms on a U.S. map and showing pictures of covered wagons.

(Note: This differs from C1 above, where the teacher taps into what students already know about a topic.)

2_____ Provides information/input relevant to lesson objective.

Before modeling, the teacher explicitly delivers accurate information that students need in order to understand the objective. For example, this might be defining an adjective before giving examples, or explaining the concept of cause and effect before modeling using a graphic organizer.

3_____ Models skills/strategies/concepts.

*Teacher **accurately** models the new content, such as how to write a compound sentence, how to write a sentence using adjectives, how to ask and answer questions in a discussion about a story. Modeling is generally done entirely by the teacher. (Note: If the students assist the teacher, but the teacher is primarily doing the modeling, mark observed.)*

A Look at the Codebook

4_____ Models procedures.

*The teacher models a **procedure** for accomplishing a logistical task during the lesson, such as the steps to follow to complete an activity. (Note: This item does not refer to modeling the skill, learning strategy, or concept, which is covered in D3 above.)*

Examples:

- “You make the graphic organizer by creating two columns to record your responses, like this. (Teacher draws a line down the center of a chart.) One column has the headings 'Pros' and the other has the heading 'Cons'.”*
- “Fold your paper into eight squares like this and put an answer in each square. Watch me as I do it. ”*
- “Draw your picture at the top and write your story on the lines below like this...”*

5_____Emphasizes distinctive features of key concepts.

Teacher accurately points out and clarifies what is distinctive or key about a concept, sometimes in contrast to another concept.

Examples:

- A direct democracy is where people vote on laws, whereas a representative democracy is where people vote for representatives who then vote on laws.*
- In a metaphor one thing represents another, “The world IS a stage” (Shakespeare) whereas in a simile one thing is compared to another using like or as: “Her hair is LIKE gold.”*

A Look at the Codebook

- 6 _____ Provides at least two examples or at least one example and at least one non-example to illustrate skills, concepts, or strategies.

The teacher accurately provides at least two examples, such as smooth and hard for adjectives that describe a pebble, and/or may accurately provide at least one example with at least one non-example, that is, what it is not. For example when teaching long vowel A words, teacher says both short and long A words so students can hear the difference and then asks the students to clap their hands only when they hear the long A sound. At least one example AND one non-example would also be considered “observed”.

- 7 _____ Explicitly teaches vocabulary related to the objective.

Teacher uses strategies to accurately and explicitly teach the basic vocabulary needed to understand the lesson. The teacher introduces the vocabulary and uses an instructional strategy to explicitly teach the words, such as using words with pictures, or using synonyms and antonyms for the word. This refers to the content specific vocabulary taught to all students, even the fluent English speakers. (This is distinct from L2 “Teaches basic vocabulary beyond what is necessary for fluent English speakers,” which refers to vocabulary for ELLs specifically.)

Examples:

- In a fifth grade article on the solar system, the words orbit, rotation, revolution, elliptical, hydrogen, helium are explicitly taught to all students.*
- For a lesson on figurative language, vocabulary could include metaphor, simile, personification.*

A Look at the Codebook

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8 _____ Breaks down skills/strategies/concepts into smaller/simpler components.

When teaching a skill or a concept that has many components, the teacher accurately breaks the skill into chunks to aid learning then helps students put pieces back together to see the whole. This refers to the main objective of the lesson.

Examples:

•In teaching how to write a paragraph, the teacher may show and have students practice writing topic sentences, then practice differentiating between topic sentences and supporting details, etc.

•When teaching a lesson on morphology, the teacher breaks down the word “unsuccessful” by removing the prefix and suffix and discussing the meaning of each morpheme to determine the meaning of the whole word.

Prominence Ratings

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CRITERIA FOR *INPUTS AND MODELS* PROMINENCE RATINGS

Not observed--*No input or modeling.*

1 (Slightly used) *There is limited or vague input with no modeling or examples.*

2 *There is some input and modeling with no additional examples.*

3 *There is input and modeling, with at least one additional example provided.*

4 (Very prominent) *There is clear, detailed, explicit input and modeling, with at least two examples or one example and one non-example to illustrate skills, concepts or strategies.*

E. Structured Opportunities to Practice and Consolidate

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The teacher/lesson provides structured opportunities for students to practice and consolidate skills, strategies, and concepts.

- 1_____ Guided Practice: Students who participate in the lesson practice using or applying new knowledge or skill under teacher supervision and after input and modeling. [vid17-3](#)
- 2_____ Independent practice: Students practice using or applying new knowledge or skill without direct supervision by the teacher. [vid17-5](#)

A Look at the Codebook

E. The teacher/lesson provides structured opportunities for students to practice and consolidate skills, strategies and concepts.

ALL of the following need to be present in a directed lesson to be considered an effective lesson.

Practice is when a teacher has students engage in targeted skills or concept application on one or more examples. There must be some visible evidence that students are given the opportunity to actually practice skills or concept application and not simply observe someone else practicing.

1____ Guided Practice: Students who participate in the lesson practice using or applying new knowledge or skill under teacher supervision and after input and modeling.

*Guided practice is generally before independent practice. If a teacher sees during independent practice that most students are not understanding, s/he might go back and provide more guided practice to the group. Guided practice is designed to be done **with** the teacher.*

2____ Independent practice: Students practice using or applying new knowledge or skill without direct supervision by the teacher.

Either through additional class work or homework, teacher has students use the skills or concepts they have been taught. Teacher may continue to circulate to help struggling students and answer questions, but students are essentially working independently without direct supervision.

Prominence Ratings

40

Give the response that comes CLOSEST

CRITERIA FOR OPPORTUNITIES FOR PRACTICE PROMINENCE RATINGS

Not observed--No opportunities for student practice during or immediately after the lesson.

1 (Slightly used) The teacher provides very limited guided practice or independent practice.

*There are only one or two cursory opportunities for student practice and/or **fewer than 25%** of the students have direct opportunity to practice.*

2 Teacher provides some guided practice or independent practice but for **fewer than 50%** of the students. There are two or three opportunities for students to practice the new skill or concept through such means as seat work, individual white boards, choral response, echo response, signaling, pair share etc. If there is independent practice, the teacher does not precede it with multiple opportunities for practice before assigning the independent practice.

3 There is both guided and independent practice. Teacher provides some opportunities for practice under teacher supervision and guidance through such means as seat work, individual white boards, choral response, echo response, signaling, pair share etc. **More than 50%** of the students are involved in the practice but as many as 25% of the students are not directly participating in the practice. There is some attempt at encouraging independent practice, but it is not clear and explicit.

4 (Very prominent) There are multiple opportunities for practice during the lesson, with teacher supervision. There is ample visible evidence that **all or nearly all students** are given the opportunity to actually practice and not simply observe, through such means as seat work, individual white boards, choral response, echo response, signaling, pair share, group work, etc. where students are expected to use or apply what they learned without direct teacher supervision, except for when a few students request help.

F. Assessment

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The teacher uses assessment as part of instruction.

- 1 _____ Instruction is based on formative assessment. [vid20](#)
- 2 _____ Monitors students' performance during instruction. [vid21-3](#)
- 3 _____ Checks for understanding before having students apply or practice skills and concepts taught in a lesson. [vid17-2](#)
- 4 _____ Provides instructional feedback and, as needed, review for students having difficulty. [vid17-4](#)
- 5 _____ Provides opportunities for students to summarize/consolidate learning. [vid21-1](#)
- 6 _____ Uses assessment to see whether all students have accomplished the lesson objective. [vid21-2](#)

A Look at the Codebook

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F. The teacher uses assessment as part of instruction.

Assessment is when a teacher collects information about student performance on targeted skills or knowledge.

The assessment can be formal or informal, formative or summative, paper/pencil or oral. Mark as observed if:

1) the teacher administers an assessment during the lesson or 2) the teacher refers to previous or future assessments related to this lesson.

1_____Instruction is based on formative assessment.

For daily and weekly lesson planning, formative assessment is based on needs revealed by a recent assignment or a class assessment. These are ongoing assessments, administered by the teacher throughout the school year. The teacher may make some reference to the assignment or assessment during the lesson.

**Note that the reading or language assessments named in the pre-observation questionnaire can be formative assessments, but only if they are used to provide assessment information that the teacher uses to inform planning for instruction over the short term, that is, day to day or week to week. The CELDT is not a formative assessment and should not count in this item.*

2_____Monitors students' performance during instruction.

Teacher circulates and observes students' performance during the lesson in order to gauge students' understanding or learning. Teacher's circulating to make sure that students are on task does not count as monitoring performance for assessment purposes.

A Look at the Codebook

3_____ Checks for understanding before having students apply or practice skills and concepts taught in a lesson.

The teacher has students demonstrate their understanding in some overt (verbal and/or nonverbal) way.

Examples:

- *The teacher asks a student to repeat or summarize learning, then asks groups to signal (e.g., thumbs up/down) agreement.*
- *Students hold up response cards to questions.*
- *Students respond on white boards and hold these up for teacher to check.*
- *Teacher asks the group a question to check for understanding and one or two students respond.*

Non-example:

- *Teacher asks whole class “Does everyone understand?” Group answers in unison, “Yes!”*

4_____ Provides instructional feedback and, as needed, review for students having difficulty.

The teacher provides help to students while circulating and/or observing.

A Look at the Codebook

5___ Provides opportunities for students to summarize/consolidate learning.

The teacher has students summarize the new learning and provides opportunities for students to show that they have consolidated their learning and accomplished the lesson goal or objective.

Examples:

- *After writing a story, students read to the class what they have written.*
- *Teacher reviews objective at the end of the lesson and has students identify or summarize what they learned.*
- *The teacher has students provide "ticket out the door" identifying one thing they learned from the lesson.*

6___ Teacher uses assessment to see whether all students have accomplished the lesson objective.

Teacher checks whether ALL students, not just some or most, have achieved the objective of the lesson observed. This is an observable outcome, such as a writing sample, responses on a worksheet, verbal response, or some sort of product students create to demonstrate accomplishing the learning objective. If it is not clear whether a writing assignment will be used as an assessment, ask the teacher how the written assignment will be used by asking, "What are you going to do with this assignment?" How are you going to use this assignment?" Determine whether the written assignment will be used as an assessment to see whether all students have accomplished the lesson objective.

Prominence Ratings

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CRITERIA FOR ASSESSMENT PROMINENCE RATINGS

Give the response that comes CLOSEST

Not observed--No evidence of assessment during or immediately after the lesson;
or teacher only asks, "Does everyone understand?" without actually checking to see if students are understanding.

- 1 (Slightly used)** Teacher checks for understanding one time. Monitors fewer than 25% of students involved in the lesson. Provides no or little feedback to struggling students. There is no closure or assessment to assess student learning at the end of the lesson.
- 2** Checks for understanding one or two times, using signaling or some other way to determine whether students are understanding. Might also rely mostly on "Does everyone understand?". Monitors fewer than 50% of students involved in the lesson. There is limited feedback to students who might be having difficulty. Closure and assessment of learning at the end of the lesson are cursory.
- 3** Checks for understanding two or more times using signaling or some other way to determine whether students are understanding during lesson; teacher provides feedback as needed. Monitors more than 50% of students involved in the lesson. Lesson has some closure that reviews concepts taught and some sort of assessment of student learning, although not necessarily for all students.
- 4 (Very prominent)** Teacher frequently checks for understanding throughout lesson in a way that is observable for each student and provides feedback as needed such as using signaling or some other way to determine whether students are understanding. Teacher monitors all or nearly all students involved in the lesson. There is a closure that reviews concepts taught and allows individual students to show what they learned. Teacher appears to assess the learning of all students during the lesson and at the end.

G. Engaging All Students

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The teacher uses techniques designed to engage all students.

- 1____ Provides wait time. [vid23](#)
- 2____ Provides periodic opportunities to process, interact, reflect, or respond. [vid24](#)
- 3____ Shows enthusiasm for content. [vid25](#)
- 4____ Provides motivational experiences to pique student interest. [vid26](#)
- 5____ Uses classroom management techniques. [vid27](#)
- 6____ Varies activities and/or groupings at least twice. [vid28](#)
- 7____ Uses techniques designed to encourage all students to attend and respond (e.g., signaling, choral responses, white boards) [vid29](#)
- 8____ Provides equitable opportunities for each individual student to participate and/or contribute during classroom activities, (e.g., pulling "equity" sticks with names). [vid 29b](#)

A Look at the Codebook

G. The teacher uses techniques designed to engage all students.

1____ Provides wait time.

*Often referred to as **THINK** time, teacher allows sufficient time (minimum of 3 seconds) for student responses before moving on, or 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). 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.*

2____ Provides periodic opportunities to process, interact, reflect, or respond.

*Teacher allows students to process the new information and be **actively involved** during the lesson, using such strategies as pair/share (e.g., tell a partner what you think) or reflective quick-writes at **intervals** throughout the instruction.*

3____ Shows enthusiasm for content.

The teacher's manner conveys interest/enthusiasm and contributes to student engagement. This is a subjective element, since teaching styles vary.

4____ Provides motivation experiences to pique student interest.

Motivational experiences are provided with the intention of engaging students' curiosity and interest in the lesson content/topic. These may include such practices as sharing a poem or a story, using pictures, humor, a science demonstration, a role-play, music or a puzzling question.

A Look at the Codebook

5_____ Uses classroom management techniques.

The teacher uses classroom management techniques so that students are actively involved in learning. These are designed to get and maintain student attention during the lesson. These may be thought of as maintaining norms or how the teacher maintains the expectation of a respectful learning environment. (See N1 for predictable classroom management routines,)

Examples:

- *Teacher uses hand signals to get the class' attention.*
- *Teacher puts marbles in jar or gives table points to reinforce class behavior.*
- *Teacher claps hands in a pre-determined pattern or rhythm to regain class attention after small group work.*

6_____ Varies activities and/or groupings at least twice.

Student interest is maintained through variety in the lesson.

Examples:

- *Teacher moves from whole group to small group or independent work, from lecture to cooperative groups.*
- *Teacher provides various forms of media and uses multiple modalities within the lesson.*
- *Teacher provides opportunities for interactions with a partner, with the teacher, or with a group.*
- *Within a whole-group lesson, teacher allows time for student reflection and thinking.*

A Look at the Codebook

7 _____ Uses techniques designed to encourage all students to attend and respond, (e.g., signaling, choral responses, white boards).

Examples:

- *Students are asked to turn to their partner and respond verbally to a prompt.*
- *Students answer questions and hold up individual white boards or chalk boards*
- *Students respond with hand signals, thumbs up/down, response cards, or some type of observable response by individual students.*
- *Students respond with group responses such as choral or echo response.*
- *Teacher uses cooperative group strategies that ensure participation by all members of the group.*

8 _____ Provides equitable opportunities for each individual student to participate and/or contribute during classroom activities, (e.g., pulling “equity” sticks with names).
Students are called on equally, regardless of gender, race, or language proficiency.

Prominence Ratings

50

CRITERIA FOR **TECHNIQUES TO ENGAGE STUDENTS** PROMINENCE RATINGS

Not observed--*There are no techniques used to engage all students.*

- 1 (Slightly used)** *Teacher exhibits one or two of the 8 items, incidentally and only once or twice during the lesson. There appears to be impromptu use of the engagement technique.*
- 2** *Teachers exhibits one of the 8 items, consistently and intentionally as a part of the lesson.
That is, the activity, input or strategy is initiated by the teacher and not only in response to a teachable moment.*
- 3** *Teachers exhibits two of the 8 items, consistently and intentionally as a part of the lesson.
The activity, input or strategy is initiated by the teacher and not only in response to a teachable moment.*
- 4 (Very prominent)** *Teachers exhibits at least three of the 8 items, most of them consistently and intentionally as a part of the lesson. The activity, input or strategy is initiated by the teacher and not only in response to a teachable moment.*

Practice with the Protocol

51

- We will look at some clips from sections A-G.
- Take notes on teacher behaviors.
- Take notes on student behaviors.
- After each clip, fill out the protocol using your notes.
- Use O for observed, N for not observed.
- Review all of the items and comments and make sure you mark any items you have left blank. Revisit the CQELL codebook to make sure you have understood the items correctly.

ADDITIONAL EL SUPPORT

Language Objectives

53

- Language objectives are lesson objectives specifically designed to develop language skills (e.g., vocabulary, structures, functions). In content instruction for ELLs, language objectives refer to the development of receptive (reading and listening) and expressive (writing and speaking) language skills that enable the students to understand and master lesson content.

H. Language Objectives

54

The lesson addresses one or more language objectives targeted for ELLs.

- 1_____ There is a discernible language objective. [vid03-0](#)
- 2_____ A discernible language objective is explicitly stated to students. [vid03-0](#)
- 3_____ The language objective is appropriate to the content objective being taught. [vid03-0](#)
- 4_____ The language objective is appropriate to students' language proficiency levels. [vid37](#)

A Look at the Codebook

H. Lesson addresses one or more language objectives targeted for ELLs.

1 _____ There is a discernible language objective.

A language objective for ELLs is discernible to the observer throughout the lesson, even if not explicitly stated. The language objective is evident and clearly conveyed through the substance of the lesson.

2 _____ A discernible language objective is explicitly stated to students.

The teacher states or has a student read a language objective verbally to help students focus on the objective as part of the learning for the lesson. The language objective might be posted on the board, but the teacher needs to draw attention to this.

A Look at the Codebook

3_____ The language objective is appropriate to the content objective being taught.

The language objective focuses on the language skills needed for the ELLs to comprehend and express the content addressed in the lesson. For example, a lesson focusing on identifying cause and effect in informational text might focus on production of compound sentences using the word “because.” On the other hand, in this example, a language objective that students will participate in a conversation would not be appropriate to the content being taught because it would not support the skills needed to master the content objective.

4_____ The language objective is appropriate to students' language proficiency levels.

The language objective is designed to build ELLs' language skills, allowing them to practice and consolidate skills that are not currently present or well developed. An objective that states that the students will participate in an activity that they already know how to do (e.g. answer using a complete sentence, retell a story) would not be appropriate to the students' language proficiency level. An objective requiring skills far beyond the level of the students (e.g. expecting that Beginning level students will produce compound sentences using the word “because” would not be appropriate to their proficiency level.) In the case of classrooms with multiple levels, the language objective should be appropriate for at least one of the groups of English learners.

Language Objectives Appropriate to Content Objective

57

CONTENT OBJECTIVE

After listening to a story, students will orally produce sentences describing the setting and characters in the story.

LANGUAGE OBJECTIVES

Early intermediate students orally state simple sentences and one descriptive adjective.

Intermediate students will orally state compound sentences before using both simple and compound sentences with descriptive adjectives.

Language Objectives Appropriate to Content Objective

58

CONTENT OBJECTIVE

After reading a chapter on the Women's Rights Movement in the Social Studies textbook, students will write an editorial arguing for passage of the Nineteenth Amendment from the perspective of Elizabeth Stanton or from the perspective of an opponent of women's suffrage.

LANGUAGE OBJECTIVES

Students will write compare/contrast sentences to describe differing perspectives.

Early Advanced: _____, however, _____.

Advanced:

Although _____, _____.

Language Objectives Appropriate to Content Objective

59

A content objective in **language arts** would focus on helping students become better readers and writers and would include such topics as decoding, building fluency, comprehension strategies and composition writing.

CONTENT OBJECTIVE	LANGUAGE OBJECTIVE
After reading silently, students will retell the story <i>Stella Luna</i> emphasizing beginning, middle and end.	<i>Use sequence words to retell the story chronologically or use past tense verbs to tell what already happened in the story</i>

Prominence Ratings

60

CRITERIA FOR LANGUAGE OBJECTIVE PROMINENCE RATINGS

- Not observed**--Language objective is neither stated nor apparent in the lesson ; lesson might consist of review or discussion but there is no apparent instruction nor logical instructional progression or sequence. There is no evidence of a language objective in the lesson.
- 1 (Slightly used)** Language objective is barely discernible; lesson might have multiple, ambiguous, or vague objectives; if objective is stated, instruction only minimally matches objective(s) or frequently digresses.
- 2** Language objective is briefly stated but inconsistently addressed throughout the lesson
OR the objective is not clearly stated, but there is some discernible thread in the lesson, and an objective can reasonably be inferred. *OR* there is a language objective stated and addressed, but it does not support the content objective of the lesson.
- 3** Language objective is stated reasonably clearly, usually but not necessarily, at/near the lesson beginning. Lesson activities support the language objective; the language objective is aligned with the content objective.
- 4 (Very prominent)** Language objective is stated explicitly and intentionally, usually, but not necessarily, at/near beginning of the lesson; objective is preferably posted; activities in the lesson clearly focus on achieving the objective. The language objective is aligned with the content objective and is appropriate to the level(s) of the students in the classroom.

I. Instruction in Language Objective

61

The teacher provides instruction on the language objective.

- 1_____Provides information/input relevant to language objective. [vid40](#)
- 2_____Models the language objective. [vid40](#)
- 3_____Provides opportunities to practice the language objective. [vid40](#)
- 4_____Checks for understanding and monitors students' performance on the language objective. [vid1](#)

A Look at the Codebook

62

I. The teacher provides instruction on the language objective.

Note: If H is marked not observed, mark not observed for I as well.

1____ Provides info/input relevant to the language objective.

Before modeling, the teacher explicitly delivers information that students need in order to understand the language objective.

2____ Models the language objective.

The teacher models the new language objective, using multiple examples and preferably also non-examples.

3____ Provides opportunities to practice the language objective.

Students engage in targeted skills or concept application on one or more examples, with the teacher and independently. There must be some visible evidence that students are given the opportunity to actually practice skills or concept application and not simply observe someone else practicing.

4____ Checks for understanding and monitors students' performance on the language objective.

*The teacher collects information about student performance on targeted language skills. The teacher has students signal their understanding in some overt (verbal and/or nonverbal) way, checks for understanding **before** having students apply or practice skills and concepts taught in a lesson and provides instructional feedback and review for students having difficulty.*

Prominence Ratings

63

CRITERIA FOR INSTRUCTION ON THE LANGUAGE OBJECTIVE PROMINENCE RATINGS

Not observed—*There is no input, modeling, practice or monitoring of the language objective in the lesson; or there is no language objective for ELLs.*

- 1 (Slightly used)** *Teacher uses 1 of the 4 elements of instruction listed: input, modeling, opportunities for practice of the language objective and checking for understanding of the language objective and monitoring students in order to provide feedback.*
- 2** *Teacher uses 2 of the 4 elements of instruction listed: input, modeling, opportunities for practice of the language objective and checking for understanding of the language objective and monitoring students in order to provide feedback.*
- 3** *Teacher uses 3 of the 4 elements of instruction listed: input, modeling, opportunities for practice of the language objective and checking for understanding of the language objective and monitoring students in order to provide feedback.*
- 4 (Very prominent)** *Teacher provides all of the instructional elements listed: input, modeling, and opportunities for practice of the language objective and checking for understanding of the language objective and monitoring students in order to provide feedback.*

J. Strategies to Adapt Instruction

64

The teacher uses strategies to adapt instruction for students with limited English proficiency.

TEACHER ADAPTS LANGUAGE:

- 1____ Uses questions and prompts to students that are differentiated by their English language proficiency level. [vid37](#)
- 2____ Teaches basic vocabulary beyond what is necessary for fluent English speakers. [v36](#)
- 3____ Adjusts rate of speech. [vid38](#)
- 4____ Uses more commonly used words (in English) in order to clarify. [vid39](#)
- 5____ Uses sentence frames or sentence starters. [vid40](#)
- 6____ Models use of correct grammatical forms. [vid41](#)
- 7____ Purposefully models expressive fluent speech. [vid42](#)
- 8____ Provides opportunities for students to practice fluent speech. [vid19-2](#)
- 9____ Uses chants, rhymes, and rhythms. [vid57](#)

A Look at the Codebook

65

J. The teacher uses strategies to adapt instruction for students with limited English proficiency.

Some scaffolds pertain specifically to language adaptations and others pertain to comprehensible input strategies. Choice of strategy is appropriate to the proficiency level, such as in using slower speech and Total Physical Response for students at the Beginning proficiency level.

TEACHER ADAPTS LANGUAGE:

1____ Uses questions and prompts to students that are differentiated by their English language proficiency level.

The teacher phrases questions and explanations for ELLs at different proficiency levels in order to facilitate the students' responses at the appropriate proficiency level.

Examples:

- For Beginning proficiency level students, the teacher asks, “Is this a fish?” or “Clap your hands if this is a fish.”*
- For Early Intermediate level students, the teachers says, “Tell me what this is (in a complete sentence).” “This is a fish.”*

A Look at the Codebook

TEACHER ADAPTS LANGUAGE:

2 ___ Teaches basic vocabulary beyond what is necessary for fluent English speakers.

The vocabulary referred to in this item is not the new content-specific vocabulary (e.g., revolution, elliptical, hydrogen, metaphor, fiction, suffix) that is part of the lesson for all students; rather it is the basic vocabulary that might not be known to ELLs. Examples for a Beginning proficiency level 5th grade student, in a story on the solar system, might be sun, moon, day, night, shine; or for a lesson on figurative language, words such as straw, hair, gold, shine. (See D6 for vocabulary related to the objective for all students.)

3 ___ Adjusts rate of speech.

Teacher speaks more slowly and clearly than s/he would with native English speakers. While this is difficult to measure, the teacher seems to be intentionally moderating his/her rate of speech and enunciation as appropriate to the proficiency levels of the students.

A Look at the Codebook

TEACHER ADAPTS LANGUAGE:

4____ Uses more commonly used words (in English) in order to clarify.

The teacher uses more commonly used English synonyms to clarify unknown words and/or the meaning of texts, instructions, etc.

Examples: sick is a more familiar word for ill, happiness is a more familiar word for euphoria.

5____ Uses sentence frames or sentence starters.

Teachers may support academic language by providing frames that communicate the function of the language, such as predicting (I predict that...) compare/contrast (____ is ____, but ____ is ____), and cause and effect (____ because ____). Teacher may also provide sentence starters for students such as, “My favorite part of the story is _____,” so that students can communicate about content.

A Look at the Codebook

TEACHER ADAPTS LANGUAGE:

6 ____ Models use of correct grammatical forms.

These are teachable moments, where the teacher sees a need to point out a grammatical structure or usage when the need arises. For example, the lesson objective is that students will use past tense verbs correctly, but the teacher hears several students say, “The pencil red broke.” The teacher points out that in English the adjective comes before the noun, and models, “The red pencil broke.”

7 ____ Purposefully models expressive fluent speech.

The teacher INTENTIONALLY models fluency (automaticity, expression, and prosody) through oral reading and speech, even if fluency is not related to the lesson objective.

Examples:

- *Teacher says, “Listen to how I sound when I say it.”*
- *Teacher reads a story with good expression that aids in comprehension.*
- *Teacher provides a model by reading a sentence or passage, clearly attending to commas and end punctuation.*

A Look at the Codebook

TEACHER ADAPTS LANGUAGE:

8 ____ Provides opportunities for students to practice fluent speech.

Teacher has students practice fluency when speaking even if it is not part of the lesson objective. Teacher might have students practice either pre-specified language (that is, reading a text or repeating phrases or sentences) or language students themselves generate.

Examples:

- *Teacher models fluent speech, and then says, “Repeat after me. See if you can say it like I said it.”*
- *Teacher reads the Three Little Pigs and has the students respond with the refrain, “I’ll Huff and I’ll Puff...” each time it comes up in the story.*
- *Teacher has students repeat a targeted phrase in various grouping configurations, e.g. left side of the room, right side of the room, this table, these two students.*
- *Teacher has students orally repeat targeted sentences to a partner.*
- *Teacher directs students to speak with fluency and expression when reading aloud or responding.*

9 ____ Uses chants, rhymes, and rhythms.

Teacher has students learn and practice language and/or content through repetition in chants, poems, or songs.

Prominence Ratings

70

CRITERIA FOR **STRATEGIES TO ADAPT LANGUAGE PROMINENCE RATINGS**

Not observed--*There are no language adaptations for students with limited English proficiency*

1 (Slightly used) *Rarely uses language adaptations (approximately 5% of the lesson or less)*

2 *Sometimes uses language adaptations (approximately 5-25% of the time)*

3 *Frequently uses language adaptations (approximately 25-50% of the time)*

4 (Very prominent) *Very frequently uses language adaptations (approximately 50-75% of the time)*

J. Strategies to Adapt Instruction

71

The teacher uses strategies to adapt instruction for students with limited English proficiency.

TEACHER ADAPTS STRATEGIES:

- 1___ Uses meaningful contexts. [vid43](#)
- 2___ Uses picture walks and/or pre-reads text. [vid44](#)
- 3___ Teacher uses gestures/facial expressions/mime to clarify new vocabulary, skills and concepts. [vid45](#)
- 4___ Encourages role play, mime or physical movement by students. [vid46](#)
- 5___ Clarifies words and passages from texts to facilitate comprehension (includes summarizing and paraphrasing by teacher). [vid48](#)
- 6___ Prompts students to summarize or paraphrase. [vid47](#)
- 7___ Provides demonstrations. [vid49](#)
- 8___ Provides opportunities for students to express thinking process. [vid50](#)
- 9___ Prompts students to visualize concepts. [vid51](#)
- 10___ Provides common experience to build language before speaking and/or writing. [vid52](#)

A Look at the Codebook

72

J. The teacher uses strategies to adapt instruction for students with limited English proficiency.

TEACHER ADAPTS STRATEGIES:

1 ____ Uses meaningful contexts.

Language is not taught in isolated drills or lists, but in the context of a meaningful literature lesson or a lesson using a science or social studies-based story. All of the language taught is drawn from the content.

Examples:

- *Teaching cause and effect signal words and sentence writing in a lesson about the causes of pollution*
- *Teaching students how to construct interrogative sentences to interview someone for a personal narrative*
- *Teaching sequence words to retell an anthology story*

Non-examples:

- *Asking students to fill in the missing adjectives in unrelated sentences written on the board*
- *Giving students a worksheet where students have to add prefixes and suffixes to randomly selected base words*

A Look at the Codebook

TEACHER ADAPTS STRATEGIES:

2 ____ Uses picture walks/pre-reads text.

The teacher introduces the vocabulary, story and/or content by previewing the pictures in the upcoming story. In expository text, this would take the form of pre-reading not only the pictures but the charts, maps, diagrams etc. in the text.

3 ____ Teacher uses gestures/facial expressions/mime to clarify new vocabulary, skills and concepts.

Examples:

- *The teacher uses her hands to demonstrate the words wide and tall.*
- *The teacher pretends to brush her teeth and brush her hair to teach the word “brush.”*
- *The teacher makes an angry expression when reading the Giant’s words in Jack and the Beanstalk.*

4 ____ Encourages role-play, mime or physical movement by students.

The teacher has STUDENTS use physical movement to illustrate and help internalize a concept. This may include movements such as Total Physical Response, mime, role-play and facial expressions.

Examples:

- *After modeling, the teacher asks the students to role-play pushing the car and pulling the car out of the mud.*
- *The teacher asks the students to show how they would look if they were happy, frightened, etc.*

A Look at the Codebook

TEACHER ADAPTS STRATEGIES:

5_____ Clarifies words and passages from texts to facilitate comprehension (includes summarizing and paraphrasing by teacher).

***Teacher** clarifies meanings for the purpose of making sure students are comprehending the text.*

Examples:

- *Teacher gives a brief definition or example of a word to clarify vocabulary.*
- *Teacher summarizes or paraphrases texts.*
- *Teacher facilitates student understanding by pointing out illustrations in texts to clarify meanings of words and passages.*

6_____ Prompts students to summarize or paraphrase.

*This summarizing and paraphrasing is done by the **student**.*

Examples:

- *Teacher has students look for main idea and details, such as by annotating text with sticky notes*
- *Teacher has students use graphic organizers.*
- *Teacher stops periodically to have students summarize a passage students have just read.*

A Look at the Codebook

TEACHER ADAPTS STRATEGIES:

7_____Provides demonstrations.

Demonstrations consist of practices such as the teacher performing a science experiment (e.g. how salt dissolves in water and then remains behind when the water is boiled) or dramatic enactment (enacting an historical event) for students to observe in an effort to motivate interest in a non-fiction text. This is different from modeling what students will be expected to do in the guided practice portion of a direct instruction lesson.

8_____Provides opportunities for students to express thinking process.

Teacher has students think aloud or journal about what they are thinking, in order to make their thinking visible. This metacognitive process can be between teacher and student, student and student or in a journal. This is different from an elaborated response in that students are specifically sharing the MENTAL PROCESS of what led to their conclusions.

Example. Students, in a cooperative group, illustrate on a chart the synonyms and antonyms of a given word from an upcoming story. After all groups finish, each group comes to the front of the class and presents their chart, telling why they drew the illustrations they chose and how the picture represents their given word.

Example. A student spells a word on the board and explains aloud why they spelled the word the way they did.

Example. 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.

A Look at the Codebook

TEACHER ADAPTS STRATEGIES:

9 ____ Prompts students to visualize concepts.

Teacher asks students to picture something in their minds and/or sketch what they are thinking.

10 ____ Provides a common experience to build language before speaking and/or writing.

The teacher provides a common experience for the students and helps them acquire the language pertaining to the experience. This does not include read-alouds as a common experience. This refers to a participatory experience.

Examples:

- *In the Language Experience Approach, students share an experience such as a trip to the zoo and orally compose a group story about it, which the teacher records on a large chart, such as a Morning Message.*
- *Students examine microscopic organisms using microscopes, and then have a discussion using language learned during the investigation before reading a story on Louis Pasteur.*

Prominence Ratings

77

CRITERIA FOR ADAPTS STRATEGIES PROMINENCE RATINGS

Not observed--*There are no strategies to adapt instruction for students with limited English proficiency.*

1 (Slightly used) *Rarely uses strategies to adapt instruction (approximately 5% of the lesson or less).*

2 *Sometimes uses strategies to adapt instruction (more than approximately 5% of the lesson, but less than approximately 25%).*

3 *Frequently uses strategies to adapt instruction (approximately 25-50% of the time).*

4 (Very prominent) *Very frequently uses strategies to adapt instruction (more than approximately 50% the time).*

Practice with the Protocol

78

We will now look at a full length video, broken down into approximately 10 minute segments.

Before the Video

- Make sure you have the following:
 - Pre-populated CQELL for the teacher you will observe
 - CQELL codebook
- At the beginning of the video, you will see some of the room environment. Take notes on this, to be used when you fill out the protocol.

Practice with the Protocol

79

During the video:

- Make sure you are consistently consulting the codebook throughout the lesson.
- Code items that you observe as “O”. Code items that you do not observe as “N”.
- Jot down notes to help you remember what the teacher was doing to count an item as observed. These notes will be helpful in scoring the prominence of each feature at the end of the lesson, but do not form a formal part of CQELL scoring.

Practice with the Protocol

80

After the video:

- Review all of the items and comments and make sure you mark any items you have left blank.
- Be sure you fill in the lesson objective on page 1, the Reading/Language Arts Domain addressed and the brief description of the lesson on pg. 7.
- Revisit the CQELL codebook to make sure you have understood the items correctly.

Adding the Prominence Ratings

81

- **Do not provide a prominence rating until the lesson has ended.**
- Go through each section of the CQELL and consult the codebook for making the prominence rating decision. Make sure you are following the codebook rating recommendations at all times.

K. Materials and Visuals

82

The lesson uses materials and visuals to clarify and illustrate concepts.

Teacher may use one or more of the following:

- 1 _____ Non-textual visuals, such as pictures, photos, posters. [vid53](#)
- 2 _____ Textual visuals such as charts and word lists. [vid54](#)
- 3 _____ Hands-on materials/realia. [vid55](#)
- 4 _____ Illustrated text/picture books. [vid56](#)
- 5 _____ Graphic organizers. [vid58](#)
- 6 _____ Technology such as video, computers, and overhead projector. [vid59](#)

A Look at the Codebook

K. Lesson uses materials and visuals to clarify and illustrate concepts.

Materials and visuals may be provided by the adopted program or may be provided by the teacher, using either teacher-made or purchased supplementary materials.

1____ Non-textual visuals, such as pictures, photos, posters.

The teacher prepares additional pictorial visuals, beyond what is in the textbook, for the students to build background knowledge and to facilitate students' understanding of vocabulary and concepts.

2____ Textual visuals such as charts and word lists.

The teacher provides visual textual support. The teacher posts in written form what she is telling the students and/or charts students' responses.

Examples:

- *The teacher not only names the parts of an insect's body, but labels the parts with tagboard cards as well.*
- *The teacher asks the students to use a certain sentence frame and has it written on the board as well.*
- *The teacher has the new vocabulary words written in a list on the board.*

A Look at the Codebook

3 ___ Hands-on materials/realia.

Hands on materials and realia (real objects) are brought in for the students to see and touch. They may be facsimiles, miniatures, or the actual object.

4 ___ Illustrated text/picture books.

The teacher explicitly draws attention to the pictures in the text for the purpose of illuminating student understanding of vocabulary and concepts.

5 ___ Graphic organizers.

These may include Thinking Maps, matrix charts and Venn diagrams. These are used to record information and represent it in such a way as to represent a particular thinking process, as in compare and contrast, cause and effect, main idea and details or description. Graphic organizers can be used to record data or to brainstorm ideas prior to writing. (Note: To count as observed, graphic organizer(s) must be filled in and referred to during the lesson; a blank graphic organizer cannot be marked as evidence that graphic organizers are used in the class.)

6 ___ Technology such as video, computers, and overhead projector.

"Technology" here indicates anything that relies on electrical power. A chalkboard or dry erase board is not technology; a "smart board" or overhead projector is technology. This element does not evaluate how the technology is being used, simply that it is used.

Prominence Ratings

85

CRITERIA FOR MATERIALS AND VISUALS PROMINENCE RATING

Give the response that comes CLOSEST

Not observed--*There are no materials or visuals for students with limited English proficiency.*

1 (Slightly used) *Rarely uses materials or visuals (approximately 5% of the lesson or less).*

2 *Sometimes uses materials or visuals (more than approximately 5% of the lesson, but less than approximately 25%).*

3 *Frequently uses materials or visuals (approximately 25-50% of the time).*

4 (Very prominent) *Very frequently uses materials or visuals (more than approximately 50% the time).*

L. Student Language Production

86

The teacher/lesson provides opportunities for interactions that encourage student language production in English.

- 1 _____ Prompts students to speak/write in complete phrases/sentences as appropriate to proficiency level. [vid65](#)
- 2 _____ Students engage in cooperative group work (2 or more students). [vid62](#)
- 3 _____ Student-to-student interactions are open-ended. [vid60](#)
- 4 _____ Student-to-student interactions encourage use of specific linguistic features or structures. [vid61](#)
- 5 _____ Teacher-to-student interactions are open-ended. [vid63](#)
- 6 _____ Teacher-to-student interactions encourage use of specific linguistic features or structures. [vid64](#)

A Look at the Codebook

L. The teacher/lesson provides opportunities for interactions that encourage student language production in English.

Student language production can result from open-ended prompts or prompts for a specific language structure or vocabulary item. These language features or vocabulary do not necessarily need to be part of the lesson objective (as in item D). The important idea is that there be opportunities created for student talk, particularly increasingly elaborated student talk. Depending on the proficiency level of the students, "elaborated" responses can be simple sentences, e.g.: Teacher asks a Beginning proficiency level student, "What kind of pet do you have?" Student replies, "dog" or "a dog." Teacher prompts, "Can you say it in a complete sentence?" Student replies, "I have a dog." An example for a more advanced student: Teacher asks, "Why is communication faster now?" Student replies, "We have cell phones." Teacher prompts, "That's a good sentence, but see if you can answer with a sentence that uses the word 'because'." Student answers, "Communication is faster now because we use cell phones."

A Look at the Codebook

L. The teacher/lesson provides opportunities for interactions that encourage student language production in English.

- 1_____ Prompts students to speak/write in complete phrases/sentences as appropriate to proficiency level.
Students who answer with a few words are encouraged to answer in complete sentences. However, teacher does not necessarily provide the specific language students are to use.

Examples:

- *Student answers with a single word. Teacher asks, “Can you say that in a complete sentence?”*
- *Student answers with a single word. Teacher asks the student to respond using a specific sentence frame.*

- 2_____ Students engage in cooperative group work (2 or more students).
The teacher creates opportunities for students to speak with one another while working together toward a common goal such as producing a group piece of work or coming up with a group response to a prompt. This requires students to share and negotiate ideas. A cooperative group can be two people, so long as they are working toward a common goal. Often, but not necessarily, cooperative groups are very structured with assigned roles.

These groups may be homogeneous or heterogeneous. In homogeneous groups, students work cooperatively with other students at the same proficiency level. These are often used in small group differentiated instruction where students may practice specific linguistic features appropriate to their proficiency level in cooperative groups. Homogeneous groups may also provide opportunities for students to use English freely in a natural setting that may be less threatening than a heterogeneous group. Working in heterogeneous groups allows the students to hear models of speech that are at a higher proficiency level than their own and to practice speaking with native-like speakers of English.

A Look at the Codebook

L. The teacher/lesson provides opportunities for interactions that encourage student language production in English.

3 _____ Student-to-student interactions are open-ended.

Opportunities are provided for students to talk to one another, whether to one student or a small group, to express ideas on a topic.

Examples:

- *Teacher says, "Tell your partner about....."*
- *Teacher says, "Share in your group about....."*

4 _____ Student-to-student interactions encourage use of specific linguistic features or structures.

When asking students to interact with partners or in group settings, the teacher first specifies the language feature the students are to use.

Examples:

- *Students who answer with a few words are instructed to answer in sentences; students who use simple sentences are asked to use compound or complex sentence structures as appropriate to the proficiency level. The teacher provides the suggested sentence structures to encourage this.*
- *Teacher suggests specific vocabulary, such as signal words (e.g., 'however' or 'although' to signal the relationship among different ideas in a sentence) or sequence words (e.g., 'first,' 'finally').*
- *Teacher provides specific academic vocabulary for students to use in language production (e.g., 'stanza,' 'allusion,' and 'rhyme').*
- *Teacher provides sentence starters or frames, orally or in writing, to support the use of specific linguistic features.*

A Look at the Codebook

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L. The teacher/lesson provides opportunities for interactions that encourage student language production in English.

5 _____ Teacher-to-student interactions are open-ended.

Teachers generally engage in interactions with students, but this specifies that the intention must be to encourage student language production. The teacher might probe further with the student, such as inviting students to explain and expand further on their ideas, e.g., the teacher says, "Tell me more about..."

6 _____ Teacher-to-student interactions encourage use of specific linguistic features or structures.

When interacting directly with students, the teacher first specifies the language the students are to use.

Examples:

- Students are prompted to use simple, compound, or complex sentences as appropriate to their proficiency level. The teacher might provide suggested sentence structures to encourage this.*
- Teacher suggests specific vocabulary, such as signal words (e.g., 'however' or 'although' to signal the relationship among different ideas in a sentence) or sequence words (e.g., 'first,' 'finally').*
- Teacher provides sentence starters or frames, orally or in writing, to support the use of specific linguistic features.*

Prominence Ratings

91

CRITERIA FOR OPPORTUNITIES FOR LANGUAGE PRODUCTION PROMINENCE RATINGS

- Not observed**--*There are no opportunities for student language production as part of the lesson or activity.*
- 1 (Slightly used)** *Teacher does not use a specific strategy to encourage student responses and there are very few opportunities for student language production.*
- 2** *Teacher uses one strategy, but provides limited opportunities to encourage student language production.*
- 3** *Teachers uses at least two strategies to encourage student language. There are several opportunities which promote student language production during the lesson.*
- 4 (Very prominent)** *Teacher consistently uses multiple targeted strategies to encourage and develop language throughout the lesson. There are many opportunities for student language production. Interactions encourage use of both a specific linguistic feature and unstructured language production.*

M. Primary Language Support

92

The teacher/lesson provides primary language support during the lesson.

- 1_____ Clarifies and explains concepts in primary language. [vid30](#)
- 2_____ Focuses on the similarities/differences between English and the students' primary language, such as cognates and alphabetic/non-alphabetic systems. [vid31](#)
- 3_____ Introduces new concepts in the primary language prior to the lesson in English. [vid32](#)
- 4_____ Provides reading material in the primary language related to the lesson.
- 5_____ Reviews key concepts in the primary language after the lesson in English. [vid33](#)
- 6_____ Accepts student responses in the primary language. [vid34](#)
- 7_____ Translates (either teacher or peer). [vid35](#)
- 8_____ Allows student-to-student interaction in the primary language.

A Look at the Codebook

M. The teacher/lesson provides primary language support during lesson.

Although the CQELL is designed for English Language Arts, the teacher may use the primary language ("L1 support") in one or more ways:

1____ Clarifies and explains concepts in primary language.

Instruction is not provided in the primary language, but the teacher may occasionally explain or build background knowledge in the primary language. If the teacher is not bilingual, then a bilingual student may help clarify.

2____ Focuses on the similarities/differences between English and the students' primary language, such as cognates and alphabetic/non-alphabetic systems.

The focus is on the similarities and/or differences in the two languages. Teacher demonstrates some knowledge of the home language of the student in order to make a contrastive analysis between it and English. For example, 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. In a phonics lesson the teacher may point out the articulation differences between "b" and "v" in English by emphasizing mouth positions, knowing that these may be difficult for speakers of Spanish.

A Look at the Codebook

M. The teacher/lesson provides primary language support during lesson.

- 3____ Introduces new concepts in the primary language prior to the lesson in English.
The teacher (or volunteer or tutor) previews the upcoming lesson in the primary language.

- 4____ Provides reading material in the primary language related to the lesson.
The teacher provides written materials in L1 in order to help students gain access to lesson content. These materials can come in the form of narratives, information texts, or anything in L1 that is written and made available to students prior to, during, or after lesson. These materials can include bilingual dictionaries and online resources.

- 5____ Reviews key concepts in the primary language after the lesson in English.
The teacher (or classroom aide, volunteer, or cross-age tutor) reviews the lesson in the primary language, perhaps asking questions in the second language, to check for understanding.

A Look at the Codebook

M. The teacher/lesson provides primary language support during lesson.

6____ Accepts student responses in the primary language.

The student shows understanding of the content taught in English, but communicates the response in the home language. Although instruction is primarily in English, the student's home language is accepted. The teacher then tells the student how to say this in English.

7____ Translates (either teacher or peer).

While this may not be considered a recommended practice, as the student may become dependent on the translation, it might be observed nonetheless. Teacher might have a fellow student translate for the EL(s). Translation differs from clarification in the primary language because it is a repetition in the primary language of most or parts of the lesson. Clarification is when the lesson is predominantly in English with occasional use of the primary language to clarify key concepts, but then the lesson continues in English. (Note: Translation may be helpful, but should not be the sole source of support for English learners.)

8____ Allows student-to-student interaction in the primary language.

Teacher provides opportunities for students to discuss lesson content or process responses with one another in the primary language.

Prominence Ratings

CRITERIA FOR PRIMARY LANGUAGE SUPPORT PROMINENCE RATINGS

Not observed--*There is no primary language use.*

- 1 (Slightly used)** *Teacher may demonstrate use of one strategy once or twice, but it is impromptu (teachable moment) and not a systematic part of the lesson.*
- 2** *Teacher may demonstrate use of more than one strategy a total of three or four times throughout the lesson, but it is impromptu (teachable moment) and not a planned part of the lesson. Primary language use might be limited mostly to translation rather than predetermined strategies.*
- 3** *Teacher intentionally uses one or two strategies of primary language support as a planned part of the lesson (such as use of cognates to teach vocabulary, previewing a lesson in L1) , as well as in teachable moments if they arise. Amount of primary language does not always seem appropriate to proficiency levels of class, either too much or too little.*
- 4 (Very prominent)** *Teacher intentionally and strategically uses several strategies of primary language support as a planned part of the lesson (such as use of cognates to teach vocabulary, previewing a lesson in primary language), as well as in teachable moments if they arise, as appropriate to the proficiency levels in the class.*

N. Predictable and Consistent Management and Routines

97

The classroom uses predictable and consistent management and routines.

1_____ Uses routines. [vid66](#)

2_____ There are posted diagrams, lists, and schedules to maintain routines. [vid67](#)

3_____ Other students are on task while teacher works with individuals or small groups. [vid68](#)

A Look at the Codebook

N. The classroom uses predictable and consistent management and routines.

1 ___ Uses routines.

These may include such routines as predictable opening activities, predictable schedules, predictable behavioral and classroom management routines (See G5 for teacher behaviors related to student engagement during the lesson, rather than systems in place.)

2 ___ There are posted diagrams, lists, and schedules to maintain routines.

In addition to using routines, there are easily understandable visuals to which the teacher and students can refer. These may list information such as group members, daily schedules, group rotation schedules, or independent activities. (NOTE: Be sure to look around the classroom before, during or after the lesson to identify if there are relevant charts posted.)

3 ___ Other students are on task while teacher works with individuals or small groups

Independent groups are making appropriate use of independent time so that instructional minutes are not lost while the teacher is working with an individual or small group.

**Code N/A if instruction is with the whole class during entire observation, and students are not required to work independently or in small groups or if teacher only briefly (2 minutes or less) works with a student while monitoring during guided or independent practice.*

Prominence Ratings

99

CRITERIA FOR CLASSROOM MANAGEMENT AND ROUTINES PROMINENCE RATINGS

- Not observed**--*There are no discernible predictable or consistent management strategies or routines*
- 1 (Slightly used)** *There is a little evidence that students have routines; routines are not visible in the classroom.*
- 2** *There is some evidence that students know routines, but they are not consistently followed and the teacher does not refer to them.*
- 3** *There are some routines and schedules. Teacher briefly refers to them if needed. Students follow routines most of the time.*
- 4 (Very prominent)** *It is clear from student behaviors that the students understand and consistently follow established routines and that management systems are in place. There may be posted diagrams to manage independent or small group instruction, behavior, and schedules and the teacher refers to them if needed.*

Practice with the Protocol

100

- We will look at some clips from sections H-N.
- Take notes on teacher behaviors.
- Take notes on student behaviors.
- After each clip, fill out the protocol using your notes.
- Use **O** for observed, **N** for not observed.
- Review all of the items and comments and make sure you mark any items you have left blank. Revisit the CQELL codebook to make sure you have understood the items correctly.

Practice with the Protocol

101

We will now look at a full length video without stopping, to simulate an actual lesson observation.

Before the Video

- Make sure you have the following:
 - Pre-populated CQELL for the teacher you will observe
 - CQELL codebook
- At the beginning of each video, you will see some of the room environment. Take notes on this, to be used when you fill out the protocol.

Practice with the Protocol

102

During the video:

- Make sure you are consistently consulting the codebook throughout the lesson.
- Code items that you observe as “O”. Code items that you do not observe as “N”.
- Jot down notes to help you remember what the teacher was doing to count an item as observed. These notes will be helpful in scoring the prominence of each feature at the end of the lesson, but do not form a formal part of CQELL scoring.

Practice with the Protocol

103

After the video:

- Review all of the items and comments and make sure you mark any items you have left blank.
- Be sure you fill in the lesson objective on page 1, the Reading/Language Arts Domain addressed and the brief description of the lesson on pg. 7.
- Revisit the CQELL codebook to make sure you have understood the items correctly.

Adding the Prominence Ratings

104

- **Do not provide a prominence rating until the lesson has ended.**
- Go through each section of the CQELL and consult the codebook for making the prominence rating decision. Make sure you are following the codebook rating recommendations at all times.