Supporting Integrated English Learner Student Instruction: A Guide to Assess Professional Learning Needs Based on the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide*

Photo by Allison Shelley/The Verbatim Agency for EDUimages

Supporting Integrated English Learner Student Instruction: A Guide to Assess Professional Learning Needs Based on the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide*

Lori Van Houten, Lenay Dunn, Molly Faulkner Bond,
Jennifer Blitz, Reino Makkonen, and Kim Austin   **December 2021**

This guide is designed to help district and school site leaders assess the professional learning needs of elementary school teachers to implement research-based recommendations for the instruction of English learner students. It comprises two tools—the Teacher Self-Reflection Tool and the Classroom Observation Tool—and outlines a 10-step process to help districts align their professional learning decisions with the data collected from these tools.

CONTENTS

INTRODUCTION

The Regional Educational Laboratory West and the Region 15 Comprehensive Center developed this guide to help district and school site leaders assess the professional learning needs of elementary school teachers to implement research-based recommendations for the instruction of English learner students. It comprises two tools—the Teacher Self-Reflection Tool and the Classroom Observation Tool—and outlines a 10-step process to help districts align their professional learning decisions with the data collected from these tools.

The guide is designed to help district and school site leaders collect information about their elementary school–level teachers' confidence and competence in implementing the four research-based recommendations in the What Works Clearinghouse (WWC) Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (English Learners Practice Guide; Baker et al., 2014). The guide helps synthesize this information so leaders can plan and make decisions about professional learning opportunities in their systems. The guide is built around a 10-step process for planning and conducting a needs assessment using the Teacher Self-Reflection Tool and Classroom Observation Tool and then aggregating and synthesizing the results to identify professional learning needs. The tools are structured around the practice guide's four research-based recommendations. The guide was developed with input and feedback from the Arizona Department of Education and English learner coordinators from districts across the state. It was also piloted by several districts in Arizona to ensure its clarity and usability.

Research supporting the guide

The English Learners Practice Guide (Baker et al., 2014) describes four research-based recommendations that apply to K–8 teaching across content areas (for example, English language arts, math, science, and social studies). If learned and implemented by teachers, the recommendations could improve the quality of instruction for English learner students.

This guide helps education leaders gather information on the implementation of the four research-based recommendations in the English Learners Practice Guide and provides guidance for identifying and prioritizing professional learning needs. While the recommendations in the practice guide are for elementary and middle school, this guide focuses on K–6 elementary classrooms because most English learner students are in these grades (Bitterman et al., 2013; McFarland et al., 2018).

The recommendations and their associated classroom practice indicators (box 1) are based on findings from 15 studies (ranging from two to six studies per recommendation), as well as on the consensus of a panel of eight experts in pedagogy, policy, and research. All the foundational studies were reviewed against WWC standards. The English Learners Practice Guide focuses on instruction for English learner students across content areas. It does not provide recommendations for classrooms where English language development is the specific focus, such as in English as a second language or English language development classes.

Box 1. Overview of recommendations from the English Learners Practice Guide

Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

Recommendation 2. Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.
- Provide writing opportunities to extend student learning and understanding of the content material.

Recommendation 3. Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

Recommendation 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- Design the content of small-group instruction to target students' identified needs.
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.
- Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

Source: Baker et al., 2014.

In preparing to use the guide, education leaders should review the English Learners Practice Guide to better understand the recommendations, the research on which they are based, and how they might be implemented in classrooms. Reviewing the recommendations and classroom practices in the practice guide is also valuable for the teachers who will be completing the self-reflection or who will be observed, so they have confidence that what they report on the self-reflection or demonstrate in their classroom accurately reflects their knowledge and instruction relative to the four recommendations. Suggestions for how to include a review of the practice guide before using the tools are provided later in the guide.

Overview of the guide

Purpose of the guide

The overall purpose of this guide is to help district and school site leaders (such as English learner coordinators, administrators, and instructional coaches) gather and synthesize evidence from the Teacher Self-Reflection Tool and the Classroom Observation Tool about the professional learning needs of local teachers (as a group) relative to the research-based recommendations for teaching English learner students described in the English Learners Practice Guide. The guide's 10-step process is designed for easy and straightforward use by educators at different levels of the local instructional system, and as a means to generate inferences regarding group needs and desired local professional learning supports. The guide is not designed for evaluating individual teachers, assigning them individual-level ratings, or ranking them on a scale.

Description of the guide

At the center of this guide are two tools—the Teacher Self-Reflection Tool and the Classroom Observation Tool—that are designed to collect information about teacher practice and needs related to the recommendations from the English Learners Practice Guide. Surrounding these tools is a 10-step process for using the guide and the information it generates, which is summarized in table 1 and described in further detail in the *Using the guide* section. The 10 steps are distributed across three phases:

- Planning and preparation (five steps).

- Collecting and synthesizing data (four steps).

- Interpreting data and making decisions (one step).

Guide users are encouraged to engage in all steps of the process to ensure that results collected with the two tools are meaningful, actionable, and tied to previously articulated goals and priorities. More information about the two tools is provided after table 1.

Table 1. Ten-step process for using the guide

Phase	Step	Key questions
One: Planning and preparation	1. Articulate impetus and goals	Why are we using this guide? How does it fit in our state and local context? What do we hope to accomplish?
	2. Identify key stakeholders and participants	Which teachers in our system are we trying to support with this effort?
	3. Secure or establish infrastructure	How will we distribute forms and collect responses? How will we conduct observations and collect data from them? How will we ensure high rates of participation?
	4. Establish a timeline	Over what time period will we collect, synthesize, and interpret data with the guide?
	5. Prepare participants	How will we ensure that participants have the information and resources they need to understand the goals of this effort and complete their data collection?
Two: Collecting and synthesizing data	6. Administer the Teacher Self-Reflection Tool	What can we learn from teachers about their perceived proficiency in, implementation of, and professional learning needs related to the four recommendations?
	7. Review teacher self-reflection data	What did our teachers say in their reflections? What more do we need to know?
	8. Conduct targeted classroom observations	What additional information can we learn from the classroom observations?
	9. Synthesize data from the self-reflections and observations	What did we learn from the classroom observations to add to the teacher self-reflection data?
Three: Interpreting data and making decisions	10. Interpret data and determine actionable next steps	What are the implications for our system based on the data we collected? What should we do next in response to our findings?

Teacher Self-Reflection Tool

The Teacher Self-Reflection Tool asks teachers to reflect on a series of questions about their proficiency in each of the four recommendations in the English Learners Practice Guide. The tool also asks teachers to reflect on their current implementation of each recommendation and its associated practices, on any barriers or challenges they perceive in implementing the recommendations, and on what supports would be helpful for them (both professional learning and related systemic supports such as additional planning time). Teachers can complete the self-reflection in about 30 minutes. The tool can be adapted for online platforms, which might be helpful if large numbers of teachers are completing the self-reflection or teachers regularly share information or feedback on an existing online platform. Using a digital survey platform could also save time when tabulating the results. Teachers completing the self-reflection do not need to have specialized knowledge in English learner student instruction. But their familiarity with the recommendations in the practice guide and how the recommendations are aligned with the school's or district's instructional programs will result in a more accurate reflection of teachers' professional learning needs.

Classroom Observation Tool

The Classroom Observation Tool is used with select classrooms after the Teacher Self-Reflection Tool has been administered. It provides a set of classroom indicators to help district and school site leaders (such as English learner coordinators, administrators, and instructional coaches) examine the extent to which research-based recommendations for teaching English learner students are evident in a classroom during content-area instruction. The Classroom Observation Tool includes both teacher and student indicators that are aligned with the four recommendations in the English Learners Practice Guide. The results of the observations are intended to support planning for professional learning opportunities by providing additional data on instructional strengths and needs. For example, based on responses on the Teacher Self-Reflection Tool, leaders might focus on only one or two of the recommendations when observing classrooms. Or leaders might observe instruction in a particular grade level or content area or in classrooms with a high proportion of English learner students. Additional detail on the tool's composition and use is provided in *Step 8: Conduct targeted classroom observations.*

Guide templates

In addition to the Teacher Self-Reflection Tool and Classroom Observation Tool, this guide also provides templates for each step of the process, with discussion prompts, protocols to tabulate and synthesize data from the two tools, and action planning forms. No special knowledge is required to complete the planning template for Phase One of the guide or to aggregate the results in Steps 7 and 9. However, users should be familiar with the English Learners Practice Guide recommendations and different forms of professional learning. Users should also know how to select and plan professional learning opportunities based on teachers' needs, especially for the final action planning section. Leaders who need more information on these topics could review the English Learners Practice Guide or the tools, webinars, videos, and other materials in the *Resources* section of this guide. The time needed to complete each template depends on the amount of data collected from the two tools, the number of people involved, and the depth of the discussion. This could range one to eight hours. The appendix in which each tool or template can be found and a brief description of each are provided in table 2.

Table 2. Guide tools and templates

Appendix and tool or template title	Step	User or audience	Purpose
A. Phase One implementation planning template	1–5	District or school leaders (such as English learner coordinators, administrators, and instructional coaches)	Document the key decisions and the action steps necessary to carry them out for each step in Phase One of the guide.
B. Teacher Self-Reflection Tool	6	Classroom teachers	Gather information about teachers' self-assessed proficiency in and their current implementation of the English Leaners Practice Guide recommendations and practices, about barriers or challenges, and about needed supports.
C. Summary template for teacher self-reflection data	7	District or school leaders	Support the tabulation of results from the Teacher Self-Reflection Tool (if it has not been done electronically) and decide which classrooms should be observed.
D. Classroom Observation Tool	8	District or school leaders	Gather information on the extent to which the English Learners Practice Guide recommendations and practices are evident in classrooms.
E. Summary template for classroom observation data	9	District or school leaders	Support the tabulation and summary of results from the classroom observations (if not done electronically) and synthesize with the Teacher Self-Reflection Tool data.
F. Interpretation of findings and planning for professional learning template	10	District or school leaders	Discuss the implications of results from the Teacher Self-Reflection Tool and Classroom Observation Tool to identify and plan for high-leverage professional learning opportunities.

Using the guide

This section describes a multiphase, multistep process for system-level leaders to use the guide. A system is defined here as any education unit that is bigger or more comprehensive than a single classroom. The most obvious system that might use this guide is a local education agency, such as a school district or charter network. However, other units, such as individual schools, district-level departments, or state-level offices might also be considered systems that could benefit from using the guide. Similarly, the guide uses the generic terms of leaders and teachers to refer to potential users. A leader could be an individual or team and could include those who organize and implement the use of the guide. But roles could vary. For example, leaders could include principals, district-level coordinators, coaches, lead teachers, or state leaders, depending on the system. Teachers are those who provide data through the Teacher Self-Reflection Tool and Classroom Observation Tool and who would benefit from the resulting professional learning. Finally, those engaged in the use of the guide are referred to collectively as educators and include the leaders, teachers, and others, such as data analysts.

This section helps the system-level leader coordinate the use of the guide. It contains information about how to use the guide to learn as much as possible about the professional learning needs of teachers and any other related systemic supports (such as planning time or instructional materials) regarding the four recommendations in the English Learners Practice Guide. There are detailed descriptions of each step in the three phases of the

process: planning and preparation, collecting and synthesizing data, and interpreting and making decisions (see table 1 for all 10 steps in the three phases). In addition to descriptions of each step, scenario snapshots for Chavez Unified School District, a fictitious district used for illustrative purposes, show how the guide could be used. There are also several alternative scenarios at the end of this section that show how different contexts could influence decisions about use. Additional resources to support the guide's use—such as videos of classroom practice—are in the *Resources* section. The templates and tools are provided in the appendixes.

Phase One: Planning and preparation

Before collecting any data, system-level leaders should follow the five steps in Phase One to plan and prepare for data collection. This initial phase grounds your use of the guide and the results in a larger context for goals and decisionmaking and ensures that the participants who contribute data and benefit from the results (that is, teachers) are clearly defined. This phase includes a step to help teachers understand the purpose for and benefits of their participation. You are encouraged to create time and space to convey your intent to participants and to answer questions before beginning the data collection process. You can use the *Phase One implementation planning template* in appendix A to document decisions and action steps during this phase. Some of the action steps related to the classroom observations drafted during this step will be revisited and can be revised in Step 7.

Step 1: Articulate impetus and goals

Why are we using this guide? How does it fit in our state and local context? What do we hope to accomplish?

You might deploy this guide for a variety of reasons, such as to:

- Identify gaps or needs to inform the development of professional learning opportunities for teachers.

- Identify and take stock of possible improvements in classroom practice around English learner students.

- Support the adoption of a new curriculum.

- Identify teacher leaders who can engage with peers in communities of practice.

- Define a new approach to configuring teaching teams or determining classroom assignments.

You are encouraged to use the first section of the *Phase One implementation planning template* in appendix A to clearly articulate the reason you are deploying the guide (initially for you and your team and ultimately for affected teachers throughout the system), how it fits in your state and local context, how you plan to use the guide, and what you hope to accomplish

with the results. While this step helps you articulate the purpose and use of the guide, in Step 5 you lay out plans to prepare teachers for this process. As you outline the impetus and goals for using the guide, consider when and how you will engage with teachers to help them understand the motivation for and purpose of this effort and how they will benefit from participating. This could mean involving teachers in this initial planning process.

In Step 1 consider how the English Learners Practice Guide recommendations align with your system's approach to English learner education in the content-area classroom and in related policies. To inform your decisions, gather information about your local context. This could cover which grade levels or schools might have greater need for support based on, for example, the distribution of English learner students across grade levels and schools and their language proficiency levels. Or it could cover what prior preparation teachers have had for instructing English learner students in content-area instruction. This step could also include previewing the tools in the guide to identify priorities, develop predictions, or articulate thresholds for acceptable or actionable findings. You can document conversations and decisions in the first section of the *Phase One implementation planning template* in appendix A.

Step 2: Identify key stakeholders and participants

Which teachers in our system are we trying to support with this effort?

After articulating the impetus and goals for using the guide, take the time to identify a focal population for using the guide. Which teachers from particular grade levels, content areas, or schools should be invited to contribute data about their implementation of the English Learners Practice Guide recommendations?

Collecting data from every teacher in a system is likely neither feasible nor realistic. In addition, the impetus and goals identified during Step 1 could apply differentially to different subgroups of teachers in the system (for example, based on the distribution of the English learner population or on the grades or schools affected by a particular program or policy). In light of these constraints, and informed by the impetus and goals for using the guide, clearly identify which teachers (in what grade levels, content areas, or schools) you will invite to contribute data using the Teacher Self-Reflection Tool. Document decisions about which teachers will complete the self-reflection in the second section of the *Phase One implementation planning template* in appendix A.

Step 1 scenario snapshot

Due to policy changes in Arizona, Chavez Unified School District has begun implementing a new instructional model for English learner students. The model requires that local education agencies implement the state's language development approach, in which all English learner students receive integrated instruction in disciplinary language and content. This means that rather than learning in separate English language development classes for most of the day, English learner students are integrated with their non–English learner peers to a much larger degree than was done previously. Additionally, many content-area teachers now have English learner students in their classrooms in far greater numbers than they had in the past. In response to this situation, and to support content-area teachers in their transition to this new approach, the local education agency has opted to use the guide to identify strengths, practice gaps, and professional learning needs across the four English Learners Practice Guide recommendations.

Of the two tools (the Teacher Self-Reflection Tool and the Classroom Observation Tool), the Teacher Self-Reflection Tool is easier and less labor intensive to administer. As such, based on information collected in Step 1 (for example, about the distribution of English learner students or the instructional initiatives involving English learner students at particular schools), you could decide to invite a large number of teachers to submit self-reflection data as a first step. Once you review the data, you can identify a subset of teachers to be observed to better define the professional learning needs and next steps. At this point in the process, you can also make some initial decisions about which subset of teachers (in which grade levels, content areas, and schools) to observe using the Classroom Observation Tool and which leaders (principals, instructional coaches, and local education agency–level leaders or coordinators) will conduct the observations. These initial decisions can be added to the second section of the *Phase One implementation planning template* in appendix A. Final decisions about which subset of teachers to observe with the Classroom Observation Tool can be made during Step 7 and will be based on the review of data from the Teacher Self-Reflection Tool.

Step 2 scenario snapshot

After reviewing data about the teachers and English learner students in her system, the local education agency leader decided to focus initially on teaching teams in late elementary school (grades 4 and 5). This decision was based on the large number of English learner students in these grades and the more complex and demanding language demands of these grade levels relative to those of earlier elementary grades. This context was thus a good starting place for focused professional learning. In consultation with instructional coaches and English learner specialists, the leader invited all teachers in grades 4 and 5 to fill out the Teacher Self-Reflection Tool. She made initial plans to ask school-level leaders to observe one grade 4 and grade 5 classroom in each content area (English language arts, math, science, and social studies), pending the results of the self-reflection.

Step 3: Secure or establish infrastructure

How will we distribute forms and collect responses? How will we conduct observations and collect data from them? How will we ensure high rates of participation?

The tools in this guide can be used in paper and pencil format, or they can be reformatted as questionnaires or surveys on an online platform. If you plan to use paper and pencil format for the Teacher Self-Reflection Tool, a tabulation template for responses is available in appendix C.

Also consider how you will ensure a high rate of completion of the Teacher Self-Reflection Tool, and plan for time and staffing to accomplish this. For example, if teachers are given dedicated time to complete the tool, the return rate will likely be higher than if they have to find time during or outside the school day. Teachers are also more likely to complete the self-reflection and fully engage in the classroom observation process if they understand the goals and how their participation supports achieving these goals. See Step 5 for suggestions about how to prepare participants.

Step 3 scenario snapshot

The district had the capacity to transfer the Teacher Self-Reflection Tool to an online format and summarize and create data displays of the results. Thus, for ease of data collection, leaders administered the Teacher Self-Reflection Tool electronically. Because there would likely be fewer than 25 teachers observed, leaders collected the observations in paper and pencil format.

To ensure you have the necessary data for the final steps of this process, you are encouraged to plan ahead and use the third section of the *Phase One implementation planning template* in appendix A to list the actions, timeline, and people responsible for:

- Printing the tools (self-reflection and observation forms) or loading them on an online platform.

- Distributing the forms in hard copy or electronically.

- Deciding how and where to administer the Teacher Self-Reflection Tool. Do teachers complete the self-reflection on their own time, or are they provided time during a staff meeting or grade-level team meeting?

- Tabulating the self-reflection data using either the template in appendix C or electronically.

- Disaggregating and displaying data by grade level, content area, or school to help identify professional learning needs.

Step 4: Establish a timeline

Over what time period will we collect, synthesize, and interpret data with the guide?

The timeline to complete all the steps in the guide could be from a month to about six months and this depends greatly on your context—the size of the district, the purpose and goals for using the guide—as well as logistical constraints—whether the data are collected in paper and pencil format or electronically, and the availability of staff to conduct observations and analyze and discuss findings. Some considerations for establishing a timeline follow.

Data will be most useful if, for each tool, responses are collected at about the same time. For this reason you are encouraged to establish a well-defined data collection window or windows for all users (for example, three days for teacher self-reflections and two weeks for classroom observations, or one month to complete all components). This window could be informed by the logistical considerations noted in the previous step (for example, if extra time is included for participants to collate and return completed physical forms to a central office). It is important for leaders to include time to review the Teacher Self-Reflection Tool data and select and prepare leaders

Step 4 scenario snapshot

The leader, in consultation with the English learner coordinator, laid out a timeline for data collection, analysis, and planning for professional learning that would begin in the spring and take about four months. This timeline would allow the local education agency leader and the English learner coordinator to prepare educators, collect and analyze data, and make decisions about professional learning for the following school year. Both the teacher self-reflection and the classroom observations would be done in the spring semester, after state testing was completed. To ensure that the principals, who would administer the self-reflection and conduct the observations, would be prepared, a principals' meeting immediately after spring break was dedicated to information and training about the purpose of the initiative, the English Learners Practice Guide and its relationship to the district curriculum, and the principals' role in the project. A half hour on an early release day was allocated for teachers to complete the self-reflection. A gap of about a week between the self-reflection and the observation allowed the leaders time to summarize and review the self-reflection data and decide which classrooms to observe.

and teachers for the classroom observations. After completing the observations, time will be needed for leaders to synthesize the data from both tools and make decisions about the professional learning. Use the fourth section of the *Phase One implementation planning template* in appendix A to record your decisions about the timeline.

Step 5: Prepare participants

How will we ensure that participants have the information and resources they need to understand the goals of this effort and complete their data collection?

In Step 1 you outlined the impetus and goals for using the guide and collected supporting data and information for decisions about which educators would be involved and why (Step 2). You might have already involved other educators, such as school site administrators, school site coaches, or teachers, in the planning process. In Step 5 you consider what educators (for example, other leaders or teachers) should know about the purpose and goals of the data collection process to ensure higher rates of participation and engagement. Plan to allocate time to engage in the following strategic activities:

- Clearly communicate the purpose of the teacher self-reflection and observations, and how the data will be used. For example, "This self-reflection/observation is to assist the district in learning from you so that we can better support teachers' instruction across the district. This is not a tool for evaluation or connected in any way to a performance review."

- Share information with educators about the impetus and goals for using the guide, including which teachers will be invited to contribute data and why. Remember that you will finalize the decision about which teachers you observe after reviewing the self-reflection results, so do not provide specifics too early in the process.

- Allow teachers and observers a chance to review the Teacher Self-Reflection Tool and Classroom Observation Tool and ask questions about how both will be used.

- Highlight the question on the Teacher Self-Reflection Tool about modeling a recommendation. Since identifying information is not included in the self-reflection, explain the process for teachers to submit their names if they feel they have the knowledge and skills to model one or more of the recommendations.

- Provide opportunities in meetings, trainings, or grade-level team meetings for observers and teachers to review the English Learners Practice Guide and other

Step 5 scenario snapshot

To prepare to administer the Teacher Self-Reflection Tool and conduct the observations, the district leader convened the principals for a review of the English Learners Practice Guide, the Teacher Self-Reflection Tool, and the Classroom Observation Tool. They discussed how the guidance for their instructional model aligned with the recommendations and what they might expect to see in classrooms. They also decided the district English learner coordinator would be responsible for sharing similar information, including the purpose, process, and timeline for using the guide, in a brief webinar for teachers. She would emphasize the goal of providing focused professional learning to improve classroom instruction for English learner students. She would also introduce teachers to both the Teacher Self-Reflection Tool and the indicators on the Classroom Observation Tool.

resources mentioned in the Resources section. This helps them understand how the recommendations might appear in their classroom practice and allows them to discuss how their instructional materials use the recommended practices.

- Provide observers with an opportunity to familiarize themselves with the Classroom Observation Tool, to develop a shared understanding of what they are looking for in classrooms relative to the recommendations, and to ensure they understand how to use the tool to complete their assigned observations. For example, before collecting data or during the first few classroom observations, pairs of observers could conduct several observations together and then compare their results to ensure consistency in their interpretation of the indicators. Alternatively, a group of observers could watch videos (listed in the *Resources* section) of classroom instruction and discuss whether the classroom practice indicators on the observation tool are observed.

- Provide time for observers to connect with the teachers they will be observing before the observations to answer questions, discuss the observation protocol, determine portions of the lesson to be observed and whether multiple observations are need, and obtain plans and classroom materials for the lesson and a list of the English learner students who will be present during instruction.

Some of the preparation for conducting the observations might need to be repeated. Or you could wait to do the preparation after you have administered the Teacher Self-Reflection Tool and decided who will be observed and why. Many of these activities might take place during regular standing meetings (such as staff meetings or grade-level team meetings). Use the fifth section of the *Phase One implementation planning template* in appendix A to note your plans for the preparation activities.

Phase Two: Collecting and synthesizing data

Once you have completed the initial planning and preparation for using the guide, you can transition to using the tools to collect data. There are four steps in this phase: administering the Teacher Self-Reflection Tool data, reflecting on teacher self-reflection data, conducting targeted classroom observations, and synthesizing data from the self-reflections and observations.

Step 6: Administer the Teacher Self-Reflection Tool

What can we learn from teachers about their perceived proficiency in, implementation of, and professional learning needs related to the four recommendations?

Having followed Steps 1–5 and completed the *Phase One implementation planning template*, you are now ready to administer the Teacher Self-Reflection Tool (appendix B). The tool will help you better understand teachers' perceived proficiency in and current implementation of each recommendation, its associated practice indicators, any barriers or challenges that teachers perceive in implementing the recommendations, and the supports that would be helpful for them. This step should unfold in a somewhat straightforward manner, as the individuals, processes, and timeline for collecting data have all been previously identified and prepared.

Even in the smoothest cases, however, you should be prepared to prompt participants at least once to remind them to complete their self-reflection within the requested time window.

Step 7: Review teacher self-reflection data

What did our teachers say in their reflections? What more do we need to know?

This step involves summarizing the data from the self-reflection and using the questions in the *Summary template for teacher self-reflection data* in appendix C to discuss teachers' perceived proficiency in and implementation of the four English Learners Practice Guide recommendations. In this step you can also consider what additional information you need from the observations to better understand your teachers' professional learning needs. If you administer the Teacher Self-Reflection Tool online, the results might be generated automatically by the system you use. Involving individuals who work with the data management system in this summary process could be helpful for ensuring that the data are tabulated and displayed in ways that align with the discussion questions (see appendix C for questions). If you administer the Teacher Self-Reflection Tool in paper and pencil format, you or your designees will need to tally the results by hand using the tables in the *Summary template for teacher self-reflection data* in appendix C.

Once the data are tabulated, you can use the discussion questions in the *Summary template for teacher self-reflection data* in appendix C to review the results and consider what additional information you need from the observations to better understand teachers' professional learning needs. Some considerations from those discussion questions include:

- Are there particular recommendations we need to learn more about? What do we need to learn and why?

Steps 6 and 7 scenario snapshot

In Chavez Unified School District the leader opted to distribute the Teacher Self-Reflection Tool digitally. She invited all grade 4 and 5 teachers in the district—about 60 individuals across the local education agency's 10 elementary schools—to submit reflections. Because teachers had been given dedicated time on an early release day to complete the self-reflection, 53 individuals submitted responses. After electronically tabulating the responses and disaggregating the data by grade level, the leader and her team used the questions in the Summary template for teacher self-reflection data in appendix C and observed the following trends:

- In the full sample, teachers reported that they would benefit most from professional learning on recommendation 2 (integrate oral and written English language instruction into content-area teaching) and needed the least support on recommendation 1 (teach a set of academic vocabulary words intensively across several days using a variety of instructional activities).
- Grade 4 teachers were more likely than grade 5 teachers to report implementing recommendation 2 either occasionally or not at all.
- For recommendation 2 the most commonly requested professional learning formats were time to co-plan, observing peer teachers, and an in-person workshop or seminar.

Based on these responses, the leader and her team decided to focus the classroom observations on recommendation 2. She asked the school site-based English language development instructional coaches in her system to identify at least two grade 4 or 5 teachers to observe: one who might need extra support and one who might be a model for the recommendation. The coaches were then asked to observe these individuals during instruction in three content areas (English language arts, math, and science). If it was not feasible to complete the observations within the preferred time window, the leader asked the coaches to prioritize grade 4 math and science—the grade level and content areas where state test scores were lowest for English learner students.

- What can we learn about specific grade levels or schools that warrant further investigation?

- Are there specific grade levels or schools where fewer teachers responded to the self-reflection? How might those missing responses inform, or limit, our interpretation of the self-reflection data and our decisions about which classrooms to observe?

- Are there any content areas we want to focus on in our observations? Why these and not others?

- Will the number of English learner students in a classroom affect which classrooms we choose to observe? Why?

- Should we plan to observe teachers who provided their names suggesting they could model one or more recommendations for others? Are there other teachers we should consider as models that we should observe?

Once you know what additional information is needed, the next task is to identify a subset of classrooms in which to conduct observations. Based on the response to the discussion questions in the *Summary template for teacher self-reflection data* in appendix C and the time and staff available to conduct the observations, select the classrooms from the grade levels, content areas, or schools that you want to observe.

Step 8: Conduct targeted classroom observations

What additional information can we learn from the classroom observations?

The *Classroom Observation Tool* has two sections.

The first section lists, for each of the four recommendations, a set of teacher and student indicators to look for as you observe a content-area lesson. For example, for recommendation 3 (provide regular, structured opportunities to develop written language skills), one "look for" criterion is whether the teacher gives constructive feedback and additional practice opportunities linked to the content and language goals of the writing assignment. A student behavior for recommendation 3 is whether students practice aspects of writing in response to teacher feedback. The section also has space for notes.

The second section provides summary questions to indicate whether the teacher could serve as a model for implementation and be observed by other teachers. It allows the observer to note in which grade level and content area the teacher could serve as a model. It also has space to note whether there are apparent systemic issues, such as a need for more time in the schedule or additional staffing or instructional materials. This section can be completed after the observation and when reviewing the observation notes from the first section.

For this tool ensure that the lessons observed correspond to the targeted recommendations:

- For recommendation 1, observers should observe a lesson or lessons in which teaching academic vocabulary is a focus.

- For recommendation 2, observers should focus on a content area (math, science, social studies) lesson or an English language arts lesson with a content knowledge focus (as opposed to an English language development class).

- For recommendation 3 the lesson, regardless of whether it is a language arts lesson or a different content-area lesson, should feature writing.

- For recommendation 4, observers should observe a small-group lesson.

Observers should view at least one 30 minute lesson to capture as much information as possible. However, the number of observations conducted across a school or district and how long the observations last can vary. For example, depending on the current priorities or goals and the questions generated from the teacher self-reflection data, an observation might focus on a subset of the recommendations or might target a specific grade level or classrooms with a high proportion of English learner students. If the lesson is short or the content is divided over several days, observers might need to observe the same teacher multiple times to collect sufficient information on the target recommendation. In such instances observers should produce a single, final, and holistic rating that reflects all the related observations for that teacher's lessons rather than multiple ratings for each of the shorter, partial lessons. Multiple ratings could create the impression that a recommendation was observed in multiple, complete lessons and could thus lead to incorrect assumptions about the likelihood that a recommendation was being implemented.

Step 8 scenario snapshot

In the 10 elementary schools in Chavez Unified School District, English language development instructional coaches were asked to conduct observations over a two-week period. In the steps 6 and 7 scenario snapshot the leader asked the coaches to observe two teachers in grade 4 or 5 on recommendation 2 in three content areas (English language arts, math, and science). In schools where it was not possible to complete the observations within the two-week window, the coaches were asked to prioritize grade 4 math and science. Since peer observation was a preferred professional learning venue, the leader provided the coaches with the names of individuals in their school who had said they could model recommendation 2 for others, but the coaches were free to make the final decisions about whom to observe.

The coaches coordinated directly with the teachers to schedule observations, share lesson plans ahead of time, and answer questions about the process. The coaches reiterated that the observations were not associated with evaluation and that all results would be reported in the aggregate. The math and science lessons tended to be completed within a 45 minute block, so the observers stayed for the full lesson. However, the language arts lessons that featured recommendation 2 were frequently broken up into shorter segments and required observations over two days. In those cases the observer provided a holistic rating for the recommendation across the observation periods. By the end of the two-week data collection window, the coaches had completed 47 observations of 20 different teachers.

Before conducting the classroom observations, review Step 5 in your completed *Phase One implementation planning template* (appendix A) and prepare both the teachers being observed and the observers to ensure that they:

- Are familiar with the impetus and goals of the project.

- Understand that the observations are not to evaluate individuals.

- Have reviewed the English Learners Practice Guide, the observation form, and the classroom practice indicators.

- Have discussed the lesson to be observed.

The observer should obtain a list of the English learner students in the classroom and any materials the students will be using.

Step 9: Synthesize data from the self-reflections and observations

What did we learn from the classroom observations to add to the teacher self-reflection data?

The last step in Phase Two is to review the classroom observation data and consider what new information has been obtained to add to the teacher self-reflection data in preparation for the final planning phase. Because in nearly all cases there will be many more teachers completing the self-reflection than are observed, there could be discrepancies between the two data sources. The observation data are designed to add to, not replace, the self-reflection data.

If the Classroom Observation Tool was completed in paper and pencil format, collect and organize the observation forms by the factors you wish to consider (for example, grade level, content area, or school). You might need to make copies of some of the forms if they fit more than one category. If the Classroom Observation Tool was completed electronically, summary data might be available from the electronic platform.

Use the questions you generated in Step 8 about what you specifically wanted to learn, as well as

Step 9 scenario snapshot

The coaches conducted observations around recommendation 2 for 20 grade 4 and 5 teachers in at least two content areas, for a total of 47 observations. Each teacher was observed in math (20), with the remaining observations split between science (17) and English language arts (10). Some teachers were observed in all three content areas. The leader collected the observation forms and tallied the data by grade level and content area to aid in decisionmaking.

Once the data were summarized, the leader held a meeting with the coaches and the Chavez Unified School District English learner coordinator. They used the questions in the Summary template for classroom observation data (appendix E) to first consider what they learned from the classroom observations and then compared the observational data with the Teacher Self-Reflection Tool data. Overall, they found the following:

- Teachers in both grades 4 and 5 were most likely to demonstrate proficient implementation of recommendation 2 in English language arts and least likely to be proficient in math, where writing was less likely to be observed.
- Consistent with the Teacher Self-Reflection Tool findings, grade 4 teachers were less likely than grade 5 teachers to be rated as proficient implementers of recommendation 2.
- The coaches identified several teachers in each content area in both grade levels who could serve as models for others.

those in the *Summary template for classroom observation data* in appendix E, to clarify the key findings from the observations. Then synthesize the data from both tools. The questions in the template will help you in summarizing the visual evidence provided by an observation and in considering how the observation data clarify or add information to the results from the teacher self-reported needs and strengths. The questions in the template ask leaders to consider similarities between the self-reflection data and the observation results. For example, if most teachers rated themselves as proficient in recommendation 2, did the observations also show that most were?

Phase Three: Interpreting data and making decisions

The final phase of using the guide is to interpret the data and make decisions about next steps for professional learning and systemic planning. To prepare for Step 10, you should have reflected on the questions in the *Summary template for teacher self-reflection data* (appendix C) and the *Summary template for classroom observation data* (appendix E).

Step 10: Interpret data and determine actionable next steps

What are the implications for our system based on the data we collected? What should we do next in response to our findings?

Begin this step by revisiting your stated goals from Step 1. The goals and priorities articulated in that phase should guide the focus and outcomes of data interpretation. For example, if a stated goal was to identify topics for professional learning, you might focus on the summary information about each recommended practice to identify where a pattern of need or interest has emerged from the responses.

This planning could require several sessions, depending on the amount of data to be discussed, the extent of the educators' documented needs, and the availability of the educators who have been involved and those who will be part of the decisionmaking process. For example, you might wish to involve participants—particularly classroom teachers—in the interpretation and planning process.

You and your team involved in this final step should use the *Interpretation of findings and planning for professional learning template* in appendix F to plan and track implementation action steps. This template has questions to define the professional learning needs, to consider who should participate, and to plan for professional learning. To respond to the questions, you and your team should be familiar with the English Learners Practice Guide recommendations and understand different forms of professional learning and how to align needs to these professional learning opportunities.

Although this guide focuses on professional learning and teachers' implementation of specific research-based recommendations in the classroom, teachers might implement (or not implement) the recommendations for a variety of reasons—not all of which can be addressed through professional learning. In considering the implications of the data from

this guide, reflect on, identify, and ask about larger systemic issues (such as scheduling, room assignments, team assignments, and planning time) that could also be affecting teachers' ability or willingness to prepare for and teach in certain ways in their classrooms. A set of questions is available in the *Interpretation of findings and planning for professional learning template* in appendix F to address these needs as well.

The next steps after interpreting data and responding to the reflection questions in the *Interpretation of findings and planning for professional learning template* are context dependent. Ideally the steps will be informed by the goals and priorities articulated in Step 1. Specific actions that you and your team might take in response to needs and growth opportunities identified from the guide data could include:

- Planning new professional learning opportunities and structures for relevant staff.

- Revising current structures for professional learning.

- Reviewing and revising systemic barriers to implementing the English Learners Practice Guide recommendations.

- Identifying new questions or research and data collection opportunities.

In addition to planning the actions to take in response to the data, you and your team could also consider whether any steps in the process might be repeated as an improvement check after the professional learning. For example, the Teacher Self-Reflection Tool could be administered again following the professional learning to see whether there is any change.

You might also wish to share findings from the guide with relevant stakeholders—families, educators, state or district leaders, and school board members. Presentations could be made to the school board or teachers about the plans for professional learning. The Teacher Self-Reflection Tool data could be presented as part of the rationale for these next steps.

Step 10 scenario snapshot

In Chavez Unified School District the leader convened a meeting where the principals, school-level coaches, the English learner coordinator, and several other district staff reviewed the results together and reflected on the questions in the *Interpretation of findings and planning for professional learning template* (appendix F) to identify meaningful themes and discuss priorities and opportunities for future support. As a group they identified three actions from the data that could improve their implementation of the English Learners Practice Guide recommendations in the next school year:

- More dedicated time for team planning between the English learner specialists and grade 4 and 5 teachers so they could learn how to better incorporate classroom practices for recommendation 2 into their math lessons.
- A series of professional learning events for all grade 4 and 5 teachers that, over the course of the next school year, would focus specifically on recommendation 2 and on oral and written language instruction in math and science.
- An optional community of practice for grade 4 and 5 teachers around recommendation 2, with a focus on math and science, in which teachers would observe one another and reflect together on strategies and classroom practices to support student writing.

Participants in the meeting then collaborated with the school site leadership teams to develop and track action steps toward their implementation goals using the *Action planning template* in the *Interpretation of findings and planning for professional learning template* in appendix F.

System scenarios

On the pages that follow, sample scenarios from three other fictional districts show additional ways that the guide could be implemented in different contexts and used to address different needs.

Table 3. Additional systems scenarios for using the guide

Phase and step	Scenario 1	Scenario 2	Scenario 3
District description and context	Oak Grove Public Schools is a large district, with a high number of English learner students, that recently adopted a new English language arts curriculum. Rather than adopt a separate English language development program, the district is looking for specific, evidence-based instructional approaches to supplement the new curriculum and to ensure that English learner students are getting the support they need.	Springfield Elementary School District has four elementary schools and one middle school. Nearly a third of students enter kindergarten as English learner students. Reclassification data show a higher than desired number of long-term English learner students in the middle grades. Some data suggest that most students are progressing in their acquisition of English through grade 2, but beginning in grade 3, fewer students continue to make progress.	Central County Unified is a large district with five schools identified as Targeted Support and Improvement schools because of consistent underperformance of English learner students. After examining the data, the district notes the gap between English learner students and other students is widest in grade 3 and 5. Because most English learner students are in kindergarten through grade 2, K–2 teachers previously engaged in extensive professional learning on evidence-based supports for English learner students.
Phase One: Planning and preparation			
1. Articulate impetus and goals *Why are we using this guide? How does it fit in our state and local context? What do we hope to accomplish?*	The district goals are to determine strengths and weaknesses in teachers' instructional approach in the English language arts program in relation to English learner student needs and to develop coaching support for teachers involved with English learner student instruction.	The district's goal is to identify the degree to which the four recommendations are being implemented across the content areas in grade 3. The district is looking for bright-spot classrooms where students might be advancing more quickly. The district also wants to identify specific knowledge and practice gaps related to the English Learners Practice Guide recommendations.	The district is using the guide to identify practice gaps and professional learning needs for teachers, particularly in grade 3–5, to inform professional learning and coaching strategies. The district wants a sense of how instruction for English learner students varies between Targeted Support and Improvement schools and similar schools in the district and whether instruction might be contributing to the underperformance of English learner students. With this information leaders can target professional learning in the identified areas.
2. Identify key stakeholders and participants *Which teachers in our system are we trying to support with this effort?*	The district wants information so it can provide training to all K–6 literacy coaches in the district, with the ultimate goal of providing support to all district teachers. Staff from the Departments of Curriculum and Instruction, English Learner Services, Research and Evaluation, and Professional Learning form a steering committee to plan for using the guide. All 560 K–6 teachers will complete the Teacher Self-Reflection Tool. With the support of the Research and Evaluation Department, the district will use the data to select classrooms in which to conduct observations.	The district team consists of the assistant superintendent for curriculum and instruction and the English learner coordinator. The team determines that all teachers in the district's four elementary schools will complete the Teacher Self-Reflection Tool. The team will also make initial plans to have the school-based coach and principal or assistant principal observe language arts lessons in all grade 3 classrooms. Observers will also be asked to view one additional lesson in a different content area.	The district aims to support teachers in the five Targeted Support and Improvement schools. All K–5 teachers in these five schools will complete the Teacher Self-Reflection Tool. Because other data the district reviewed showed the gap between English learner and other students was widest in grade 3 and 5, the district plans to observe all teachers in grade 3–5 at the five Targeted Support and Improvement schools. The district English Learner coordinator will work with each school's English learner specialist to observe all grade 3–5 classrooms in the five Targeted Support and Improvement schools. For comparison, the team will also observe grade 3–5 teachers in five similar schools that are not designated as Targeted Support and Improvement schools.

Phase and step	Scenario 1	Scenario 2	Scenario 3
3. Secure or establish infrastructure *How will we distribute forms and collect responses? How will we conduct observations and collect data from them? How will we ensure high rates of participation?*	The committee reviews and discusses the Teacher Self-Reflection Tool and the Classroom Observation Tool and plans for secure collection and storage of the data. Staff from the Department of Research and Evaluation set up an online system for collecting self-reflection data and observation notes and summarizing the findings.	The Teacher Self-Reflection Tool will be administered electronically to all elementary school teachers. Since only grade 3 teachers are being observed, paper copies of the Classroom Observation Tool will be used.	The English learner coordinator organizes the process with the five school-based English learner specialists. Teachers will complete the Teacher Self-Reflection Tool electronically. English learner specialists will also complete observations electronically, using the district observation platform and tablets.
4. Establish a timeline *Over what time period will we collect, synthesize, and interpret data with the guide?*	September–October: Develop theory of action and identify a primary aim, develop infrastructure, and prepare educators for engaging in the process. November–March: Collect data using the Teacher Self-Reflection Tool and Classroom Observation Tool. April–June: Synthesize the data and discuss the findings. July–August: Develop professional learning. September–June: Conduct professional learning sessions for literacy coaches.	The team plans for the Teacher Self-Reflection Tool and Classroom Observation Tool to be used in September. Data will be reviewed in October, and professional learning opportunities will be designed for the winter and spring. The team also decides to use the Teacher Self-Reflection Tool and Classroom Observation Tool again in May to consider any changes in implementation and to plan additional training.	Given the urgency to address the achievement gap, the district aims to complete the process, including analysis, in one month so it can plan the professional learning calendar and content as quickly as possible.
5. Prepare participants *How will we ensure that participants have the information and resources they need to understand the goals of this effort and complete their data collection?*	The steering committee prepares a video message that describes the purpose of the data collection and how it will support teachers. It includes a brief description of the English Learners Practice Guide recommendations. The video will be played at a staff meeting at each school. The steering committee also hosts a meeting to train observers, which includes viewing video examples of the recommendations in action, and shares methods and messaging for contacting schools for observation.	The English learner coordinator shares the plan with all principals and coaches. They review the English Learners Practice Guide and review videos (see, for example, Dimino, 2015) together to calibrate the Classroom Observation Tool before conducting observations. Time is allotted in a staff meeting to describe the purpose of the data collection process and to review the recommendations and how they align with the instructional model. Coaches and grade 3 teachers go over the indicators on the Classroom Observation Tool in a grade-level meeting.	The district English learner coordinator provides training to the 10 English learner specialists (five in the Targeted Support and Improvement schools and five in the comparison schools) on the recommendations and practices. Together they work through the materials, including the Teacher Self-Reflection Tool and the Classroom Observation Tool. They observe a recorded lesson and complete the Classroom Observation Tool together as they discuss the lesson. The English learner specialists provide teachers with background on the purpose of the data collection and how it will benefit them. The English learner specialists also provide teachers with an introduction to the English Learners Practice Guide and the four recommendations before they complete the Teacher Self-Reflection Tool.
Phase Two: Collecting and synthesizing data			
6. Administer the Teacher Self-Reflection Tool *What can we learn from teachers about their perceived proficiency in, implementation of, and professional learning needs related to the four recommendations?*	Staff from the Department of Research and Evaluation administer the Teacher Self-Reflection Tool electronically over a two-week window. After several email reminders, 436 teachers—78 percent of K–6 teachers—complete it. Staff from the Department of Research and Evaluation summarize the data by grade level and school.	The 84 elementary teachers across the four schools are given time during a staff meeting to complete the Teacher Self-Reflection Tool. A follow-up email is sent several days later to prompt teachers who did not complete the tool. Ultimately, 68 teachers complete it.	The 135 K–5 teachers in the five Targeted Support and Improvement schools are given time during a professional development day to complete the Teacher Self-Reflection Tool. The English learner specialists send a follow-up email in case teachers did not complete the tool initially. A total of 122 teachers across the five Targeted Support and Improvement schools complete it.

Phase and step	Scenario 1	Scenario 2	Scenario 3
7. Review teacher self-reflection data *What did our teachers say in their reflections? What more do we need to know?*	Based on teachers' self-ratings on their proficiency and discussion of the questions from the Summary template for teacher self-reflection data, the steering committee identifies recommendations 1 and 3 as the areas in which it would like to gather additional information through observations. Staff from the Department of Research and Evaluation suggest sampling techniques to identify schools and classrooms for observation. They focus on eight schools with high numbers of English learner students and identify three teachers in each of the eight schools, ensuring that all grade levels K–6 are observed equally across the schools. They set up an online system for collecting observation notes and synthesizing findings.	The Teacher Self-Reflection Tool data are tabulated electronically, and the district team completes the tables in the Summary template for teacher self-reflection data. In addition to districtwide tabulation, each school site is provided its data disaggregated by grade level. While reviewing the data, the district team finds that K–2 teachers are more likely than grade 3 teachers to rate themselves as proficient across the recommendations. As they discuss responses to the questions in the Summary template for teacher self-reflection data, the district team decides to learn more by conducting observations of the three grade 3 teachers at each of the four schools.	The English learner coordinator works with the district research team to analyze the Teacher Self-Reflection Tool data and complete the tables in the Summary template for teacher self-reflection data. Data are examined by school and by grade level. Across the five Targeted Support and Improvement schools the grade levels in which teachers self-identify as being able to serve as models for others are mostly in grades K–2. Teachers in these grade levels are also more likely to rate themselves as proficient or developing and to implement the recommendations across most content areas. Most teachers in grade 3–5 rate themselves as novice on recommendation 4.
8. Conduct targeted classroom observations *What additional information can we learn from the classroom observations?*	The steering committee hosts a meeting to train observers who, in turn, contact schools and specific teachers for observations. It reviews the Classroom Observation Tool with the teachers and selects a lesson from the curriculum that features the classroom practices from recommendations 1 and 3. The observers complete their observations, logging the data electronically.	The school-based coaches and grade 3 teachers go over the Classroom Observation Tool indicators together in a grade-level meeting. They choose a language arts lesson to focus on, and each teacher names a second content area to be observed. The coaches conduct the observations over a two-week period.	The English learner specialist schedules the observations in the five Targeted Support and Improvement schools and five comparison schools in grade 3–5. A total of 122 teachers across the 10 schools are observed. To observe the teachers in the five comparison schools, the district English learner coordinator works with the English learner specialists in those schools to secure teacher participation. All teachers to be observed are provided with an introduction to the English Learners Practice Guide, the recommendations, and the Classroom Observation Tool.
9. Synthesize data from the self-reflections and observations *What did we learn from the classroom observations to add to the teacher self-reflection data?*	Staff from the district's Department of Research and Evaluation summarize and synthesize the observation data for the steering committee. Using the Summary template for classroom observation data, they display the data so the steering committee can identify high-level themes and issues for the group to address. One theme that emerges from the observations is that English learner students are not engaging in the routines needed for learning academic vocabulary across the grade levels. The steering committee also notes that teachers are not providing targeted supports for English learner students in writing in grade 3–6.	The district summarizes the observation data in the Summary template for classroom observation data for the district and each school site. Observation data are also summarized districtwide by content area. Principals, school-based coaches, and district staff meet to review the data. Most grade 3 teachers districtwide are at the developing level in language arts. In other content areas, especially in math, teachers are more likely to be at the novice level.	The observation data are collected and synthesized electronically. Using the questions on the Summary template for classroom observation data, the English learner coordinator conducts simple comparisons between the five Targeted Support and Improvement school observations and the five comparison schools. Across the Targeted Support and Improvement schools, observations show limited implementation of academic language (recommendation 1) or small-group instructional interventions to struggling students (recommendation 4). By contrast, most comparison school observations showed these two recommendations being implemented.

Phase and step	Scenario 1	Scenario 2	Scenario 3
Phase Three: Interpreting data and making decisions			
10. Interpret data and determine actionable next steps *What are the implications for our system based on the data we collected? What should we do next in response to our findings?*	The steering committee decides to focus on trainings that support more consistent strategies for teaching academic language across the content areas, not just in English language arts. It also decides to provide teachers with additional supports for writing instruction, including a specific focus on how teachers can better support English learner students in the context of the new English language arts curriculum. Over the summer staff in the Departments of English Learner Services and Professional Learning take the lead in developing resources and online trainings to build the literacy coaches' capacity. Coaches use some of the protocols and videos in the *Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Dimino, 2015) to support their work.	Based on data and findings from the Teacher Self-Reflection Tool and the Classroom Observation Tool, the district decides to leverage what teachers are already doing in language arts to improve math instruction. Several teachers are identified as proficient in implementing the recommendations in math. These teachers are videotaped, and the recordings are used in ongoing professional learning over the school year. Coaches also work closely with teachers throughout the year.	The English learner coordinator meets with the English learner specialists to discuss the findings and make sense of the data. They discuss reasons why there are limited small-group instructional interventions, which is consistent with the data from the Teacher Self-Reflection Tool, and identify logistical barriers. They agree that professional learning on the use of academic vocabulary is an immediate area of need. The English learner coordinator identifies a professional learning vendor who offers an evidence-based training on the use of academic vocabulary. All teachers in the five Targeted Support and Improvement schools take the training. K–2 teachers who identify this as an area of strength serve as peer coaches. To address the logistical barriers to small-group instruction, the English learner coordinator meets with the school leaders in the five Targeted Support and Improvement schools and works out a schedule that will ensure that teachers have time to work—within their contracted hours—with small groups of struggling English learner students.

RESOURCES

Numerous free, vetted resources are available to support leaders and their teams in developing trainings for educators to help them implement the four recommendations of the English Learners Practice Guide. This list of resources, organized by recommendation, includes practice guides, videos, handouts, and tools that can be used during workshops, coaching sessions, leadership meetings, or professional learning community meetings. Resources applicable to all recommendations are listed first, followed by resources specific to each recommendation.

All four recommendations

- Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* The English Learners Practice Guide, published by the What Works Clearinghouse in 2014, includes four research-based recommendations that apply to K–8 teaching across content areas (for example, English language arts, math, science, and social studies). If learned and implemented by teachers, the recommendations could improve the quality of instruction for English learner students. The practice guide describes the research used to substantiate the recommendations and the related practices. Sections on how to carry out each recommendation provide examples of classroom instructional practice and discuss potential roadblocks and solutions. The practice guide can be downloaded at https://ies.ed.gov/ncee/wwc/PracticeGuide/19. This guide is based on this practice guide.

- Webinar series: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* This 2014 webinar by the Regional Educational Laboratory (REL) Southwest examines evidence-based strategies and recommendations for effective English language academic instruction. It is based on the English Learners Practice Guide and focuses on teaching academic language. The webinar has four parts:
  - Part 1: Introduction.
  - Part 2: Overview of Recommendations.
  - Part 3: Focus on Academic Vocabulary.
  - Part 4: Questions and Discussion.

- Facilitator's Guide and Materials: *Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* This Professional Learning Communities Facilitator's Guide, created by the REL Southwest, can support teams of teachers across content areas in applying evidence-based strategies to support English learner students' oral and written language development. The English Learners Practice Guide provides the basis for the content of the facilitator's guide, and the professional learning community format provides teachers with a structure for learning and improvement as they apply evidence-based concepts to classroom practice. Key resources include handouts, 23 videos, and an infographic. All the materials are available at https://ies.ed.gov/ncee/edlabs/regions/southwest/plc.asp.

- The Doing What Works Library includes evidence-based resources from 17 What Works Clearinghouse Practice Guides.

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

- These Doing What Works Library [grade 4–8 vocabulary instruction videos, tools, and materials](#) from schools are based on the related What Works Clearinghouse Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices.* While the resources do not focus specifically on English learner students, materials relevant to recommendation 1 include:
  - [This video](#) with an expert describing what good vocabulary instruction looks like in a classroom.
  - [This video](#) about a school that uses a schoolwide vocabulary program across content areas and sample materials.
  - [This lesson planning guide](#) that provides a framework for content-area teachers to embed vocabulary strategies into classroom instruction.

- *A Teaching Routine for Academic Vocabulary in Grades PreK–1* is a video offered by the REL West and the Leading with Learning program at WestEd. These teaching routines are not specifically for English learner students. The strategies draw on two What Works Clearinghouse Practice Guides on early literacy.

- *Language & Literacy Development in PreK–1st Grade: Words & More* is a webinar archive from the REL West and the Leading with Learning program at WestEd. Drawing on four different practice guides, presenters share practical strategies for explicit vocabulary instruction and how to build vocabulary-rich classroom environments to support the language development of young students, with an emphasis on supporting dual language learner students.

Recommendation 2: Integrate oral and written English language instruction into content-area teaching

- *Improving Language Acquisition among English Learners: Four Powerful Evidence-based Activities*. This REL Northwest instructional video illustrates four evidence-based practices based on recommendation 2 that teachers can incorporate into their classrooms.

- These Doing What Works Library [grade 4–8 text discussion videos, tools, and materials](#) from schools are based on the related What Works Clearinghouse Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices.* While the resources do not focus specifically on English learner students, materials relevant to recommendation 2 include:
  - [This video](#) that provides an overview of how opportunities to discuss text can improve comprehension and engagement.
  - [This audio](#) that describes the results of a meta-analysis examining the effects of text discussion on reading comprehension.
  - [This video](#) that shares a teacher's approach to scaffolding text discussion by modeling strategies for thinking about text.

- *Interactive Readalouds: Learning from Books Together*. In this video from the REL West and the Leading with Learning program at WestEd, a skilled professional development facilitator shares tips for asking effective questions for both on-the-surface and deeper-dive discussions of books, models the readaloud process, and introduces a writing task and a readaloud planning template.

- *Scaffolding Emergent Reading, Oral Language, and Writing for Dual Language Learners/English Learners in PreK–1st Grade*. This webinar archive from the REL West and the Leading with Learning program at WestEd discusses a culturally responsive teaching and learning cycle to support shared book reading strategies and student discussion to access complex text.

- *Scaffolding Structures to Support Academic Conversations for English Learners*. This video from the REL West provides a research background and examples of classroom strategies for helping English learner students develop skills in academic conversation.

Recommendation 3: Provide regular, structured opportunities to develop written language skills

- These Doing What Works Library grade K–5 writing instruction videos, tools, and materials from schools are based on the related What Works Clearinghouse Practice Guide, *Teaching Elementary School Students to Be Effective Writers*. While the resources do not focus specifically on English learner students, materials relevant to recommendation 3 include:
  - This video of a grade 5 math class and how the teacher integrates writing practice into a geometry lesson.
  - This tool that helps teachers plan writing projects as part of social studies, math, or science curricula.
  - This tip sheet for using an author's chair strategy in an elementary classroom.

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development

- These Doing What Works Library Response to Intervention in primary grade reading videos, tools, and materials from schools are based on the related What Works Clearinghouse Practice Guide, *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. While the resources do not focus specifically on English learner students, materials relevant to recommendation 4 include:
  - This video of a grade 2 teacher explaining how she differentiates instruction in small groups.
  - This video that explains the importance of progress monitoring to guide differentiated instruction.
  - This lesson planning template that helps educators use explicit instruction during intervention sessions.

- These Doing What Works Library [grade 4–8 intensive intervention videos, tools, and materials](#) from schools are based on the related What Works Clearinghouse Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices.* While the resources do not focus specifically on English learner students, materials relevant to recommendation 4 include:
    - [This video](#) that overviews the approach to using interventions for struggling readers.
    - [This video](#) where a school curriculum planner/testing coordinator describes how school staff collaboratively use data to design interventions.
    - [This protocol](#) for reviewing student work and using it to plan interventions.

REFERENCES

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved January 30, 2020, from https://ies.ed.gov/ncee/wwc/PracticeGuide/19.

Bitterman, A., Gray, L., & Goldring, R. (2013). *Characteristics of public and private elementary and secondary schools in the United States: Results from the 2011–12 schools and staffing survey* (NCES No. 2013–312). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Retrieved February 21, 2020, from http://nces.ed.gov/pubsearch.

Dimino, J. A., Taylor, M., & Morris, J. (2015). *Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide*: *Teaching academic content and literacy to English learners in elementary and middle school* (REL 2015–105). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf.

McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., Barmer, A., Forrest Cataldi, E., & Bullock Mann, F. (2018). *The condition of education 2018* (NCES No. 2018–144). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Retrieved April 19, 2020, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018144.

APPENDIX A.
PHASE ONE IMPLEMENTATION PLANNING TEMPLATE

Audience: This template is designed for use by the leaders responsible for planning the implementation of the guide and by the teams they assemble to support this effort (including coaches and teacher leaders).

Time: The time needed to complete each segment of the template depends on the nature and length of the planning conversations and whether separate team meetings are held for each step—or 4–6 hours in total. The time will vary based on how many people participate in planning meetings, the district or school decisionmaking process, the team's clarity on the motivation to use the guide, and the team's familiarity with the English Learners Practice Guide and the materials in this guide.

Placement in guide process: Phase One: Planning and preparation, Steps 1–5.

Purpose: This template can be used to plan for and track progress toward implementing the guide. For each step in Phase One of the guide, the template provides space for documenting the key decisions and the action steps necessary to carry them out. Planning teams are encouraged to engage in all the steps of the guide planning process.

Instructions:

Action	Description
Prepare to use the template	Review the guide and schedule planning meetings for each of the five steps in Phase One. While several or all steps can be discussed in a single meeting, it might be necessary to hold several planning meetings, especially if different people are involved in each step in Phase One.
Complete the template	In each planning conversation select a notetaker and either use the planning template throughout the meeting or dedicate time at the end to capture the key decisions and the action steps needed to implement the actions. For each step in Phase One, include an action step on who needs to know the information and how you will communicate with those individuals or groups. Specific instructions for how to complete the planning template for Steps 1–5 are in the descriptions of each step.
Review and reflect	Build time into your implementation schedule to review and revisit decisions and implementation progress. It might be necessary to return to certain decisions, such as which classrooms will be observed and who will do this, based on the results of the teacher self-reflection.

Step considerations	Implementation planning		
Phase One: Planning and preparation			
1. Articulate impetus and goals *Why are we using this guide? How does it fit in our state and local context? What do we hope to accomplish?*	Action step	Responsible party	Timeline
	Impetus and goals:		
2. Identify key stakeholders and participants *Which teachers in our system are we trying to support with this effort?*	Action step	Responsible party	Timeline
	Key stakeholders and participants:		
3. Secure or establish infrastructure *How will we distribute forms and collect responses? How will we conduct observations and collect data from them? How will we ensure high rates of participation?*	Action step	Responsible party	Timeline
	Infrastructure:		

Step considerations	Implementation planning		
4. Establish a timeline *Over what time period will we collect, synthesize, and interpret data with the guide?*	Action step	Responsible party	Timeline
	_____		
	_____		
	_____		
	_____		
	_____		
	Data collection plan:		
5. Prepare participants *How will we ensure that participants have the information and resources they need to understand the goals of this effort and complete their data collection?*	Action step	Responsible party	Timeline
	_____		
	_____		
	_____		
	_____		
	Participant preparation:		

APPENDIX B.
TEACHER SELF-REFLECTION TOOL

Instructions for administering the Teacher Self-Reflection Tool

Audience: This tool is designed for grade K–6 teachers with English learner students in their classrooms.

Time: 20–30 minutes.

Placement in guide process: Phase Two, Step 6: Administer the Teacher Self-Reflection Tool.

Purpose: This tool is designed to help teachers reflect on their understanding and current implementation of four evidence-based recommendations for teaching English learner students during content-area instruction. It is also designed to guide education leaders and professional development providers in identifying supports that will help teachers better implement the recommendations.

Description: In 2014 the Institute of Education Sciences published the What Works Clearinghouse Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*.[1] The practice guide includes four research-based recommendations that apply to teaching English learner students across content areas. If learned and implemented by teachers, the recommendations could improve the quality of instruction for English learner students. A list of the recommendations and associated instructional practices is on the first page of the Teacher Self-Reflection Tool.

The Teacher Self-Reflection Tool has two parts. Part 1 asks teachers to reflect on their proficiency in and frequency of classroom use of each of the four recommendations in the English Learners Practice Guide. Part 2 asks teachers to reflect across the recommendations and consider what professional learning supports would be most beneficial.

Action	Description
Prepare to administer the self-reflection	Return to the *Phase One implementation planning template* in appendix A and review your plans for administering the Teacher Self-Reflection Tool. Ensure that the self-reflection is ready to deploy either electronically or in paper and pencil format and that teachers who will complete the self-reflection have been informed of its purpose. To ensure a high return rate, give teachers adequate time to complete the self-reflection. The teachers should also have an opportunity to review the English Learners Practice Guide before they complete the Teacher Self-Reflection Tool.
Administer the self-reflection	Administer the Teacher Self-Reflection Tool as laid out in the *Phase One implementation planning template* in appendix A. Communicate to teachers the process for sharing their names if they believe they have the knowledge and skills to model one or more of the recommendations.
Review and reflect	Collect the completed self-reflection forms in preparation for tabulating the data in Step 7 (appendix C). Once again, share the process for submitting their names for teachers who indicate a willingness to model one or more recommendations.

1. Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). U.S. Department of Education Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved January 30, 2020, from https://ies.ed.gov/ncee/wwc/PracticeGuide/19.

Instructions for completing the Teacher Self-Reflection Tool

Purpose: The Teacher Self-Reflection Tool is designed to help you reflect on your understanding and current implementation of four evidence-based recommendations for teaching English learner students during content-area instruction and to help professional development providers and education leaders in your district identify supports that will help teachers better implement the recommendations. The data collected from the self-reflections will be analyzed as a whole, and results will be generalized to help determine group professional learning needs. The tool is not designed to be evaluative or to assign ratings or rankings to individual teachers.

Background: In 2014 the Institute of Education Sciences published the What Works Clearinghouse Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* The practice guide includes four research-based recommendations that apply to teaching English learner students across content areas. If learned and implemented by teachers, the recommendations could improve the quality of instruction for English learner students. A list of the recommendations and associated instructional practices is on the first page of the Teacher Self-Reflection Tool.

The Teacher Self-Reflection Tool has two parts. Part 1 asks you to reflect on your proficiency in and frequency of classroom use of each of the four recommendations in the English Learners Practice Guide. Part 2 asks you to reflect across the recommendations and consider what professional learning supports would be most beneficial.

Prepare: Carefully review the four recommendations and associated practices. (An overview of the recommendations and associated instructional practices or indicators is on the next page, and information is provided in the reflection prompts that follow.) You will be reflecting on the individual classroom indicators in order to judge your overall proficiency in the full recommendation.

Part 1. Reflect on proficiency and classroom use

Instructional practices: Select the statement that you think best reflects your current proficiency level in each instructional practice. Consider your expertise and confidence level for each practice, and use the following rating scale:

> *Novice*: I am not familiar with this practice and/or am unsure how to use it to help students in my classroom.

> *Developing*: I have some familiarity with this practice but could use additional support to make sure that it helps students in my classroom.

> *Proficient*: I do this well and have seen this practice help students in my classroom.

Classroom use: Select the statement that reflects how frequently and to what degree you implement this recommendation. If you do not implement this recommendation, provide more information as to why.

Part 2. Support needs

Answer reflection questions A, B, and C related to your needs, the supports that would be most helpful, and your capacity to model these recommendations and associated instructional practices for others. If you are willing to serve as a model in the implementation of one or more recommendations, provide your name and the recommendation and content area(s) you are comfortable modeling to the leader in charge of administering the self-reflection.

Overview of practice guide recommendations

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.

- Choose a small set of academic vocabulary for in-depth instruction.

- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).

- Teach word-learning strategies to help students independently figure out the meaning of words.

Recommendation 2: Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.

- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.

- Provide daily opportunities for students to talk about content in pairs or small groups.

- Provide writing opportunities to extend student learning and understanding of the content material.

Recommendation 3: Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.

- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.

- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.

- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.

- Design the content of small-group instruction to target students' identified needs.

- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.

- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

- Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

School site name _____ Grade level _____ Content area (if applicable) _____

Part 1. Reflections on proficiency and classroom use

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

This recommendation focuses on how to select and teach academic vocabulary words. Academic vocabulary words are words used in the academic disciplines rather than in informal conversations and can include both general academic terms (for example, *factor* or *transition*) and domain-specific terms (for example, *pi* or *atom*). Recommendation 1 is further defined by four indicators of classroom practice, which are the focus of questions A–D below. Think about how well you are able to demonstrate these practices during instruction as you reflect on your proficiency. Then rate your proficiency for the recommendation as a whole. You do not need to average the scores of the items for the overall rating. Please use the following rating scale:

Novice: I am not familiar with this practice and/or am unsure how to use it to help students in my classroom.

Developing: I have some familiarity with this practice but could use additional support to make sure that it helps students in my classroom.

Proficient: I do this well and have seen this practice help students in my classroom.

Recommendation 1: Reflect on proficiency	Novice	Developing	Proficient
A. I choose a brief, **engaging piece of grade-level informational text** (e.g., magazine article, trade book excerpt, website entry, etc.) from which to select target vocabulary words and anchor vocabulary instruction.	☐	☐	☐
B. I choose **5–8 target academic vocabulary words** that are essential for understanding the selected text and, where feasible, are relevant to other content areas or contexts, have multiple meanings, are alterable by adding affixes, and/or have cognate relationships across languages.	☐	☐	☐
C. I vary instructional activities by including opportunities for students to use the target academic vocabulary words in **writing, speaking, and listening.**	☐	☐	☐
D. I teach **word-learning strategies** (e.g., use of context clues, morphology, and/or cognates) to help students independently figure out the meaning of words.	☐	☐	☐
Overall rating for recommendation 1	☐	☐	☐

Recommendation 1: Reflect on classroom use
Now that you have responded to specific practices that exemplify recommendation 1, consider how frequently you implement this recommendation as a whole. As a reminder, the recommendation is: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

☐ I implement this recommendation <u>regularly across all</u> content areas I teach.

☐ I implement this recommendation <u>regularly in some</u> content areas I teach.

☐ I implement this recommendation <u>occasionally</u>.

☐ I <u>don't</u> implement this recommendation because: (Choose as many as apply.)

    ☐ I am not familiar with this recommendation.
    ☐ I don't know how to implement this recommendation.
    ☐ I don't have time to plan for this recommendation.
    ☐ I don't have class time to implement this recommendation.
    ☐ I don't feel comfortable implementing this recommendation in all content areas.
    ☐ I am required to follow a curriculum that doesn't include this recommendation.
    ☐ I don't have the resources such as appropriate instructional materials to implement this recommendation.
    ☐ This is primarily the responsibility of someone else in my school.
    ☐ Other _____

Recommendation 2: Integrate oral and written English language instruction into content-area teaching.

This recommendation focuses on how to include and integrate a focus on academic speaking and writing in the context of content-area instruction. Recommendation 2 is further defined by four indicators of classroom practice, which are the focus of questions A–D below. Think about how well you are able to demonstrate these practices during instruction as you reflect on your proficiency. Then rate your proficiency for the recommendation as a whole. You do not need to average the scores of the items for the overall rating. Please use the following rating scale:

Novice: I am not familiar with this practice and/or am unsure how to use it to help students in my classroom.

Developing: I have some familiarity with this practice but could use additional support to make sure that it helps students in my classroom.

Proficient: I do this well and have seen this practice help students in my classroom.

Recommendation 2: Reflect on proficiency	Novice	Developing	Proficient
A. I strategically use **engaging instructional tools** (e.g., short videos, pictures, demonstrations, or graphic organizers) to anchor instruction in a common experience and help students make sense of content.	☐	☐	☐
B. I explicitly teach the **content-specific and general academic vocabulary** that is central for understanding the content.	☐	☐	☐
C. I provide **daily pair/small-group discussion opportunities,** guided by factual and inferential questions about content and supported by linguistic scaffolding.* *Linguistic scaffolding is specialized support that allows students to understand and produce language that they wouldn't be able to understand or produce independently (e.g., a sentence frame). It is designed to be temporary and lead to future independence.	☐	☐	☐
D. I provide **writing opportunities** to support understanding of content material and extend student learning.	☐	☐	☐
Overall rating for recommendation 2	☐	☐	☐

Recommendation 2: Reflect on classroom use
Now that you have responded to specific practices that exemplify recommendation 2, consider how frequently you implement this recommendation as a whole. As a reminder, the recommendation is: Integrate oral and written English language instruction into content-area teaching.

☐   I implement this recommendation <u>regularly across all</u> content areas I teach.

☐   I implement this recommendation <u>regularly in some</u> content areas I teach.

☐   I implement this recommendation <u>occasionally</u>.

☐   I <u>don't</u> implement this recommendation because: (Choose as many as apply.)

    ☐   I am not familiar with this recommendation.
    ☐   I don't know how to implement this recommendation.
    ☐   I don't have time to plan for this recommendation.
    ☐   I don't have class time to implement this recommendation.
    ☐   I don't feel comfortable implementing this recommendation in all content areas.
    ☐   I am required to follow a curriculum that doesn't include this recommendation.
    ☐   I don't have the resources such as appropriate instructional materials to implement this recommendation.
    ☐   This is primarily the responsibility of someone else in my school.
    ☐   Other _____

Recommendation 3: Provide regular, structured opportunities to develop written language skills.

This recommendation focuses on how to support students to engage in writing activities that simultaneously develop content knowledge and English language. Recommendation 3 is further defined by four indicators of classroom practice, which are the focus of questions A–D below. Think about how well you are able to demonstrate these practices during instruction as you reflect on your proficiency. Then rate your proficiency for the recommendation as a whole. You do not need to average the scores of the items for the overall rating. Please use the following rating scale:

> *Novice*: I am not familiar with this practice and/or am unsure how to use it to help students in my classroom.

> *Developing*: I have some familiarity with this practice but could use additional support to make sure that it helps students in my classroom.

> *Proficient*: I do this well and have seen this practice help students in my classroom.

Recommendation 3: Reflect on proficiency	Novice	Developing	Proficient
A. I design **writing assignments that are anchored in content** but that also focus on the **development of academic language and writing skills.**	☐	☐	☐
B. For all writing assignments, I **provide language-based supports** (e.g., graphic organizers, writing templates) and explicit instruction on how to use them in order to facilitate students' entry into, and continued development of, writing.	☐	☐	☐
C. I use small groups or pairs to provide opportunities for **students to work and talk together on varied aspects of writing,** such as identifying key ideas from text, brainstorming and organizing ideas, and providing feedback.	☐	☐	☐
D. I assess students' writing periodically and **give positive, constructive feedback and additional practice opportunities** linked to the content and language goals of the writing assignment.	☐	☐	☐
Overall rating for recommendation 3	☐	☐	☐

Recommendation 3: Reflect on classroom use
Now that you have responded to specific practices that exemplify recommendation 3, consider how frequently you implement this recommendation as a whole. As a reminder, the recommendation is: Provide regular, structured opportunities to develop written language skills.

☐ I implement this recommendation <u>regularly across all</u> content areas I teach.

☐ I implement this recommendation <u>regularly in some</u> content areas I teach.

☐ I implement this recommendation <u>occasionally</u>.

☐ I <u>don't</u> implement this recommendation because: (Choose as many as apply.)

> ☐ I am not familiar with this recommendation.
> ☐ I don't know how to implement this recommendation.
> ☐ I don't have time to plan for this recommendation.
> ☐ I don't have class time to implement this recommendation.
> ☐ I don't feel comfortable implementing this recommendation in all content areas.
> ☐ I am required to follow a curriculum that doesn't include this recommendation.
> ☐ I don't have the resources such as appropriate instructional materials to implement this recommendation.
> ☐ This is primarily the responsibility of someone else in my school.
> ☐ Other _____

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

This recommendation focuses on how to select, group, and plan targeted language instruction for small groups of students. Recommendation 4 is further defined by four indicators of classroom practice, which are the focus of questions A–D below. Think about how well you are able to demonstrate these practices during instruction as you reflect on your proficiency. You do not need to average the scores of the items for the overall rating. Then rate your proficiency for the recommendation as a whole. Please use the following rating scale:

Novice: I am not familiar with this practice and/or am unsure how to use it to help students in my classroom.

Developing: I have some familiarity with this practice but could use additional support to make sure that it helps students in my classroom.

Proficient: I do this well and have seen this practice help students in my classroom.

Recommendation 4: Reflect on proficiency	Novice	Developing	Proficient
A. I use **assessment data to identify students** in need of additional instructional support around language and literacy development (i.e., foundational reading skills, listening and reading comprehension, or writing and speaking skills).	☐	☐	☐
B. I design **small-group instruction to target students' identified needs** related to their struggles with foundational reading skills, listening and reading comprehension, or writing and speaking skills.	☐	☐	☐
C. I provide additional **instruction in small groups** consisting of three to five students to students struggling with language and literacy.	☐	☐	☐
D. For students who struggle with **basic foundational reading skills,** I spend time on these skills *but also* on **vocabulary development and listening and reading comprehension** strategies.	☐	☐	☐
E. I use small groups to **scaffold instruction** (e.g., chunking content into small, manageable units; modeling and demonstrating think-alouds) and include **opportunities for students to practice and review** newly learned skills and concepts in various contexts with support and guidance.	☐	☐	☐
Overall rating for recommendation 4	☐	☐	☐

Recommendation 4: Reflect on classroom use
Now that you have responded to specific practices that exemplify recommendation 4, consider how frequently you implement this recommendation as a whole. As a reminder, the recommendation is: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

☐   I implement this recommendation <u>regularly across all</u> content areas I teach.

☐   I implement this recommendation <u>regularly in some</u> content areas I teach.

☐   I implement this recommendation <u>occasionally</u>.

☐   I <u>don't</u> implement this recommendation because: (Choose as many as apply.)

  ☐   I am not familiar with this recommendation.
  ☐   I don't know how to implement this recommendation.
  ☐   I don't have time to plan for this recommendation.
  ☐   I don't have class time to implement this recommendation.
  ☐   I don't feel comfortable implementing this recommendation in all content areas.
  ☐   I am required to follow a curriculum that doesn't include this recommendation.
  ☐   I don't have the resources such as appropriate instructional materials to implement this recommendation.
  ☐   This is primarily the responsibility of someone else in my school.
  ☐   Other _____

Part 2. Reflections on support needs

A. Reviewing your entries above, please rank the recommendations from 1 to 4, where 1 represents the recommendation on which you would most benefit from additional professional learning and 4 represents the recommendation on which you feel you need the least support right now.

___ Teach a set of **academic vocabulary** words intensively across several days using a variety of instructional activities.

___ Integrate **oral and written** English language instruction into content-area teaching.

___ Provide regular, **structured opportunities** to develop written language skills.

___ Provide **small-group instructional intervention** to students struggling in areas of literacy and English language development.

B. What types of further professional learning support would be helpful to you? You can select more than one type of support for each recommendation or enter your own below.

Preferred support(s):	Recommendation 1: Teach a set of **academic vocabulary** words intensively across several days using a variety of instructional activities.	Recommendation 2: Integrate **oral and written** English language instruction into content-area teaching.	Recommendation 3: Provide regular, **structured opportunities** to develop written language skills.	Recommendation 4: Provide **small-group instructional intervention** to students struggling in areas of literacy and English language development.
Resources to learn more about these recommendations	☐	☐	☐	☐
Online course	☐	☐	☐	☐
In-person workshop or seminar	☐	☐	☐	☐
Time to co-plan with peer teacher(s)	☐	☐	☐	☐
Observe peer teacher(s) implementing these recommendations	☐	☐	☐	☐
Focusing on these recommendations in my professional learning community	☐	☐	☐	☐
One-on-one support from an instructional coach/ mentor	☐	☐	☐	☐
Grade-level/department team meeting	☐	☐	☐	☐
Other:	☐ _____	☐ _____	☐ _____	☐ _____

C. Indicate if there are any recommendations that you would feel confident modeling for others.

☐ Recommendation 1: Teach a set of **academic vocabulary** words intensively across several days using a variety of instructional activities.

☐ Recommendation 2: Integrate **oral and written** English language instruction into content-area teaching.

☐ Recommendation 3: Provide regular, **structured opportunities** to develop written language skills.

☐ Recommendation 4: Provide **small-group instructional intervention** to students struggling in areas of literacy and English language development.

If you indicated that you would feel confident modeling one or more recommendations for others, please share your name and the recommendation and content area(s) you are comfortable modeling with the person responsible for administering the self-reflection.

APPENDIX C.
SUMMARY TEMPLATE FOR
TEACHER SELF-REFLECTION DATA

Audience: This template is designed for use by leaders responsible for summarizing the Teacher Self-Reflection Tool data and the team they have assembled for this purpose.

Time: If the data from the Teacher Self-Reflection Tool have been tabulated electronically, only the *Review and reflect* section of the template needs to be completed (1–2 hours). If the Teacher-Self Reflection Tool was completed in paper and pencil format, several more hours may be required to tabulate and enter the data into the summary template.

Placement in guide process: Phase Two, Step 7: Review teacher self-reflection data.

Purpose: This summary template is designed to help support the tabulation of results from the Teacher Self-Reflection Tool, if it has not been done electronically, in order to make decisions about which classrooms should be observed and to ultimately identify and plan for high-leverage professional learning opportunities to improve the implementation of evidence-based recommendations for teaching English learner students.

Instructions:

Action	Description
Prepare to use the template	Gather all of your school's or district's completed self-reflection forms. If the responses have been tabulated electronically, skip to the *Review and reflect* section of the template with the *Summary of findings* reflection questions.
Complete the template	Complete each part of the template based on the instructions below. If the results are being disaggregated by grade level, content area, or school, leaders should complete each part of the template repeatedly for each element.
Tally part 1: Classroom practice	Review your teachers' responses to the proficiency question for each practice in part 1 and note in summary A the number and the percentage of teachers for each proficiency level response for all 16 classroom practice indicators (four per recommendation) and the recommendations as a whole.
Tally part 1: Classroom use	Review your teachers' responses to the classroom use question in part 1 for each recommendation, and note in summary B the number and the percentage of teacher responses regarding classroom use for each recommendation.
Tally part 2: Support needs	Review your teachers' responses for the self-reflection question regarding support needs in question A in part 2. Complete summary C in this template to identify the recommendations with the greatest and least local need for further professional learning support.
Tally part 2: Support types	Review your teachers' responses to reflection question B in part 2, and complete summary D to identify the most commonly cited types of support sought.
Tally part 2: Reflections	Review your teachers' responses to reflection question C in part 2. Complete summary E to determine whether there are local teachers who are willing to model one or more of the recommendations.
Review and reflect	Consider the questions in the *Summary of findings* to summarize the self-reflection responses, and plan for the collection of classroom observation data.

Summary A. Teacher proficiency self-ratings from the Teacher Self-Reflection Tool

Instructions: For each practice (four per recommendation) and for the recommendation as a whole, record how many teachers rated themselves at each proficiency level in part 1 of the self-reflection. For each cell, put the total number of teachers under the slash (/). Divide the number of teachers with each rating by the total number of teachers to determine the percentage of teachers rating themselves at each proficiency level. For example, if 7/10 teachers said they were novices, 70 percent of teachers would be in that category. These forms can be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____   ☐ Other _____

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	Novice	Developing	Proficient
Practice 1A. Choose a brief, engaging piece of grade-level informational text (e.g., magazine article, trade book excerpt, website entry, etc.) from which to select target vocabulary words and anchor vocabulary instruction.	/ %	/ %	/ %
Practice 1B. Choose 5–8 target academic vocabulary words that are essential for understanding the selected text and, where feasible, are relevant to other content areas or contexts, have multiple meanings, are alterable by adding affixes, and/or have cognate relationships across languages.	/ %	/ %	/ %
Practice 1C. Vary instructional activities by including opportunities for students to use the target academic vocabulary words in writing, speaking, and listening.	/ %	/ %	/ %
Practice 1D. Teach word-learning strategies (e.g., use of context clues, morphology, and/or cognates) to help students independently figure out the meaning of words.	/ %	/ %	/ %
Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	/ %	/ %	/ %

Recommendation 2: Integrate oral and written English language instruction into content-area teaching.	Novice	Developing	Proficient
Practice 2A. Strategically use engaging instructional tools (e.g., short videos, pictures, demonstrations, or graphic organizers) to anchor instruction in a common experience and help students make sense of content.	/ %	/ %	/ %
Practice 2B. Explicitly teach the content-specific and general academic vocabulary that is central for understanding the content.	/ %	/ %	/ %
Practice 2C. Provide daily pair/small group discussion opportunities, guided by factual and inferential questions about content and supported by linguistic scaffolding.	/ %	/ %	/ %
Practice 2D. Provide writing opportunities to support understanding of content material and extend student learning.	/ %	/ %	/ %
Recommendation 2. Integrate oral and written English language instruction into content-area teaching.	/ %	/ %	/ %

Recommendation 3: Provide regular, structured opportunities to develop written language skills.	Novice	Developing	Proficient
Practice 3A. Design writing assignments that are anchored in content but that also focus on the development of academic language and writing skills.	/ %	/ %	/ %
Practice 3B. For all writing assignments, provide language-based supports (e.g., graphic organizers, writing templates) and explicit instruction on how to use them in order to facilitate students' entry into, and continued development of, writing.	/ %	/ %	/ %
Practice 3C. Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing, such as identifying key ideas from text, brainstorming and organizing ideas, and providing feedback.	/ %	/ %	/ %
Practice 3D. Assess students' writing periodically and give positive, constructive feedback and additional practice opportunities linked to the content and language goals of the writing assignment.	/ %	/ %	/ %
Recommendation 3. Provide regular, structured opportunities to develop written language skills.	/ %	/ %	/ %

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	Novice	Developing	Proficient
Practice 4A. Use assessment data to identify students in need of additional instructional support around language and literacy development (i.e., foundational reading skills, listening and reading comprehension, or writing and speaking skills).	/ %	/ %	/ %
Practice 4B. Design small-group instruction to target students' identified needs related to their struggles with foundational reading skills, listening and reading comprehension, or writing and speaking skills.	/ %	/ %	/ %
Practice 4C. Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.	/ %	/ %	/ %
Practice 4D. For students who struggle with basic foundational reading skills, spend time on these skills but also on vocabulary development and listening and reading comprehension strategies.	/ %	/ %	/ %
Practice 4E. Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.	/ %	/ %	/ %
Recommendation 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	/ %	/ %	/ %

Summary B. Classroom use self-ratings from the Teacher Self-Reflection Tool

Instructions: For each recommendation from part 1 of the self-reflection, record how many teachers selected each frequency option and, for those who do not use the recommendation, their selected reasons. For each cell under a recommendation, put the total number of responses for that recommendation under the slash (/). Divide the number of teachers for that frequency option by the total number of teachers responding for that recommendation to determine the percentage of teachers rating themselves at each proficiency level. This form can be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____   ☐ Other _____

Frequency options for reported use for each recommendation	Recommendation 1	Recommendation 2	Recommendation 3	Recommendation 4
How many teachers indicated they use this recommendation <u>regularly</u> across <u>all</u> content areas they teach?	/ %	/ %	/ %	/ %
How many teachers indicated they use this recommendation <u>regularly</u> in <u>some</u> content areas they teach?	/ %	/ %	/ %	/ %
How many teachers indicated they use this recommendation <u>occasionally</u>?	/ %	/ %	/ %	/ %
How many teachers indicated they <u>don't use</u> this recommendation?	/ %	/ %	/ %	/ %

For each recommendation from part 1 of the Teacher Self-Reflection Tool, for teachers who indicated they do not use the recommendation, record how many teachers selected each reason for nonuse. Teachers could select more than one reason for why they are not implementing the recommendation. This form can be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____ ☐ Other _____

Options for reported nonuse for each recommendation	Recommendation 1	Recommendation 2	Recommendation 3	Recommendation 4
For teachers indicating they <u>don't use</u> this recommendation, how many times were the following reasons selected:				
I don't have time to plan for this recommendation.				
I don't have class time to implement this recommendation.				
I don't feel comfortable with this recommendation in all content areas.				
I am required to follow a curriculum that doesn't include this recommendation.				
I don't have the resources such as appropriate instructional materials to implement this recommendation.				
This is primarily the responsibility of someone else in my school.				
Other (Note other reasons listed):				

Summary C. Need for professional learning (identified across teachers' self-reflections)

Instructions: Use the data from question A in part 2 of the Teacher Self-Reflection Tool to sum the teacher rankings for each recommendation in column 2 below. When reviewing the data, keep in mind that the lower the sum, the higher priority that recommendation is for teacher professional learning needs. This form may be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____ ☐ Other _____

Recommendation	Sum the rankings for each recommendation	Priority
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.		
2. Integrate oral and written English language instruction into content-area teaching.		
3. Provide regular, structured opportunities to develop written language skills.		
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.		

Summary D. Preferred support options identified on the Teacher Self-Reflection Tool

Instructions: From part 2 of the Teacher Self-Reflection Tool, for each recommendation record how many times (across all self-reflection responses) each support option was selected on reflection question B. For each cell put the total number of responses under the slash (/). Teachers could select more than one support option for each recommendation. This form can be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____ ☐ Other _____

Preferred support	Recommendation 1	Recommendation 2	Recommendation 3	Recommendation 4
Resources to learn more about these recommendations	/	/	/	/
Online course	/	/	/	/
In-person workshop or seminar	/	/	/	/
Time to co-plan with peer teacher(s)	/	/	/	/
Observe peer teacher(s) implementing these recommendations	/	/	/	/
Focusing on these recommendations in my professional learning community	/	/	/	/
One-on-one support from an instructional coach/mentor	/	/	/	/
Grade-level/department team meeting	/	/	/	/
Other:	/	/	/	/

Summary E. Teachers to model recommendations (identified across the Teacher Self-Reflection Tool responses)

Instructions: From question C of part 2 of the Teacher Self-Reflection Tool, for each recommendation tally the number of teachers who identified themselves as able to model implementation on their self-reflections. This form can be completed multiple times to disaggregate the data.

This form reflects: ☐ All responses ☐ Grade level _____ ☐ Content area_____

☐ School _____ ☐ Other _____

Recommendation	Number of teachers self-identifying as able to model this recommendation
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	
2. Integrate oral and written English language instruction into content-area teaching.	
3. Provide regular, structured opportunities to develop written language skills.	
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	

Summary of findings: Learning from Teacher Self-Reflection Tool data and planning for observations

A. *Learning from the Teacher Self-Reflection Tool data:* Review the data in summaries A–E and consider the following questions:

1. What did we learn from the teachers' perceptions about their understanding or use of the recommendations?
2. Is there one or more recommendations where the majority of teachers rated themselves as proficient? Is there one or more recommendations where the majority of teachers rated themselves as a novice?
3. How does the proficiency data align with the frequency of use from summary B (for example, is the recommendation for which the teachers consider themselves most proficient also implemented most frequently in the classroom and across content areas)?
4. What are the most common reasons from summary B that teachers don't use a recommendation?
5. Which recommendations were the most and least requested for additional support in summary C?
6. Across all the recommendations, which are the most frequently requested support options in summary D?
7. How might educators' self-reported needs (summary C) be met through their preferred support options (summary D)?
8. In summary E are there teachers who might be able to model for others the recommendations that teachers indicated in summary C were their priority for additional support? How many teachers have come forward to say they would serve as models? If more indicated they would serve as models than have come forward so far, how will you identify these teachers?
9. Are there any other trends or data points from the Teacher Self-Reflection Tool data to note?

Notes: What we learned from the Teacher Self-Reflection Tool data.

B. ***Priorities for observations:*** Use your responses to the questions about the Teacher Self-Reflection Tool data to discuss the questions below and determine what additional information you will need through classroom observations to ascertain the professional learning needs of your teachers on the four recommendations in the English Learners Practice Guide.

1. Are there particular recommendations we need to learn more about? What do we need to learn and why?
2. [If the self-reflection data are disaggregated] What can we learn about specific schools or grade levels that warrant further investigation? Are there any content areas we want to focus on in our observations? Why these and not others?
3. Will the number of English learner students in a classroom affect which classrooms we choose to observe? Why?
4. Do we need to observe the teachers who have come forward to say they could model for others? Are there other teachers we should consider as models that we should observe?

Summary of observation priorities

Based on the data collected from the Teacher Self-Reflection Tool, our observations will focus on:

Recommendations:

Schools, grade levels, and content areas:

Teachers as models:

C. *Logistics for observations:*

1. How many classrooms will we observe at each school, grade level, and content area?
2. Do we anticipate that we will observe each classroom more than once in order to see the indicators for the target recommendations?
3. How long will an observation likely need to be in order to see the target recommendation?
4. Who will conduct the observations? As a reminder, it is recommended that observers have experience conducting classroom observations, be familiar with the English Learners Practice Guide recommendations, and have some knowledge about English learner student instruction.
5. What do we need to do in advance to prepare the teachers for the observations? This includes discussing the lesson with the teacher and obtaining a lesson plan and a list of the English learner students.

Use the table below to summarize your decisions about appropriate and willing individuals to conduct observations based on the priorities and logistics identified above.

Observer name	Teachers to be observed	Grade level	Content area	Additional notes

APPENDIX D.
CLASSROOM OBSERVATION TOOL

Audience: Principal, coach, or professional development provider responsible for conducting classroom observations.

Time: At least 30 minutes per observation, depending on the length and structure of the lesson and how many recommendations are being observed. Some lessons can be broken into several parts, and multiple observations might be required. Similarly, if information is to be collected on more than one recommendation, it might be necessary to observe several lessons.

Placement in guide process: Phase Two, Step 8: Conduct targeted classroom observations.

Purpose: This tool provides a set of criteria to help you as leader or professional development provider examine the extent to which research-based recommendations for teaching English learner students are evident in a classroom during content-area instruction in order to identify implementation strengths and needs as you plan high-leverage professional learning opportunities. The data collected from all completed classroom observations, combined with data collected through the Teacher Self-Reflection Tool, will be analyzed as a whole, and results will be generalized to help determine group professional learning needs. The Classroom Observation Tool is not designed to be evaluative or to assign ratings or rankings to individual teachers.

Instructions:

Action	Description
Prepare to use the tool	Use the *Summary of findings* section of the *Summary template for teacher self-reflection data* in appendix C to determine observation priorities (for example, which recommendations and which teachers, etc.).
Plan observations	Discuss with each teacher which part or parts of a lesson will be observed, how long the observation will last, and whether multiple observations are needed, and obtain any necessary lesson materials or plans, as well as a list of the English learner students in the classroom.
Review recommendations	Carefully review the recommendations and their classroom indicators for teachers and English learner students in the tool below for each recommendation that will be observed.
Complete the observations	
Observe	Observe a lesson or lessons (for at least 30 minutes, depending on the length of the lesson and the number of recommendations being observed). Using the Classroom Observation Tool provided below, record whether classroom practice indicators were evident by underlining key words and phrases in the observed sections of indicators and by taking notes in the evidence column for the indicators you observe.
Review and reflect	
Document	Either during or after the observation, for each recommendation review the notes and underlined sections of the indicators to determine whether the indicators from both teachers and students were evident during your observation or observations (indicating that the recommendation was carried out).
Summarize	Answer the summary questions on the teacher's potential as a model for others. This could also be completed after the observation is completed.

Teacher name _____ School _____ Grade level _____ Content area _____

Observer name _____ Date _____ Time _____

Recommendation 1: Teach a set of academic vocabulary* words intensively across several days using a variety of instructional activities.

* Academic vocabulary is used primarily in the academic disciplines rather than in social settings; it can include both general academic terms (for example, *factor* or *transition*) as well as domain-specific terms (for example, *pi* or *atom*).

	Teacher indicator	Student indicator	Evidence
1.1	Teacher has chosen a **brief, engaging piece of informational text that includes academic vocabulary as a platform** for intensive academic vocabulary instruction.	A majority of English learner students are **discussing or writing** about informational text that features the target academic vocabulary words.	
1.2	Teacher has chosen a **small set (5–8) of academic vocabulary** for in-depth instruction.	A majority of English learner students are engaging in **activity around a small set of academic vocabulary** words.	
1.3	Teacher is teaching academic vocabulary in depth using **multiple modalities (reading, writing, listening, speaking).**	A majority of English learner students are **using the target academic vocabulary** words in different reading, writing, speaking, and listening activities.	
1.4	Teacher is teaching **word-learning strategies** (e.g., use of context clues, morphology, and/or cognates) to help students independently figure out the meaning of words.	A majority of English learner students are figuring out the **meanings of unknown words independently** through context clues, morphology, and/or cognates.	
	Teacher indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Student indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Teacher and student indicators relevant to the current lesson are present during observation demonstrating implementation of recommendation 1: ☐ Yes ☐ No

Teacher name _____ School _____ Grade level _____ Content area _____

Observer name _____ Date _____ Time _____

Recommendation 2: Integrate oral and written English language instruction into content-area teaching.

	Teacher indicator	Student indicator	Evidence
2.1	Teacher strategically **uses instructional tools**—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.	A majority of English learner students are **using instructional tools**—such as videos, visuals, or graphic organizers—as a source for writing and speaking activities.	
2.2	Teacher **explicitly teaches** the content-specific academic **vocabulary,** as well as the general academic vocabulary that supports it, during content-area instruction.	A majority of English learner students are **engaging in activity** around content specific and general academic **vocabulary words.**	
2.3	Teacher provides daily **opportunities for students to talk** about content in pairs or small groups.	A majority of English learner students are using content-area ideas and academic vocabulary words in **pair/group discussions.**	
2.4	Teacher provides **writing opportunities** to extend student learning and understanding of the content material.	A majority of English learner students are **engaging in writing activities** to extend their understanding of the content.	
	Teacher indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Student indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Teacher and student indicators relevant to the current lesson are present during observation demonstrating implementation of recommendation 2: ☐ Yes ☐ No

Teacher name _____ School _____ Grade level _____ Content area _____

Observer name _____ Date _____ Time _____

Recommendation 3: Provide regular, structured opportunities to develop written language skills.

	Teacher indicator	Student indicator	Evidence
3.1	Teacher provides **writing assignments that are anchored in content** and focused on developing academic language as well as writing skills.	A majority of English learner students are **engaged in writing assignments anchored in content.**	
3.2	For all writing assignments, teacher provides **language-based supports** to facilitate students' entry into, and continued development of, writing.	A majority of English learner students are **using tools**, such as graphic organizers and writing templates, as a means to organize their ideas and apply the conventions of academic language.	
3.3	Teacher uses **small groups or pairs** to provide opportunities for students to work and talk together on varied aspects of writing.	A majority of English learner students are engaging in **collaborative dialogue** within pairs/small groups to identify key ideas from text, brainstorm and organize ideas prior to writing, and provide feedback on each other's drafts.	
3.4	Teacher assesses students' writing periodically to **identify instructional needs and provide positive, constructive feedback** in response.	A majority of English learner students are practicing aspects of writing in **response to teacher feedback**.	
	Teacher indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Student indicators relevant to the current lesson are present during observation: ☐ Yes ☐ No	Teacher and student indicators relevant to the current lesson are present during observation demonstrating implementation of recommendation 3: ☐ Yes ☐ No

Teacher name _____   School _____   Grade level _____   Content area _____

Observer name _____   Date _____   Time _____

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

	Teacher indicator	Student indicator	Evidence
4.1	Teacher has **used available assessment information to identify students** who demonstrate persistent struggles with aspects of language and literacy development.	Small groups of identified English learner **students who have similar struggles with language and literacy development are working together** along with the teacher.	
4.2	Teacher has **designed the content** of small-group instruction to **target students' identified needs**.	Small groups of identified English learner students are engaging in **activity that targets their specific needs.**	
4.3	Teacher is providing additional instruction in small groups consisting of **three to five students to students struggling with language and literacy**.	Small groups of identified English learner students are **working with the teacher on language and literacy skills.**	
4.4	For students who struggle with **basic foundational reading skills**, teacher is spending time not only on these skills but also on **vocabulary development and listening and reading comprehension** strategies.	Small groups of identified English learner students are engaging in **foundational skill practice** connected to text and practicing **comprehension strategies** such as retelling, sequencing, or summarizing.	
4.5	With small groups, the teacher **scaffolds instruction** (e.g., chunking content into small, manageable units; modeling and demonstrating think-alouds) and **provides frequent opportunities for students to practice and review** newly learned skills and concepts with support and guidance.	Small groups of identified English learner students are able to **successfully engage in scaffolded learning tasks** that allow them to practice and review new skills and concepts.	
	Relevant teacher indicators are present during observation: ☐ Yes ☐ No	Relevant student indicators are present during observation: ☐ Yes ☐ No	Relevant teacher and student indicators are present during observation demonstrating implementation of recommendation 4: ☐ Yes ☐ No

Summary questions:

1. Did your observation(s) suggest that this teacher could serve as a model for implementation for one or more of these recommendations and could be observed by other teachers?

   ☐ Yes

   ☐ No

   If so, on which recommendation(s)?

   ☐ Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

   ☐ Recommendation 2: Integrate oral and written English language instruction into content-area teaching.

   ☐ Recommendation 3: Provide regular, structured opportunities to develop written language skills.

   ☐ Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

   In which grade level(s) or content area(s) might this teacher model:

2. Were there any potential systemic issues (for example, with scheduling, room assignments, team assignments, planning time) apparent during the observation?

Appendix E.
Summary template for classroom observation data

Audience: This template is designed for use by leaders and the teams they assemble in order to summarize and synthesize the classroom observation and self-reflection data.

Time: Depending on the number of observations and whether the Classroom Observation Tool was completed and tabulated electronically, it could take several hours to complete the summary template.

Placement in guide process: Phase Two, Step 9: Synthesize data from the self-reflections and observations.

Purpose: This summary template is designed to support the synthesis and discussion of results from the teacher self-reflection and classroom observation data to plan for high-leverage professional learning opportunities to improve the implementation of evidence-based recommendations for teaching English learner students.

Instructions:

Action	Description
Prepare to use the template	Gather all of your school's or district's completed observation forms and the completed *Summary template for teacher self-reflection data* in appendix C. If the observation forms were completed and tabulated electronically, you might also have summary data to review.
Review and reflect	Consider the questions in the *Summary of findings* to describe what you learned from the Classroom Observation Tool data and how it adds to what you know from the Teacher Self-Reflection Tool data to prepare for planning next steps.

Summary of findings: Learning from the observations and preparing for interpretation

A. *Learning from the Classroom Observation Tool data:* Review the classroom observation data and consider the following questions:
1. What did we learn from the classroom observations about which recommendations are being implemented in classrooms?
2. Based on our observations, what new information do we have about the grade levels, content areas, or schools where the recommendations are being implemented?
3. What new information do we have from our observations about which teachers could model implementation of the recommendations?
4. Are there any recommendations for which fewer than half the English learner students were providing evidence of implementation even when the teacher was using the associated instructional practices?
5. Were there any grade levels, content areas, or schools in which **students** demonstrated more or less evidence of implementation of a recommendation than students in other grade levels, content areas, or schools?
6. Are there any other trends or data points from the observation data to note?

Notes: What did we learn from the classroom observations?

B. ***Synthesizing the findings from both tools:*** Using the completed *Summary template for teacher self-reflection data* in appendix C and the Classroom Observation Tool forms, consider the following discussion questions:
1. Where are there similarities between the self-report data and the classroom observations?
2. Where do we see discrepancies between self-report data and classroom observations? (Some discrepancies should be expected since the observations reflect a subset of the teachers completing the self-reflection.)
3. Considering the options for nonuse of the recommendation in the Teacher Self-Reflection Tool and the question about systemic barriers in the *Summary questions* in the Classroom Observation Tool, where do we see systemic barriers that might be inhibiting teachers' ability to implement the recommendations such as needing more planning time, staffing, or instructional materials?
4. Are there specific ways in which we are particularly interested in reviewing these two datasets side by side? Examples might include:
    a. Looking for recommendations where teachers said it would be useful to see peers implementing the recommendation, and where individual teachers— based on their self-report or observations—are proficient in the same recommendation and could be observed by others.
    b. Looking for recommendations in which teachers generally reported feeling proficient but that were not observed often or at all during classroom observations.
    c. Looking for recommendations for which teachers felt they could improve implementation if they had more planning time or were able to stray more from their assigned curriculum and where observers noted the same need in the observation.
    d. Looking for recommendations in which teachers self-reported to be proficient or were observed implementing the recommendation but where English learner students were not observed demonstrating the indicators.

Notes: What did we learn when we synthesized the classroom observations and the self-reflection data?

APPENDIX F.
INTERPRETATION OF FINDINGS AND PLANNING FOR PROFESSIONAL LEARNING TEMPLATE

Audience: This tool is designed for use by leaders responsible for determining local professional development offerings for teachers of English learner students (including school and district leaders and external professional development providers).

Time: Depending on the amount of data collected and the extent of the planning, the tool can take 4–8 hours to complete.

Placement in guide process: Phase Three, Step 10: Interpret data and determine actionable next steps.

Purpose: This template is designed to support discussion of the implications of results from the Teacher Self-Reflection Tool and Classroom Observation Tool in order to identify and plan for high-leverage professional learning opportunities to improve the implementation of evidence-based recommendations for teaching English learner students.

Instructions:

Action	Description
Prepare to use the template	Gather the summaries from your school's or district's completed Teacher Self-Reflection Tool and Classroom Observation Tool with the responses to the discussion questions (appendixes C and E).
Complete the template	
Reflect on implications	Revisit the stated goals of the project from Step 1 and reflect on the *Implications of findings* questions to discuss needs and next steps for professional learning. Document your discussion in the *Professional learning discussion summary.* Also discuss evidence from the Teacher Self-Reflection Tool and Classroom Observation Tool findings that would lead to system changes.
Record action steps	Complete the *Action planning template* to plan and track action steps for professional learning implementation.

Implications of findings

Instructions: Having synthesized and discussed the findings from the two tools, consider the following sets of questions to plan for professional learning. Document your discussion in the *Professional learning discussion summary.*

Stated goal of the project:

Defining professional learning needs

1. From the self-reflection and observation data, which recommendations should be the focus of our immediate professional learning efforts? Why, or how do we know?

Targeting the right participants

2. Which grade levels or schools should be the focus of our immediate professional learning efforts?

3. Which schools or grade levels are impacted by systemic issues?

4. Are there specific content areas that should be the focus of our immediate professional learning efforts?

5. Are there specific content areas in which teachers are likely to implement one or more of the recommendations that we might build on in your professional learning?

Planning for professional learning

6. On the Teacher Self-Reflection Tool, for the recommendations in question, what form of professional learning did teachers request most frequently?

7. Based on the Teacher Self-Reflection Tool and Classroom Observation Tool data, which teachers, if any, might be available to model the target recommendations in their classrooms?

8. What resources (for example, fiscal or staff) or current professional learning efforts do we have that we can use or leverage to meet the professional learning goals and sustain the effort over time?

    How could we use the suggested resources in the *Resources* section of this guide to support implementation and continued professional learning around the English Learners Practice Guide recommendations?

Professional learning discussion summary

Document your discussion of the questions above in this discussion summary.

Professional learning needs Describe specific professional learning needs	Targeting the right participants Describe the grade levels, content areas, and schools you will focus on	Planning for professional learning Describe the specifics of the professional learning to meet the needs of participants	Additional notes
Recommendation 1			
Recommendation 2			
Recommendation 3			
Recommendation 4			
Other			

Instructions: Discuss the questions below to consider whether there are systemic responses that would create conditions to improve implementation of the four recommendations.

Systemic responses to support professional learning

9. In the Teacher Self-Reflection Tool data, review the larger systemic issues that teachers said impacted their ability to fully implement each recommendation. Consider how often teachers checked the following responses:
    a. I don't have time to plan for this recommendation.
    b. I don't have class time to implement this recommendation.
    c. I am required to follow a curriculum that doesn't include this recommendation.
    d. I don't have the resources such as appropriate instructional materials to implement this recommendation.

10. What, if any, systemic issues (for example, with scheduling, room assignments, team assignments, planning time) were noted in the observations that may also be affecting teachers' ability or willingness to prepare for and teach in certain ways in their classrooms?

11. Were there particular schools or grade levels impacted by the systemic issues that were identified?

12. How might these systemic issues be addressed at the system level (for example, longer instructional blocks to allow for more student interaction, more planning time to develop lessons that reflect the instructional practices associated with the recommendation)?

Action planning template

The *Action planning template* can be used to plan and track professional learning implementation and any systemic changes you need to make. Be sure to include an action step to communicate plans and expectations with the educators.

Completed	Action step	Party responsible	Timeline
☐			
☐			
☐			
☐			

Completed	Action step	Party responsible	Timeline
☐			
☐			
☐			
☐			
☐			