

Revised Guidelines for Title III Classroom Visits

Recognition: Thank you for being a member of an extraordinary team of education specialists that observes classrooms with multilingual learners and provides concrete feedback that becomes a part of a USBE Official report to the school district and is uploaded into the Utah Grants Monitoring function for each LEA.

Purpose: The Peer Reviewers of the Title III ESSA plan, with the Department of Education, directed USBE to provide technical assistance to LEAs to ensure quality **content** instruction for students learning English: That is, provide feedback, support and resources so each student receives grade level content instruction in Math, English Language Arts, Science (State Accountability), and Social Studies (Civic Engagement).

ESSA FOCUS - Overarching Inquiry Questions: How is academic grade level content being made comprehensible and engaging to Utah's students learning English?

Our role: Each member of the team is a representative of the Utah State Board of Education as a content specialist who is either employed by the Board or has been recommended as a Peer Reviewer based on their content expertise or their district position as the supervisor for Title III.

Our Norms:

1. We observe and use the observation tool to write up our final commendations and recommendations for each school (Samples on the back). Please do not use 1st person pronouns, only descriptions of what the teacher did and use Calibri (body)script with 12 pt. text. This makes it easier for me to compile the report.
2. We refrain from ALL judgments about the instruction that we observe and are professional with personnel from each school. We DO NOT discuss our observations with teachers, instructional coaches or school administrators.

Process and Logistics:

1. Arrive at the school office at least 10 minutes before school begins.
2. Identify yourself as being from The State Board on the Title III Visiting Team.
3. Let the secretary know that you are meeting an administrator before you begin the visits to get a schedule and school map. (The district or school might have someone accompany you.)
4. Based on your content area you will be visiting classrooms that provide **grade level content instruction** to English Learners. **(You are not there to observe ESL or ELD).**
5. Please use the designated Observation Tool to record (not Judge) what is happening for our students.
6. **IMPORTANT CHANGE:** You will also interview 3 random students from each classroom observation as quietly as possible and do not interfere with instruction: the 3 questions are – 1) What are you learning today? 2) Why are you learning it? 3) How will you know that you learned it?
7. **If you have time also fill out the NEW school report which is designed to provide quantitative data:** Number of times you observed a specific practice.
8. Stay in the classroom from 20-30 minutes.

Post-Visit:

1. Review your notes as evidence to write specific teacher commendations and school recommendations within one week of observations. PLEASE be as thorough as possible.
2. Report completed by Christelle, sent to Federal Programs Supervisor, sent to LEA Superintendent and ALS Team, uploaded into the Utah Grants Management System which includes the LEA Response Template to be completed within 30 days.

Actual Sample Commendations both general by grade level and specific by teacher:

- **R... J....** incorporated highly effective engagement strategies during her 4th grade ELA instruction. During Ms. J's ELA phonics lesson on vowel patterns, she included verbal, kinesthetic and picture cues to engage students. She broke words into individual sounds and then word parts or syllables connecting students' phonemic awareness to orthographic representations. She incorporated verbal and kinesthetic movement by tapping individual sounds, blending down the arm while saying whole words as well as clapping and saying syllables. Students generalized spelling patterns or rules to think, say and write other similar words. She wove choral response and partner shares through-out her lesson to practice language skills.

Second Grade

- Incorporated use of language domains by listening to a peer read, speaking of cause and effect in a story to the group and reading aloud in a group. Teacher asked if students had met the cause and effect objective yet and then did a quick activity to meet it. Use right and left hand to identify difference of cause and effect in a story. "Learning position" cue to get students ready for activity. Started worksheet as a group to scaffold and then finished independently. Recounting how to self-check a response. Explaining rules for adding a plural and homophones.

Recommendations for schools are always general.

- Before moving to independent practice, provide students with ample modeling and practice with teacher and partners. Increase the ratio of student talk to be equal or greater than teacher talk – fill the room with dialogue not monologues. Provide sentence frames to scaffold discussions using academic vocabulary to build receptive and expressive language skills. Consider incorporating effective feedback loops for students.
- Be specific about the language skills (listening, speaking, reading, writing) that students will be using to show that they know. Check in with students about their progress toward reaching their learning goals ("I can identify and tell a partner about text features." "I can write in a Venn Diagram to explain what is the same and what is different about two texts"). Objectives listed on the board but rarely referred to during the lesson. Recommend having students identify the objective before the lesson for self-monitoring.

Secondary ELA Sample: Recommendations for the English department or in PLCs:

- Review and evaluate the effective use of explicit instruction related to both content standards at each grade level and language objectives based on the WIDA key uses (Recount, Explain, Discuss, Argue).
- Review and evaluate the effectiveness of lesson plans to include both increase cognitive rigor based on DOK Levels 2 and 3 as well as using effective scaffolding strategies to ensure context embedded vocabulary development.

- Ensure that well-structured academic conversations, using text-embedded questions, support students' use of textual evidence for making reasoned judgments or critical analysis that can be used for expository and/or argument writing.
- Based on the College and Career Readiness Anchor Standards for Reading (p. 41 of 92 in Utah's English Language Arts Standards), review and evaluate the texts being used to support standard 10: "Read and comprehend complex literary and **informational** texts independently and proficiently."