**PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL**

**Teacher Self Observation: PLUSS Features**

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| Teacher: |  | Grade: |  | Date:\_\_\_\_\_\_\_\_\_\_ | Language:\_\_\_\_\_\_\_\_\_\_ | Model: TWI, English |  |

Teaching Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **PLUSS Feature** | **Highlight any instructional strategies you saw utilized to support the ELs\*** | **Note how ELs were supported, responses (or opportunities to improve support)** | **Not in place** | **Partially in place** | **Fully in place** |
| **P**re-teach vocab, prime background knowledge, make cultural connections | Addresses **vocabulary** & **background knowledge**   * fast mapping unknown vocabulary, * using system to ID unknown words, * pre-teach difficult vocabulary words, * pre-teach necessary background knowledge * make cultural connections |  | 0 | 1 | 2 |
| **L**anguage use & modeling | Opportunities for students to practice targeted **language** skills   * sentence frames * opportunities to talk/write | 0 | 1 | 2 |
| **U**sing visuals & graphic organizers | Uses **visuals** and **graphic organizers** in lesson   * sentence strips * pictures, realia * motions or TPR (Total physical response) | 0 | 1 | 2 |
| **S**ystematic & explicit instruction | Includes **systematic and explicit instruction**   * modeling * guided practice with feedback * partner and independent practice | 0 | 1 | 2 |
| **S**trategic use of native language | Addresses student’s **native language needs**   * provides additional practice on skills relevant to student’s native language and culture | 0 | 1 | 2 |

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| **Student Observation: Opportunities for Language Use**  Student Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |  |  |  |  |
| Instructional focus: (circle) | Time started - ended | Opportunities to respond: group | Opportunities to respond: pairs | Opportunities to respond: individual | Academic vocabulary (tally) & write vocabulary used | Students responses: Do students use complete sentences with academic responses (write examples) |
| PA Phonics Fluency Vocab Comp Writing Oral Language  Other:\_\_\_\_\_\_\_ |  |  |  |  | teacher used:  student used: |  |

|  |  |
| --- | --- |
| To what extent do you believe you addressed your teaching goal? | To what extend do you believe your learners met their student goal? |
| Glows: Identify at least three instructional strengths that supported ELs:  1.  2.  3. | Grows: identify 1-2 opportunities for improving support for ELs:  1.  2. |

