LIEP SCHOOL-WIDE ACTIVITY OBSERVATION INSTRUMENT

PURPOSE: To record observations of various LIEP-related events such as classroom instruction, after school/out of school time activities, staff planning sessions, parent education events, family-liaison sponsored events and other types of family/parent events.

GENERAL INSTRUCTIONS:
Use two observers for each event. Observer 1 is responsible for completing the observation cover page, collecting copies of instructional materials or other relevant materials associated with the event, and completing the checklist of possible characteristics. Observer 2 is responsible for documenting a narrative, running record of behaviors that occur during the observation and drawing a schematic of the room in which the observation occurs.

Observer 1 is responsible for completing the observation cover on page 2 of this instrument and for completing the checklist to note the occurrence of various characteristics of the event. The checklist is found on page 3-5 of this instrument. As any characteristic is noted, the observer should place a checkmark in the space next to that characteristic. Use the space provided on page 6 to describe any variations or innovations that go beyond the list of possible characteristics.

Prior to beginning running record, Observe r 2 is responsible for drawing a schematic of the room. The observer should note what is on the board, computer, PowerPoint display, etc. In drawing the layout, Observer 1 should code individuals by assigning each with a number (e.g., students would be assigned S1, S2, etc.; family members might be assigned F1, F2, etc.). Use the coding system to note behaviors associated with that individual in the running record. Use the space provided on page 7 of this instrument to draw the schematic.

The running record of observed behaviors should be noted in short increments of time (approximately 5-10 minutes increments). For example, if observing a classroom based event, the running record might include: 8:05 AM – Class began teacher reviews prior lesson; each student describes one learning from prior lesson; purpose of new lesson introduced to students; 8:10 AM – Teacher activates prior knowledge and introduces background information re: new lesson by displaying related pictures; teacher prompts each students to discuss what they know about the picture; Student 1 asks clarification question about picture; teacher uses questions to help Student 1 recall information about picture, etc……). Begin the running record on page 7 of this instrument.

At the end of the observation, Observer 1 and 2 are responsible for comparing and reconciling notes captured.

LIEP SCHOOL-WIDE ACTIVITY OBSERVATION INSTRUMENT
COVER PAGE

Observation Date: _____   Time: Start_____   End_____

School: _____   District: _____

Type of LIEP (as labeled by school/district): English Immersion _____   Bilingual _____   Newcomer_____

Indicate the LIEP Sub-type (as labeled by school/district): (e.g., Developmental Bilingual, Transition Bilingual, Sheltered Instruction, Dual Language, ESL, Content-Based ESL, SIFE/Literacy ESL, Hybrid, Other):
_____

Teacher(s)/Staff Observed:
_____

If non-instructional staff, indicate the staff role(s):
_____

Teacher/Staff Gender: Number of Males _____   Number of Females _____

Subject/Event Observed: _____

Grade Level(s): _____   Course Title (if applicable) _____

Class Period/Event Time (if applicable) _____

Location of Event (e.g., classroom, auditorium, gym, computer lab, library, art room, music room, play area, etc)

Students: Number of Males: _____   Number of Females _____   Number of ELs: _____

Parent/Family Members: Number of Males: _____   Number of Females: _____

Did you collect copies of instructional or other relevant materials associated with class/lesson or LIEP-related event? ☐☐Yes ☐☐No, explain:

If yes, list the materials collected:

INSTRUCTIONS: Place a checkmark in the box across from each observed characteristics. Describe other characteristics and observations in the space provided.

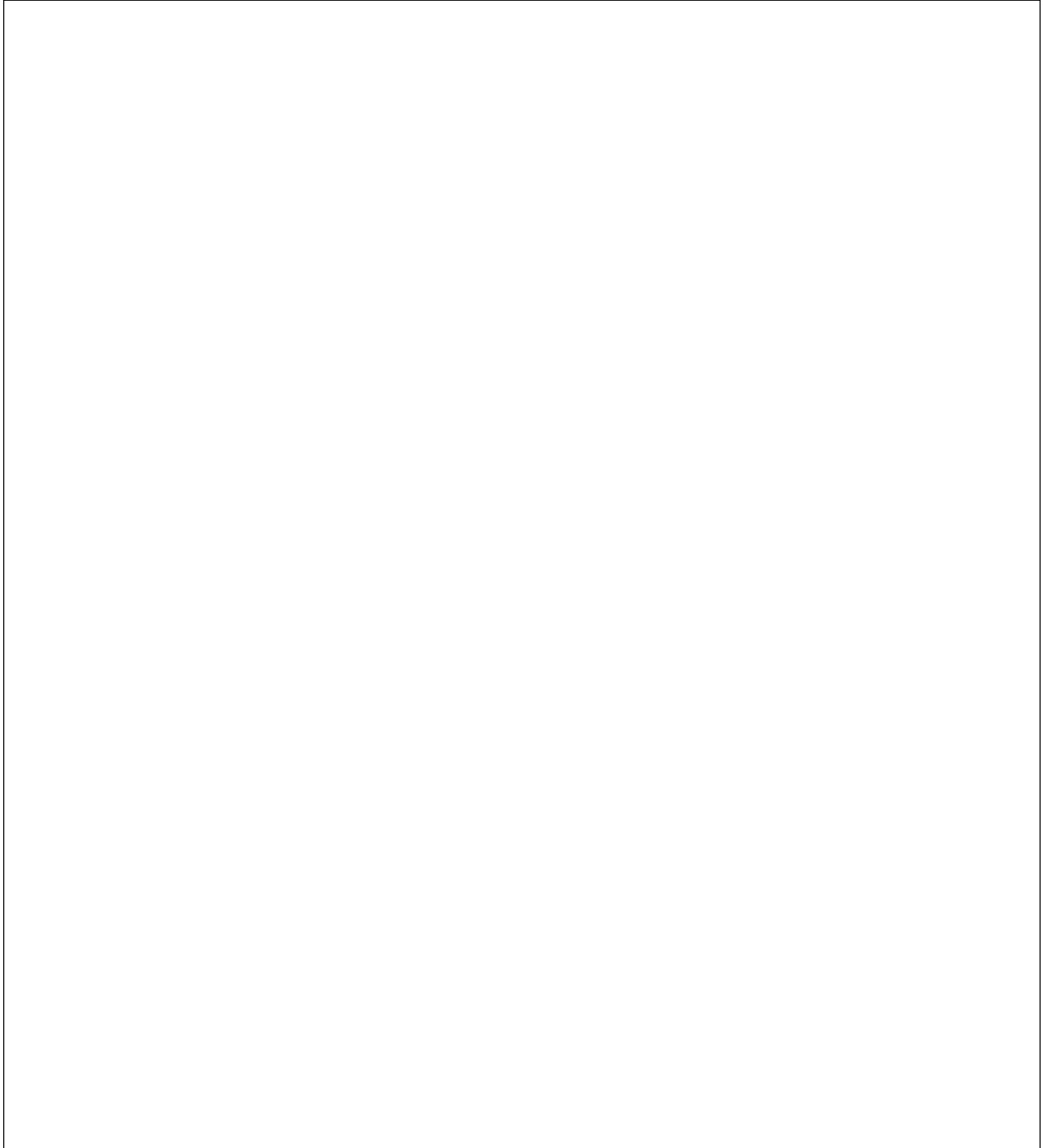|	
1. CURRICULA/INSTRUCTIONAL CHARACTERISTICS	
▪ **Organization of lesson and evidence of planning**	☐
o Language objective defined/reviewed	☐
o Content objective defined/reviewed	☐
o Key vocabulary emphasized, defined, reviewed, and assessed	☐
o Clear explanation of tasks associated with instruction is provided	☐
▪ **Instructional strategies and activities used to reflect students' experience, preparedness, prior knowledge, and LIEP approach**	☐
o Lesson prepares students to participate in American school culture (Newcomer)	☐
o Lesson content focuses on basic literacy (Newcomer)	☐
o Native language used during instruction (Bilingual)	☐
o Instruction is split between two languages (Bilingual)	☐
o Instruction includes content about home cultures and other cultures (Bilingual)	☐
o Wait time for student responses is adequate and consistent	☐
o Time and structure for "sense-making" is adequate	☐
o Time and structure for introducing lesson is adequate	☐
o Time and structure for wrapping up lesson is adequate	☐
o Error correction occurs with overt modeling by teacher	☐
o Student provided opportunity to try again when errors occur	☐
▪ **Resources and manipulatives made available that contribute to accomplishing purpose of instruction**	☐
▪ **Instructional strategies and activities reflect attention to issues of access, equity and diversity for students**	☐
o Collaborative approaches to learning among students	☐
▪ **The instructional approach(s) mirrors information discussed during various respondent interviews**	☐
▪ **Questioning strategies are used to enhance student learning of English**	☐
▪ **Questioning strategies are used to enhance student learning of academic content**	☐
▪ **The pace of the lesson/event is appropriate**	☐
▪ **Opportunities for interaction occur between teacher/student and student/student that encourage elaborated responses about content**	☐
▪ **Opportunities for ELs to clarify key concepts in L1 (peer, aide, teacher, volunteer) occur**	☐
▪ **A wide range and variety of instructional techniques are used to make content clear, including modifying text, etc. in relation to English proficiency levels**	☐
2. STUDENT CHARACTERISTICS	
▪ **Students communicate need for assistance/clarity**	☐
▪ **Students appropriately use instructional materials and resources**	☐
▪ **Students display high levels of engagement throughout session/event**	☐
▪ **Students display rapport/positive affect with other students**	☐
▪ **Students display rapport/positive affect with instructional and/or other staff**	☐
▪ **Students display comfort with allotted time on task**	☐

▪ **Student provided opportunities to demonstrate levels of literacy**	☐
▪ **Students work collaboratively with other students in pairs/small groups**	☐
▪ **Students assist other students when appropriate**	☐
▪ **ELs and non-ELs are integrated**	☐
3. **TEACHER/STAFF CHARACTERISTICS**	
▪ **Teacher/staff determine students level of understanding and adjust instruction accordingly**	☐
▪ **Teacher/staff display level of confidence in teaching content area**	☐
▪ **Teacher/staff display level of confidence in teaching English**	☐
▪ **Teacher/staff uses classroom management strategies used to enhance learning opportunities**	☐
▪ **Teacher displays high level of excitement while teaching**	☐
▪ **Teacher/staff uses supplemental materials and resources to ensure clarity and meaningfulness of content**	☐
▪ **High expectations are communicated to and about students**	☐
▪ **Staff establishes and/or maintains rapport with students and other key stakeholders such as other instructional staff, school administrators, family liaisons, parents/family members, etc.**	☐
▪ **Other school-based staff and volunteers (e.g., parents, counselors, etc.) integrated into the lesson/event as needed (where appropriate)**	☐
▪ **Collaboration approaches demonstrated among teachers, school staff, families, and other key stakeholders**	☐
▪ **Student (if applicable, parent/family member) progress monitored through formative assessment**	☐
▪ **Student (if applicable, parent/family member) feedback used to adjust instruction on the spot**	☐
▪ **Students' backgrounds (cross cultural education) integrated into event**	☐
▪ **Demonstrates cultural sensitivity when working with students and/or families**	☐
▪ **Data are used to inform EL-related decisions and events**	☐
▪ **Teacher/staff facilitates high levels of involvement/engagement of family/community outreach during event**	☐
4. **CONTEXT AND CULTURE**	
▪ **Room layout (e.g., student seating; activity area)**	☐
▪ **Extent to which visuals reflect needs of ELs (and, if applicable, their parents/family members)**	☐
▪ **Extent to which scheduling of event aligns with schools' LIEP and encourages active participation of all target audience members (e.g., scheduling of family events at appropriate times of day, etc.)**	☐
▪ **Extent to which appropriate support services are available to facilitate communication between school and families/communities (e.g., translation services, interpreters, etc.)**	☐
▪ **Extent to which relevant materials and resources are available and in sufficient supply based on type of event**	☐
▪ **Adequacy of time allotted to optimally accomplish goals of activity/event**	☐
▪ **Extent to which active participation of all was encouraged**	☐
▪ **The presence of a climate of respect for students', families, and other staff members' ideas, questions, and contributions**	☐

In the space provided, describe any innovations or other characteristics of the event noted that go beyond this checklist of possible characteristics.

ROOM SCHEMATIC DRAWING

ROOM SCHEMATIC INSTRUCTIONS: In the space below, draw a schematic of the room. Note what is on the board, computer(s), PowerPoint display, etc. In drawing your layout below, code individuals by assigning each with a number (e.g., students would be assigned S1, S2, etc.; family members might be assigned F1, F2, etc.). Use the coding system to note behaviors associated with that individual in the running record.

RUNNING RECORD

RUNNING RECORD INSTRUCTIONS: In the space below, provide a running record description of the context and components of the lesson or other LIEP-related event that you are observing. Write your observations in short increments of time by recording the start time of major activities to document the amount of time spent on such activities. Remember, your observation contributes to a descriptive portrait of the LIEP components. Note that the types of events to be observed include but are not limited to classroom lessons, afterschool activities, staff/teacher planning events or professional development events, and family/community events.

For instructional events: To determine participation, note the amount of "talk" time of teacher and students (and if applicable family member/parent) in large group sessions. Indicate whether student (and if applicable parent/family member) participation is voluntary or if the individual is called upon. For work done in pairs, note the amount of time allocated for pair work and whether each individual participated. Use codes assigned to individuals to describe their specific behavior(s) during the observation.

For non-instructional events: To determine participation, note the amount of "talk" time of the various individuals involved in large group sessions. Indicate whether participation is voluntary or if the individual is called upon. Use codes assigned to individuals to describe their specific behavior(s) during the observation.

Running Record continued….