



Gathering classroom observation data and assessing the implementation level of effective instructional practices in the school is critical to determining MLL/ELL program quality. Each school will determine how many classrooms will be visited to inform the MLL/ELL Program Quality Review. At least 33% of the classrooms should be visited. Those classrooms would be representative of the grade levels, courses, and programs offered in the school. All educators need to be knowledgeable about the daily practices for quality instruction for MLLs/ELLs. The Classroom Observation Form - Classroom Snapshot: Using the Key Principles for MLL/ELL Instruction will be used in the MLL/ELL Program Quality review process. The Classroom Observation Form - Classroom Snapshot: Using the Key Principles for MLL/ELL Instruction is anchored in six [Key Principles for ELL Instruction](#) elaborated by the *Understanding Language* initiative at Stanford University, which have informed the [Blueprint for MLL/ELL Success](#). These rigorous, research-grounded principles will guide the review of practices within the classrooms, which will inform the scoring. These principles are applicable to *any* instructional program for MLLs/ELLs. No single principle is more important than any other, and all six need to be incorporated into planning and

5. MLLs/ELLs must learn to use a broad repertoire of

(ALLOTTED TIME)

Each group will present to the other on their subsection.

- Identify the subsection and provide a brief summary of the discussion.
- Share a bulleted list of actions or solutions the group has proposed to address each indicator.
- Allow

<p>Students deepening understandings by building on prior knowledge/ideas or the ideas of others</p> <p>Students negotiating meaning using peers as resources</p> <p>Students using multimodal materials and scaffolds for purposeful learning of content, analytical practices, and language</p> <p>Students engaged in productive struggle with complex texts/tasks/ideas using learning supports and analysis tools for a purpose</p> <p>Students refining their communications using formulaic expressions, representations, metaphors, and multiple examples</p> <p>Students acknowledging and valuing the ideas of peers</p> <p>Students encouraging and/or promoting peers to express ideas in their home language</p>	
<p style="text-align: center;">@ U ∞ - ∞</p> <p>use language in a variety of academic settings. Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.</p>	
<p>Student engaged in well-structured invitations to participate in productive struggle</p> <p>Students engaged in productive struggle to accomplish tasks in the "zone of proximal development"</p> <p>Students apprenticing into content-area discussion</p> <p>Students offering peers respectful, accurate, and useful</p>	