BOSTON Public Schools
Focus on Children

BPS Office of
English Learners

Content | Connections
3 Cs & I
Comprehensibility | Interactions

Effective instruction for English Learners is characterized by four critical elements— content, connections, comprehensibility, and interactions (3 C's & I).

School Name:				Date:	
Subject:		Grade(s):		Room:	

Y = Yes	**N= No**	**NE= No Evidence**

3 Cs & I: Instructional Expectations and Best Practices for English Learners Classroom Observation Protocol

Content		
Are language and content objectives clearly displayed and used, measurable (Bloom's taxonomy), and in alignment with content and standards-based skills?	❏ Y ❏ N ❏ NE	
Are content and language objectives lesson specific, at grade level, and understood by students at their proficiency level?	❏ Y ❏ N ❏ NE	
Are expectations for content and standards-based language constructs and discourse evident in every task?	❏ Y ❏ N ❏ NE	
Is the instructional environment -- including content and language objectives -- conducive to a variety of learners?	❏ Y ❏ N ❏ NE	
Instructional Materials and Support		
Are there opportunities for students to practice and demonstrate understanding of the topic in all 4 domains of listening, reading, speaking, and writing?	❏ Y ❏ N ❏ NE	
Are appropriate supplemental materials and scaffolds designated for each task?	❏ Y ❏ N ❏ NE	
Are instructional materials and supports differentiated using the principles of UDL?	❏ Y ❏ N ❏ NE	
Lesson Facilitation		
Is topic/target vocabulary being used accurately in context?	❏ Y ❏ N ❏ NE	
Does the lesson provide opportunities to develop access and agency for learning to all students?	❏ Y ❏ N ❏ NE	
Is there evidence of native language literacy in the bilingual setting among the SEI endorsed content teachers teaching content to ELs?	❏ Y ❏ N ❏ NE	

*Massachusetts Department of Elementary and Secondary Education. *SEI Smart Card*. (2016). http://www.doe.mass.edu/retell/SEI-SmartCard.pdf
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Is there evidence of differentiated instruction for cognitively demanding tasks using the principles of UDL?	❏ Y ❏ N ❏ NE	

Connections		
Background		
Is content prepared in English and in students' native language with awareness of background knowledge, possible cultural, linguistic, and personal connections to the experience of students?	❏ Y ❏ N ❏ NE	
Higher Order Thinking		
Are activities inclusive of cognitively demanding reasoning and thinking skills?	❏ Y ❏ N ❏ NE	

Interactions		
Independent Learning		
Are students engaged in as much productive language (speaking and writing) as they are in receptive language development (reading and listening)?	❏ Y ❏ N ❏ NE	
Are students able to communicate in different formats, e.g.: supporting visuals/technology, pacing, public speaking, etc.	❏ Y ❏ N ❏ NE	
Differentiated Learning		
Is there evidence of differentiated tasks, individualized scaffolds, and opportunities for expansion of understanding for various ELD levels and disability profiles?	❏ Y ❏ N ❏ NE	
Collaborative Learning		
Are instructional activities interactive among students, with quality texts, across modalities, and appropriately facilitated by the teacher?	❏ Y ❏ N ❏ NE	
Are instructional activities prepared in a meaningful and accessible way to allow students to practice the use of academic language of the target language?	❏ Y ❏ N ❏ NE	

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Comprehensibility

Classroom Environment

Question	Response
Are there anchor charts highlighting target /tiered vocabulary and frames for the language of Recall, Explaining, Arguing, and Discussion?	❏ Y ❏ N ❏ NE
Are meaningful and progressing student-generated work products displayed in the classroom?	❏ Y ❏ N ❏ NE
Are stations and centers clearly labeled, developed with established routines, and appropriately stocked with resources, materials, and technology?	❏ Y ❏ N ❏ NE
Are classroom materials displayed in students' native language such as anchor charts, key academic vocabulary and language key uses of Recall, Explain, Argue and Discussion?	❏ Y ❏ N ❏ NE

Teacher Input to Students

Question	Response
Is speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentences structure for beginner)?	❏ Y ❏ N ❏ NE
Is there a clear explanation of academic tasks?	❏ Y ❏ N ❏ NE
Are there a variety of techniques to provide comprehensible input used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, body language)?	❏ Y ❏ N ❏ NE
Are their scaffolding techniques consistently used and assisting and supporting student understanding (e.g., think-alouds)?	❏ Y ❏ N ❏ NE

Assessment

Question	Response
Does the lesson provide opportunities for students to work independently resulting in measurable outcomes?	❏ Y ❏ N ❏ NE
Is there evidence of students receiving feedback on their writing?	❏ Y ❏ N ❏ NE
Are all performance tasks curriculum-embedded?	❏ Y ❏ N ❏ NE
Is there evidence of reteaching of concepts?	❏ Y ❏ N ❏ NE

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