Portland State UNIVERSITY

PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL
Teacher Self Observation: PLUSS Features

Teacher: _____ Grade: _____ Date:_____ Language:_____ Model: TWI, English

Teaching Goal: _____

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
Pre-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
Language use & modeling	Opportunities for students to practice targeted **language** skills • sentence frames • opportunities to talk/write		0	1	2
Using visuals & graphic organizers	Uses **visuals** and **graphic organizers** in lesson • sentence strips • pictures, realia • motions or TPR (Total physical response)		0	1	2
Systematic & explicit instruction	Includes **systematic and explicit instruction** • modeling • guided practice with feedback • partner and independent practice		0	1	2
Strategic 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

*not all strategies need to be used in every lesson; teachers should select the most appropriate supports for their student population and lesson content

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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.

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