Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code* 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Name: _____ **Grade Level:** _____ **Date(s) Observed:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

A. Description of Receptive Skills: Listening and Reading Comprehension *(Select one level from the choices below)*

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

◯ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student ***rarely*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with ***substantial*** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student ***rarely*** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

◯ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student ***sometimes*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student ***sometimes*** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

◯ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student ***often*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***often*** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

◯ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student ***consistently*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***minimal*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***consistently*** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

☐ English Language Arts/Literacy
☐ English Language Development
☐ Mathematics
☐ Science
☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

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B. Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student ***rarely*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with ***substantial*** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student ***rarely*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student ***sometimes*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student ***sometimes*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student ***sometimes*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student ***often*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student ***often*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student ***often*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student ***consistently*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student ***consistently*** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student ***consistently*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

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Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

OPTEL Parent Consultation Form

Student Name: _____ **Grade Level:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent consultation occurred regarding this student's reclassification from English Learner to Fluent English Proficient status, per *Education Code* 313(f)(3). This page must be signed by the student's teacher and, to the extent possible, the student's parent or guardian. Failure to obtain a parent signature shall not preclude a student from reclassification.

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See *OPTEL User Guide* and OPTEL parent consultation presentation materials.)

I, (educator name) _____, ◯ agree or ◯ disagree the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: _____ Title: _____ Date: _____

I, (parent name) _____, was consulted, and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

Parent/Guardian Signature: _____ Date: _____

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Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to enable English learner students to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see "California English Language Development Standards (CA ELD Standards)"

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English Learner (EL) - An English learner is a student who enrolls in a California school beginning in any grade level, transitional kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to *Education Code* (*EC*) Section 313.

Fluent English Proficient – See "Reclassified Fluent English Proficient"

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the four criteria specified in California *EC* Section 313(f). For more information on the four criteria for reclassification, please visit CDE's Reclassification web page.