

OBSERVATION CHECKLIST

- *Element 1: Select a multi-faceted academic topic around which to develop student knowledge and generate a ‘big’ question to guide the inquiry.*

<i>In Instruction</i>	??
-Instructor allows space for students to share alternative interpretations of the text and to answer the unit guiding question differently	
Notes:	

- *Element 2: Select engaging texts, generate text-based questions, and choose target AL words and features to teach*

<i>Indicators</i>	?
<i>In Instruction:</i>	
-Instructor communicates the purpose for reading the text in light of the unit goals	
-Instructor connects the texts within the unit so that students understand the role that each text is to play in building their understanding of the unit topic	
-Instructor allows space for students to share alternative interpretations of the text and requires students to use text-based evidence to support claims	
-Students are supported in answering text dependent questions through appropriately paced instruction that builds basic comprehension first and, then, moves to supporting readers in making inferences	
-The focus AL terms are clearly highlighted in the instruction	
Notes:	

- *Element 3: During each lesson, engineer multiple writing, speaking, and listening opportunities--that follow predictable routines--for students to produce the target AL and to practice applying strategies for learning AL independently*

<i>Indicators</i>	?
<i>In Instruction:</i>	
-Instructor communicates the importance of using target AL words when speaking and writing	
-Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by praising students attempts at using target language (e.g., an expectation that students will not use words correctly at first)	
-Instructor builds in learning routines if these are not already an integral part of the curriculum	
-Instructor builds in intentional exposures to target AL words and features if these are not already an integral part of the curriculum	
-Students are aware of the learning routines—and demonstrate a level of comfort with routines	
-Discussion (short peer-to-peer, debate format, mock interview) punctuates every lesson	
-Writing is used as a method for consolidating thinking before and after reading and discussion and occurs each day as part of each lesson	
-Students are encourages to use peers as language resources when reading and writing	
- Students are asked to make use of previously taught words, language structures and strategies for AL learning when reading and writing	
Notes:	

Post-Observation Conference

Coaches should select two indicators from the checklist completed during the lesson to highlight in the post-observation conference (one indicator that was demonstrated successfully in the lesson; and one indicator that should be the focus of continued instructional improvement). Then, with the teacher you have observed set a concrete goal to advance the language environment. This will be the focus of your next observation.

Goal: