

<p><b>Info:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Date _____</li> <li><input type="checkbox"/> Grade _____</li> <li><input type="checkbox"/> Teacher _____</li> <li><input type="checkbox"/> School _____</li> <li><input type="checkbox"/> Predominant Language Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced, Multilevel Combination)</li> </ul>
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is State Content Standards' based (0-3) _____</li> <li><input type="checkbox"/> Language objective is clearly defined. (0-3) _____</li> <li><input type="checkbox"/> Supplementary materials (graphs, visuals, multimedia, etc) are used (0-3) _____</li> <li><input type="checkbox"/> Adaptation of content for all students' language levels (0-3) _____</li> <li><input type="checkbox"/> Integration of language skills is evident in all observed content areas. (0-3) _____</li> </ul>
<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent use of scaffolding techniques (0-3) _____</li> <li><input type="checkbox"/> Use of a variety of questioning types (Bloom's Taxonomy) (0-3) _____</li> <li><input type="checkbox"/> Vocabulary is explicitly taught. (0-3) _____</li> <li><input type="checkbox"/> Vocabulary instruction focuses on the "mortar" as well as the "bricks". (0-3) _____</li> <li><input type="checkbox"/> Students are engaged in lesson approximately 90-100% of time (0-3) _____</li> </ul>
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Room environment supports language acquisition beyond direct instruction (i.e. word walls, reference charts, visual cues) (0-3) _____</li> <li><input type="checkbox"/> Room environment is fluency appropriate as well as grade level appropriate. (0-3)</li> </ul>
<p><b>Interactions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent opportunities for interactions and discussion between teacher to student and student to student. (0-3) _____</li> <li><input type="checkbox"/> Use of interactive learning structures (pairs and groups) support content and language objectives. (0-3) _____</li> <li><input type="checkbox"/> Appropriate amount of wait time is used for student responses. (0-3) _____</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment drives instruction and planning.(Teaching, reteaching, and review are present.) (0-3) _____</li> <li><input type="checkbox"/> Review of key concepts and vocabulary. (0-3) _____</li> <li><input type="checkbox"/> Provides regular feedback to students (0-3) _____</li> <li><input type="checkbox"/> Ongoing assessment (formal, informal) is evident during the lesson. (0-3) _____</li> </ul>