Two-Way Bilingual Immersion Teaching Strategies Observation Checklist

Basic Premise: Observer knows target language and is able to give evidence as to how the technique is demonstrated in a lesson,

Teacher _____ School _____ Grade Level _____ # of Students _____ Date _____

Observer _____ Lesson Observered_____Start _____ Finish _____

Linguistic objective in lesson:

A. COMPREHENSIVE INPUT AND OUTPUT	Observed	Not Observed	Net Applicable
1. Uses concrete contextual referenced (visuals, realia).			
2. Implements listening activities to assist student with the development of language and its meaning to			
3. Allows for an initial listing level for students· at the preproduction level (K-1)			
4. Uses a variety of question stems and activities to meet the needs of students at various levels in L2 acquisition			
5. Exposes students to high levels of comprehensible language, using 1 + 1 concepts			
6. Links new vocabulary to previously learned information (transfer)			
7. Provides activities and opportunity for increased student talk as students become more proficient			
8. Begins units of study by brainstorming-students' prior knowledge before delving into content			

B, NEGOTLATION OF MEANING	Observed	Not Observed	Not Applicable
1. Monitors student comprehension through interactive means inch as: comprehension checks, clarification request, personalization, variety of questioning types, paraphrasing, providing definitions, expansion, scaffolding, modeling			
2. Encourages students to communicate in target language using vocabulary and structures familiar to students			
3. Matches language with experience			
4. Modifies teacher talk to make input mom comprehensible			
5. Provides many examples and multiple cuss to meaning when introducing new vocabulary			
6. Accelerates student communication by teaching "functional :chunks" of target language, i.e. "I don't understand, please speak 'lower."			
7. Provides opportunities for students to use the target language: at the primary level: hands on. experimental activities; at the intermediate level: group work,			
8. Upper grade students stretch and refine target language and technological languaᵍe			

C. SHELTERED CONTENT INSTRUCTION	Observed	Not Observed	Not Applicable
1. Simplified the language input (slower speech rate, defines words, controls vocabulary, limited use of idioms).			
2. Reviews main topic and key vocabulary.			
3. Checks frequently for understanding			
4. Modifies the language according to the needs of the student			
5. Bridges reading material with previously mastered oral material (student-generated information)			
6. Organizes lessons around themes appropriate to grade level standards			
7. Engages the students in active participation activities and responses			
8. Integrates culture with content instruction			

D. THINKING SKILLS	Observed	Not Observed	Not Applicable
1. Asks questions, gives directions and generates activities to advance students through levels of thinking (recalling-evaluating)			
2. Provides activities that allow students to raise questions and support answers			
3. Allows ample wait time after asking questions			
4. Uses a reciprocal interaction approach in questioning strategies while guiding students through learning using varied groupings			

E. ERROR CORRECTION	Observed	Not Observed	Not Applicable
1. Practices sensitive error correction with focus on errors of meaning, rather than form			
2. Accepts student responses in target language			
3. Develops classroom activities to address recurring error			
4. Allows for flow of student talk without interruption			

F. MONOLINGUAL DELIVERY	Observed	Not Observed	Net Applicable
1. Uses target language exclusively and does not mix languages			
2. Models the language with natural speech and intonation using correct form (grammatically, phonologically)			
3. Models the target language in a variety of settings: social, academic, cultural and linguistic			
4. Uses target language for all classroom management			
5. Designs the classroom environment so that the room reflects the exclusive use of the target language			
6. Invites student dialogue by maintaining a positive and open demeanor			

Comments:

Future Performance Goals:

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Observer _____ Lesson Observed _____Start _____ Finish _____

II. CONTENT AND TARGET LANGUAGE	Observed	Not. Observed	Not Applicable
A. CONTENT BASED INSTRUCTION			
1. Adjusts level of target language based an student feedback			
2. Adjusts level of content based on student feedback			
3. Reviews main topics and key vocabulary			
4. Bridges reading material with previously mastered oral tutorial (student-centered)			
5. Organizes lessons around themes appropriate to grade level			
6. Uses content-rich, elaborate language that is relevant, clear and audible to all			
7. Allows students to learn target language by participating in content instruction based on grade level standards			

13. CONVERSATIONAL MANAGEMENT	Observed	Not Observed	Not Applicable
1. Uses a reciprocal interaction approach while guiding students trough learning, using varied groupings: (teacher-student, student-teacher; student-stu dent)			
2. Provides opportunities for student discussion in pairs, triads, or mall groups with activities appropriate to their			
3. Allows *students* to ask *as* well *as* answer questions			
4. Provides helpful, useful feedback			
5. Allows students ample opportunity to practice target language			

III. LESSON PREPARATION AND PLANNING	Observed	Not Observed	Nut Applicable
A. INSTRUCTIONAL PLANNING			
1. Arranges instructional objectives in the appropriate sequence for the grade level and addresses content standards			
2. Identifies target language objectives based on proficiency level			
3. Arranges lessons so that listening and speaking activities precede readin^g and writing activities			
4. includes pre-reading, dialog reading and post-reading activities *when* planning reading assignments			

B. CLASSROOM MANAGEMENT	Observed	Nut Observed	Not Applicable
1. Disciplines in a positive. prompt and non-disruptive manner			
2. Prepares materials so they are available as needed			
3. Reviews classroom routines with students			
4. Moves students through transitional periods in a quick and efficient manner			
5. Organizes classroom to allow for student independence			
6. Designs the classroom environment so that the room reflects the exclusive use of the target language			
7. Assures that all language displayed in the classroom is fret of error			
8. Employs high standards of student behavior			
9. Students are focused and task oriented			
10. Noise level in the classroom is appropriate to the activity			
11. Social skills developed to allow for positive group interactions with peers			
12. Seats students in format that *is* conducive to discussion and group learnin^g			
13. Assures that multicultural awareness *is* evident in the classroom			
14. Directions are given in a clear and concise manner			
15. Maintains a positive feeling, to$_i$le in the classroom, constantly reinforcing students in a positive manner			

Comments: