



# Lesson Observation/Self Reflection

Date \_\_\_\_\_ Observer \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ ELD Level \_\_\_\_\_

Teacher	Students	Environment / Materials
<p>Time In/ time out _____</p> <p><b>Open the Lesson (3 – 7 minutes)</b></p> <p><input type="checkbox"/> Clearly states objective that includes language function and forms or patterns.</p> <p><input type="checkbox"/> Brings to life: story, song, role-play, etc. OR Links to prior lesson or other prior knowledge.</p> <p><b>Model &amp; Practice – I Do / We Do</b></p> <p><input type="checkbox"/> Language patterns (mortar) and vocabulary (brick) support objective</p> <p><input type="checkbox"/> Clearly instructs use of target language</p> <p><input type="checkbox"/> Adapts pace / complexity to meet student needs</p> <p><b>Practice the Language – You Do</b></p> <p><input type="checkbox"/> Clearly and succinctly explains task</p> <p><input type="checkbox"/> Monitors student-to-student practice.</p> <p><input type="checkbox"/> Provides specific, instructional feedback (immediate, respectful, and related to task)</p> <p><b>Closes the lesson</b></p> <p><input type="checkbox"/> Reviews objective; makes connections to real-life and/or content applications for target language</p>	<p><input type="checkbox"/> Engaged / actively listening</p> <p><input type="checkbox"/> Participate in activities</p> <p><b>Language Practice</b> (note all that apply):</p> <p><input type="checkbox"/> Whole group (Ex: Choral Response, song, etc.)</p> <p><input type="checkbox"/> Small Group (Ex: Talking Stick, Role Play, etc.)</p> <p><input type="checkbox"/> Partners (Ex: Think-Pair-Share, Give 1, Get 1, Appointments, etc.)</p> <p><input type="checkbox"/> Respond in complete sentence(s)</p> <p><input type="checkbox"/> Successfully practice language stated in objective</p> <p><input type="checkbox"/> Language use stretches beyond current ability.</p> <p><input type="checkbox"/> Self-assess (reflected on process or learning) via Partner Share, Language Log, Ticker out the Door, etc.</p>	<p><input type="checkbox"/> Posted objective is appropriate to proficiency level.</p> <p><input type="checkbox"/> Age-appropriate, culturally diverse visuals / text</p> <p><b>Visuals</b> (note all that apply)</p> <p><input type="checkbox"/> Topic vocabulary (bricks)</p> <p>Graphic organizer: _____</p> <p>Word Bank, Picture / Word Cards, poster</p> <p><input type="checkbox"/> Language patterns (mortar)</p> <p>Sentence frames, Sentence Construction chart or _____</p> <p><b>Manipulatives:</b> _____</p> <p><input type="checkbox"/> Cards with words or sentence pattern</p> <p><input type="checkbox"/> Pictures / realia</p> <p><input type="checkbox"/> Talking Chips / A-B cards</p> <p><input type="checkbox"/> Board /card games</p> <p><b>Written Application:</b> _____</p>
<p><b>Comments</b></p>		

Lesson Observation  Self reflection (Code all that apply: 1 = Some evidence; 2 = Evidence; 3 = Extensive)

Walk through (Note in and out times. Check or tally observed items)