



# Lesson Observation /Self Reflection Tool

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

Directions - Note time for each part of lesson observed and code as follows: 1 = Some evidence; 2 = Evidence; 3 = Extensive

Teacher		Students	Environment / Materials	Comments
<b>Open the Lesson (3 – 7 minutes)</b>				
Min:	<input type="checkbox"/> Clearly states objective that includes language function and forms (1 minute) <input type="checkbox"/> Brings to Life: <i>story, song, role-play, etc.</i> OR Links to prior lesson or other prior knowledge	<input type="checkbox"/> Engaged / actively listening <input type="checkbox"/> Focused on instructional visuals <input type="checkbox"/> Participate in opening activity	<input type="checkbox"/> Posted objective <input type="checkbox"/> Age-appropriate, culturally diverse visuals <input type="checkbox"/> Age-appropriate text	
<b>Model &amp; Practice – I Do / We Do</b>				
Min:	<input type="checkbox"/> Language patterns (mortar) and vocabulary (brick) support objective <input type="checkbox"/> Clearly instructs use of target language <input type="checkbox"/> Pace / complexity adapted to student needs	<input type="checkbox"/> Language Practice (circle all that apply): o <b>Whole group:</b> <i>Choral Response, song</i> o <b>Small Group:</b> <i>Talking Stick, Role Play, Partners: Think-Pair-Share, Give 1, Get 1, Appointments, Lines of Comm.</i> <input type="checkbox"/> Use target vocabulary and language pattern in complete sentence(s)	<b>Visuals</b> (circle all that apply) <input type="checkbox"/> Topic vocabulary (bricks) <i>Graphic organizer: _____,</i> <i>Word Bank, Picture / Word Cards, poster</i> <input type="checkbox"/> Language patterns (mortar) <i>Sentence stems and frames, Sentence construction chart or _____</i>	
<b>Practice the Language – You Do</b>				
Min:	<input type="checkbox"/> Clearly and succinctly explains task <input type="checkbox"/> Monitors student-to-student practice <input type="checkbox"/> Provides specific instructional feedback (immediate, respectful, and related to task)	<input type="checkbox"/> Successfully practice target vocabulary and language pattern stated in objective <input type="checkbox"/> Multiple times; in varied ways <input type="checkbox"/> Using language that stretches them beyond current ability	<input type="checkbox"/> Manipulatives o Cards with words or sentence pattern o Pictures / realia o Talking Chips / A-B cards o Board /card games <input type="checkbox"/> Written Application: _____	
<b>Close the Lesson (3 – 5 minutes)</b>				
Min:	<input type="checkbox"/> Suggests other relevant, real life opportunities to use target language <input type="checkbox"/> Solicits from students examples of how they might use target language in other situations	<input type="checkbox"/> Responses reflect ability to transfer language objective <input type="checkbox"/> Students self-assess (reflect on process or learning) with Partner Share, Language Log, Ticket out the Door, etc.	<input type="checkbox"/> Visuals are referenced during lesson closure <input type="checkbox"/> Student responses contribute to visuals, as appropriate	