

Trenton School District

Dual Language Classroom “Look Fors”

Teacher: _____ Room #: _____ School: _____

Observer’s’s Name: _____ Date: _____ Time: _____

Note: To be used for program support and professional development

Preparation	4	3	2	N/O
Clearly states (orally and in writing) content objectives.				
Clearly states (orally and in writing) language objectives.				
Clearly states (orally and in writing) cultural objectives.				
Content concepts are appropriate for age and educational back ground level of students and aligned to curriculum.				
Creates an L2-rich learning environment.				
Uses a variety of supplementary materials (graphs, models, visuals, dictionaries, etc.).				
Adapts content (text, assignment) to all levels of student language proficiency and developmental level.				
Plans meaningful activities that integrate lesson concepts with language practice opportunities in all four domains.				
Comments:				
Building Background				
Explicitly links concepts to students’ backgrounds and experiences.				
Explicitly links past learning and new concepts.				
Emphasizes key vocabulary for students.				

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Word walls and labeling are displayed in target language.				
Tools, strategies and rubrics are displayed in target language.				
Comments:				
Comprehensible Input	4	3	2	N/O
Teacher remains in target language throughout the lesson**				
Uses speech appropriate for students' proficiency level (slower rate, enunciation, simple sentences for beginners).				
Explains academic tasks clearly breaking complex information into component parts.				
Uses a variety of techniques to make content concepts clear (modeling, visuals, hands-on, gestures, TPR, realia, etc.).				
Uses a variety of re-reading and pre-writing activities to make language comprehensible (graphic organizers).				
Rephrases, repeats message in a variety of ways.				
Comments:				
Strategies	4	3	2	N/O
Provides ample opportunities for students to use learning strategies: problem solving, predicting, estimating, organizing, summarizing, categorizing, evaluating, self-monitoring.				
Uses scaffolding techniques consistently throughout lesson.				
Uses a variety of questions types to promote higher order thinking skills throughout the lesson.				
Structures a variety of high-interest student learning centers.				

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Comments:				
Interaction	4	3	2	N/O
Provides frequent opportunities for interaction and discussion.				
Uses group configurations that support language, content, and cultural objectives of lesson.				
Provides sufficient wait time for student responses throughout lesson.				
Allows students to clarify key concepts in L1 for strategic purposes with an aide, peer, or L1 text.				
Comments:				
Practice/Application	4	3	2	N/O
Provides hands-on materials or manipulatives for students to practice using new concept knowledge.				
Provides activities for students to apply content, language, and cultural knowledge in the classroom (drama, role play, etc.).				
Provides activities that integrate all language skills (reading, writing, listening and speaking).				
Creates opportunities to assist students in a non-threatening environment.				
Communicates regularly with students and reinforces clear expectations about language use.				
Comments:				

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Lesson Delivery	4	3	2	N/O
Supports the content objectives of the lesson.				
Supports the language objectives of the lesson.				
Supports the cultural objectives of the lesson.				
Ensures all students are taking part and are on task throughout the lesson (90%-100%).				
Paces the lesson appropriately to the students' ability level.				
Uses cooperative group learning.				
Fosters development of multiple intelligences (visual, auditory, tactile, kinesthetic, etc.) through a variety of activities and learning styles.				
Comments:				
Review/Assessment	4	3	2	N/O
Gives a comprehensive review of key vocabulary.				
Gives a comprehensive review of key content concepts.				
Provides feedback to students regularly on their output (speech and writing).				
Conducts frequent assessments of student comprehension and learning throughout the lesson on all lesson objectives (group response, whiteboard, thumbs up-down, exit ticket, etc).				
Comments:				

Dual Language ‘Look Fors’ Feedback Form

Teacher: _____ Room #: _____ School: _____

Observer’s Name: _____ Date: _____ Time: _____

Note: To be used for program support and professional development

“Look Fors” Feedback Codes

4- Highly Evident 3- Moderately Evident 2- Minimally Evident N/O Not Observed

Observer/Teacher Feedback: _____
