

# OBSERVATION & PLANNING TOOL: Partner Interactions

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Period: \_\_\_\_\_ Duration: \_\_\_\_\_ minutes ✓Check: ☐ Whole Group and/or ☐ Small Group

**Directions:** Check each observation of productive teacher actions that **support partner interactions**. In the right-hand column, briefly record notes to expand upon and establish instructional goals during a post-observation debrief (see reverse).

Teacher . . .		✓	Notes
Preparation	arranges seating conducive to partnering		
	pairs students appropriately		
	has a procedure for absentee partners		
	has previously taught expectations for partnering (4Ls)		
	pre-assigns partner roles (1/2, A/B)		
	has analyzed lesson for optimal partner tasks		
	has prepared visible and lesson-specific references		
	has prepared lesson-specific language support (starter/frame, word bank, grammar target)		
Setting Up	directs students' attention (board, text, etc.)		
	establishes lesson and language objectives		
	explains and models steps for each task		
	visibly displays a sentence starter/response frame		
	clarifies unfamiliar vocabulary		
	explains language targets (plural nouns, past-tense verbs, etc.)		
	models an appropriate response verbally and visibly		
	prompts rehearsal of the frame using the model response (silently tracking, phrase-cued, chorally using public voice)		
	checks for understanding of task directions		
	assigns task(s) for fast finishers		
	cues partner A/B or 1/2 to begin		
Monitoring	attends to targeted students		
	circulates to listen to and read responses		
	assists idle or off-task students		
	provides corrective feedback and elicits accurate use		
	preselects student(s) for initial reporting		
Reporting	coaches students to speak audibly (public voice)		
	assigns a listening task (similarities, paraphrasing, vocabulary)		
	cues preselected students to initiate reporting		
	uses varied strategies to elicit additional reporting (partner nomination, random, all partner As, voluntary, etc.)		
	records contributions (chart, IWB, visual organizer)		
	provides corrective feedback		

## Notes for Post-Observation Debrief

**Teacher actions that supported productive partner interactions and competent language use:**

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### Instructional goals:

[illegible]