Teacher: ______________________  Observer: ______________________ Date: _______
Period: ______  Duration: ______ minutes  □Check: □Whole Group and/or □Small Group

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

<table>
<thead>
<tr>
<th>Process</th>
<th>The teacher . . .</th>
</tr>
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</table>
| **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 frame using the model response  
checks for understanding of task directions  
assigns task(s) for fast finishers  |
| **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  
uses varied strategies to elicit additional reporting  
coaches students to speak audibly *(public voice)* |
| **Students . . .**| mark text *(underline, circle, highlight)*  
point / track with finger/object *(text, directions, image)*  
hand signal *(thumbs up, raised hand, finger rubric)*  |
| **Physical**     |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| **Verbal**       | Whole class *(chorally repeat word/phrase, read text)*  
Partner to brainstorm and discuss  
Partner to share responses using frame  
Partner to read text passages  
Individually respond *(preselected)*  
Individually respond *(voluntary, partner nomination, all As)*  
Individually respond *(random)*  |
| **Written**      | record information *(mini white board, notebook, text)*  
complete provided starter/frame  
respond to a prompt  
complete visual organizer/assignment  |

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Notes for Post-Observation Debrief

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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Instructional goals: