CLASSROOM OBSERVATION TOOL FOR ENGLISH LANGUAGE ACQUISITION

Standards-in-Action 2.0

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This tool provides a picture of ideal teaching and learning practices in a standards-based classroom. It includes what you can expect to see in a classroom that is effectively implementing the relevant standards in a daily lesson. It is designed as a professional development tool for instructors, those who support instructors, and others working to implement standards. It is not designed for use in evaluation of instructors.

Directions:

Under each Core Action, mark the indicators with either a "Y" (for "Yes, it is evident") or an "N" (for "No, it is not evident"). However, if an indicator is not evident because it is not applicable in that particular observed lesson, then mark it as "N/A." For example, the lesson may be implemented over a number of days and you are only observing a portion of the lesson for one day. Another example might be that you only observed the mid-to-final portion of the lesson and you did not observe some of the introductory activities. In both examples, some indicators might be marked "N/A."

Use the section entitled "Evidence observed" for each Core Action to make notes about what is seen and heard to support findings. The process for observing effective teaching and learning practices is not linear. In many cases, determining whether certain Core Actions and indicators are evident will not become apparent until the lesson is over. Others will be evident early in the lesson. It is fine to take detailed notes on a separate paper and review the notes after the lesson to determine the presence of an indicator.

Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.

Core Action 2. Lesson activities prepare students to access the content of the lesson.

Core Action 3. Lesson activities productively engage students in understanding the content.

Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.

Core Action 5. Lesson activities build and expand students' academic vocabulary and syntax.

Core Action 6. Lesson activities provide strategic scaffolds to provide learners access to lesson content.

Core Action 1.Lesson content is rigorous and relevant for the level defined by the state-adopted standards.	Y, N, or N/A
A. Instructor establishes well-defined content and language development lesson goals based on the standards.	
B. Students are working with challenging content-rich texts that relate to their interests, experiences, culture, and level(s) of learning.	
C. Most class time is spent with some combination of reading, writing, speaking, or listening designed to build content and language.	

Evidence observed:

Core Action 2. Lesson activities prepare students to access the content of the lesson.	Y, N, or N/A
A. Instructor explicitly links lesson content to previous lessons or students' prior knowledge.	
B. Instructor offers a range of brief and engaging auxiliary resources to build students' knowledge and vocabulary about lesson content. This includes such resources as visual images, videos, and supplementary texts.	
C. Instructor draws on students' funds of knowledge about the topic and content of the lesson and provides opportunities for peer-sharing.	

Evidence observed:

Core Action 3. Lesson activities productively engage students in understanding the content.	Y, N, or N/A
A. Instructor sequences activities to support students delving deeper into content to build their understanding of key information.	
B. Students participate actively in collaborative learning activities where they build on each other's insights and develop their language skills.	
C. Students display persistence with tasks about demanding content.	

Evidence observed:

Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.	Y, N, or N/A
A. Students have varied opportunities to demonstrate their understanding of the lesson's core content and its vocabulary through research, writing, or presentations.	
B. Students have varied opportunities to apply what they are learning in authentic adult-oriented contexts.	
C. Instructor ends the class by: • Reviewing lesson objectives; • Providing students with opportunities to reflect on their learning; and • Previewing the next class session and explaining how it will build upon today's activities.	

Evidence observed:

Core Action 5. Lesson activities build and expand students' academic vocabulary and syntax.	Y, N, or N/A
A. Instructor provides systematic work with academic and domain-specific words and phrases specific to the content of the lesson.	
B. Instructor highlights syntactically complex sentences from the lesson content for special examination and discussion.	
C. Instructor provides students with opportunities to use newly learned words and phrases in their writing and discussions.	

Evidence observed:

Core Action 6. Lesson activities provide strategic scaffolds to provide learners access to lesson content.	Y, N, or N/A
A. Instructor creates opportunities for students to learn through a series of social and academic interactions.	
B. Instructor provides such supports as sentence frames, visuals, graphic organizers, and student-friendly glossaries to promote understanding.	
C. Instructor allows students to use their home language in various ways to build understanding and facilitate access to learning activities.	

Evidence observed: