Classroom Observation Checklist*

High Leverage Practice: Teaching a Content-based Lesson

Name of teacher: _____Date: _____

*Please note that, although this is a checklist, it does not imply the implementation of these strategies in a linear fashion.

**The areas that are not shaded are strategies that should occur regularly and not only when planning an individual lesson.

CATEGORY I: Planning for A Content-based lesson

☐   The teacher meets regularly with the academic content area teacher(s) to collaborate, share materials, and review content specific pedagogy.

☐   The teacher occasionally observes the academic content area teacher(s).

☐   The teacher researches background knowledge of the academic content through web resources, content materials, and/or talking with the content area teacher.

☐   The teacher includes a language objective that incorporates a content-related language function (e.g. describe, estimate, ask, compare, summarize, explain) and the associated vocabulary in the lesson plan.

☐   The teacher includes an academic content objective that incorporates a content concept that relates to an academic content area and is appropriate to the age and level of the students (e.g. name the phases of the lifecycle of the butterfly or compare the characteristics of interior and exterior planets).

☐   The teacher includes academic content and language objectives that support each other.

☐   The teacher plans a lesson that counterbalances new language and familiar academic content OR new academic content and familiar language.

Category II:	Teaching a Content-based lesson: strategies to support language proficiency

☐   The teacher teaches the lesson in the target language 90%-100% of the time.

☐   The teacher incorporates strategies to make the target language comprehensible and avoids translation (e.g. slow speech, paraphrase, familiar language, visuals, gestures, props, and referring to the academic content context).

☐   The teacher provides students with the academic language *(e.g. functions, such as hypothesizing, giving opinions, specialized vocabulary such as density, rotation, diameter)* that is appropriate for the content area in the form of linguistic scaffolding *(e.g. verb phrases "It floats/sinks," sentence starters, "I think that …," word banks, and forced choice questions).*

☐   The teacher uses academic language in tasks and models the use of this language for the students.

☐   The teacher incorporates tasks that go beyond identifying vocabulary, and ask students to talk about the content using academic language (e.g. compare, analyze, synthesize, predict, evaluate).

☐   The teacher provides tasks that ask students to talk about content beyond one word utterances (e.g. give 2 reasons why this food is unhealthy, name 3 characteristics of the interior planets, describe the life cycle of the butterfly)

Category III:	Teaching a Content-based lesson: strategies to support academic content knowledge

☐   The teacher incorporates strategies such as graphic organizers, demonstrations, visuals, and manipulatives to make the academic content comprehensible.

☐   The teacher uses a variety of instructional practices for students to understand and engage with the academic content and does not lecture on content in a teacher-fronted, whole group manner.

☐   The teacher begins with simple questions or tasks and moves to progressively more complex questions or tasks that ask students to think about content using higher order thinking skills (e.g. comparing and contrasting, providing evidence, analyzing parts of wholes, evaluating and providing opinions etc.).