# **ntclogoSix Key Strategies for Secondary Teachersof English Language Learners**

# Observation Guide

Teacher:       Mentor:       Date:

Grade Level/Subject Area:       Lesson Topic:       Content Standard:

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| **Strategies (Overarching Practice)** | **Instructional ACTIVITIES and resources that develop adolescents' content knowledge and academic language, i.e.,their *academic literacy******The teacher...*** | Evidence of Teacher Implementation and/or Student Engagement |
| **#1 Vocabulary and Language Development** | [ ]  Introduces topic by teaching essential vocabulary *before* students engage in text or task; clarifies unfamiliar phrases, idioms, cultural references, keywords with multiple meanings; uses a variety of ways to teach word meanings, e.g. compares academic words to student-friendly synonymsor cognates, uses "concept webs" to show relationships among concepts; analyzes prefix, root word, suffix, and/or clarifies word use in context[ ]  Provides instruction for pivotal high-utility academic terms, sentence structures or writing applications linked to key text excerpts; differentiates language instruction per pre-assessed1 stages of students' ELD, reading levels, and/or depth of students' prerequisite background knowledge |       |
| **#2 Explicit Instruction** | [ ]  Intentionally identifies subject-specific academic language skills, and rationale for using certain meta-cognitive reading processes (e.g. identifying the purpose and meaning of a a specific passage, word problem, graph, timeline, lab procedurre, anecdote, word analysis, different forms of "talking to text")[ ]  Clarifies steps for each meta-cognitive process, e.g. how to summarize, compare, solve for, classify, analyze, interpret, or evaluate specific to the subject, concept, and applications described in text[ ]  Previews key ideas, explains and models how to specifically "think like a (historian, mathematician, literary analyst, or scientist...)" when reading, e.g. how to interpret: structural features of text, including directions, graphics, appendices; interpreting pivotal phrases, references to prerequisite concepts, literary elements, past events |       |
| **#3 Modeling, Visuals, and Graphic Organizers** | [ ]  Provides models, nonlinguistic representations, or demonstrations of key concepts; visuals are comprehensible w/minimal explanation,and/or are labeled effectively; graphic organizers or student notetaking guides highlight essential concepts and relationships or hierarchiesamong main and supporting ideas[ ]  Provides students w/copies of featured text; if talking at length, simultaneously displays examples, outline, or concept map of ideas beingpresented on a Smart Board, PowerPoint slide, overhead transparency, or whiteboard |       |
| **#4 Guided Interaction** | [ ]  Articulates content and language outcomes for each lesson to increase students' attention to concepts and subject-specific speaking, listening, reading and writing proficiencies needed to learn the concepts[ ]  Structures whole group and \*smaller flexible group interactions with pivotal text (\*sometimes by student interest, learning styles, literacy proficiencies); also provides culturally and linguistically responsive resources, or prompts that increase students' access to text concepts, academic discourse with peers, and probabiliy of task completion |       |
| **#5 Meaningful Contextualization** | [ ]  Makes new concepts and related lexicon comprehensible by introducing or contextualizing them via demonstration, culturally and linguistically-relevant supplemental text, related anecdotes, metaphors, quotes, current events, prompts, examples, problems, life situations, visuals, references, *realia,* video, web sources[ ]  Elicits students' prior knowledge; connects new academic concepts to pre-assessed student interests, their sociocultural contexts, analogous life experiences as well as students' current level of background knowledge linked to new concepts; related tasks springboard student engagementand persistence in new learning |       |
| **#6 Meta-cognitive Reading Processes** | [ ]  Demonstrates appropriate meta-cognitive reading processes linked to the lesson, i.e. before, during, and after reading comprehension strategies; teaches strategies for predicting, summarizing, analyzing, evaluating, etc. through a variety of activities e.g. *Questioning the Author, Question-Answer-Relationship, Reciprocal Teaching-Plus, Think-Aloud, Instrucational Read-Aloud, K-W-L, SQR3, DRTA, Main Idea Mapping, Double Entry Journal, Cornell Note-taking*[ ]  Facilitates tasks that apply these meta-cognitive strategies and activities so students may demonstrate and assess current understanding of concepts and literacy skills |       |

1 Lesson design and delivery that reflects pre-assessment of students' multifaceted dimensions increases transfer of new concepts and academic language.