

## PREL -Classroom Observation Protocol

Date:	Observer:
School/District:	Teacher:
Grade:	Class <i>ESL/ELD</i> <i>ELA</i> (circle one) Topic:
Class Hours:	Lesson Type: <i>Multi-day</i> <i>Single-day</i> (circle one)
Solo Observation Paired Observation <i>Paired with</i> _____	Number of Students:

***Directions: Using the rubrics on the following pages, check the number that best reflects what you observe in the lesson. You may give a score from 0-4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.***

<b>I. Preparation</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
1. Clearly defined <b>content objectives</b> for students		<b>Content objectives</b> for students implied		No clearly defined <b>content objectives</b> for students	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
2. Clearly defined <b>language objectives</b> for students		<b>Language objectives</b> for students implied		No clearly defined <b>language objectives</b> for students	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
3. <b>Content concepts</b> appropriate for age and educational background level of students		<b>Content concepts</b> somewhat appropriate for age and educational background level of students		<b>Content concepts</b> in- appropriate for age and educational background level of students	
<i>Comments:</i>					

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>4. Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)		Some use of <b>supplementary materials</b>		No use of <b>supplementary materials</b>	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<b>5. Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency		Some <b>adaptation of content</b> to all levels of student proficiency		No significant <b>adaptation of content</b> to all levels of student proficiency	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>6. Meaningful activities</b> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/ or speaking		<b>Meaningful activities</b> that integrate lesson concepts but provide little opportunity for language practice with opportunities for reading, writing, listening, and/ or speaking		No <b>meaningful activities</b> that integrate lesson concepts with language practice	
<i>Comments:</i>					

<b>II. Building Background</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<b>7. Concepts explicitly linked</b> to students' background experiences		<b>Concepts loosely linked</b> to students' background experiences		<b>Concepts not explicitly linked</b> to students' background experiences	
<i>Comments:</i>					
<b>8. Links explicitly made</b> between past learning and new concepts		<b>Few links made</b> between past learning and new concepts		<b>No links made</b> between past learning and new concepts	
<i>Comments:</i>					
<b>9. Key vocabulary emphasized</b> (e.g., introduced, written, repeated, and highlighted for students to see)		<b>Key vocabulary introduced</b> but not emphasized		<b>Key vocabulary not emphasized</b>	
<i>Comments:</i>					

<b>III. Comprehensible Input</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
10. <b>Speech</b> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)		<b>Speech</b> sometimes inappropriate for students' proficiency level		<b>Speech</b> inappropriate for students' proficiency level	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
11. <b>Explanation of academic tasks</b> clear		<b>Explanation of academic tasks</b> somewhat clear		<b>Explanation of academic tasks</b> unclear	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
12. Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)		Uses some <b>techniques</b> to make content concepts clear		Uses few or no <b>techniques</b> to make content concepts clear	
<i>Comments:</i>					

<b>IV. Strategies</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
13. Provides ample opportunities for students to use <b>strategies</b>		Provides students with inadequate opportunities to use <b>strategies</b>		No opportunities for students to use <b>strategies</b>	
<i>Comments:</i>					
14. Consistent use of <b>scaffolding</b> techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)		Occasional use of <b>scaffolding</b> techniques		No use of <b>scaffolding</b> techniques	
<i>Comments:</i>					
15. Teacher uses a variety of <b>question types, including those that promote higher-order thinking skills</b> (e.g., literal, analytical, and interpretive questions)		Teacher infrequently poses <b>questions that promote higher-order thinking skills</b>		Teacher does not pose <b>questions that promote higher-order thinking skills</b>	
<i>Comments:</i>					

<b>V. Interaction</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
16. Frequent opportunities for <b>interaction</b> and discussion between teacher / student and among students, which encourage elaborated responses about lesson concepts		<b>Interaction</b> mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts		<b>Interaction</b> primarily teacher-dominated with no opportunities for students discuss lesson concepts	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
17. <b>Grouping configurations</b> support language and content objectives of the lesson		<b>Grouping configurations</b> unevenly support language and content objectives		<b>Grouping configurations</b> do not support language and content objectives	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
18. Consistently provides sufficient <b>wait time for student responses</b>		Occasionally provides sufficient <b>wait time for student responses</b>		Never provides sufficient <b>wait time for student responses</b>	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
19. Ample opportunities for students to <b>clarify key concepts in L1</b> as needed with aide, peer, or L1 text		Some opportunity for students to <b>clarify key concepts in L1</b>		No opportunity for students to <b>clarify key concepts in L1</b>	
<i>Comments:</i>					

<b>VI. Practice/Application</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
20. Provides <b>hands-on</b> materials and/ or manipulatives for students to practice using new content knowledge		Provides few <b>hands-on</b> materials and/ or manipulatives for students to practice using new content knowledge		Provides no <b>hands-on</b> materials and/ or manipulatives for students to practice using new content knowledge	
<i>Comments:</i>					
21. Provides activities for students to <b>apply content and language knowledge</b> in the classroom		Provides activities for students to <b>apply either content or language knowledge</b> in the classroom		Provides no activities for students to <b>apply either content or language knowledge</b> in the classroom	
<i>Comments:</i>					
22. Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking)		Uses activities that integrate some <b>language skills</b>		Uses activities that apply only one <b>language skill</b>	
<i>Comments:</i>					



<b>VII. Effectiveness of Lesson Delivery</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
23. <b>Content objectives</b> clearly supported by lesson delivery		<b>Content objectives</b> supported somewhat by lesson delivery		<b>Content objectives</b> not supported by lesson delivery	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
24. <b>Language objectives</b> clearly supported by lesson delivery		<b>Language objectives</b> supported somewhat by lesson delivery		<b>Language objectives</b> not supported by lesson delivery	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
25. <b>Students engaged</b> approximately 90% to 100% of the period		<b>Students engaged</b> approximately 70% of the period		<b>Students engaged</b> less than 50% of the period	
<i>Comments:</i>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
26. <b>Pacing</b> of the lesson appropriate to the students' ability level		<b>Pacing</b> generally appropriate, but at times too fast or too slow		<b>Pacing</b> inappropriate to the students' ability level	
<i>Comments:</i>					

<b>VIII. Lesson Review/Evaluation</b>					
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
27. Comprehensive <b>review of key vocabulary</b>		Uneven <b>review of key vocabulary</b>		No <b>review of key vocabulary</b>	
<i>Comments:</i>					
28. Comprehensive <b>review of key content concepts</b>		Uneven <b>review of key content concepts</b>		No <b>review of key content concepts</b>	
<i>Comments:</i>					
29. Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work)		Inconsistently provides <b>feedback</b> to students on their output		Provides no <b>feedback</b> to students on their output	
<i>Comments:</i>					
30. Conducts <b>assessment</b> of student comprehension and learning of all lesson objectives (e.g., spot-checking, group response) throughout the lesson		Conducts <b>assessment</b> of student comprehension and learning of some lesson objectives		Conducts <b>no assessment</b> of student comprehension and learning of lesson objectives	
<i>Comments:</i>					