

Strategies that Promote Engagement and Learning
SPEL Observation Tool Observer : _____

Teacher Name: _____
 Period: _____

Class: _____
 Date: _____

Begin / Middle / End
 # of Students _____

Learning Target: _____

The Learner and Learning
 (LEGENDS Standards 1-3)

Visuals / Realia: _____ (rate evidence)

Check those that apply and are observed:

- Anchor charts / maps / graphs
- Written agenda / written explanations
- Short video clips
- Pictures to illustrate content
- Relevant to standards and themes

Language Support: _____ (rate evidence)

Check those that apply and are observed:

- Sentence frames
- Word walls
- Adapted text
- Graphic Organizers
- Translation Dictionaries
- Clarifying in L1

Classroom Environment: _____ (rate evidence)

Check those that apply and are observed:

- Seating arrangements support collaboration.
- Teacher circulates throughout class.
- Routines are evident

Content Knowledge
 (LEGENDS Standards 4-5)

Learning Targets _____ (rate evidence)

Check those that apply and are observed:

- Tied to Content Standards
- Contain a Literacy/Language Component
- Posted/Referenced
- Reflected in Instruction

Scaffolded Instruction: _____ (rate evidence)

Check those that apply and are observed:

- Tied to Content Standards
- Academic task clearly explained-w/ visual reference and student-friendly language.
- Modeling, think-alouds, hands-on materials, visuals, short film clips.
- Gestures / kinesthetics / TPR
- Vocabulary is prominent and explicitly taught
- Connections to prior knowledge & learning

Instructional Strategies
 (LEGENDS Standards 6-8)

Student Engagement: _____ (rate evidence)

Check those that apply and are observed:

- Purposeful Speaking & Listening routines are evident
- Positive Body Language (nodding, eye contact, etc.)
- Authentic Opportunities for reading, writing, listening, and speaking using academic language.
- Student accountability

Questioning Techniques _____ (rate evidence)

Check those that apply and are observed:

- Using questioning routines to elicit responses.
- Providing sufficient wait time.
- Asking **students** to elaborate and or show/**provide evidence to support answer**
- Providing question stems to support academic conversation
- Lower level (remembering, understanding, applying)
- Higher level (analyzing, evaluating, creating)

Assessments / Feedback _____ (rate evidence)

Check those that apply and are observed:

- Informal assessments used throughout class: thumbs up/down, white boards, etc.
- Exit tickets to assess daily learning (tied to learning target)
- Meaningful feedback throughout lesson