

Classroom Observation Tool: Effectively Structuring Student Engagement

Instructional Practices	Strong +	OK √	Weak -	Observations & Comments
Overall classroom management				
Apparent preparation for structuring student engagement (e.g. partner/group make up, posting relevant language strategy visuals, etc.)				
Regularly breaking up lecture/reading/etc. to orchestrate student response to instruction				
Providing clear instructions and modeling before students begin an activity				
Directly teaching language strategies for the specific communicative task: e.g. language for paraphrasing/reporting other's ideas				
Posing a range of questions/tasks during instruction that require different levels of student response (e.g. literal, inferential, application)				
Using structured partner and small group discussion strategies for review, brainstorming, applications, etc (e.g. Idea Wave, Tell-Help-Check)				
Monitoring partners/groups during student sharing (e.g. moving around the classroom, listening to selected students, redirecting off-task behavior, etc)				
Providing independent thinking time and writing time BEFORE discussion/sharing				
Following partner/group work with teacher mediated unified class discussion to ensure all students understand essential information				
Randomly calling on students AFTER they have shared with a partner/group; Validating and affirming students for their contributions				