

# DLI Core Instructional Strategies Observation Protocol

School \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Class/Period \_\_\_\_\_ # Students \_\_\_\_\_

Observer \_\_\_\_\_ Part of Lesson (Beg, Middle, End) \_\_\_\_\_

Subject \_\_\_\_\_ Instructional Goal \_\_\_\_\_

Class Activity \_\_\_\_\_

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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Content & Language Objectives	Write, tally or check observed strategies	Rate
Content objective posted		4 3 2 1 0 N/A
Language objective posted		4 3 2 1 0 N/A
Content objective introduced to students		4 3 2 1 0 N/A
Language objective introduced to students		4 3 2 1 0 N/A
Students interact with objectives: <i>Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner</i>		4 3 2 1 0 N/A
Content objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Language objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Comprehensible Input	Write, tally or check observed strategies	Rate
Visual Support: <i>visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)</i>		4 3 2 1 0 N/A
Context: <i>preview material, activate background knowledge, graphic organizers, storytelling, songs and chants help connect new language with meaning.</i>		4 3 2 1 0 N/A
Adapted Language: <i>speech tempo &amp; complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples</i>		4 3 2 1 0 N/A

<b>Modeling Cycle</b>	<b>Write, tally or check observed strategies</b>	<b>Rate</b>
Teacher Does (I Do)		4 3 2 1 0 N/A
Teacher Does with Students (We Do)		4 3 2 1 0 N/A
Students Do with Students (You Do)		4 3 2 1 0 N/A
All Students Do (You All Do)		4 3 2 1 0 N/A
<b>Language Supports</b>	<b>Write, tally or check observed strategies</b>	<b>Rate</b>
Use of sentence frames that are appropriate to the proficiency level of the students		4 3 2 1 0 N/A
Explicit vocabulary instruction in context: <i>gallery walks</i>		4 3 2 1 0 N/A
Thematic & Function walls: <i>science, math walls</i> <i>verb wall, sequence word wall</i>		4 3 2 1 0 N/A
<b>Student Engagement</b>	<b>Write, tally or check observed strategies</b>	<b>Rate</b>
Cognitive Engagement: <i>think time</i>		4 3 2 1 0 N/A
Oral Responses: <i>choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner</i>		4 3 2 1 0 N/A
Visual Responses: <i>hand signals, whiteboards, clickers, response cards, thumbs up/down</i> <b>(paired with oral responses as much as possible)</b>		4 3 2 1 0 N/A
Physical Responses: <i>TPR, Cornell note taking, move to the answer, four corners, opinion lines</i> <b>(paired with oral responses as much as possible)</b>		4 3 2 1 0 N/A
<b>All students doing all (or almost all) of the time</b>		4 3 2 1 0 N/A
<b>Checking for Understanding</b>	<b>Write, tally or check observed strategies</b>	<b>Rate</b>
Oral: <i>choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, blow it away, paraphrase to a partner, cold call</i>		4 3 2 1 0 N/A
Visual: <i>hand signals, whiteboards, clickers, response cards, thumbs up/down</i>		4 3 2 1 0 N/A
Physical: <i>TPR, Cornell note taking, move to the answer, four corners, opinion lines</i>		4 3 2 1 0 N/A