IMMERSION TEACHING STRATEGIES OBSERVATION CHECKLIST

Teacher _____ School _____ Grade Level _____ Number of Students _____ Date _____

Observer _____ Lesson Observed _____ Start _____ Finish _____

Each of the following seven category labels identifies a key pedagogical goal in immersion settings. The subsequent descriptors illustrate what the effective immersion teacher does in the classroom to achieve these goals.

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
1. Integrate content, culture, language and literacy				
• Contextualizes and organizes curriculum around content-based thematic concept(s)				
• Specifies content-obligatory and content-compatible language objectives for each lesson/unit				
• Identifies theme-related culture learning goals to introduce products, practices and perspectives				
• Selects developmentally appropriate language and culture learning objectives that follow from content goals				
• Uses authentic songs, poems, literature, rhymes, artifacts to teach language and culture				
• Evaluates language, content and culture learning for each lesson/unit				
2. Attend to continuous language growth and improve accuracy				
• Elicits and holds all students accountable for self/peer repair				
• Attends to errors in both oral and written language				
• Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction and non-verbal cues				
• Differentiates between feedback on form versus meaning, e.g., "I like that idea. How might you say it more precisely?"				
• Creates opportunities and activities to assist students in noticing and producing less frequently used, accurate language in oral and written form				
• Focuses corrective responses on pre-determined language objectives based on the lesson and the developmental level of the learners				
• Balances use of feedback with flow of lesson				

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
3. Make input comprehensible				
• Uses body language, TPR, visuals, realia, manipulatives to communicate meaning				
• Solicits and draws upon prior knowledge and experiences with new themes				
• Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g., advanced organizers, etc.				
• Breaks complex information and processes into component parts				
• Makes frequent use of comprehension checks that require learners to demonstrate their understanding				
• Selects and adapts instructional material for learners' developmental level				
• Establishes routines to build familiarity and allow for repetition				
4. Create an L2-rich learning environment				
• Extends students' language repertoires by teaching synonyms and antonyms				
• Displays a variety of words, phrases, written text throughout classroom and hallways				
• Invites native speakers to participate in the classroom				
• Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.				
• Surrounds learner with extensive oral and written language input				
5. Use teacher talk effectively				
• Articulates and enunciates clearly				
• Slows down and simplifies language when developmentally appropriate				
• Rephrases and repeats messages in a variety of ways				
• Varies intonation to mirror messages				
• Recycles past, present and future vocabulary and language structures consciously				
• Models accurate use of language				
• Limits amount of teacher talk				

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
6. Promote extended student output				
• Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking				
• Structures and facilitates high-interest, student-centered activities				
• Uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.				
• Makes use of a variety of interactive groupings such as dyads, think-pair-share, small groups, etc.				
• Promotes learning from and with peers, e.g., peer editing, peer tutoring				
• Communicates and consistently reinforces clear expectations about language use				
• Creates a non-threatening learning environment				
• Makes effective use of wait time during T-St interactions				
7. Attend to diverse learner needs				
• Includes a range of language, prior knowledge, and social skill abilities in flexible student groups				
• Uses cooperative group learning				
• Plans for diverse learner needs based on linguistic and cultural backgrounds				
• Provides a range of materials, learning activities, and tiered assessment tasks for students' abilities and interests				
• Surveys student interests to allow for student choice				
• Invites students to share different problem-solving approaches and learning strategies				
• Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them				
• Reinforces concepts and language with multi-sensory activities considering a variety of learning styles such as visual, auditory, tactile, kinesthetic, etc.				
• Fosters development of multiple intelligences				