



# Utah Dual Immersion Program Teacher Observation Checklist

What it is...	What it isn't...
Teacher watches students for evidence of specific skills and records the results.	Teacher pulls a student aside to ask a student a question or have them perform a task and records the results.
Students participate in instructional activities that are part of the normal day.	Students perform a task that is not part of the usual day.
Students don't know they are being observed.	Students feel this is a test or know they are being assessed.
Can take place over time or through multiple observations.	A one-time evaluative event.
Strategic. Lessons and instructional activities should be designed to meet content and language objectives, allowing for an opportunity to observe students.	Isolated. An activity or task is out of context and is not connected to content objectives.

**When an observation opportunity knocks, pay attention and record!**

## Examples of Opportunities for Observation

### Listening:

- Watch children's actions as you use classroom expressions.
- During calendar time have children respond to questions about dates, etc.
- Watch children's response to requests to get out a book, pencil, paper, etc.
- Play "Simon Says" with the whole class but focus observations at individual students.
- Paired conversations about what they're doing after school, weekend, holidays, etc. Students can draw a picture of what their partner said to show understanding.
- Use a puppet to ask students questions like "What's your name?" "How old are you?" etc.
- Divide students into small groups. One student speaks the others listen and draw pictures of what the student says.
- Watch children listen and respond in centers or paired interactions.

### Speaking:

- Listen to children talk in paired and small group activities.
- Have a "ticket out the door" question that students will answer to go out to recess or lunch such as a greeting, "What is your favorite color?", a yes/no question, etc.
- Have students introduce themselves to parent volunteers, principal, and other visitors to the classroom.
- During calendar time, observe and record the progress of the child leading the calendar time. Can also observe pairs as they answer questions about calendar time.
- Observe children as they present to the class on a project.
- Teacher uses a puppet to talk to various individuals in the whole group to ask them questions. (i.e. What's your name? )

### Reading:

- Listen to children read during small group reading instruction.
- During vocabulary instruction have students act out the words on the board.
- Observe as students read words from the reading instruction and record how they decode by syllables.
- Students play matching games with word cards and pictures of items.
- Observe students during read aloud time to see if they follow along on the page.
- Write messages, directions, to do lists, etc. on the board for the daily agenda and record those that demonstrate understanding.

### Writing:

- Collect writing samples throughout the year to review and observe progress.
- Collect samples of dictation.
- Have students draw and label items from home and environment in a student-created dictionary.
- Have students respond to a story selection by creating lists of things (like, dislike, characters in the story, etc.)
- List goods and services for Social Studies.
- After reading a text, give students a pattern to follow to write a sentence. They can be compiled into a class book. Ex: safety rules, "A \_\_\_ is healthy."