

APPENDIX A

SWEL SUPPORT TOOL

Academic Language Teacher Observation Form

School: _____ Date: _____

Coach: _____ Teacher/Coachee Initials: _____

- Precoaching/support data collection in this classroom
- Postcoaching/support data collection in this classroom
- Additional data collection (between or beyond pre- and post-) in this classroom

A. STUDENTS

Total # of students in the classroom: _____

English learners in the classroom:

EL student (name or pseudonym)	Receptive Language Levels		Productive Language Levels	
	Listening	Reading	Speaking	Writing

If you would like additional space for writing notes, please download this document from the companion website for this book (www.tesol.org/swel-leadership). You should be able to then add more writing space using your return key in each of the note-taking boxes.

B. LESSON PLAN OBJECTIVES

Learning Target or Content Objective:

C. ACADEMIC LANGUAGE OBJECTIVES

*Directions: Choose the appropriate language level below and fill out the box accordingly. You only need to fill out one of the three boxes: word level, sentence level, **OR** discourse level. See the Building Leveled Academic Language Objectives document (Appendix B, available at www.tesol.org/swel-leadership) for academic language objective sentence frames and examples.*

Word-Level Academic Language Objective: *(check all that apply)*

- Language Objective: Word level (vocabulary, morphology, and/or phonology)
 - Includes a function
 - Includes vocabulary or phonological/morphological topic
 - Includes examples of the language
 - Includes supports

Please write the word-level academic language objective here:

OR

Sentence-Level Academic Language Objective: *(check all that apply)*

- Language Objective: Sentence level (grammar and/or syntax)
 - Includes a function
 - Includes language structure/syntax
 - Includes examples of the language structure
 - Includes supports

Please write the sentence-level academic language objective here:

OR

Discourse-Level Academic Language Objective: *(check all that apply)*

- Language Structure: Discourse level (text type)
 - Includes a function
 - Includes a text type
 - Includes supports

Please write the discourse-level academic language objective here:

D. STUDENT AWARENESS OF LANGUAGE LEARNING (METALINGUISTIC AWARENESS)

(check all that apply)

- Academic language objective is derived from the content objective/learning target
- Academic language objective is written for students to see
- Academic language objective is read out loud for students to hear

E. MULTIMODAL INSTRUCTION

- All students have the opportunity to:
 - write
 - listen
 - read
 - speak: student to teacher
 - speak: student-to-student *(check one)*
 - No opportunities provided for student-to-student interaction
 - 1–2 opportunities for student-to-student interaction
 - 3–4 opportunities for student-to-student interaction
 - 5 or more opportunities for student-to-student interaction
- The teacher: *(check all that apply)*
 - presents information/instructions orally and in writing
 - reinforces oral language with written cues and/or written material on the board
 - presents visual representations of academic concepts (e.g., pictures, charts, graphs, maps, diagrams, props, realia)
 - uses gestures, facial expressions, and/or actions to demonstrate meaning
 - models and/or guides instructional concepts
 - provides dictionaries and/or other word resources available in home language **and** English

Observation Notes:

F. COACHING CONVERSATIONS

The following are a number of optional topics for coaching conversations.

- Is the work hands-on?
- Is the work meaningful/culturally relevant to students?
- Are students engaged throughout the lesson?
- Are all students engaged when the teacher provides opportunities to speak?
- Does the classroom offer a print-rich environment with words relevant to the current topic of instruction?
- Is the room organized so that students know what to focus on during instruction (e.g., clutter-free)?
- What are some additional communication techniques you can incorporate (e.g., inflection of voice, facial expressions, gestures, facing the students when speaking)?
- How can we ensure that the students understand the language that the teacher uses while also challenging their language learning?
- How can we activate prior knowledge for English learners?
- How can we evaluate and build background knowledge for students?
- How can we develop classroom-based assessments that measure mastery of academic language objectives?
- What should be understood about the various language levels represented in the classroom?
- How can we develop classroom-based assessments that measure the intended content knowledge rather than language knowledge?

Coaching Conversation Notes:

Note: This tool is based on “Collaborative Program Evaluation That Leads to Program Change” [Conference session], by A. S. Mabbott, D. Kramer, & C. Lundgren, 2009, May 28–30, International Conference on Language Teacher Education, Washington, DC.