

Academic Language Teacher Observation (ALTO)

School: _____

Date: _____

Coach: _____

Teacher/Coachee Initials: _____

- Pre-coaching/support in this classroom
- Post-coaching/support in this classroom
- Additional observations (between or beyond pre- and post-) in this classroom

Total # of students in the classroom: _____

English learners in the classroom:

EL student (name or pseudonym)	Number of students in each modality			
	Receptive Language Levels		Productive Language Levels	
	Listening	Reading	Speaking	Writing

If you would like additional space for writing notes, please download this document or make a copy of the google document. You should be able to then add more writing space using your return key in each of the note taking boxes.

Learning Target or Content Objective:

ACADEMIC LANGUAGE OBJECTIVES (ALOs)

*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 Building Academic Language Objectives document 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 (genre or text type)
 - Includes a function
 - Includes a genre
 - Includes supports

Please write the discourse level academic language objective here:

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

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:

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, etc.)?
- 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: