**Precision Partnering & Meticulous Modeling - observation**

|  |  |  |  |
| --- | --- | --- | --- |
| Note what evidence you see of each feature below: | Not in place | Partially in place | Fully in place |
| **Precision Partnering** | | | |
| Intentional Partnerships | 0 | 1 | 2 |
| Clear roles | 0 | 1 | 2 |
| Controlled alternation | 0 | 1 | 2 |
| Explicit tasks for both partners during each exchange | 0 | 1 | 2 |
| Sentence frames/stems for responses | 0 | 1 | 2 |
| Meticulous modeling | 0 | 1 | 2 |
| **Meticulous Modeling (improving explicitness of language instruction)** | | | |
| Prompt and sentence frame written on board | 0 | 1 | 2 |
| Teacher reads/says sentence frame | 0 | 1 | 2 |
| Students read/say sentence frame | 0 | 1 | 2 |
| Teacher models with an example (or two) | 0 | 1 | 2 |
| Final model & repeat | 0 | 1 | 2 |
| Paired practice | 0 | 1 | 2 |
| Individual turns | 0 | 1 | 2 |

**PROJECT LEE VIDEO SELF REFLECTION OBSERVATION PROTOCOL – Page 2**

**Precision Partnering & Meticulous Modeling - observation**

|  |  |  |  |
| --- | --- | --- | --- |
| Note what evidence you see of each feature below: | Not in place | Partially in place | Fully in place |
| **Precision Partnering** | | | |
| Intentional Partnerships | 0 | 1 | 2 |
| Clear roles | 0 | 1 | 2 |
| Controlled alternation | 0 | 1 | 2 |
| Explicit tasks for both partners during each exchange | 0 | 1 | 2 |
| Sentence frames/stems for responses | 0 | 1 | 2 |
| Meticulous modeling | 0 | 1 | 2 |
| **Meticulous Modeling (improving explicitness of language instruction)** | | | |
| Prompt and sentence frame written on board | 0 | 1 | 2 |
| Teacher reads/says sentence frame | 0 | 1 | 2 |
| Students read/say sentence frame | 0 | 1 | 2 |
| Teacher models with an example (or two) | 0 | 1 | 2 |
| Final model & repeat | 0 | 1 | 2 |
| Paired practice | 0 | 1 | 2 |
| Individual turns | 0 | 1 | 2 |

**PROJECT LEE VIDEO SELF REFLECTION OBSERVATION PROTOCOL – Page 1**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher: |  | Grade: |  | | School: |  | |  | |
| Date: |  | Start- End time: | |  | | | Language:\_\_\_\_\_\_\_\_\_\_ | | Model: TWI, English |
| 1. Select a target student (English learner with or without an IEP) Student Initials: \_\_\_\_\_\_\_\_ 2. Position the camera so both the target student and you as the teacher are in view (this video is for your viewing only). 3. Video a 20-30 minute lesson segment of reading instruction (comprehension & vocabulary) where you intend to support student academic language use. 4. Watch the video; note the quantity and quality and types of responses for the student using page 1, then view video a 2nd time from perspective of the teacher and which elements of precision partnering and meticulous modeling were present. | | | | | | | | | |
| Instructional focus: (circle) | Time started - ended | OTRs: group | OTRs: pairs | | OTRs: individual | Academic vocabulary | | Complete sentences | |
| PA Phonics Fluency Vocab Comp Writing Oral Language  Other:\_\_\_\_\_\_\_ |  |  |  | |  | Y / N (note)  teacher used  student used | | Y / N (note) | |
| PA Phonics Fluency Vocab Comp Writing Oral Language  Other:\_\_\_\_\_\_\_ |  |  |  | |  | Y / N (note)  teacher used  student used | | Y / N (note) | |
| PA Phonics Fluency Vocab Comp Writing Oral Language  Other:\_\_\_\_\_\_\_ |  |  |  | |  | Y / N (note)  teacher used  student used | | Y / N (note) | |
| PA Phonics Fluency Vocab Comp Writing Oral Language  Other:\_\_\_\_\_\_\_ |  |  |  | |  | Y / N (note)  teacher used  student used | | Y / N (note) | |