**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 LanguageOther:\_\_\_\_\_\_\_ |   |   |   |   | Y / N (note) teacher used student used | Y / N (note) |
| PA Phonics Fluency Vocab Comp Writing Oral LanguageOther:\_\_\_\_\_\_\_ |   |   |   |   | Y / N (note) teacher used student used | Y / N (note) |
| PA Phonics Fluency Vocab Comp Writing Oral LanguageOther:\_\_\_\_\_\_\_ |   |   |   |   | Y / N (note) teacher used student used | Y / N (note) |
| PA Phonics Fluency Vocab Comp Writing Oral LanguageOther:\_\_\_\_\_\_\_ |   |   |   |   | Y / N (note) teacher used student used | Y / N (note) |