



LEARNER ENGAGEMENT

FOCUSED FEEDBACK TOOL

Teacher: _____ Language: _____ Grade/Course: _____ Time-In: _____
 School: _____ Date: _____ Lesson Segment: Beginning Middle End Time-Out: _____

Several of the criteria identified in the *Teacher Effectiveness for Language Learning Framework* address the need for engagement of all students. What strategies can you use to design learning experiences that keep all students engaged all of the time? Use this tool while observing a class to provide feedback to a colleague or yourself and identify the degree to which those strategies are being implemented.

Check strategies observed and/or note level of implementation.

FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

1	Performance objectives for the lesson are:		
<input type="checkbox"/>	posted or embedded so the teacher and students may refer to them throughout.	<input type="checkbox"/>	written in student-friendly language & in the form of "I can" statements.
<input type="checkbox"/>		<input type="checkbox"/>	clearly connected to the day's sequence of learning experiences.
2	Students' learning experience include:		
<input type="checkbox"/>	student choice.	<input type="checkbox"/>	physical movement.
<input type="checkbox"/>		<input type="checkbox"/>	hands-on opportunities.
3	Students engage in collaborative learning to meet the day's performance objectives in the following ways:		
<input type="checkbox"/>	pair work	<input type="checkbox"/>	learning centers/stations
<input type="checkbox"/>	small group work	<input type="checkbox"/>	line-ups
<input type="checkbox"/>		<input type="checkbox"/>	inside-outside circle
<input type="checkbox"/>		<input type="checkbox"/>	numbered heads together
4	Students engage in independent learning to meet the day's learning targets in the following ways:		
<input type="checkbox"/>	reading	<input type="checkbox"/>	researching
<input type="checkbox"/>	writing	<input type="checkbox"/>	creating an artifact
<input type="checkbox"/>		<input type="checkbox"/>	completing a graphic organizer
<input type="checkbox"/>		<input type="checkbox"/>	using a digital device
5	Students participate in activities that are within their range of cognitive and linguistic abilities:		
<input type="checkbox"/>	tasks are developmentally appropriate for students.	<input type="checkbox"/>	students have target language skills to complete tasks.
<input type="checkbox"/>		<input type="checkbox"/>	students evidence little difficulty completing tasks.
6	Students appear interested in the learning experiences by:		
<input type="checkbox"/>	being attentive.	<input type="checkbox"/>	student body language conveys engagement.
<input type="checkbox"/>		<input type="checkbox"/>	volunteering and actively participating.
7	The teacher's interaction with students encourages engagement in a variety of ways:		
<input type="checkbox"/>	approachable body language	<input type="checkbox"/>	consistently makes eye contact
<input type="checkbox"/>	positive voice tone	<input type="checkbox"/>	accentuates the positive
<input type="checkbox"/>		<input type="checkbox"/>	movement among students
<input type="checkbox"/>		<input type="checkbox"/>	other observed:

LESSON CONTEXT/NOTES

Brief description of the observed activity/activities:

AREAS OF STRENGTH	AREAS FOR GROWTH	NEXT STEPS

