**BRIDGE PROGRAM CORE “MODEL PRACTICES”**

**Program Instructional Priorities,**

**Program Priorities and Co-Teaching Program Assurances**

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_ Language \_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_ # of students \_\_\_\_\_\_

Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Part of Lesson (Beg, Middle, End) \_\_\_\_\_\_\_\_

Class Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check observed model strategies. This tool may be used as an instructor self-assessment, coaching collaboration tool, or administrator observation guide.**

**- Practices 1, 2, 3 & 5 are observable without knowing the target language (TL) of instruction.**

**- Practices 4, 6 and 7 may guide post-observation discussion or be observable knowing the TL.**

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| 1. **Content & Language Objectives** | **Check observed strategies** |
| Content objective posted |  |
| Language objective posted |  |
| Content objective introduced to students |  |
| Language objective introduced to students |  |
| Students interact with objectives:  *Read with a partner, write or highlight objectives, choral read, individually read, process as a group, discuss with a partner* |  |
| Content objective is revisited throughout the lesson and at closure  *Student practice, outcomes and products are visible, explicitly discussed, and linked to objectives.* |  |
| Language objective is revisited throughout the lesson and at closure  *Student practice, outcomes and products are visible, explicitly discussed, and linked to objectives.* |  |

Observation notes and comments:

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| --- | --- |
| 1. **Student Cognitive and Linguistic Engagement** – goal: all students speaking or writing 50%+ of class period | **Check observed strategies** |
| * **Cognitive Engagement**   *Think time, Active Reading strategies* |  |
| * **Oral Responses** *Turn & talk, think-pair-share, precision partner, small group discussion, teach-teach, paraphrase to a partner, 4 corner discussion/debate, Zweirs Academic Discourse* |  |
| * **Written Responses** - paired with oral responses as much as possible. *Think-write-pair-share, white boards, guided notes, written drafts or revisions in class* |  |
| * **Visual Responses** - paired with oral responses as much as possible. *Whiteboards, thumbs up/down, phone app responses* |  |
| * **Physical Responses** – paired with oral responses as much as possible. *Four corners, opinion lines, fist-to-five, TPR* |  |

Observation notes and comments:

|  |  |
| --- | --- |
| 1. **Language Supports –** goal: all students speaking or writing 50%+ of class period | **Check observed strategies** |
| * **Achieves 100% use of Target Language (instructors and students)** * *Positive behavior supports model with clear system of expectations, immediate feedback/redirection, and rewards* |  |
| * **Explicit Grammar Practice in Context of Course Content**   *Visual or textual content prompt, explicit and focused mini-lesson of a grammatical form (10 min or less), ongoing controlled practice of the form in sentence or paragraph length discourse* |  |
| * **Use of Sentence Frames or Academic Discourse Cards supporting “extended discourse”** * *Advanced language proficiency goal= connected multi-sentence speaking and writing with use of connector words* |  |
| * **Explicit vocabulary instruction** in context of course and lesson content, connected to language production |  |
| * **Thematic & Function walls or notes** * *Verb wall, sequence word wall, unit content vocabulary wall, thematic concept web notes* |  |
| * **Active Reading Strategies** connecting comprehension of text or video with language production output   *Systematic use of pre-reading/listening, during reading/listening, post-reading/listening strategies* |  |

Observation notes and comments:

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| --- | --- |
| 1. **Language Proficiency diagnostic writing cycle** (may require post-observation meeting or knowledge of the TL) | **Check observed strategies** |
| * **Diagnostic Writing Sample** * *1-2 paragraph writing sample in context of course curriculum; conducted in the first 2 weeks of each unit/quarter* |  |
| * **Goal setting:** Student receives instructor feedback and sets a narrow proficiency indicator goal with instructor guidance |  |
| * **Ongoing, focused feedback**: Daily, corrective feedback is provided based on proficiency indicator goal(s) |  |
| * **Grammar in Context:** Weekly mini-lesson (10 min. or less) with explicit grammar instruction linked to diagnostic writing outcomes and proficiency indicator goal(s) |  |
| * **Quantified progress monitoring and data:** Student and instructor measure progress of goal(s) in context of daily writing; Measure and record outcomes toward goal of 80% mastery; Celebration of progress |  |
| * **“Stretch” and expansion** of new and challenging next goal; begin cycle with new goal as soon as 80% mastery is met |  |

Observation notes and comments:

|  |  |
| --- | --- |
| 1. **Community and Belonging** | **Check observed strategies** |
| * **Instructors know and use student names** * *Seating charts, Popcicle sticks, table name tents* |  |
| * **Instructor(s) greets students** as they enter class; stand in the doorway or hall |  |
| * **Conduct weekly, informal or formal checks on academic and emotional well-being** * *Student survey, index card check-in, fist-to-five, pair-share, daily writing prompt* |  |
| **Conduct activities which promote students and instructors to get to know each other**  *Direct expectations to listen and understand each others’ perspectives and experiences, and respect the variety of perspectives and experiences* |  |
| **Instructors know, reference and connect students’ career or life interests** to daily learning goals and to course curriculum |  |
| * Instructors administer **student survey each unit** (4x/year) of student perception of the learning and belonging * *e.g. “How are you feeling this week in class, and what support do you need?”* * *“Do you feel challenged,” “Do you feel supported,” “Do you feel welcome.”* |  |

Observation notes and comments:

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| --- | --- |
| 1. **College & Career Readiness Behaviors** (may require post-observation meeting or knowledge of the TL) | **Check observed strategies** |
| * **Career and college aspiration**: exploring what each student wants to do after HS and how bilingualism and multiculturalism will be an asset in your goals and life. * *- Instructors know individual students’ college aspirations or career interests via Student Interest Survey.* * *- Instructors reference or target students’ specific college or career aspirations within the context of course content or tasks to increase application, connection and motivation.* |  |
| * **Self-management** * *Explicit mini-lessons on relevance and importance of attendance, self-advocacy, goal setting, and work completion.* |  |
| * **Communication with your university and HS instructors in a college class** * *Teach when to communicate with instructors; mini-lesson on how to write an email to your HS and college instructors.* |  |
| * **College Knowledge** * *Terminology and cultural knowledge of college, e.g. college grades, transcripts and academic expectations and supports- what are they, what do they mean? What financial aid and scholarships are open to me?* |  |
| * **Growth Mindset** * *Explicit mini-lessons on Growth v. Fixed Mindset; Students participate in goal setting that is challenging and obtainable with hard work; students feel challenged and supported to accomplish new or difficult tasks* |  |

Observation notes and comments:

|  |  |
| --- | --- |
| 1. **Co-Teaching Program Assurances and Non-Negotiables** (may require post-observation meeting or knowledge of the TL) | **Check observed strategies** |
| * **Weekly collaboration meeting time and agenda** is maintained |  |
| * **Student-Centered Collaboration Meeting agenda** * *Agenda and language used during meetings focuses on 1. lesson objectives, 2. student performance on objectives, and 3. supports needed to master objectives* |  |
| * **Shared digital record (e.g. Googledoc) of weekly instruction to support communication between co-instructors**: * Summary of 1. progress on curriculum/instruction, 2. general impression or data of student mastery of learning outcomes and student needs for support |  |
| * On **co-teaching days, both instructors actively teach and provide student feedback/support** |  |
| * **Both instructors** **in room at all times** |  |
| * Equal distribution of **grading, feedback and grade entry** |  |
| All **grades** agreed upon both instructors  **Final university grade calculation process** is taught and transparent for students and  parents |  |
| **Policies for deadlines and makeup work are clear and consistent**  Policies and expectations consistently implemented by both instructors and communicated to students |  |
| **Intervention** for students with a grade falling below a “C”  *1.) Routine weekly Canvas grade checks, 2.) 1-on-1 meeting with students who do not respond to whole class grade checks, 3.) email to parents asking to check student grade with their student, 4.) student/parent support meeting* |  |

Observation notes and comments: