**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.**

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| 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: