

# The Multilingual Education **CLASSROOM OBSERVATION TOOL**

Supporting teacher professional development in multilingual classrooms



Aligned to InEd's MLE  
Teacher Competency  
Standards Framework

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## MLE Teacher Competency Classroom Observation Tool

Teacher Name:

L1:

Subject and Grade:

Observation Completed By:

L2:

Lesson Topic:

Number of Students:

Name of School:

Date:

### Domain A: Professional Knowledge and Understanding

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>- The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write <u>specific</u> comments based on the lesson observed</i>
<p style="text-align: center;">2LA</p> <p>A1. Knows how students effectively learn new languages (2LA)</p>	<p>The teacher is not observed supporting multilingual learning.</p> <p>The teacher only uses 1 language during classroom instruction.</p>	<p>The teacher unsuccessfully attempts utilizing 2 languages to explain, expand on or break down new material.</p> <p>The teacher uses students' L1 or L2 incorrectly or inconsistently.</p> <p>Students are unable to follow as the lesson pace is too quick or the students are unengaged because the lesson pace is too slow or repetitive.</p> <p>There is little evidence that students become more fluent or literate in L2.</p>	<p>The teacher supports language learning by using 2 languages to <u>explain, expand on or break down</u> new material.</p> <p>The teacher progresses in <u>small steps from what students already know to what they need to learn</u>. This includes <u>breaking words and sentences down</u> into more manageable parts.</p> <p>The teacher delivers content at an <u>appropriate speed</u> (pace) for students to understand and follow.</p> <p>The teacher uses <u>everyday language</u> as a foundation for students to learn new or academic language.</p> <p>Students are observed becoming <u>more fluent or literate in L2</u>.</p>	<p>The teacher supports new language learning by using 2 languages to explain, expand on or break down new material and encouraging students to do the same.</p> <p>Students become more fluent or literate in L2 and they are witnessed teaching or helping each other.</p>	

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<p style="text-align: center;">ACCURACY</p> <p>A2. Knows how to teach for Accuracy and Correctness</p>	<p>The teacher is not observed paying attention to the accuracy or correctness of students' language usage (grammar, pronunciation and spelling).</p> <p>Students exhibit confusion, a lack of clarity and do not demonstrate correct language usage.</p>	<p>The teacher unsuccessfully attempts to ensure students' language usage (grammar, pronunciation and spelling) is accurate and correct.</p> <p>Mistakes by some students often go uncorrected or ignored.</p> <p>Some students are able to answer correctly, others are not.</p> <p>Students are unsure of what the criteria for success or correctness are.</p>	<p>The teacher ensures students' language usage (grammar, pronunciation and spelling) is accurate and correct by <u>consistently correcting errors</u>.</p> <p>The teacher encourages students to use <u>correct pronunciation and grammar when speaking, to sound out words correctly when reading, and to write neatly with correct spelling</u>.</p> <p>Students have opportunity to <u>proofread their own work and make improvements</u>.</p> <p>Feedback to students is <u>accurate and specific</u>.</p> <p>After a mistake is made, it is witnessed that <u>students are able to answer correctly with support or prompts from the teacher</u>.</p> <p>The teacher makes <u>examples of high-quality work and criteria for success</u> clear to students.</p>	<p>The teacher consistently encourages correct and accurate language usage (grammar, pronunciation and spelling) using a variety of methods.</p> <p>The teacher provides high quality, specific feedback to individual students throughout the lesson.</p> <p>A strong system is clearly in place to ensure students fully understand the criteria for success.</p> <p>Students are provided opportunities or are witnessed correcting one other's mistakes.</p>	
<p style="text-align: center;">MEANING</p> <p>A3. Knows how to teach for Meaning and Communication</p>	<p>The teacher is not observed either explaining language meaning nor encouraging communication among the students.</p>	<p>The teacher attempts to explain or have students explain language meaning, but the students do not demonstrate a deeper understanding.</p> <p>Some student interaction and discussion occurs but is not intentionally fostered by the teacher.</p>	<p>The teacher encourages students to respond, <u>share ideas and expand on content</u>.</p> <p>The teacher <u>checks for understanding</u> after having students read or listen to whole texts both <u>formally and informally</u>.</p> <p>The students are <u>given opportunities and time to develop and share their own ideas</u>.</p>	<p>The teacher supports students to think critically and respond creatively in a variety of ways.</p> <p>The teacher constantly encourages students to communicate original ideas with their peers and read for meaning.</p> <p>Student have opportunity to lead a discussion or present their own ideas.</p>	



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<b>TAILORING</b> A4. Knows how to identify the learning needs of the students and design learning experiences that are appropriate to those needs	The teacher is not observed making effort to consider the individual language learning needs of the students.	The teacher unsuccessfully attempts to instruct at the appropriate level of the students or challenge them according to their current individual language skills and abilities.  Most of the lesson the teacher addresses the whole class.	The teacher instructs at the <u>appropriate level</u> of the students and challenges them according to their current individual language skills and abilities.  The teacher is often observed <u>giving extra support to students who need it</u> .  The teacher is observed giving some <u>additional challenges</u> to stronger students.	The teacher effectively differentiates instruction, giving individualized challenges to students appropriate to their language learning level.  The teacher is observed giving some additional challenges or responsibilities to stronger students such as helping their peers.	

Domain B: Professional Skills and Practices					
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<b>ACTIVE LEARNING</b>  B1. Demonstrates capacity to promote active learning	The teacher is not observed engaging or involving students in the learning process.  No child-centered approaches are used during the class.  Students do not appear to be engaged in the lesson at all (less than 40%).	The teacher unsuccessfully attempts to engage and involve students in the learning process.  The teacher is speaking for the majority of the class and students are rarely witnessed participating.  Students are only engaged for part of the lesson (more than 40%).	The teacher engages students in the learning process by using <u>more than 1 method of participatory learning involving hearing, seeing and doing</u> for <u>part</u> of the lesson. This could include: acting out a story, writing poems, songs and educational games.  Students have the opportunity to <u>work in groups</u> and are <u>encouraged to share ideas and help each other learn</u> .  Students have the opportunity to partially <u>direct their own learning</u> and are given some choice on how to demonstrate understanding in a meaningful way.  Students are <u>engaged for most</u> of the lesson (more than 75%).	The teacher engages the students in the learning process through the use of a variety of participatory learning activities involving hearing, seeing and doing during most of the lesson.  Student groups are intentionally made such that stronger and weaker students are paired so that stronger students learn how to be a resource for others.  Students are fully engaged and actively participating for the entire lesson (more than 90%).	

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<p><b>HOTS</b></p> <p><b>B2. Promotes Higher Order Thinking Skills through progression from L1 to L2</b></p>	<p>The teacher does not attempt to promote critical thinking.</p> <p>Only a few students respond to questions, mostly the same ones again and again.</p> <p>The teacher only asks knowledge-focused questions.</p> <p>The teacher doesn't allow individual students to engage or respond.</p>	<p>The teacher unsuccessfully attempts to promote critical thinking in L1 and L2.</p> <p>The teacher only asks questions to some students in the class, mostly those who have volunteered to answer.</p> <p>The teacher only asks knowledge-focused questions or questions that are too difficult.</p> <p>The teacher asks questions in L2 that the students don't understand.</p>	<p>The teacher promotes critical thinking and independent thought through <u>problem solving in L1 first, then progressing to L2.</u></p> <p>The teacher asks questions to <u>most students</u> during the class, even those who don't volunteer to answer.</p> <p>The teacher asks questions involving remembering, understanding, application, <u>analysis, evaluation and creativity</u>, ensuring student get the opportunity to <u>apply their knowledge</u> and <u>analyze problems.</u></p> <p><u>Who, What, Where and When</u> questions are used by the teacher.</p>	<p>The teacher promotes critical thinking by having students solve problems in L1 first to ensure they understand and can articulate their thoughts.</p> <p>Almost all students have the chance to share their own ideas or answers during the class.</p> <p>The teacher focuses on asking questions involving analysis, evaluation and creativity such as How and Why questions.</p> <p>The teacher has students compare and contrast the two languages in ways that develops their verbal and thinking abilities.</p>	
<p><b>ASSESSMENT</b></p> <p><b>B3. Demonstrates capacity to assess and monitor students' language learning</b></p>	<p>The teacher doesn't assess students' language learning during the lesson.</p> <p>The teacher doesn't allow students an opportunity to demonstrate their understanding during the lesson.</p> <p>The teacher only asks global questions with "yes" or "no" answers.</p>	<p>The teacher monitors student language learning for the class as a whole using a single method.</p> <p>The teacher asks questions that requires only knowledge recall (closed questions) or a single correct response.</p> <p>Feedback to students is very general and not helpful for improvement.</p> <p>Questions and assessments are rarely used to show evidence of student learning.</p> <p>Assessments are not appropriate or vaguely related the learning task.</p>	<p>The teacher effectively uses <u>a formal or informal assessment</u> to evaluate students' language levels and needs.</p> <p>The teacher uses one or more of the following assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> class discussion</li> <li><input type="checkbox"/> individual assignment or seatwork</li> <li><input type="checkbox"/> giving individual feedback to students on their work</li> <li><input type="checkbox"/> group work</li> <li><input type="checkbox"/> a quiz or test</li> <li><input type="checkbox"/> student presentation or board work</li> </ul> <p>Assessments are <u>appropriate and related</u> to the learning task.</p>	<p>The teacher uses both formative and summative assessments to identify students' individual language levels and needs.</p> <p>Students self-assess or have the opportunity to give each other feedback to monitor their own progress.</p>	

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<p><b>CLASSROOM RESOURCES</b></p> <p><b>B4. Utilizes or creates language learning resources that enable students to use what they know to learn new concepts</b></p>	<p>The teacher doesn't use any language learning resources during the lesson.</p> <p>The teacher doesn't use or reference the provided curriculum or available resources during the lesson.</p>	<p>The teacher attempts to use a language learning resource during the lesson; however, student learning or understanding is not enhanced.</p> <p>The teacher unsuccessfully attempts using or applying concepts in the curriculum in a way students understand.</p> <p>The lesson scarcely uses available resources to enhance teaching and learning.</p>	<p>The teacher effectively uses one <u>available or created language learning resource</u> to enable students to learn new concepts.</p> <p><u>Big pictures</u>, or <u>hands on activities</u> and <u>Total Physical Response (TPR)</u> and <u>body language</u> are used in low-resource settings</p> <p>The teacher <u>confidently uses the curriculum</u> and/or other available resources to describe key concepts.</p>	<p>The teacher effectively uses multiple available or created language learning resources to enable students to deeply understand new concepts.</p> <p>The teacher uses indigenous resources or materials during the lesson.</p> <p>The teacher expands on the curriculum during instruction to "bring the curriculum to life".</p> <p>The students have the opportunity to make their own learning resources.</p>	
<p><b>SCAFFOLDING</b></p> <p><b>B5. Demonstrates capacity to scaffold to ensure students understand first in L1 then progress to L2</b></p>	<p>The teacher doesn't attempt to use students' L1 to enhance the learning of L2.</p>	<p>The teacher unsuccessfully attempts to use L1 to enhance learning of L2.</p> <p>Students are not observed being able to understand new subject concepts or vocabulary in L2.</p> <p>Students were observed needing more time to work through new concepts in L1.</p>	<p>The teacher facilitates the development of L2 by <u>teaching new concepts first in L1</u> to enable learners to adequately express new ideas in L2.</p> <p><u>L1 is used by students to express meaning when they don't understand yet in L2.</u></p> <p><u>L1 is used to support learning</u> when the L2 is not sufficiently developed to be used alone.</p>	<p>The teacher intentionally incorporates L1 time to focus on learning new concepts then has L2 time for students to focus on learning the new language.</p> <p>The teacher consistently reviews in L1 when needed to ensure student understanding.</p> <p>Students are given opportunities or are observed using 2 languages to help each other learn.</p>	






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<p><b>READING</b></p> <p><b>B6. Effectively utilizes or creates reading materials for students</b></p>	<p>Reading materials are scarcely used during the lesson and if used only have students follow using rote methods.</p>	<p>Reading materials are used during the lesson, however, no evidence is observed that student reading ability or comprehension are enhanced.</p> <p>Most of the reading time is performed by the teacher with students only repeating.</p> <p>Inadequate time is provided for reading during the class.</p> <p>Student rarely have an opportunity to think about what they are reading.</p>	<p>The teacher <u>effectively utilizes, or has developed, reading materials</u> for students who are learning to read in L1, or for students who are gaining reading fluency in L2.</p> <p>The teacher reads <u>both to and with the students</u> to model fluent reading.</p> <p>As much as is possible, <u>students get opportunities to read independently.</u></p> <p>Students have <u>adequate time</u> for reading during the class.</p>	<p>Reading materials for students are effectively used by the teacher to enhance reading proficiency through interactive and investigative teaching methods.</p> <p>Students have opportunities to lead reading activities to build their confidence.</p>	
<p><b>LISTENING AND SPEAKING</b></p> <p><b>B7. Promotes listening comprehension activities involving responses to prompts in both L1 and L2</b></p>	<p>Speaking and listening activities are not used during the lesson.</p> <p>Student responses only involve repeating or directly translating what the teacher has said.</p>	<p>The teacher uses a speaking or listening activity, however, student responses only involve repeating or translating what the teacher has said.</p> <p>Students have limited time to ask each other questions, discuss, or share their own ideas.</p>	<p>The teacher incorporates both a <u>speaking and listening comprehension activity</u> in class using L1 and L2.</p> <p>Students have opportunity to <u>ask each other questions, discuss,</u> and share their own ideas.</p> <p>Students are <u>intentionally provided opportunities to speak</u> so they gain confidence in communicating their own thoughts and ideas.</p>	<p>The teacher incorporates multiple speaking and listening comprehension activities during the lesson.</p> <p>The teacher has students share responses individually and in groups which allows them to critically think about what they are learning.</p>	
<p><b>WRITING</b></p> <p><b>B8. Facilitates students to write creatively in L1 and L2</b></p>	<p>Students are not given the opportunity to write during the lesson.</p>	<p>The only opportunity for students to write during the lesson involves copying texts.</p> <p>Too much class time is spent repetitively writing. More opportunities are needed for students to think and write.</p>	<p>The teacher incorporates an opportunity for <u>students to creatively write, write without an example or their own ideas</u> during the lesson in L1 or L2.</p> <p><u>Students are provided opportunities to write</u> (or emergent writing for younger children) to help them <u>gain confidence in expressing their own thoughts</u> and ideas.</p>	<p>The teacher creates opportunities for students to write their own creative sentences, stories, poems or songs in L1 or L2.</p> <p>The teacher actively encourages students to write and express themselves throughout the lesson.</p>	

**Domain C: Professional Values and Dispositions**

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<p><b>CULTURE AND HERITAGE</b></p> <p><b>C1. Creates a supportive learning environment for students that values students' home language and culture</b></p>	<p>No attempt, or a discriminatory, disrespectful or insensitive example is made by the teacher to connect the lesson to the social, linguistic and cultural diversity of the students and the community.</p> <p>Students' body language suggests feelings of hurt, discomfort, or insecurity.</p>	<p>The teacher attempts to connect the lesson to the social, linguistic and cultural diversity of the students and the community; however, the example further confuses students, or is misleading.</p> <p>The teacher attempts to make connections with individual students about their backgrounds, community, or home life, but student reactions indicate that these attempts are not entirely successful.</p> <p>The teacher missed or only weakly seized an opportunity to relate the content to students' cultural background, community or home life.</p>	<p>The teacher creates a <u>supportive learning environment</u> for students by connecting the lesson to <u>the indigenous knowledge</u> and the <u>social, linguistic, and cultural diversity of the students</u> and the community.</p> <p>Students are actively <u>encouraged to use their home language or share their own examples or stories during class.</u></p> <p>The lesson is entirely <u>culturally appropriate and respectful.</u></p>	<p>The teacher creates a supportive learning environment by encouraging students to use their home language and celebrate local culture/heritage.</p> <p>The teacher localizes the curriculum by asking students questions about their cultural backgrounds, life experiences and interests.</p> <p>Students are given the opportunity to share about their home life, traditions and cultural background during class.</p>	
<p><b>POSITIVE REINFORCEMENT</b></p> <p><b>C2. Promotes a classroom culture where errors are accepted</b></p>	<p>The teacher uses shaming or negative reinforcement when students make mistakes.</p> <p>Students are observed afraid to make mistakes or participate in class.</p>	<p>The teacher attempts to use positive reinforcement; however, students are observed being afraid to try new things or make mistakes.</p> <p>The teacher repeats questions or examples in L2 instead of rephrasing or using students' L1 to clarify.</p>	<p>The teacher promotes a classroom culture where <u>students are comfortable making mistakes.</u> The teacher corrects student errors <u>using encouragement and positive reinforcement.</u></p> <p>The teacher uses students' L1 and allows students to <u>use L1 when needed</u> if they cannot express their thoughts in L2.</p>	<p>The classroom culture is such that students are excited to learn and do not fear making mistakes or trying new things.</p> <p>The teacher uses positive, encouraging and respectful feedback as well as non-threatening "small-steps" to help students gain confidence.</p> <p>The students are observed positively encouraging each other.</p>	



**Post-Observation Reflection**

Please rate your self-confidence using the languages of your students by selecting the appropriate box:	 Not Confident at all	 A little confident	 Normal	 Confident	 Very Confident
Fluency (speaking and listening) in students' L1:					
Literacy (Writing and Reading) in students' L1:					
Fluency (speaking and listening) in students' L2:					
Literacy (Writing and Reading) in students' L2:					
Fluency (speaking and listening) in students' L3 (if applicable):					
Literacy (Writing and Reading) in students' L3 (if applicable):					

**Post-Observation Reflection Questions**

**1. What were the most successful parts of your lesson regarding multilingual education? Why?**

2. What challenges did you or your students face in your lesson and how did you address them?

3. What is still needed to enhance multilingual education in your classroom?

4. How do you engage parents in children's learning and involve the community in the learning process?



TOTALS	1	2-	2	2+	3-	3	3+	4-	4	4+	OVERALL SCORE (add totals and divide by 14)
	0	20	30	40	50	60	70	80	90	100	





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