Purpose: The purpose of this checklist is to support elementary dual immersion teachers by establishing a checklist that outlines best practices, collects data and plans for future professional development needs, and celebrates exemplary classes that demonstrate effective DLI practices.

Directions: During a 15-25 minute walk-through observers will look for evidence of DLI Core Instructional Strategies. Not all items will be observed in one visit. Check all that apply.

This walk-through tool is not designed for evaluation purposes but to monitor implementation and support needs.

School:	Observer:	Subject / Topic:
Teacher:	Grade Level	
Date:	Start Time:	End Time:

What went Well	Content & Language Objectives Criteria	What could be improved
	Objectives are posted and visible to students.	
	Objectives for both content and language are stated in student-friendly language using "I can …' statements.	
	Objectives are introduced in an interactive manner where students have the opportunity to process their learning expectations (*i.e. Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner*).	
	Objectives are referenced throughout the lesson.	
	Objectives are revisited and students are given the opportunity to reflect on how well they have met the targeted learning objectives.	
	Objectives for both content and language are stated in student-friendly language using "I can …' statements.	

What Went Well	Comprehensible Input Criteria	What could be improved
Record variety and frequency	*The teacher regularly consistently uses visual, contextual and adaptive language strategies to make the content and the target language comprehensible and accessible to students.*	
	Support: visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)	
	Context: preview material, activate background knowledge, graphic organizers, storytelling, songs, and chants help connect new language with meaning	
	Adapted Language: speech tempo & complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples	
What Went Well	Modeling Cycle Criteria	What could be improved
	The teacher regularly uses the four-step modeling cycle to bridge guided practice and releasing students to work with a partner or in cooperative groups in collaborative and orally interactive activities	
	The teacher does	
	The teacher does with student	
	A student does with student/ Students do with students	
	All students do	
What went Well	Language Supports Criteria	What could be improved
	The teacher consistently provides students with sentence frames that are appropriate to the proficiency level of the students.	
	Vocabulary is consistently taught in context.	
	Thematic walls are used to support the content academic vocabulary supported with visual/essential question & content specific sentence frames (i.e. Science, math, Literacy walls).	
	Function wall are displayed to support the use of recyclable vocabulary (i.e. nouns, adjectives, action words, sequence words).	
	The teacher intentionally models the use of the classroom walls as support for language production.	
	The students regularly reference the classroom walls to support their language production.	

What went Well	Student Engagement Criteria	What could be improved
	Teacher accompanies oral (questions) prompts with visual/gesturing support.	
	Prompts are always followed with 10-15 seconds of think time.	
	All students are required to share their thinking using a variety of OTRs throughout the lesson.	
	All visual and physical responses are accompanied with an oral response supported with modeling and sentence frames.	
	Students are given multiple opportunities to share their responses.	
	All students doing All the time (calling on students raising hand is virtually non-existent, cold calls only used after at least two rounds of all students responding).	