

Mandarin Lesson Observation Checklist – Stage I

Teacher _____ Grade _____ School _____ Date/Time _____

Lesson Topic _____ WL Standards _____

OBSERVER'S NOTES

BEFORE THE LESSON (PLANNING)

- ☀ Lesson has clear content and Mandarin language objective(s) *Student will* _____ (what) by _____ (how)
- ☀ Lesson provides for individual differences and learning modalities
- ☀ Lesson proceeds from whole to part (big picture presented first)
- ☀ Lesson has meaning and immediate purpose for students (authentic reading and writing experiences, students have some degree of choice in what they study, lesson builds on their background knowledge and connects to their life)
- ☀ Lesson shows faith in and high expectations for students & supports success via instructional scaffolding (bridging, modeling, contextualization)
- ☀ Lesson planning is informed by frequent, ongoing, authentic assessment of student's progress and needs (age and stage appropriate)
- ☀ Teacher uses a variety of approaches and activities with quick pacing and orderly transitions through use of signals and routines

PREPARING the LEARNER (INTO)

- ☀ Lesson engages students in social interaction (sharing ideas, collaborating)
- ☀ Lesson develops both oral and written language simultaneously
- ☀ Lesson connects to students' first language and culture by comparative analysis of grammar, studying cognates, encouraging conceptual understanding through the primary language with think-pair-share or school-home connections, being metacognitive about literacy and learning (*How did you remember that?*)
- ☀ Teacher elicits students' prior knowledge (inquiry chart, brainstorming activities, cultural relevance and connection) and adjusts lesson accordingly.
- ☀ Teacher uses context clues (gestures and facial expressions, realia, bulletin boards, graphs, charts, visuals, video clips, graphic organizers, manipulatives, picture file cards) to support student understanding (transparent input)
- ☀ Teacher uses appropriate voice, tone, and pacing (clear enunciation, inflection, natural language, modulation, gestures, paraphrasing).
- ☀ Teacher uses positive interactions and builds rapport with students by focusing on their successes and providing frequent feedback related to making good decisions, solving problems, and showing respect at the norms for behavior.
- ☀ Teacher provides feedback on grammar and errors in a whole-class format, focused on the teachable moment, not embarrassing a student. For example, revising/editing after a lesson (does not overtly correct when student is trying to communicate a message), or asking students to explain their thought process regularly (right or wrong) so the emphasis is on **how** we know something is right, not on **who** is right and **who** is wrong.
- ☀ Teacher fosters self-esteem and keeps students' affective filter low.
- ☀ Teacher asks questions and provides wait-time for student processing through

- ☀ think-pair-share strategy or partner talk before fielding answers from class.
- ☀ Teacher models use of academic language making it comprehensible with synonyms, paraphrasing, and repetition.
- ☀ Students connect new vocabulary to mnemonic devices and gestures or kinesthetic reminders (hand motions, rhythms, etc.).

INTERACTING WITH TEXT (THROUGH – INPUT)

- ☀ Teacher assures input is comprehensible (pictorial input, role-playing, use of technology for video clips and animations, graphs and charts drawn in front of the students for brain imprinting and engagement)
- ☀ Teacher focuses on both language and content using instructional scaffolding such as schema-building and metacognitive development.
- ☀ Teacher uses Mandarin 90% of the class time, and provides communication-based instruction through an integrated approach of the four domains of language (listening, speaking, reading, writing).
- ☀ Teacher provides precise, clear directions (appropriate repetitions, clarifications, and paraphrasing) with student attention through use of signal word (*When I say the signal word, you will _____*) with previously prepared charts as reminders of the steps of the task, or by writing the steps on the board while giving the instructions. THEN, say the signal word and have them repeat it! (*When I say the signal word, say it with me, then turn to your partner, tell each other what you need to do, then start doing it!*).
- ☀ Teacher uses questioning strategies that foster critical thinking, including a variety of levels of Bloom’s Taxonomy:
 - Early Stage I- **yes/no, pointing, Total Physical Response, like/dislike**
 - Middle Stage I - **either/or, which one... , short answer, preferences**
 - High Stage I - **choose the correct answer, explain..., persuade, judge**
- ☀ Teacher modifies and adjusts lessons spontaneously as needed based on student feedback and formative assessments or checks for understanding.
- ☀ Teacher integrates use of technology to optimize understanding and engagement.
- ☀ Flex groups based on Mandarin proficiency levels or specific re-teaching needs for leveled-reading or other activities. Heterogeneous groups are used for peer teaching, social skills, and metacognitive development.
- ☀ Students practice academic language in chants, poems, and songs, and are encouraged to stand up and move around to allow oxygen to the brain.

EXTENDING UNDERSTANDING (BEYOND - APPLICATION)

- ☀ Teacher provides opportunities for students to use the new learning in novel formats, applying what they know.
- ☀ Students practice their new knowledge of vocabulary and sentence structure in team tasks before presenting or performing individually (gradual release of responsibility).
- ☀ Students reflect on their learning and their thought processes.
- ☀ Students create projects that show their understanding of the lesson or unit.
- ☀ Teacher provides various after-lesson activities including listening comprehension of Mandarin tones, sentences, and stories with multiple measures of learning and ways to record data for future lesson planning.