EL Student Shadowing Observation Tool

Student First Name:_____ Grade:_____ ELD or SDAI Level:____   Gender: _School:_____

Observer Team Members:
_____
_____

Time At 5 min intervals	COLUMN # 1 Specific Student Activity /Location of Student Student comments/answers	Speaking Social / Academic	Reading In Groups* / Independently	Writing In Groups* / Independently	Listening One-Way Social / Academic	Two-Way Social / Academic	Listening	Not Listening	COLUMN # 2 Teacher comments/questions Context of teaching; type of lesson What is teacher doing/saying?

Speaking/Reading/Writing – Mostly to Whom?			Listening – Mostly to Whom?	
The Bilingual (EL) Student	1. Student 2. Teacher 3. Small Group 4. Whole Class	**ABBREVIATIONS YOU CAN USE:** **RV** for repeating verbatim; **CR** for choral response; **IRF** for Initiation, Response, Feedback; **L1**- for non English language; **CW** for copying writing. **S** = your targeted EL student **s** = another student **T** = teacher More codes on the backside	**One-Way Listening:** Listener doesn't speak, listens for a specific piece of information or general information. (Gibbons) **Two-Way Listening:** Listener speaks, asks for clarification from speaker. (Gibbons) **Listening:** A for Active Listening; P for Passive Listening **Not Listening:** Listening ought to be happening, but student does not appear to be listening (student is off task).	1. Student 2. Teacher 3. Small Group 4. Whole Class

AGREEMENTS WHEN USING THIS FORM

1. GENERAL

If possible, position yourself in full view of the student you will be shadowing (may have to adjust or move around classroom at times). Don't be obvious about shadowing. Try not to give away the identity of the student you are watching to the student, other students, or the teacher. Watch other students during the five minute intervals.

2. CODING in general

Signal the exact time for the "precise snapshot moment" of data collection at the end of each five minute interval, Signal could be a quiet "now", head nod, or arm tap to your partner. The described activity of the focus student (in column #1) should align with what you have coded in S, R, W or L on the form.

Use the comment box on the right of the form (column #2) to capture any anecdotal information about the activity, student or teacher that you might want to use in the debriefing discussion at the end of the shadowing.

S = your targeted EL student; **s** = other student; **T** = teacher

Describe what you observe only. Evaluation/judgments/quality statements on the back of the paper.

3. CODING for speaking and writing

RV - When the student is repeating verbatim what the teacher is saying (as in chants), code it as student speaking to the teacher (#2), with a comment in column #2 that it was actually repeating verbatim (RV).

CR - When the student is participating in choral response, code it as the student speaking to teacher (#2), with a comment that it was choral response (CR).

IRF - When the student is participating in short, quick responses in the Initiation, Response, Feedback mode, code it as the student speaking to the teacher (#2), with a comment that it was IRF.

L1 - When the student speaks in L1, code as the student speaking, with a comment that it is not in English, but is in L1.

CW - For writing that is copying only, code that as the student writing with a comment that it is actually copying kind of writing (CW).

PS – problem solving alone

PS + problem solving with others in collaboration

C – collaboration

NM – negotiating meaning

1 way – one-way communication: teacher to student

2 way – two way communication: teacher and students

SAL – Student using Academic Language

S/AL – Student integrating social and academic language

11.1.2008 Adapted by Joan Wink, www.JoanWink.com