

Checklist: Integrating Skills

Directions

The teacher and the observer should each complete a copy of this form (total of two forms). When the observation is finished, they can sit down together, compare results, and come up with an agreed upon plan of action as needed.

A) For each of the points listed below, **circle** the appropriate response to...

Question: Do you see this in the lesson?

Answer: **YES, NO, ??** (not sure), or **NA** (not applicable).

B) When you are finished, put a check by the three items that are most important to you.

1.	Learners work with more than one skill (reading, writing, listening, and/or speaking)	YES	NO	??	NA
2.	The skills inter-connect in a natural and logical way.	YES	NO	??	NA
3.	Sub-skills are incorporated in appropriate ways (vocabulary-building, spelling, pragmatics, etc.).	YES	NO	??	NA
4.	The lesson has a unified theme, topic, or project.	YES	NO	??	NA
5.	Clear learning goals are in evidence at all times.	YES	NO	??	NA
6.	Activities are based on “real world” communication.	YES	NO	??	NA
7.	Expectations are clear and students have good quality models or examples they can follow.	YES	NO	??	NA
8.	Students can make choices in tasks and as part of the learning process.	YES	NO	??	NA
9.	Students are motivated, engaged, and on task.	YES	NO	??	NA
10.	Support materials are readily available.	YES	NO	??	NA
11.	Skills are assessed in appropriate ways (peer, self, portfolio, rubric, etc.).	YES	NO	??	NA
12.	Add-on activities are available for students who finish early.	YES	NO	??	NA

Observation Focus: Integrating Skills

Date:

Name of teacher:

Name of observer:

School:

Students

- Age (grade):
- Number in class:
- Language level:
- Other:

Teacher comments:

Observer comments and questions:

Agreed on plan of action and timeline: