

AEMP CWT Look Fors 3.0

Date:	Course/Content:
Time:	Subject:
Grade:	Focus:
1. Focus on Curriculum	
1a. What is the learning objective(s) for the lesson?	
1b. Learning objective(s) is evident to the students? (select one)	
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine
1c. Learning objective(s) on target for grade-level standards (select one)	
<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Unable to determine
2. Focus on Instruction	
2a. Identify the format for instructional delivery	
<input type="checkbox"/> Coaching	<input type="checkbox"/> Discussion <input type="checkbox"/> Hands-on experiences
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> Lecture <input type="checkbox"/> Culturally responsive learning centers
<input type="checkbox"/> Modeling	<input type="checkbox"/> Presentation <input type="checkbox"/> Providing directions
<input type="checkbox"/> Providing opportunities for practice	<input type="checkbox"/> Teacher-directed Q & A <input type="checkbox"/> Providing directions or instructions
<input type="checkbox"/> None	<input type="checkbox"/> Testing
2b. Identifying grouping format	
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group <input type="checkbox"/> Paired <input type="checkbox"/> Individual
2c. Identify research-based access strategies	
T S	TS
<input type="checkbox"/> Making Cultural Connections	<input type="checkbox"/> Instructional Conversations
<input type="checkbox"/> Contrastive Analysis	<input type="checkbox"/> Advanced Graphic Organizers
<input type="checkbox"/> Cooperative/Communal Learning	<input type="checkbox"/> Academic Vocabulary Dev.
2d. Determine level(s) of student work	
<input type="checkbox"/> Recalling information (Knowledge)	<input type="checkbox"/> Understanding information (Comprehension)
<input type="checkbox"/> Using Information (Application)	<input type="checkbox"/> Breaking Down information into parts (Analysis)
<input type="checkbox"/> Putting information together in new ways (Synthesis)	<input type="checkbox"/> Making judgments and justifying positions (Evaluation)
2e. Determine levels of engagement	
<input type="checkbox"/> Highly engaged—Most students are authentically engaged	
<input type="checkbox"/> Well-managed—Students are willingly compliant, ritually engaged	
<input type="checkbox"/> Disengaged/Dysfunctional—Many students actively reject the assigned task or substitute another activity	
3. Focus on a Culturally Responsive Classroom Environment	
<input type="checkbox"/> Classroom Environment is Reflective of the Students' Culture	
<input type="checkbox"/> Routines and Procedures are Evident, Affirmative, and Culturally Relevant	
<input type="checkbox"/> Students Interact with Classroom Environment	
<input type="checkbox"/> Models/Exemplars of Quality Work Posted	

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<input type="checkbox"/> Scoring Rubrics are Displayed/Provided
<input type="checkbox"/> Materials are Available in the Classroom
<input type="checkbox"/> An Instructionally Relevant Print Rich Environment is Evident
<input type="checkbox"/> Classroom has a Well-Organized Culturally Relevant Library
<input type="checkbox"/> None
4. Focus on the Learner through MELD Instruction
4a. Identify student actions as related to the development of standard English and academic English mastery
<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
4b. Identify Contrastive Analysis Technique
<input type="checkbox"/> Linguistic <input type="checkbox"/> Contextual <input type="checkbox"/> Elicited <input type="checkbox"/> Situational <input type="checkbox"/> None
4c. Identify MELD Instructional Materials
<input type="checkbox"/> MELD Instructional Guide <input type="checkbox"/> Culturally relevant literature <input type="checkbox"/> Instructional Technology
<input type="checkbox"/> Linguistic Features Matrix <input type="checkbox"/> EYS Curriculum Guide <input type="checkbox"/> AEMP Graphic Organizers
<input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> EYS Handbook <input type="checkbox"/> Thinking Maps®
<input type="checkbox"/> MELD Activities Guide <input type="checkbox"/> MELD Diagnostic Tools <input type="checkbox"/> None
4d. Identify CA Treasures Resources
<input type="checkbox"/> CA Treasures Intervention Writing & Grammar TE (K-2) <input type="checkbox"/> CA Treasures
<input type="checkbox"/> CA Treasures Teacher's Edition Companion Website
<input type="checkbox"/> CA Treasures ELT Teacher's Edition (Research Toolkit)
<input type="checkbox"/> CA Treasures Intervention Phonics/Word Study <input type="checkbox"/> CA Treasures
Teacher's Edition (K-2) Intervention Writing &
<input type="checkbox"/> CA Treasures Intervention Phonics/Word Study Grammar (3-6)
Teacher's Edition (3-6) <input type="checkbox"/> CA Treasures Theme
<input type="checkbox"/> Oral Vocabulary Cards (K-3) Project
<input type="checkbox"/> CA Treasures Practice Book
5. Focus on the Learner through ELD Instruction
5a. Identify CA Treasures ELD Resources
<input type="checkbox"/> CA Treasures ELD Teacher's <input type="checkbox"/> CA Treasures Wonders Content Readers
Edition <input type="checkbox"/> CA Treasures EL Practice Reader
<input type="checkbox"/> Speaking and Listening (White Pages) <input type="checkbox"/> CA Treasures EL Practice Reader
<input type="checkbox"/> Reading and Writing (Yellow Pages) Retell Cards and Blackline Masters
<input type="checkbox"/> CA Treasures Visual Vocabulary <input type="checkbox"/> CA Treasures ELD Progress
Resource Cards Monitoring Guide
<input type="checkbox"/> CA Treasures Language Development <input type="checkbox"/> CA Treasures ELD Progress
Practice Book Monitoring Assessment
<input type="checkbox"/> Decodable Reader K-2 <input type="checkbox"/> CA Treasures My New Words Picture
Word Book

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5b. Additional ELD Resources		
<input type="checkbox"/> Songs	<input type="checkbox"/> Audio	
<input type="checkbox"/> Additional Practice Readers	<input type="checkbox"/> Photo libraries	
<input type="checkbox"/> Poems	<input type="checkbox"/> Chants	
5c. Identify ELD Strategies and Instructional Moves		
<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Repeat-All-Some-One Person-RASP	
<input type="checkbox"/> Interactive-Question-Response (IQR)		
<input type="checkbox"/> Pull Out Talk/Write	<input type="checkbox"/> Backward Build-Up	<input type="checkbox"/> Simple Recasting
<input type="checkbox"/> Speech Rate	<input type="checkbox"/> Wait Time	<input type="checkbox"/> Corrective Recasting
<input type="checkbox"/> Visuals/Realia	<input type="checkbox"/> Modeling	<input type="checkbox"/> Connecting to Prior Knowledge
<input type="checkbox"/> Thinking Maps®	<input type="checkbox"/> Checks for comprehension (verbal/nonverbal)	
<input type="checkbox"/> Vocalized Reading/Read with Expression		
5d. Identify Evidence of Multilevel Differentiation		
<input type="checkbox"/> Provides sentence starters/stems based on ELD levels of students		
<input type="checkbox"/> Poses a variety of questions/teacher prompts based on ELD level/s		
5e. Models completing Pull out and Talk/Write with one or more types of response		
<input type="checkbox"/> Simple	<input type="checkbox"/> Elaborated	<input type="checkbox"/> Complex
6. Focus on the Needs of All Learners		
The teacher is responding to specific learning needs through differentiation of:		
<input type="checkbox"/> Content	<input type="checkbox"/> Learning Environment	
<input type="checkbox"/> Process	<input type="checkbox"/> Unable to determine	
<input type="checkbox"/> Product		