

Table 4.13 Target Areas of Feedback in the 2+2 Model

General Feedback	Feedback Specific to Working With ELLs	Comments
Clarity of lesson objectives	Language and content objectives	
Motivation	Connection to ELLs' prior knowledge and experiences or building background knowledge	
Lesson sequence	Lesson accessibility	
Differentiated activities	Scaffolded and tiered activities	
Student engagement	ELL participation	
Questioning techniques	Questions matched to ELLs' language proficiency levels	
Grouping techniques	Using heterogeneous and homogeneous groupings with the purpose of bilingual peer bridging	
Assessment techniques	Differentiation of assessment for ELLs	

Adapted from Allen, D.W., & LeBlanc, A. C. (2005). *Collaborative peer coaching that improves instruction: The 2 + 2 performance appraisal model*. Thousand Oaks, CA: Corwin.