

**Florida Department of Education
Bureau of Student Assistance
Office of Multicultural Student Language Education**

TEACHER OBSERVATION TOOL

Tool used during ESOL on-site monitoring with primary Language Arts teachers.

Teacher's Name _____ Date _____
 Grade Level _____ Subject _____
 Observer's Name _____ # LEP Students in Class _____

<i>Observation Codes</i>
<i>0= Not Evident 1= Some Evidence 2= Evident</i>

	Provisions for Ensuring Comprehensible Instruction	Coded
	1. Alignment of instruction to Sunshine State Standards and the District Curriculum	
	2. Explanation of language objectives(s) and intended outcomes	
	3. Use of supplementary materials and meaningful activities	
	4. Documentation of the continuous provision of comprehensible instruction	
	5. Use of data on LEP students language proficiency and achievement levels	
Vocabulary Development	6. Key terms and concepts explicitly linked to student's background experiences	
	7. Key terms and concepts introduced and emphasized to focus students' attention on new vocabulary	
	8. Teacher's speech is aligned with student's English Proficiency level (speaking slower with more non-verbal cues for students with lower proficiency level, not "talking down to" students with higher proficiency levels)	
Generic Teaching	9. Early engagement of students (questions to check comprehension, paraphrasing or direct involvement)	
	10. Modeling (demonstrating or "thinking aloud")	
	11. Teaching of learning strategies (meta-cognitive, cognitive, affective)	
	12. Allowing sufficient wait time for students to give a complete response	
	13. Giving feedback to students on their responses	
Language-Focused Strategies	14. Activities clearly show highly-contextualized challenging instruction (use of support structures or scaffolding such as visual aids or presenting content in "manageable chunks" Evidence of Cumming's Quadrants	
	15. Provides frequent opportunities for students to use the English language in class discussions and interactions with other students	
	16. Praises students' efforts to communicate in second language	
	17. Validates students' language and culture	
	18. Opportunities for students to clarify key concepts in their primary language	

	Provisions for Ensuring Comprehensible Instruction	Coded
Practice	19. Provides opportunities for students to apply language skills in authentic reading, writing, listening and speaking	
	20. Use of guided practice (close monitoring by teacher during initial stages of practice)	
	21. Ending review includes key concepts/content previously introduced	
	22. Assessment activities are appropriate for the students' level of English language proficiency	

Additional Notes:

Notes for Reviewer:

If 50% or more of the items are coded as “Not Evident” this should be noted as a finding for the school under Equal Access to Comprehensible Instruction.

If 30% to 49% of the items are coded as “Not Evident” or “Some Evidence,” this should be discussed during the exit interview with the Principal of the school as recommended are in need of improvement.

If the majority of the items are coded as “Not Evident” or “Some Evidence,” and reviewer is able to note that the items coded were not evident based solely on the type of activity or lesson being presented at the time of observation – do not list as a finding.