

**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 Basic Subject Area teachers
(math, science, social studies and computer literacy).*

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

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

		General Provisions for Ensuring Comprehensible Instruction	Coded
		1. Alignment of instruction to Sunshine State Standards and the District Curriculum	
		2. Explanation of content 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	
Content 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 concepts/content	
		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 multiple modes of communication		

	General Provisions for Ensuring Comprehensible Instruction	Coded
Practice	19. Provides opportunities for students to apply concepts learned and express understanding in multiple modes of communication	
	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.