ESOL Collegial Visit Checklist

PLEASE NOTE: This checklist is designed to be used during collegial visits by our ESOL Specialists who are responsible for coaching and supporting our ESOL teachers. The checklist is not to be used for evaluative purposes.

School_____ Observer _____ ESOL Teacher_____

Date _____ Location/Room: _____ Start Time_____ End Time_____

Level of student engagement (What percentage of students are on-task/attentive?)	_ 0-50% _ 51-75%	_ 76-90% _ 91-100%
Class organization (What are the students doing?)	_ Receiving information _ Practicing new skills _ Taking/prepping for test or quiz _ Viewing videos/other media _ Presenting information _ Using resources other than textbook	_ Applying skills _ Participating in collaborative activities _ Using technology (Specify:_____) _ Analyzing or synthesizing information _ Other _____
Instructional Framework – LFS	_ Language and content objectives posted _ LEQ posted _ Graphic organizers _ Use WIDA ELD standards/ language function	_ All LFS lesson components included _ Differentiation of lesson _ Higher order thinking skills _ Collaborative pairs _ Use of grade level SOLs _ Lesson plan accessible
ESOL Teacher interaction with class (What role does the ESOL teacher have in the classroom?)	_ Demonstrating to whole group _ Lecturing whole group _ Modeling whole group _ Leading whole group _ Directing small group _ Observing/floating	_ Modeling small group _ Asking/answering questions _ Blooms level _____ _ Coaching individual students _ Other _ No interaction
Co-Teaching Model Used	_ Co/team teaching _ Station teaching _ Alternate teaching I _ Alternate teaching II	_ Parallel teaching _ Support teaching I _ Support teaching II _ None evident
Comprehensibility Instructional Strategies (How is the ESOL teacher lowering language barriers?)	_ Modeling _ Think alouds _ Re-teaching _ Individualized instruction _ Read alouds – checking for understanding _ Mini-lesson/skills focus lesson _ Scaffolding for language - (sentence frames, word banks, graphic organizers, etc.) _ Guided practice _ Lecture _ Error-correction evident yet not over-used _ Visual aids/realia	_ Graphic organizers _ Contextualization/Clarification _ Increased wait time _ Sheltered instruction techniques _ Flexible groups/cooperative learning _ Differentiated student product/work _ Adapted materials/books _ Abundant comprehension checks using varied and appropriate questioning techniques _ Cooperative learning activities _ Vocabulary word walls evident _ Addresses various Learning styles _ Other _____
Assessment/checking for learning/understanding by ESOL teacher.	_ Formative assessment is ongoing throughout the lesson	_ Formative assessment is ongoing throughout work time

(How is the ESOL teacher making sure students understand the lesson?)	Example_____ _ Instructional adjustments are made based on progress monitoring/teacher observation Example _____	Example _____ _ Lesson objective(s) assessed throughout lesson Example _____
Small reading groups led by ESOL teacher, if applicable. (Is the ESOL teacher following guided reading protocols?)	_ Clear focus of the lesson _ Broken into clear beginning, during, and after reading activities (book intro, strategy check, running records, comprehension activity, etc.) _ Level text matches students' reading level	_ Skill set worked on: _ Cue system (meaning, visual, structure) _ Reading comprehension _ Verbal skills and discussion _ Vocabulary _ Decoding and fluency
Technology	_ Technology used by teacher: Example_____	_ Technology used by students Example: _____
Classroom culture and student interaction when ESOL teacher present. (What is the climate of the classroom? If applicable, is there evidence of collaboration between ESOL and co-teacher?)	_ Respectful, positive student-ESOL teacher relationship evident _ Teacher has high expectations _ Classroom ground rules are followed _ Students are comfortable sharing ideas, questions, concerns, etc. _ Varied grouping (proficiency levels, need, etc.)	_ Works as facilitator and teacher _ Feeling of community _ Works collaboratively and cooperatively with co-teacher _ Evidence of shared teaching responsibilities _ Students have frequent opportunities to: 1. Talk about lesson content 2. Clarify concepts 3. Re-present learning in a variety of ways
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Noted strengths of lesson		
Suggestions for enhancement of instruction		
Follow-Up Action	_ None needed at this time _ Please contact me so I can learn more about your classroom.	_ Other:

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ESOL Specialist Signature   Date