



Sample Classroom Observation Checklist for Teachers of ELs

The following checklist has been developed as an observational tool for teachers, administrators, or other staff who are supporting the instruction of ELs.

Teacher:	EL Demographics:	EL Background (e.g., Languages):
Date:	___ SLIFE	
Class:	___ LTELs	
Lesson Objective:	___ ELs with IEP/504 Plan	

Directions: Please check “yes” if you observed the EL strategy during your observation. Please check “no” if you did not. Please note that it is not expected for a teacher to incorporate all of these EL strategies into instruction during each lesson.

EL Strategy	Yes	No	Notes
Academic Language			
The teacher has selected a small number (5-10) of academic vocabulary for intense focus.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs have an opportunity to practice new vocabulary using multi-modalities .	<input type="checkbox"/>	<input type="checkbox"/>	
ELs practice word learning strategies (cognates, words with multiple meanings, contextual clues).	<input type="checkbox"/>	<input type="checkbox"/>	
ELs are provided opportunities to focus on aspects of language at the sentence level (e.g., grammar, syntax, conventions) that may be challenging for them in the lesson or text.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs are provided opportunities to focus on academic language at the discourse level (e.g., discussion of text structure and purpose, use of sequence markers).	<input type="checkbox"/>	<input type="checkbox"/>	
Reading			
ELs are given opportunities to read for different purposes .	<input type="checkbox"/>	<input type="checkbox"/>	

Adapted from Staehr Fenner, D., & Snyder, S. (2017) *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin.



EL Strategy	Yes	No	Notes
Sufficient background knowledge teaching is provided to support ELs in engaging with complex texts.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs respond to scaffolded text-dependent questions to support their understanding and engagement with a text.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs are provided a variety of reading material : texts at grade-level and at students' language proficiency level and/or in the home language.	<input type="checkbox"/>	<input type="checkbox"/>	
Writing			
Students are given opportunities to write for different purposes .	<input type="checkbox"/>	<input type="checkbox"/>	
Students are provided scaffolds such as word lists, sentence stems, sentence frames, and paragraph frames to support their writing.	<input type="checkbox"/>	<input type="checkbox"/>	
Oral Language			
Activities to support ELs' oral language development are included in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
Oral language activities are appropriately scaffolded for ELs so that they can successfully take part in them.	<input type="checkbox"/>	<input type="checkbox"/>	
Oral language activities are used to support written language and content learning.	<input type="checkbox"/>	<input type="checkbox"/>	

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EL Strategy	Yes	No	Notes
Scaffolding			
Lessons and activities are appropriately scaffolded for ELs at varying proficiency levels (as needed in the class).	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher provides instructional scaffolds (e.g., modeling, repetition of language, clear directions).	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher provides materials that are scaffolded for ELs (e.g., graphic organizers, sentence stems, home language support).	<input type="checkbox"/>	<input type="checkbox"/>	
Students are intentionally grouped to support their engagement in activities (e.g., pair work, home language groups).	<input type="checkbox"/>	<input type="checkbox"/>	
Formative Assessments			
The lesson includes formative assessment .	<input type="checkbox"/>	<input type="checkbox"/>	
Formative assessments are appropriately scaffolded for ELs.	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally-Responsive Teaching			
Instruction incorporates students' backgrounds and cultures .	<input type="checkbox"/>	<input type="checkbox"/>	
Multicultural resources and/or the perspectives of individuals from students' home cultures are included in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional activities support the sharing of diverse perspectives .	<input type="checkbox"/>	<input type="checkbox"/>	

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Additional Comments:

Questions for Teacher:

1. What do you feel went well in your lesson in terms of teaching ELs?

2. How do you know?

3. What do you feel could be improved to further support ELs?

4. How do you know?

5. What would you like me to keep in mind in our future collaboration to support your ELs?