













Observation Checklist

Teacher:	Date:	Notes on ELs in Class:
Class:	Lesson:	

EL Strategy	Yes	No	Not Observed	Notes
Academic Language				
 The teacher has selected a small number (5-10) of academic vocabulary for intense focus .				
 ELs have an opportunity to practice new vocabulary using multi-modalities .				
 ELs practice word learning strategies (cognates, words with multiple meanings, contextual clues).				
 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.				
 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).				

Adapted from *Unlocking English Learners' Potential: Strategies for Making Content Accessible* (Staehr Fenner & Snyder, 2017)

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EL Strategy	Yes	No	Not Observed	Notes
Oral Language				
 Activities to support ELs’ oral language development are included in the lesson.				
 Oral language activities are appropriately scaffolded for ELs so that they can successfully take part in them.				
 Oral language activities are used to support written language and content learning .				
Scaffolding				
 Lessons and activities are appropriately scaffolded for ELs at varying proficiency levels (as needed in the class).				
 The teacher provides instructional scaffolds (e.g., modeling, repetition of language, clear directions).				
 The teacher provides materials that are scaffolded for ELs (e.g., graphic organizers, sentence stems, home language support).				
 Students are intentionally grouped to support their engagement in activities (e.g., pair work, home language groups).				

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