

## EL Newcomer Regular Classroom Observation Checklist

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level : \_\_\_\_\_

Teacher(s): \_\_\_\_\_

### Before Classroom Visit:

- US Entry Date
  - Country of Birth and Native Language (possible L1 resources)
  - ACCESS or WAPT scores
  - Student with Interrupted Formal Education (SIFE)
  - Sociocultural Factors (arrival in US, culture shock, et.)
  - L1 Literacy Pre-Assessment
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### During Classroom Visit:

- Observing Teacher Strategies & Behaviors
    - Placement of Student Seating
    - Integration of Visuals to Match Oral Instruction
    - Monitoring of EL Newcomer Engagement
    - Best Instructional Practices Inclusive of EL Newcomer
    - Promotion of Listening/Speaking/Reading/Writing skills
    - Modified assignments and assessments to match English language proficiency
    - Text-Rich Classroom Environment
    - Comprehensible Speech
    - WIDA Classroom Supports
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**During Classroom Visit (con't):**

- Observing EL Newcomer Student Participation & Behaviors
    - Proximity of EL Newcomer to teacher
    - Level of Student Focus and Engagement on Teacher during Whole Group Instruction
    - Appropriate use of Language Buddy Pairs
    - Comprehensibility of Assigned Academic language and content tasks
    - Appropriateness of student behaviors impacted by cultural factors
    - Student Materials Available and Organized
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**After**

- Feedback/Notes from Teacher and Student Classroom Observation(s) Feedback Form
  - Share the Toolkit “Strategies for Supporting and Instructing EL Newcomer Students”
  - Follow-up with content and language rich resources
  - Plan for Possible Future EL Newcomer Observations and ongoing Support
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