

II. Bilingual/ESOL SPED Program Monitoring-Classroom Observations

School: _____
Teacher's Name(s): _____

Exceptionality: _____

Observation was conducted in:

___ **General Education**

___ **Special Education**

Student(s) Name, Grade, and ESOL Level:

of Students in Class: _____

of ESOL Special Education Students: _____

Subject Area (e.g., Language Arts): _____

There is evidence of:	Yes	No	NA	Comments
Classroom Environment: - Organized/Visually Attractive Classroom				
- Adequate space				
Materials: - Textbooks (State adopted and sufficient for number of students)				
- Supplemental Materials				
Technology: - Working computers				
- Software appropriate for students ESOL Level				
- Adaptive materials/assistive technology				
Methodology: - Curriculum Accommodations/Modifications are appropriate for ESOL special education students (identify those used by teacher in comments section)				
- Lesson plans reflect appropriate ESOL strategies				
Comprehensible Instruction: - Use of Realia, manipulatives to provide instruction				
- Language of instruction is contextualized				
- Oral Language Development Activities are being implemented				
- Use of Home Language strategies as appropriate				
Assessment: - Participation in district/state assessments				
- Implements Curriculum Pacing Guides				

