

ELPS Peer Observation Checklist

Prior to the observation, you will meet with your peer observer. During this meeting, your peer observer will ask you to identify three-four focal areas for the observation. Think about the instructional components around which you have questions or would like to make a change. After the observation, you and your peer observer will meet again to debrief around the evidence he/she collected.

Focal Areas	Clearly evident	Mostly evident	Somewhat Evident	Not Evident	Evidence <ul style="list-style-type: none"> • What activities are offered? • What does the instructor/learner say? • What does the instructor/learner do? • What does the instructor/learner read or write?
Objectives and Formative Assessment					
1. The instructor communicates the ELPS-aligned objective(s) to the learners in a way they could understand.					
2. The instructor provides activities that allow learners to demonstrate competence in at least one of the actions stated in the targeted ELPS level descriptor with little to no support. (There are opportunities for formative assessment.)					
3. The instructor provides meaningful feedback to the learners related to the lesson objectives.					
4. The instructor provides opportunities for learners to engage in self-and/or peer-reflection around the lesson objectives.					

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Classroom Management					
5. Learners primarily work collaboratively with other learners or alone to complete the majority of the lesson activities.					
6. The instructor is clear and concise during instruction and while giving directions.					
7. During group, pair, or individual work, the instructor is readily available to support learners without dominating their work.					
8. The instructor gives clear and reasonable time frames for each activity, with sufficient opportunities for learners to practice using the target language/skills.					

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ELPS Alignment					
9. The instructor included at least two lesson enhancement activities.					
10. The instructor asks questions and/or provides activities that require higher-order thinking/critical thinking skills at some point in the lesson sequence.					
11. The instructor provides opportunities that challenge learners to produce language (speaking or writing) beyond single words. Learners do not simply list vocabulary words but are challenged to produce language that is level-appropriate (both complexity and amount).					
12. The lesson includes opportunities to learn and use academic Tier 2 vocabulary words (text complexity-academic language).					
13. Learners build knowledge as they complete the lesson activities, through informational texts and active questioning. (Knowledge)					

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14. Learners must refer directly to a text to complete parts of the lesson. (Evidence)					
Lesson Activities and Materials					
15. Learners frequently interact with each other to ask/answer questions that do not have a single answer or to solve a problem.					
16. Learners use all four skills (reading, writing, speaking, and listening) for a specific learning purpose at least one time throughout the lesson.					
17. The lesson content and materials are meaningful, and appropriate for learners.					
18. During the lesson activities, the instructor employs differentiation strategies to meet diverse learners' needs.					

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19. The instructor includes opportunities to practice using target language structures and vocabulary in a meaningful context that models use outside of the classroom.					
20. The lesson activities are thoughtfully sequenced to promote learning, starting with what learners already know and building at an appropriate rate. Language, literacy, and skill support is provided as appropriate.					