

**Valley View ISD  
Bilingual Education/ESL  
Walkthrough Observation**

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Class/Topic: \_\_\_\_\_

	Highly Evident	Evident	Somewhat Evident	Barely Evident	Not Evident	(NA) Not Applicable
<b>A. Preparation</b>						
1. The lesson objective is clearly displayed.	4	3	2	1	0	NA
2. The language objective is clearly displayed.	4	3	2	1	0	NA
3. The lesson objective is aligned to grade level TEKS.	4	3	2	1	0	NA
4. Supplementary materials are used to enhance lesson (e.g., computer programs, graphs, models, visuals, etc.). Materials used: _____	4	3	2	1	0	NA
5. The activities/materials are adjusted to meet needs of the student.	4	3	2	1	0	NA
6. The activities are relevant to the lesson being taught and incorporate listening, speaking, reading and writing. Language domains observed: _____	4	3	2	1	0	NA
<b>B. Background Experiences</b>						
7. The lesson is linked to students' experiences.	4	3	2	1	0	NA
8. The lesson links new learning with past learning.	4	3	2	1	0	NA
9. The lesson vocabulary is developed. (e.g., vocabulary maps, word walls, etc.)	4	3	2	1	0	NA
<b>C. Lesson Comprehension</b>						
10. The pace of lesson is appropriate for students' level.	4	3	2	1	0	NA
11. The tasks are clearly defined and explained for student comprehension.	4	3	2	1	0	NA
12. A variety of instructional techniques are used to ensure student comprehension (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, etc.).	4	3	2	1	0	NA
<b>D. Instructional Strategies</b>						
13. There are opportunities for students to practice learning strategies.	4	3	2	1	0	NA
14. The instructor uses scaffolding techniques to ensure student comprehension.	4	3	2	1	0	NA
15. The instructor demonstrates the use of a variety of research-based strategies that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questioning techniques).	4	3	2	1	0	NA
<b>E. Student Interaction</b>						
16. There are opportunities for students to interact and discuss with each other and the instructor.	4	3	2	1	0	NA
17. The grouping of students supports lesson and language objectives.	4	3	2	1	0	NA
18. Appropriate wait time is allowed for students to construct appropriate responses.	4	3	2	1	0	NA
19. There are opportunities for students to clarify important concepts, as needed, with assistance.	4	3	2	1	0	NA
<b>F. Apply/Practice Objectives</b>						
20. Hands-on materials and/or manipulative provided for students to apply and practice new objectives.	4	3	2	1	0	NA
21. There are opportunities for students to apply objectives and practice appropriate language.	4	3	2	1	0	NA
22. The lesson activities integrate listening, speaking, reading and writing language skills.	4	3	2	1	0	NA
23. The lesson activities include learning strategies.	4	3	2	1	0	NA
<b>G. Delivery of Instruction</b>						
24. The lesson objective is supported by lesson delivery.	4	3	2	1	0	NA
25. The language objective is supported by lesson delivery.	4	3	2	1	0	NA
26. Students are engaged in learning.	4	3	2	1	0	NA
27. Language of instruction is maintained.	4	3	2	1	0	NA
28. Speech is accommodated to the linguistic needs of the students.	4	3	2	1	0	NA
<b>H. Review/Assessment</b>						
29. There is a review of key vocabulary.	4	3	2	1	0	NA
30. There is a review of lesson objective.	4	3	2	1	0	NA
31. There is continual feedback provided for student Participation (e.g., language, content, work, etc.).	4	3	2	1	0	NA
32. The instructor consistently assesses student comprehension and learning of lesson objectives throughout instruction (e.g., spot checking, group response, etc.).	4	3	2	1	0	NA
33. Assessment appropriately measures the lesson and language objectives.	4	3	2	1	0	NA

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date