

Teacher _____
 Completed by _____
 School _____

Date _____
 Unit _____

***LANGUAGE!* Classroom Self-Evaluation/Visitation Checklist**

Classroom Environment	Visible	Not Visible
Level/Unit/Lesson Plans/Objectives indicated on board		
Teacher Editions		
Student Interactive Texts (consumable text)		
Student Texts (hard-cover textbook)		
Content Mastery/ Summative test and Progress Indicator Books (thin assessment booklets) available and up-to-date		
Pocket chart or space to manipulate letter cards, word patterns, morphology and grammar concepts		
Environment reflects <i>LANGUAGE!</i> concepts and instruction (Overhead transparencies, bulletin boards, dictionaries, thesauruses, posters, computers/interactive CD-ROMS)		
Student work -- displayed/ in folders or notebook		

Teaching Attributes	Observed	Not Observed
Instruction follows Teacher Edition from sound to text		
Accurate and Clear explanation of concepts and content		
Connections between activities and steps clearly articulated		
Instruction paced according to recommended time allocations in minutes per step (10-10-15-15-20-20)		
Transitions from activity to activity are efficient and rapid		
Assessment data used to adjust instruction		
Instruction differentiated as needed		
Immediate re-teaching, reinforcement, and feedback for concepts and skills		
High level of teacher-student interaction		
Small group work used		
Effective use of manipulatives and multisensory techniques		
Frequent teacher modeling and student practice		

Student Behavior	Observed	Not Observed
Actively engaged and on task		
Displays knowledge of procedures and routines		
High level of student-teacher interaction		
Variety of peer interactions		

NOTES: