

## **SUHSD Observation Form – English Learner Specialist**

Teacher: \_\_\_\_\_  
Content: \_\_\_\_\_  
Time: \_\_\_\_\_  
# of teacher participants: \_\_\_\_\_

School: \_\_\_\_\_  
Date: \_\_\_\_\_  
☐ Scheduled  
☐ Unannounced

### **STANDARD I: INSTRUCTIONAL COACHES ARE SKILLED COLLABORATORS WHO FUNCTION EFFECTIVELY IN SCHOOL SETTINGS.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>A. Working with the school's instructional teams, Instructional Coaches help determine the school's strengths and areas for growth in implementing District instructional initiatives</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Assists the principal in developing a Professional Development (PD) Plan</li><li><input type="checkbox"/> Collaborates with members of the Instructional Leadership Team (ILT) to conduct ongoing assessments of professional development needs</li><li><input type="checkbox"/> Communicates the findings of PD needs assessments to staff and other stakeholders for their reflection</li><li><input type="checkbox"/> Supports teachers as they align curriculum to state and district requirements</li><li><input type="checkbox"/> Meets with other coaches in the school and school district to build professional skills and a sense of community</li><li><input type="checkbox"/> Manages time and resources effectively</li></ul> <p><b>B. Instructional Coaches promote productive relationships with and among school staff.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Showcases effective strategies employed by teachers and encourage teachers to share their stories of success with one another</li><li><input type="checkbox"/> Listens to learn about the needs and concerns of students and staff and responds in a manner that inspires trust, communicates respect, and is nonjudgmental in nature</li><li><input type="checkbox"/> Acts in a manner that demonstrates and models openness to new ideas</li><li><input type="checkbox"/> Understands and respects confidentiality</li></ul> | <p><i>Evidence and/or Commendations/Recommendations</i></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>STANDARD I - B. Instructional Coaches promote productive relationships with and among school staff. (continued)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responds promptly to requests for assistance from teachers and school leaders</li> <li><input type="checkbox"/> Understands the secondary student, as well as the stresses and dilemmas secondary teachers must confront</li> <li><input type="checkbox"/> Demonstrates positive expectations for student learning. This includes understanding and conveying the second-language acquisition process Academic English Language Learners (inclusive of ELs) go through</li> <li><input type="checkbox"/> Uses varied group configurations and presentation formats as needed to engage adult learners, which includes scheduling and/or creating appropriate professional development sessions</li> <li><input type="checkbox"/> Enlists administrator support for teachers as needed</li> </ul> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**STANDARD II: INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>A. Instructional Coaches work with teachers individually or in collaborative teams, providing practical support on a range of reading, writing, speaking, and listening strategies.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists teachers in developing instruction designed to improve students' abilities to read and understand content area texts and complex reading materials</li> <li><input type="checkbox"/> Helps teachers use the analysis of various assessment results to determine which strategies will move students to higher levels of achievement</li> <li><input type="checkbox"/> Provides teachers with professional development in conjunction with district initiatives</li> <li><input type="checkbox"/> Provides professional development related to literacy strategies</li> <li><input type="checkbox"/> Explores cross-curricular communication and connections to literacy skills with teachers</li> <li><input type="checkbox"/> Has a repertoire of instructional strategies at their disposal to share with and model for teachers</li> <li><input type="checkbox"/> Helps teachers determine which strategies are best used for the learning goal, considering both the content and language being taught</li> </ul> | <p><i>Evidence and/or Commendations/Recommendations</i></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

**STANDARD II: INSTRUCTIONAL COACHES ARE SKILLED SECONDARY TEACHERS (Cont.)**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>B. Instructional Coaches observe and provide feedback to teachers on instruction related to literacy and district initiatives.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Helps to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the concept of refining our practice for continuous improvement</li> <li><input type="checkbox"/> Organizes and leads learning walks and coaching cycles</li> <li><input type="checkbox"/> Engages in reflective dialogue with teachers before and after observation to                         <ul style="list-style-type: none"> <li>○ establish and measure the degree to which students met the learning goal</li> <li>○ establish and measure the degree to which the teacher met his/her professional goal</li> <li>○ create an ideal product</li> <li>○ create or select types of formative assessment(s) to implement</li> <li>○ determine next steps for improved student achievement</li> </ul> </li> <li><input type="checkbox"/> Effectively models and/or provides quality models of instructional strategies to support teacher implementation and student learning</li> </ul> | <p><i>Evidence and/or Commendations/Recommendations</i></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

**STANDARD III - ENGLISH LEARNER PROGRAM COMPLIANCE**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Recommends appropriate placement of English Learners (ELs)</li> <li><input type="checkbox"/> Organizes and assists in the administration of the state mandated language development test (e.g. CELDT)</li> <li><input type="checkbox"/> Monitors students who have reclassified as fluent English proficient (RFEP)</li> <li><input type="checkbox"/> Organizes the annual site RFEP Ceremony</li> <li><input type="checkbox"/> Serves as an additional support for ELs</li> <li><input type="checkbox"/> Supports the Principal in leading the analysis of EL achievement data</li> <li><input type="checkbox"/> Supports the Principal in organizing and facilitating the site's English Learner Advisory Committee (ELAC)</li> </ul> | <p><i>Evidence and/or Commendations/Recommendations</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

SUHSD Observation Form – English Learner Specialist

**STANDARD IV – ASSUMES RESPONSIBILITY TO DEVELOP AS A PROFESSIONAL EDUCATOR**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Reflects on practice and planning for professional development</li><li><input type="checkbox"/> Attends professional seminars, conferences, and other training to receive instruction on research-based strategies and to learn how to work effectively with adult learners</li><li><input type="checkbox"/> Establishes professional goals and pursues opportunities to grow professionally</li><li><input type="checkbox"/> Works with colleagues to improve professional practice</li><li><input type="checkbox"/> Balances professional responsibilities/ to maintain motivation</li></ul> | <i>Evidence and/or Commendations/Recommendations</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|

**STANDARD V - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Fulfills adjunct duties</li><li><input type="checkbox"/> Attends English Learner Specialist job alike meetings</li><li><input type="checkbox"/> Attends faculty meetings</li><li><input type="checkbox"/> Attends the site English Learner Advisory Committee (ELAC) meetings</li><li><input type="checkbox"/> Fulfills other contractual duties under Article VII.</li><li><input type="checkbox"/> Attends parent conferences</li></ul> | <i>Evidence and/or Commendations/Recommendations</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

Print Evaluator Name: \_\_\_\_\_