General Language Classroom:

**Set 1**

**A. PREPARATION**

1. The instructor had a clearly discernible lesson plan.

2. There was an appropriate balance of structured and open-ended/communicative activities.

3. The exercises and activities were introduced in context.

4. The plan was geared toward real/authentic language use.

**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately and effectively.

2. Use of English was appropriate to student needs.

**C. LESSON PRESENTATION**

1. The lesson was presented effectively and clearly.

2. The activities/exercises chosen to achieve the objectives were effective.

3. There were smooth transitions between activities.

4. The time allotted for activities was appropriate.

5. The amount of teacher talk and student talk was appropriate.

6. The type and amount of teacher feedback was effective.

7. Cultural instruction was integrated into class activities.

**D. CLASSROOM MANAGEMENT**

1. The use of small groups/pair work during each activity was appropriate.

2. The seating arrangement facilitated learning.

3. The use of audio-visual & tech materials was effective.

4. The instructor divided his or her attention among students appropriately.

5. Student participation was on task.

**E. CLASSROOM ATMOSPHERE**

1. Student participation was active and lively.

2. The class atmosphere was warm, open and accepting.

3. The instructor was sensitive to students' difficulties and abilities.

**Set 2**

CHECKLIST FOR OBSERVING A LANGUAGE CLASSROOM:

Target Language Use:

The teacher and students speak the target language (TL):

* Less than 25% of the time
* Less than Less than 50% of the time
* 50%-75% of the time
* 75%-90% of the time
* 90%+ of the time

Students cannot acquire spoken language if they do not hear it.

The teacher checks for comprehension frequently:

* By asking individual students
* By carefully observing all students in class
* By listening for responses from the whole class
* By asking for translation occasionally

Students cannot acquire a language if they do not understand what the teacher is saying. The teacher must speak in the TL and it must be comprehensible to the students.

The teacher offers opportunities for sophisticated language use:

* By embellishing the basic statements that students make
* By asking a variety of questions in a variety of formats and levels
* By inviting students to create which the language rather than simply a. repeating, b. responding mainly with formulas, c. memorizing dialogue.

Students should be expected to think and perform at high levels—even in beginning courses. Memorization is the LOWEST level of Bloom’s taxonomy. We need to encourage students to analyze, evaluate and design at all course levels.

Language Teaching Methods:

* The teacher raises the level of student attention
* By involving students in the narration
* By allowing student input to direct portions of the lesson
* By talking to individual students
* By talking about specific students
* By referring to places/locations/people/topics of interest to students

The students are actively engaged in the lesson

* By gesturing
* By acting
* By contributing ideas to the lesson
* By responding to questions

The students are held accountable for the lesson:

* By speaking the target language when asked
* By helping each other
* By retelling material in their own words
* By translation, when asked
* By unannounced quizzes

The teacher promoted grammatical accuracy (\*\*in written language classrooms)

* By briefly explaining the meaning of unfamiliar or new items
* By using the unfamiliar or new items multiple times in different contexts
* By asking students to predict correct grammatical usage

The teacher demonstrates appropriate correction techniques:

* By modeling accuracy—rewarding the students’ attempts while acknowledging the content of the student’s statement
* By demonstrating the value of accuracy-stating the meaning of the inaccurate construction
* By inviting the student to correct him/herself

The teacher promotes higher-level thinking skills

* By asking students to synthesize the language in a story retell
* By asking students to create imaginative situations
* By asking students to supply motivation for actions in the story

The teacher tailors the tasks to individual student ability:

* By asking many types and levels of questions
* By expecting multiple levels of answers to questions (one-word, short phrase, complete sentence, extended discourse)
* By requiring longer, more detailed, and more accurate narration from the most able students

CLASSROOM MANAGEMENT TECHNIQUES:

* There seems to be a routine to being the class
* Teacher greets students as they arrive
* Students arrive on time
* Students are on task
* Students are prepared
* Students are working by the time the ‘late bell’ rings

Teacher models proactive classroom management:

* By showing genuine interest in the students
* By remaining calm and in control
* By taking the time to listen to student suggestions
* By looking at individual students with a clam demeanor
* By moving closer to potential disruptions
* By using body language to control student behavior non-verbally
* By using facial expressions that are appropriate to the situation (smiling, not angry, blank expression, etc.)
* By offering choices to students who fail to cooperate

There seems to be a routine at the end of class:

* Students are not waiting by the door to leave class
* Students are working and/or attentive until the bell rings
* Students are not packing up 5 minutes before the end of class
* Students wait to be dismissed by the teacher, not the bell

\*adapted by Bryce Hedstrom Original by Susan Gross

LANGUAGE

1. Errors: Are there errors in the language of either the teacher or the students?
2. Error correction: When grammatical errors are made, are they corrected? By whom?
3. Genuine questions: Do teachers and students ask questions to which they don’t know the answer in advance?
4. Display questions: Do teachers ask questions that they know the answers to so that learners can display their knowledge of the language (or the lack of it)?
5. Negotiation of meaning: Do the teachers and students work to understand what the other speakers are saying? What efforts are made by the teacher? By the students?
6. Do the teachers and students talk *about* language, in addition to using it to transmit information

**Set 3**

**What should I look for in an effective language classroom?**

Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| Standard | Observed? | Evidence |
| The classroom is student-centered and focuses on meaningful communication. |  |  |
| The target language is the sole medium of instruction. The teacher uses the target language throughout the entire lesson. |  |  |
| Students acquire language through authentic cultural contexts. |  |  |
| Students use language to reinforce their core content knowledge. |  |  |
| Students experience the language for listening, speaking, reading, and writing (\*when applicable). |  |  |
| Students participate in learning activities, which vary in length, content, and format. |  |  |
| Students use language individually, in paired groups, in small groups, and in whole-class activities. |  |  |
| Student’s language acquisition is facilitated through the teacher’s use of visuals, gestures, pictures, manipulatives, and technologies. |  |  |
| Students have the opportunity to self-assess their language competencies and cultural interactions. |  |  |
| Students language competency is measured by performance-based tasks. |  |  |

Language Classroom Standard Indicators

|  |  |  |
| --- | --- | --- |
| Standard | Observed? | Evidence |
| The classroom is student-centered and focuses on meaningful communication. | * Using target language to complete communicative tasks * Learning centers * Independent work groups | * Direct & grammar driven instruction * Learn about language rather than how to use it * Overusing worksheets/workbooks |
| The target language is the sole medium of instruction. The teacher uses the target language throughout the entire lesson. | * Using target language exclusively (teacher) | * Weaving in and out of English and target language (teacher) |
| Students acquire language through authentic cultural contexts. | * Using resources (websites, books, advertising, radio, etc) intended for native speakers * Viewing segment of a film from a target language | * Comparing traditions/music/art between the language’s culture and the broader U.S. or world |
| Students use language to reinforce their core content knowledge. | * Writing a summary of main points * Using an inquiry-based process to answer culturally-relevant questions (measure water-pollution levels, compare, contrast, etc). * Learning dance, art, terminology to describe it * Learning names of famous people, places, events in the language | * Reading for comprehension only * Learning only names of famous people |
| Students experience the language for listening, speaking, reading, and writing (\*when applicable). | * Providing multiple opportunities for each student to speak in the target language * Addressing listening, reading, and writing skills (\*when applicable) | * Focusing lesson on grammar and translation * Few opportunities for students to speak in the language |
| Students participate in learning activities, which vary in length, content, and format. | * Activities rarely exceed 15 minutes * Strategies used include: role play, total physical response, journaling, skimming and scanning texts | * Lecturing by teacher * Watching a film for an entire class period |
| Students use language individually, in paired groups, in small groups, and in whole-class activities. | * Presenting a poster (individually) * Interviewing each other (pairs) * Performing a short role play (small group) * Participating in a video conference (class) | * Direct instruction only |
| Student’s language acquisition is facilitated through the teacher’s use of visuals, gestures, pictures, manipulatives, and technologies. | * Presenting new vocabulary in context using pictures, objects, video, ppt, etc. * TPR (Total physical response) activities * Graphic organizers * Technology-video conferencing, blogging, e-pals, etc. | * Presenting new vocabulary only through prepared word lists |
| Students have the opportunity to self-assess their language competencies and cultural interactions. | * Including reflective learning activities | * Teacher Evaluation only |
| Students language competency is measured by performance-based tasks. | * Writing a postcard to a pen-pal * Producing a commercial or a news or music video * Interviewing a community member/native speaker * Capturing information from a recorded phone message, song, film clip, etc. * Answering an open response question in the target language | * Paper & pencil summative assessment * Automatic response summative assessment (oral) |

\*\*Adapted from: WL Classroom Observation Form Sauer/VanHouten/Vinson 09/2006

**Other Language Classroom Observation Measures:**

Error correction

Learning one thing at a time

Ample time available for learning

Pressure to speak

Access to modified input

1. Challenging by manageable instructional activities that match the learning styles and multiple intelligences of the students
2. Meaningful choice will be provided, whenever possible, for student activities.
3. Soring rubrics will be designed to develop high standards and expectations while protecting students from embarrassment.
4. Non-judgmental feedback that focuses on progress and growth will be frequently given.
5. Effective cooperative learning techniques will be implemented.
6. Knowledge and sensitivity to other cultures will be developed through expanded interpersonal skills.

General (Not Indigenous/CRT or Language Classroom Sepcific):

Classroom management and leadership

* Classroom rules, expectations and procedures that minimize down time, maintain student behavior, and maximize student engagement in the material
* Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors
* Reinforcement of school-wide norms and use of school-wide routines
* Modeling of honesty, integrity and personal responsibility

Student engagement and real-time assessment:

* Students’ active participation in the learning process
* Students’ perseverance and persistence through material; students’ resilience
* Students’ timely completion of assignments (out of class and in class)
* Assessment of students’ understanding using real-time techniques that align to lesson objectives (e.g. Checks for Understanding)
* Identification and correction of common misunderstandings
* Movement of students to the rigorous levels o understanding required by the lesson objective

End of Class Assessment and Student Mastery of Objectives

* Assessment of students’ mastery at the end of the less (e.g. exit slips) to confirm mastery of lesson objectives
* Evidence that students have mastered the lesson objectives such that they remain on track for the unit plan

Lesson Objectives

* Alignment to rigorous standards
* Clarity of lesson objectives
* Differentiation of lesson objectives

Lesson Strategies, Activities, and Delivery

* Activation of students’ prior knowledge
* Use of strategies that are appropriate for the lesson objectives
* Use of activities and student work that engage students as active learners
* Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson
* Communication of accurate, relevant content, key concepts and understandings
* Pacing and use of class time
* Collaboration with co-teachers and aids

Physical Environment

* Acquisition of resources and supplies needed for the lesson
* Classroom organization that allows for planned teacher-to-student and student-to-student interactions
* Appropriate accommodations for special needs students