WHAT SHOULD I LOOK FOR IN AN EFFECTIVE WORLD LANGUAGE CLASSROOM?

Teacher's Name: _____   **Date of Observation:** _____

Level:	Language:		Program Type:
☐ Elementary School	☐ Arabic	☐ Japanese	☐ Regular
☐ Middle School	☐ Chinese	☐ Latin	☐ Honors
☐ High School	☐ French	☐ Russian	☐ Advance Placement
	☐ German	☐ Spanish	☐ International Baccalaureate

STANDARD	✓	EVIDENCE		EVIDENCE
1. The classroom is student-centered and focuses on meaningful communication.				
2. The target language is the sole medium of instruction. The teacher uses the target language throughout the entire lesson.				
3. Students acquire language through authentic cultural contexts.				
4. Students use language to reinforce their core content knowledge.				
5. Students experience the language for listening, speaking, reading, and writing.				
6. Students participate in learning activities, which vary in length, content, and format.				
7. Students use language individually, in paired groups, in small groups, and in whole-class activities.				
8. Student's language acquisition is facilitated through the teacher's use of visuals, gestures, pictures, manipulatives, and technologies.				
9. Student's have the opportunity to self-assess their language competencies and cultural interactions.				
10. Student's language competency is measured by performance-based tasks.				

WORLD LANGUAGE CLASSROOM STANDARD INDICATORS

Standard Observed   **Positive Indicator(s)***   **Negative Indicator(s)***

1.	**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 to use language. ▪ Overusing worksheets/workbooks
2.	**The target language is sole medium of instruction. The teacher uses the target language through the entire lesson.**	▪ Using target language exclusively (teacher)	▪ Weaving in and out of English and target language (teacher)
3.	**Students acquire language through authentic cultural contexts.**	▪ Using web sites intended for native speakers to find an apartment, job, etc. ▪ Viewing segment of a film from a target language country to identify cultural similiarities	▪ Comparing traditions/music/art between the target country and the U.S. *in English.* ▪ Watching of dubbed or subtitled Disney Movies
4.	**Students use language to reinforce their core content knowledge.**	▪ Writing a summary of main points ▪ Using an inquiry-based process to measure water-pollution levels and compare to levels in target language countries ▪ Learning dance/art terminology to describe a folk dance/painting	▪ Reading for comprehension only. ▪ Learning names of famous scientists and their inventions from target language countries. ▪ Learning about famous artists and their works in English.
5.	**Students experience the language for listening, speaking, reading, and writing.**	▪ Providing multiple opportunities for each student to speak in the target language ▪ Addressing listening, reading, and writing skills	▪ Focusing lesson on grammar and translation ▪ Few opportunities for students to speak in the target language
6.	**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 & scanning texts, etc.	▪ Lecturing by teacher ▪ Watching a film for an entire class period
7.	**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
8.	**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, PowerPoint. ▪ TPR (Total Physical Response) Activities ▪ Graphic organizers ▪ Video conferencing, Blogging, E-Pals	▪ Presenting new vocabulary only through prepared word lists
9.	**Student's have the opportunity to self-assess their language competencies and cultural interactions.**	▪ Including reflective learning activities ▪ Using *LinguaFolio* (the self-assessment/reflective learning tool.)	▪ Teacher Evaluation only
10.	**Student's 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 local 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 assessments

*Indicators are a limited list of examples. Other strategies may apply.