

Administrator Reference Guide
Revised New York State Learning Standards for World Languages
Part 3 of 3: Interpreting Standards-Based World Language Teaching
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Observing Standards-Based World Language Teaching

World Language _____ Observation Guide

For correlations between Observable Lesson Plan Elements and NYSUT 2014 APPR Rubric, see [Appendix A](#).
For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Plan Elements, see [Appendix B](#).

Item #*	Observed?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
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1.

Appendix B

Suggested Correlations for NYSUT (2014) with the WL _____ Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements
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Suggested Correlations for NYSUT (2014) with the WL _____ Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements

Appendix C

World Language _____ Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
1.	Displays and draws students' attention to the _____.	<ul style="list-style-type: none"> • Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○
2.	Conducts the lesson and interacts with students predominantly in the _____.	<ul style="list-style-type: none"> • Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○
3.	Uses _____ (e.g., repetition, deliberate pace, pauses, synonyms) and _____ (e.g., gestures, visuals, objects) to _____; regularly _____.	<ul style="list-style-type: none"> • Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ AND • Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. <ul style="list-style-type: none"> ○
4.	Uses strategies that _____ vocabulary learning.	<ul style="list-style-type: none"> • Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○

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World Language _____ Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014)
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World Language _____ Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
14.	Engages students in making Students make the cultural comparisons using the .	<ul style="list-style-type: none"> • Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○
15.	Prompts student reflection on learning and using the Can-Do	

Appendix D

Suggested Correlations for NYSUT (2014) with the WL _____ Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
<ul style="list-style-type: none"> • Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ 	<p>Displays and draws students' attention to the _____.</p>
<ul style="list-style-type: none"> • Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ 	<p>Conducts the lesson and interacts with students predominantly in the _____.</p>
	<p>Uses strategies that _____ vocabulary learning.</p>
	<p>_____ (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).</p>
	<p>Engages students in _____ appropriate to the proficiency target and the authentic resource type.</p>
	<p>Engages students in _____ to _____ meaningfully interact and negotiate meaning with one another.</p>
	<p>Uses strategies that _____ grammar and _____ it to a _____.</p>
<ul style="list-style-type: none"> • Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ 	<p>Engages students in inquiry into _____ Students _____ carry out the inquiry using the _____.</p>
<ul style="list-style-type: none"> • Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ 	<p>Uses _____ (e.g., repetition, deliberate pace, pauses, synonyms) and _____ (e.g., gestures, visuals, objects) to _____ ; _____ regularly.</p>

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Suggested Correlations for NYSUT (2014) with the WL _____ Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
<ul style="list-style-type: none"> • Teachers set high expectations and create challenging learning experiences for students. <ul style="list-style-type: none"> ○ 	<p style="text-align: center;">through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).</p> <hr/> <p style="text-align: center;">Provides students with _____ of the authentic resource (e.g., questions, prompts, graphic organizer, time).</p> <hr/> <p style="text-align: center;">Provides students with _____ (e.g., functional chunks, gambits, word wall, chat mat) and _____ (e.g., rejoinders, sentence starters and frames).</p>
<ul style="list-style-type: none"> • Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○ 	<p style="text-align: center;">Engages students in _____ to express personal meaning to an audience.</p> <hr/> <p style="text-align: center;">Engages students in inquiry into _____ Students</p> <p style="text-align: center;">carry out the inquiry using the _____ .</p> <hr/> <p style="text-align: center;">Engages students in making _____</p>