WORLDLANGUAGES
LANGUAGE. CULTURE. GLOBAL COMPETENCY

Classroom Instruction Feedback Tool

ONE TEAM
ONE GOAL

TKES: Planning – Professional Knowledge → TELL: Teacher Language Use

At least 90% of what the teacher says and/or materials the teacher shares with students are in the target language.

The teacher does not translate the target language into English nor does the teacher ask students to translate.

The teacher uses gestures and body language that clearly convey meaning to make input comprehensible.

The teacher uses visuals to make input comprehensible. Visuals used …

- … convey language with clarity.	- … are culture-specific, when possible	- other observed:
- … are large enough to be seen by every student.	- …are colorful.	- other observed:

TKES: Instructional Delivery – Instructional Strategies → TELL: Giving Directions and Modeling

Teacher and learners determine the vocabulary and language structure(s) that are necessary to complete the task successfully.

- word bank	- sentence starters (I like …)	- graphic organizer
- activity template	- sentence frames (I like … but not…)	- other observed:

The teacher uses a variety of strategies to make directions comprehensible.

- repeating	- manipulatives	- rewording
- gestures	- using visuals	- other observed:

The teacher asks students to demonstrate their understanding of the order of steps. (Gradual release approach. "You do.")

- sequence cards	- white boards	- fingers
- signs	- other observed:	- other observed:

TKES: Instructional Delivery – Instructional Strategies → TELL: Pair and Small Group Work

Students are intentionally partnered or placed by in small groups by the teacher in order to maximize learning.

The activity is presented in a manner that motivates students to participate.

Students can articulate the end goal of the activity.

The teacher models the procedure for the activity.

TKES: Instructional Delivery – Differentiated Instruction → TELL: Learner Engagement

Students' learning experiences include:

- student choice	- physical movement	- hands-on opportunities

Students engage in collaborative learning to meet the day's performance objectives in the following ways:

- pair work	- learning centers/stations	- inside-outside circle
- small group work	- line-ups	- numbered heads together

Students engage in independent learning to meet the day's learning targets in the following ways:

- reading	- researching	- completing a graphic organizer
- writing	- creating an artifact	- using a digital device

Students participate in activities that are within their range of cognitive and linguistic abilities:

- tasks are developmentally appropriate for Students	- students have target language skills to complete tasks	- students evidence little difficulty completing tasks

Students appear interested in the learning experience by:

- being attentive.	- student body language conveys engagement	- volunteering and actively participating

The teacher's interaction with students encourages engagement in a variety of ways:

- approachable body language	- constantly makes eye contact	- movement among students
- positive voice tone	- accentuates the positive	- other observed:

TKES: Instructional Delivery – Differentiated Instruction → TELL: Student Language Use

Before being expected to produce language, students have multiple opportunities to take in and process language.

Students apply strategies that enable them to use the target language.

- Word Bank	- Sentence Starters	- Graphic Organizer
- Word Wall	- Sentence Frames	- Number Line

Students have opportunities to use language in the following ways:

- Pairs	- Small Group	- Individual Response to Teacher
- Presenting Individually	- Rotating Partners	- Choral Response through repeating

When students use language, they are performing in this mode of communication:		
- Interpretive Reading - Interpretive Listening	- Interpersonal Communication (Speaking or Writing)	- Presentational Speaking - Presentational Writing

When students produce language, they use:		
Each time a student is observed producing language, place a tally mark in the appropriate column.		
- Words - Original Sentences - Paragraphs	- Formulaic Sentences - Formulaic Questions - Original Questions	- Language in Different Time Frames - Strings of Sentences - Phrases or memorized chunks

TKES: Assessment of and for Learning – **Assessment Strategies** ➔ **TELL**: **Checking For Understanding**

The teacher uses a variety of non-verbal strategies to check for understanding.		
- Physical Movement - Thumbs Up/Thumbs Down	- Do as I say. . . - Act out	- Facial Expression/Body Language - Hold-ups (e.g., whiteboards, electronic devices)

The teacher uses a variety of verbal strategies to check for understanding.				
- either/or	- turn and talk	- think-pair-share	- line-ups	- numbered heads together

TKES: Assessment of and for Learning – **Assessment Strategies** ➔ **TELL**: **Teacher Language Use**

The teacher frequently uses non-verbal strategies to check for understanding.		
- physical movement - thumbs up/down	- do as I say. . . - act out	- hold-ups: whiteboards, response cards - other Observed

The teacher frequently uses verbal strategies to check for understanding.			
- either/or	- fill in the blank	- turn and talk	- numbered heads together

The teacher modifies input by using a variety of strategies to clarify meaning.				
- repeating	- manipulatives	- visuals	- rewording	- gestures

TKES: Assessment of and for Learning – **Assessment Uses** ➔ **TELL**: **Checking For Understanding**

The teacher checks for understanding of all students in an on-going manner.

TKES: Assessment of and for Learning – **Assessment Uses** ➔ **TELL**: **Pair and Small Group Work**

The teacher sets a time limit for task completion and shares it with the students.

TKES: Learning Environment – **Positive Learning Environment** ➔ **TELL**: **Physical Environment**

The physical environment supports the unit's language and cultural goals.

The lesson's performance objectives are posted and clearly stated.

The sequence of learning activities is posted and clearly stated.

The seating arrangement facilitates student-to-student communication.

Learning tools are available and are easily accessible to students.

TKES: Learning Environment – **Academically Challenging Environment** ➔ **TELL**: **Learning Tools**

The teacher uses a variety of classroom learning aids to help learners meet performance objectives.		
- world walls - grammar wall	- language ladders - manipulatives	- student work exemplars - rubrics

The teacher frequently uses a variety of authentic materials to help learners meet performance objectives.		
- realia	- print media	- props -digital media

The teacher uses available technologies to help learners meet performance objectives.		
- computers/computer labs - teacher computer/projector - language lab	- mobile devices/tablets - interactive whiteboards - digital camera	- clickers/student response system - voice recorders - videoconference/webcam

The teacher uses a variety of applications to help learners to meet performance objectives.		
- To access language (input) - To give or get feedback	- To produce language (output) - To connect to other speakers	- To assess performance - To reflect on performance

The teacher's classroom environment serves as a tool to facilitate the understanding of perspectives behind cultural products and practices.