

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 _____.	<p>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.</p> <ul style="list-style-type: none"> <li>○</li> </ul>
2.	Conducts the lesson and interacts with students predominantly in the _____.	<p>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.</p> <ul style="list-style-type: none"> <li>○</li> </ul>
3.	Uses _____ (e.g., repetition, deliberate pace, pauses, synonyms) and _____ (e.g., gestures, visuals, objects) to _____; regularly _____.	<p>Teachers communicate clearly and accurately with students to maximize their understanding and learning.</p> <ul style="list-style-type: none"> <li>○</li> </ul> <p>AND</p> <p>Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.</p> <ul style="list-style-type: none"> <li>○</li> </ul>
4.	Uses strategies that _____ vocabulary learning.	<p>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.</p> <ul style="list-style-type: none"> <li>○</li> </ul>

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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 .	Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. ○
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
<p>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.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>Displays and draws students' attention to the _____.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<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>
<p>Teachers communicate clearly and accurately with students to maximize their understanding and learning.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>Engages students in inquiry into _____ Students _____ carry out the inquiry using the _____.</p>
<p>Teachers communicate clearly and accurately with students to maximize their understanding and learning.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<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
<p>Teachers set high expectations and create challenging learning experiences for students.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).</p>
	<p>Provides students with of the authentic resource (e.g., questions, prompts, graphic organizer, time).</p>
	<p>Provides students with (e.g., functional chunks, gambits, word wall, chat mat) and (e.g., rejoinders, sentence starters and frames).</p>
<p>Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>Engages students in to express personal meaning to an audience.</p>
	<p>Engages students in inquiry into Students carry out the inquiry using the Engages students in making</p>