

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> <p>○</p>
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> <p>○</p>
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> <p>○</p> <p>AND</p> <p>Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.</p> <p>○</p>
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> <p>○</p>

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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
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. ○	Displays and draws students' attention to the _____.
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. ○	Conducts the lesson and interacts with students predominantly in the _____.
	Uses strategies that _____ vocabulary learning.
	_____ (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
	Engages students in _____ appropriate to the proficiency target and the authentic resource type.
	Engages students in _____ to _____ meaningfully interact and negotiate meaning with one another.
	Uses strategies that _____ grammar and _____ it to a _____.
Teachers communicate clearly and accurately with students to maximize their understanding and learning. ○	Engages students in inquiry into _____ Students _____ carry out the inquiry using the _____.
Teachers communicate clearly and accurately with students to maximize their understanding and learning. ○	Uses _____ (e.g., repetition, deliberate pace, pauses, synonyms) and _____ (e.g., gestures, visuals, objects) to _____ ; _____ regularly.

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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"> ○ 	<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"> ○ 	<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>