

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"> <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>