

Full Class Observation Tool Secondary World Language

Teacher: _____ Date: _____ OBS #: _____

Highly effective teachers...		FO	PO	NO	NA
Setting the Stage					
1	The lesson's performance objectives are clearly stated and posted. The posted objectives were:				
2	The teacher announces the learning activities at the beginning of class to spark student commitment and engagement. Learning Activities:				
Use of Target Language					
3	The teacher uses the target language at least 90% of the time. Notes:				
4	Teacher talk is minimized in favor of more student talk. (Repeating does not count). Notes:				
5	Neither the teacher nor the students translate the target language into English. Notes:				
6	The teacher uses visuals, gestures, or body language to make himself/herself understood. Notes:				
7	The teacher monitors student understanding and adjusts language and visual cues accordingly. Notes:				
Learning Experiences					
8	Instructional activities keep <u>all</u> students cognitively engaged and on task. Notes:				
9	Instructional activities are numerous and well paced. Notes:				
10	Students have adequate opportunities to process language before being expected to produce language. Notes:				
11	Students engage in pair and/or a small group activities anchored in real world language use. Notes:				
12	When grammar is taught, it is contextualized for a communicative purpose. Notes:				
13	All practice requires attention to meaning and has an authentic purpose for using the language. Notes:				
14	Opportunities to communicate in real world contexts are frequent and varied. Notes:				
15	Cultural products, practices and related perspectives are integrated into the lesson. Notes:				
16	Activities that require higher order thinking are evident. Notes:				
17	Lesson activities meet diverse learner needs. Notes:				
Formative Assessment					
18	The teacher uses research-supported feedback strategies. Notes:				
19	Students are receptive to feedback given from the teacher. Notes:				
20	Students self-assess language progress. Notes:				
21	Students peer-assess language progress. Notes:				
Materials					
22	The teacher uses print and non-print materials such as manipulatives or props. Notes:				

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23	Authentic materials are integrated into the lesson. Notes:				
24	The teacher & students use available technologies to develop real world language and cultural competencies. Notes:				
25	Visuals used by the teacher are at least 8 ½ X 11, are colorful, and are culture specific. Notes:				
Learning Environment					
26	The physical environment supports the learning goals. Notes:				
27	There are displays of student work and rubrics. Notes:				
28	Seating configurations facilitate communicative activities. Notes:				
29	The environment meets the needs of students in regard to light and organized space. Notes:				

Commendations	Recommendations