ATLANTA PUBLIC SCHOOLS

World Languages Classroom Instruction Feedback Tool

	TKES: Planning – Professional Knowledge → TELL: Teacher Language Use
1	At least 90% of what the teacher says and/or materials the teacher shares with students are in the target language.
2	The teacher does not translate the target language into English nor does the teacher ask students to translate.
3	The teacher uses gestures and body language that clearly convey meaning to make input comprehensible.
4	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
1	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:
2	The teacher uses a variety of strategies to make directions comprehensible.
	- repeating - manipulatives - rewording - gestures - using visuals - other observed:
7	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
1	Students are intentionally partnered or placed by in small groups by the teacher in order to maximize learning.
2	The activity is presented in a manner that motivates students to participate.
3	Students can articulate the end goal of the activity.
6	The teacher models the procedure for the activity.

	TKES: Instructional Delivery – Differentiated Instruction → TELL: Learner Engagement
2	Students' learning experiences include:
	- student choice - physical movement - hands-on opportunities
3	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
4	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
5	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
6	Students appear interested in the learning experience by:
	- being attentive. - student body language conveys engagement - volunteering and actively participating
7	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
1	Before being expected to produce language, students have multiple opportunities to take in and process language.
2	Students apply strategies that enable them to use the target language.
	- Word Bank - Sentence Starters - Graphic Organizer - Word Wall - Sentence Frames - Number Line

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

4	When students use language, they are performing in this mode of communication:

- Interpretive Reading	- Interpersonal Communication (Speaking or Writing)	- Presentational Speaking
- Interpretive Listening		- Presentational Writing

5	When students produce language, they use:
	Each time a student is observed producing language, place a tally mark in the appropriate column.

- Words	- Formulaic Sentences	- Language in Different Time Frames
- Original Sentences	- Formulaic Questions	- Strings of Sentences
- Paragraphs	- Original Questions	- Phrases or memorized chunks

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

1	The teacher uses a variety of non-verbal strategies to check for understanding.

- Physical Movement	- Do as I say. . .	- Facial Expression/Body Language
- Thumbs Up/Thumbs Down	- Act out	- Hold-ups (e.g., whiteboards, electronic devices)

2	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

5	The teacher frequently uses non-verbal strategies to check for understanding.

- physical movement	- do as I say. . .	- hold-ups: whiteboards, response cards
- thumbs up/down	- act out	- other Observed

6	The teacher frequently uses verbal strategies to check for understanding.

- either/or	- fill in the blank	- turn and talk	- numbered heads together

7	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

3/4	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

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

TKES: Learning Environment – Positive Learning Environment → TELL: Physical Environment

1	The physical environment supports the unit's language and cultural goals.
2	The lesson's performance objectives are posted and clearly stated.
3	The sequence of learning activities is posted and clearly stated.
5	The seating arrangement facilitates student-to-student communication.
7	Learning tools are available and are easily accessible to students.

TKES: Learning Environment – Academically Challenging Environment → TELL: Learning Tools

1	The teacher uses a variety of classroom learning aids to help learners meet performance objectives.

- word walls	- language ladders	- student work exemplars
- sentence starters/frames	- manipulatives	- rubrics

2	The teacher frequently uses a variety of authentic materials to help learners meet performance objectives.

- realia	- print media	- props	-digital media

3	The teacher uses available technologies to help learners meet performance objectives.

- computers/computer labs	- mobile devices/tablets	- clickers/student response system
- web tools (Flipgrid, SeeSaw…)	- interactive whiteboards	- voice recorders
- Google Classroom	- digital camera	- videoconference/webcam

4	The teacher uses a variety of applications to help learners to meet performance objectives.

- To access language (input)	- To produce language (output)	- To assess performance
- To give or get feedback	- To connect to other speakers	- To reflect on performance

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