How can we in our roles as district supervisors increase student language proficiency and teacher efficacy?

Provide targeted effective professional development which is
- ongoing
- collaborative
- long-term
- outcome oriented
- research-based
- application oriented
- relationship nurturing

1. creating and promoting an environment and community focused on student learning

2. empowering growth and developing leadership

3. facilitating performance-based learning experiences based on a consistently implemented curriculum focused on student learning

4. utilizing a variety of appropriate and research-based teaching and learning strategies to ensure learning by all students

5. demonstrating evidence of student learning via assessment

6. incorporating feedback based on data analysis to improve student learning
How can we in our roles as district supervisors increase student language proficiency and teacher efficacy?

How can student & teacher goal-setting be a foundation for student learning?

Creating and promoting an environment and community focused on student learning.

How can development of relationships promote student learning?

How does personalized and effective classroom management enhance student learning?

How can student & teacher goal-setting be a foundation for student learning?

How can increasing student self & peer assessment affect student learning?

Consider how these questions:
- Apply to you currently
- Influence your role as a supervisor
- Impact your decisions for future professional learning
- Alter your lens for world language learning
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Utilizing a variety of appropriate and research-based teaching and learning strategies to ensure learning by all students?

How can comprehensible input and discovery learning be leveraged to increase student cognition at every level of instruction?

What strategies lead to participatory learning experiences which allow students opportunities to increase proficiency and skill in the language?

What potential does differentiation offer for equitable learning by all students, and how can instructors be more responsive teachers?

How can teachers be supported in the development of instructional strategies that address and respond to brain-based learning research?

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- Demonstrating evidence of student learning
- How can common and/or district summative assessments become pathways to student proficiency?
- How can formative assessments be utilized to provide evidence of student progress toward learning goals and targets?
- How can authentic assessments be relevant and motivating measures of student learning?
- What forms of alternative assessment provide valid and reliable measures of student learning?
- Why should self-evaluation be an integral part of the assessment plan?
- What makes a rubric appropriate or inappropriate?

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How can a portfolio of student products motivate, direct, and inspire student performance?

How can teacher-led data teams be best utilized?

How can collection and analysis of evidence enhance student learning?

How can prudent selection and use of diagnostic tests influence a teacher’s next steps in instruction?

Consider how these questions:
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• Impact your decisions for future professional learning
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• Alter your lens for world language learning
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empowering teacher growth and developing leadership

Consider how these questions:

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