

Checklist for Administrators Observing Foreign Language Classes

There are numerous characteristics observable in any exemplary classroom; however, those delineated below are specific to foreign language instructional settings. They should be observable over time, including over a series of walk-through or full-class observations.

- ⑥ Students either see (on the board) or hear from the teacher the focus of the lesson stated in performance terms.
- ⑥ Students seem interested and are engaged in learning.
- ⑥ Students hear the teacher using the target language almost exclusively.
- ⑥ Students are encouraged to use the target language by the teacher.
- ⑥ Students speak in the target language more than they listen to the teacher.
- ⑥ Students demonstrate understanding of the target language in a variety of ways, *e.g.* following directions, moving around the room, choosing appropriate materials, responding verbally.
- ⑥ Students do not evidence the need to translate between English and the target language in order to understand and communicate.
- ⑥ Students actively engage in hands-on learning experiences using visuals, concrete objects, and technological resources.
- ⑥ Students are engaged in activities that have high transference to real-world situations.
- ⑥ Students participate in pair and/or small group work during parts of the lesson.
- ⑥ The majority of activities in which students are engaged focus on what they can do with the language, not just what they know.
- ⑥ When students receive work back from the teacher, there is an emphasis on feedback, not a “grade” for the work.
- ⑥ Students have multiple opportunities to gain proficiency in the language in all four skills: listening, speaking, reading and writing.
- ⑥ There is more emphasis on listening and speaking than on reading and writing.

Developed by Greg Duncan (InterPrep, Inc.) and Ann Tollefson (Wyoming Department of Education, ret.) as a continuation of work done on *Starting with the End in Mind: Planning and Evaluating Highly Effective Language Programs* by Couet, Duncan, Eddy, Met, Smith, Still and Tollefson. Pearson: 2008