Trinity School in Atlanta, Georgia

Teacher Effectiveness for Language Learning

Sarah Steverman

Hooray for Tell project---finally a language learning specific mentoring and self reflection tool for educators and supervisors!!

Like · about 3 months ago

Thomas Sauer likes this.

-

students are being assessed with an IPA, they are still learning new words, new ideas, new cultural perspective, and new skills."

My first year anniversary using Integrated Performance Assessments

cecilelaine.wordpress.com

This month I am celebrating my first year anniversary using Integrated Performance Assessments (IPA) in my classroom. This kind of...
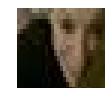
Like · Comment · Share   📝 1

Toni Theisen, Efla Languages and 6 others like this   Top Comments ▾

📎 Hell

Janua

Teach

link.

March

Great summ

practitioner.

Helena Curtain says…

"The TELL project is a ground-breaking effort that will have a major impact on our profession.

For the first time we have a shared vision of what our teaching should and could be.

It is as groundbreaking as the standards were!"

www.tellproject.com

TELL tools

Full Class Feedback Tool

Teacher: _____ Date: _____ Time: _____

Language: □ A □ C □ F □ G □ J □ L □ R □ S   Grade/Course: _____

Teacher Effectiveness for Language Learning

FULL CLASS FEEDBACK TOOL

Setting the Stage	FO	PO	NO	NA
1. The lesson's performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson.				
2. The teacher shares the sequence of learning activities with the students.				

Observed Behavior/Notes:

Classroom Communication	FO	PO	NO	NA
3. At least 90% of what the teacher says and or materials the teacher shares with the students is in the target language.				
4. If the teacher uses English it appears that its use is for purposes that could not be carried out in the target language.				
5. Neither the teacher nor the students translate the target language into English.				
6. The teacher uses a variety of strategies (e.g., visuals, concrete objects, hands-on experiences) to make language comprehensible.				
7. The teacher frequently checks for understanding throughout the lesson.				

Observed Behavior/Notes:

Learning Activities	FO	PO	NO	NA
8. Students are engaged in activities designed to meet the daily performance objectives.				
9. Students participate in activities aimed at all levels of thinking and appropriate to their stages of learning.				
10. Students participate in a variety of activities that are based on student attention/interest level and time needed for task.				
11. The teacher uses smooth and efficient transitions throughout the class period.				
12. The students participate in activities that allow for physical movement.				
13. Students engage in pair and/or small group activities.				
14. Students engage in cultural observation and analysis of both the new and the students' own cultures.				

Observed Behavior/Notes:

THE DANIELSON MODEL

(1) Planning and Preparation

(2) The Classroom Environment

Framework for Teaching:
The Four Domains

(4) Professionalism

(3) Instruction & Assessment Strategies

COMMON CORE
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Core Professionalism

Hawaii Growth Model

Student Learning
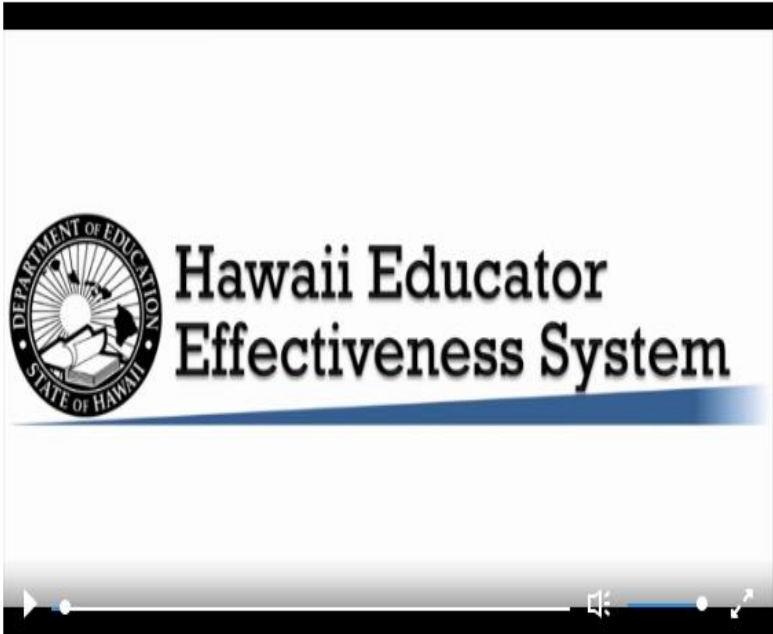Objectives (SLOs)

Tripod Student Surveys

Roster Verification

Working Portfolios

Feedback & Questions

External Resources

Manual page.

EES Orientation Video

Click here to turn on subtitles

The EES Orientation Video provides all teachers with information about the statewide
implementation of the EES for the 2013-14 school year. The purpose of the video is to:

1. Explain the EES purpose and process
2. Provide an overview of the expectations/requirements for different groups of
   educators
3. Explain how annual ratings will be calculated

Full class feedback tool

#1 The lesson's performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson.

#2 The teacher shares the sequence of learning activities with the students.

#3 At least 90% of what the teacher says and or materials the teacher shares with the students is in the target language

#4 If the teacher uses English it appears that its use is for purposes that could not be carried out in the target language.

#5 Neither the teacher nor the students translate the target language into English.

#6 The teacher uses a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.

#7 The teacher frequently checks for understanding throughout the lesson.

#8 Students are engaged in activities designed to meet the daily performance objectives.

#9 Students participate in activities aimed at all levels of thinking and appropriate to their stages of learning.

#10 Students participate in a variety of activities that are based on student attention/interest level and time needed for task.

10 Student interest levels

Culturally authentic content

A sample interpretive activity taobao.com

11 The teacher uses smooth and efficient transitions throughout the class period.

#12 The students participate in activities that allow for physical movement

SETTING GOALS FOR TEACHER GROWTH TO FACILITATE STUDENT PROFICIENCY

Assessing Proficiency

Leaves: Accuracy
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Branches: Text Type
- words
- sentences
- paragraphs

Trunk: Functions
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Roots: Content & Contexts
- Topics
- Social Situations

Chantal Thompson

Text Type

words → *memorized* sentences → simple sentences → strings of sentences → paragraphs

More transitions, more complex

- And
- But
- However
- Often
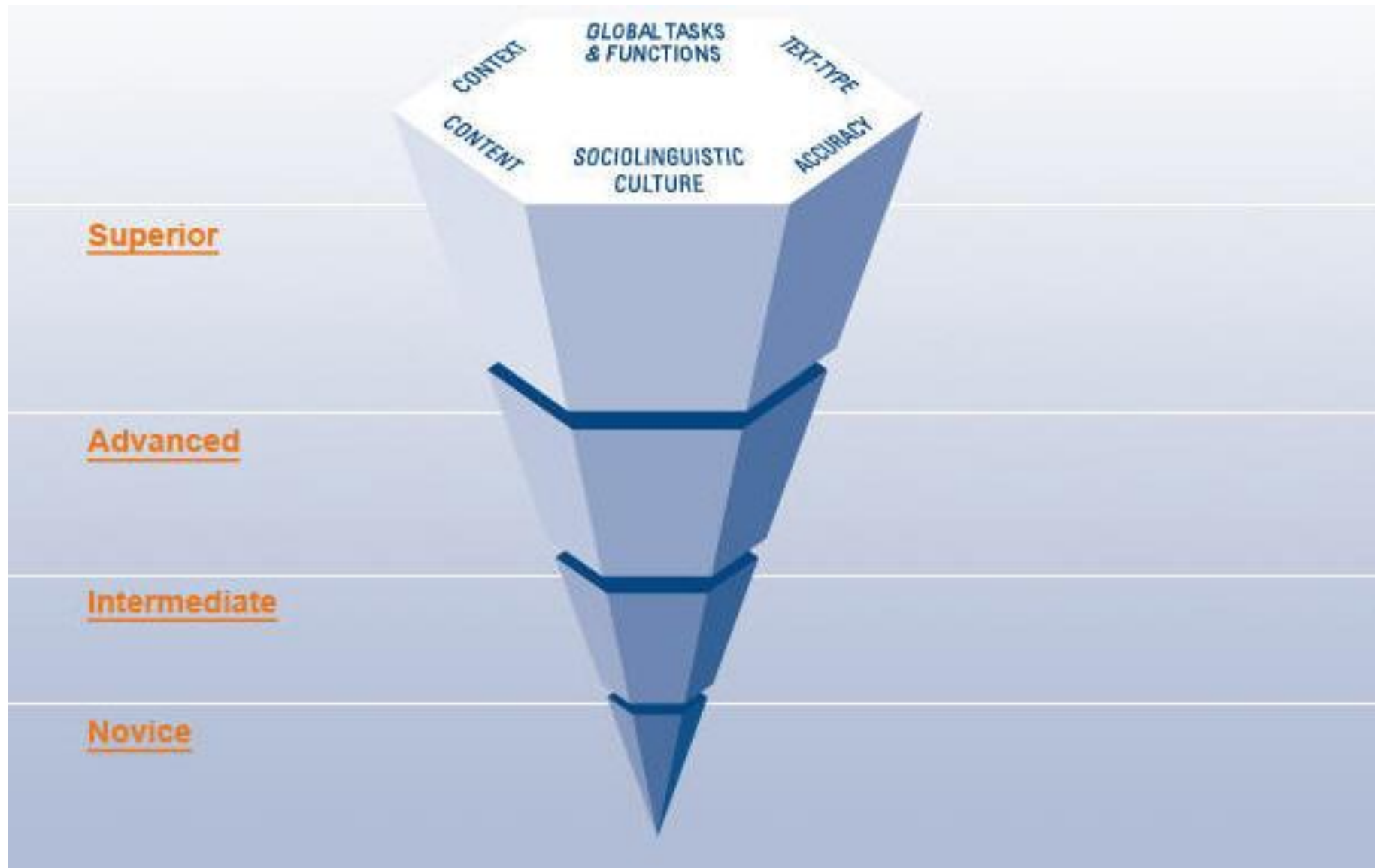- Later
- Finally
- Because
- Also

Student growth. Proficiency level.

#13 Students engage in pair and/or small group activities

What do you think might be Isabel's proficiency level?

What do you think might be David's proficiency level?

Interpersonal Novice

	Exceeds expectations	Meets expectations	Does not meet expectations
Am I understood? (comprehensibility)	I am understood without difficulty	I am understood with occasional difficulty	Understood with difficulty
Do I understand? (comprehension)	I understand without difficulty	I understand but sometimes need repetition or restatement	Most of the time I don't understand
How well do I use the language? (Vocabulary use & language control)	I am mostly correct when producing simple sentences I attempt to create I recognize and use vocab with ease	I am mostly correct with memorized language. I am less correct when I try to create. I recognize and use vocab well	I can only communicate at the word level I use a limited vocabulary
How well do I keep the language going? (communication strategies)	I begin to recombine some memorized language .I can advance conversation.	I use memorized chunks to ask for repetition and say I don't understand	I cannot keep the conversation going

#14 Students engage in cultural observations and analysis of both the new and the students' own cultures.

15 Students are receptive to feedback given from the teacher

Corrective feedback

None

Studies on "uptake" for corrective feedback:
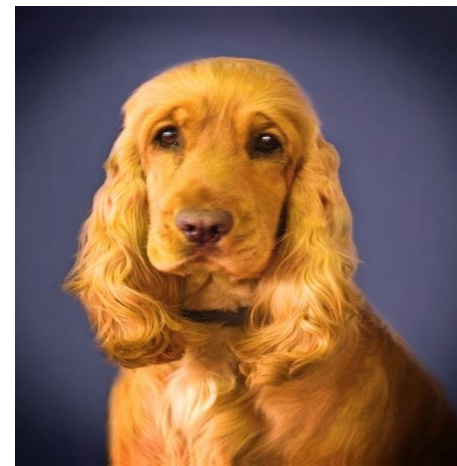
He has dog.

1. Recast: Oh, he has **a** dog

2. Explicit: You should say, "a dog."

3. Clarification request: "Sorry?"

4. Metalinguistic: You need an indefinite article

5. Elicitation: "He has ......?"

6. Repeat wrong : "He has dog?"

think -pair-share

According to research studies, which type of corrective feedback gets the most uptake among students?

Shaofeng Li ELT journal 2013

Prompt - then- provide approach

#16 Students self-assess language progress

CAN-DO Statements

Examples….

23. I can say "goodbye" in more than one way.

24. I can respond appropriately when someone sneezes

25. I can introduce people to each other.

26. I can apologize.

linguafolio or linguafolio Jr

#17 Students peer assess language progress.

#18 The teacher uses print and non-print materials such as manipulatives or props.

THE MAGIC BAG

#19 The teacher and students use available technologies to develop real world language.

#20 Visuals used by the teacher are large enough to be seen from the back of the room, are colorful, and are culture specific.

#21 The physical environment supports the unit's language and cultural learning goals.

#22 There are sample of student work and accompanying rubrics.

Presentational mode: the tyranny of choice

possible pecha-kucha topics

• Public service announcement on how to stay healthy

• Preparing a folktale for another class to view

• Activities you like, to show your e-pal in another country

What other presentation platforms?

- Digital voice recorder
- Wordpress.com
- Voicethread.com
- iMovie
- Microsoft Photo story
- Windows Live Moviemaker

Novice Presentational

	THE STUDENT EXCEEDS EXPECTATIONS	THE STUDENT MEETS EXPECTATIONS	THE STUDENT DOES NOT MEET EXPECTATIONS
DO WE UNDERSTAND YOU? **(Comprehensibility)**	• **The audience understands me without difficulty.**	• **The audience understands me. I may have some hesitations or unnatural pauses.**	• **I am not clearly understood. I have frequent hesitations and unnatural pauses.**
HOW WELL DO YOU USE THE LANGUAGE? **(Language Control & Vocabulary Use)**	• **I am mostly correct when producing simple sentences.** • **My presentation is rich in appropriate vocabulary.**	• **I am mostly correct with memorized language.** • **My vocabulary reveals basic information.**	• **I am correct only at the word level.** • **My vocabulary is limited and/or repetitive.**
HOW WELL DO YOU IMPACT THE AUDIENCE?	• **I use gestures, visuals and tone of voice to maintain audience's attention.**	• **I use some gestures and visuals to maintain audience's attention. My tone of voice is acceptable.**	• **I make no effort to maintain audience's attention.**
HOW WELL DO YOU ORGANIZE THE PRESENTATION? **(COMMUNICATION**	• **My main ideas are supported with examples.**	• **My presentation has a beginning, middle, and end.**	• **I present information randomly.**

Intermediate Low Presentational

	Exceeds Expectations	Meets Expectations	Does not meet Expectations
How well do I communicate? (Text Type and Language Control)	I create with the language by using strings of sentences and am generally accurate.	I create with language by using simple sentences and some strings of sentences and am occasionally accurate.	I use simple sentences, isolated words, and memorized phrases with accuracy.
What kind of vocabulary do I use? (Vocabulary Use)	I use a wide range of vocabulary appropriate to the topic most of the time.	I use a range of vocabulary that accomplishes the task. However, occasionally I may use the wrong word or expression.	I use basic vocabulary and resort to English when I am unable to communicate my message.
How well am I understood? (Comprehensibility)	I am generally understood by those unaccustomed to the speaking/writing of language learners.	I am generally understood by those accustomed to the speaking/writing of language learners.	I AM UNDERSTOOD WITH OCCASIONAL DIFFICULTY BY THOSE ACCUSTOMED TO THE SPEAKING/WRITING OF LANGUAGE LEARNERS.
How well do I capture and maintain my audience's attention? (Impact)	I make good choices of phrases, images, and content to maintain the attention of the audience.	I make some good choices of phrases, images, and content to maintain the attention of the audience.	I use mostly gestures or visuals to maintain audience's attention. I use some phrases, but my vocabulary conveys very basic information.
How organized and fluent is my presentation? (Communication Strategies)	I organize my presentation in a logical manner. I speak/write with fluency.	I organize my presentation in a logical manner. I pause a few times, disrupting the flow.	I focus mostly on the completion of the task; I pay little attention to the organization and flow of my presentation.
How well do I demonstrate cultural understanding? (Cultural Awareness)	I generally demonstrate awareness of cultural appropriateness.	I occasionally demonstrate awareness of cultural appropriateness	I do not demonstrate an awareness of cultural appropriateness.

Rubrics

Can be found at:

http://flenj.org/CAPS/rubrics.shtml

For every level and mode of communication

#23 Seating configurations facilitate student-to-student communication, accommodate students with special needs, and provide easy teacher access to students.

#24 The teacher returns student attention to the targeted learning objective(s) to affirm what they can do now that they couldn't do at the beginning of the class.