Trinity School in Atlanta, Georgia
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...
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 Effectiveness for Language Learning

## FULL CLASS FEEDBACK TOOL

### Setting the Stage

<table>
<thead>
<tr>
<th></th>
<th>FO</th>
<th>PO</th>
<th>NO</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The lesson's performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher shares the sequence of learning activities with the students.</td>
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</tbody>
</table>

**Observed Behavior/Notes:**

### Classroom Communication

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3.</td>
<td>At least 90% of what the teacher says and or materials the teacher shares with the students is in the target language.</td>
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<td>4.</td>
<td>If the teacher uses English it appears that its use is for purposes that could not be carried out in the target language.</td>
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<tr>
<td>5.</td>
<td>Neither the teacher nor the students translate the target language into English.</td>
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<td></td>
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<tr>
<td>6.</td>
<td>The teacher uses a variety of strategies (e.g., visuals, concrete objects, hands-on experiences) to make language comprehensible.</td>
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<tr>
<td>7.</td>
<td>The teacher frequently checks for understanding throughout the lesson.</td>
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</table>

**Observed Behavior/Notes:**

### Learning Activities

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>8.</td>
<td>Students are engaged in activities designed to meet the daily performance objectives.</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Students participate in activities aimed at all levels of thinking and appropriate to their stages of learning.</td>
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<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Students participate in a variety of activities that are based on student attention/interest level and time needed for task.</td>
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<td></td>
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</tr>
<tr>
<td>11.</td>
<td>The teacher uses smooth and efficient transitions throughout the class period.</td>
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<td></td>
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<tr>
<td>12.</td>
<td>The students participate in activities that allow for physical movement.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Students engage in pair and/or small group activities.</td>
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<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students engage in cultural observation and analysis of both the new and the students' own cultures.</td>
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</tr>
</tbody>
</table>

**Observed Behavior/Notes:**
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

Branches: Text Type
- words
- sentences
- paragraphs

Roots: Content & Contexts
- Topics
- Social Situations

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Am I understood?</strong> (comprehensibility)</td>
<td>I am understood without difficulty</td>
<td>I am understood with occasional difficulty</td>
<td>Understood with difficulty</td>
</tr>
<tr>
<td><strong>Do I understand?</strong> (comprehension)</td>
<td>I understand without difficulty</td>
<td>I understand but sometimes need repetition or restatement</td>
<td>Most of the time I don’t understand</td>
</tr>
<tr>
<td><strong>How well do I use the language?</strong> (Vocabulary use &amp; language control)</td>
<td>I am mostly correct when producing simple sentences I attempt to create I recognize and use vocab with ease</td>
<td>I am mostly correct with memorized language. I am less correct when I try to create. I recognize and use vocab well</td>
<td>I can only communicate at the word level I use a limited vocabulary</td>
</tr>
<tr>
<td><strong>How well do I keep the language going?</strong> (communication strategies)</td>
<td>I begin to recombine some memorized language .I can advance conversation.</td>
<td>I use memorized chunks to ask for repetition and say I don’t understand</td>
<td>I cannot keep the conversation going</td>
</tr>
</tbody>
</table>
#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?”
According to research studies, which type of corrective feedback gets the most uptake among students?
Prompt - then - provide approach
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
pecha-kucha in the classroom

pecha-kucha
ぺちゃくちゃ
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

<table>
<thead>
<tr>
<th></th>
<th>The Student Exceeds Expectations</th>
<th>The Student Meets Expectations</th>
<th>The Student Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do We Understand You?</strong></td>
<td>- The audience understands me without difficulty.</td>
<td>- The audience understands me. I may have some hesitations or unnatural pauses.</td>
<td>- I am not clearly understood. I have frequent hesitations and unnatural pauses.</td>
</tr>
<tr>
<td>(Comprehensibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How Well Do You Use The Language?</strong></td>
<td>- I am mostly correct when producing simple sentences.</td>
<td>- I am mostly correct with memorized language.</td>
<td>- I am correct only at the word level.</td>
</tr>
<tr>
<td>(Language Control &amp; Vocabulary Use)</td>
<td>- My presentation is rich in appropriate vocabulary.</td>
<td>- My vocabulary reveals basic information.</td>
<td>- My vocabulary is limited and/or repetitive.</td>
</tr>
<tr>
<td><strong>How Well Do You Impact The Audience?</strong></td>
<td>- I use gestures, visuals and tone of voice to maintain audience’s attention.</td>
<td>- I use some gestures and visuals to maintain audience’s attention. My tone of voice is acceptable.</td>
<td>- I make no effort to maintain audience’s attention.</td>
</tr>
<tr>
<td><strong>How Well Do You Organize The Presentation?</strong></td>
<td>- My main ideas are supported with examples.</td>
<td>- My presentation has a beginning, middle, and end.</td>
<td>- I present information randomly.</td>
</tr>
<tr>
<td>(Communication Strategies)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Intermediate Low Presentational

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