Administrator Reference Guide
to the
Revised NYS Learning Standards for World Languages (2021)
Modern Languages

Table of Contents

	Page
Part 1 of 3: Planning for Implementation	**1**
Brief Overview of the Revised NYS Learning Standards for World Languages	1
Implementation Timeline	1
Supporting World Language Educators' Professional Learning	2
Supporting the Standards Implementation Process	2
Part 2 of 3: The Standards in Action	**3**
The Learning Standards Defined and Illustrated	3
Identifying Learning Targets with Can-Do Statements	3
World Language Can-Do Statements Compared to Other Content-Area Learning Objectives	4
Identifying How Well Learners Can Perform at Three Proficiency Checkpoints	4
Part 3 of 3: Interpreting Standards-Based World Language Teaching (Danielson [2013] Correlations)	**5**
Observing Standards-Based World Language Teaching	5
Purposes for Using the World Language Observation Guide	5
The World Language Observation Guide (Overview)	5
World Language **Lesson Plan** Observation Guide	6
World Language **Lesson** Observation Guide	7
Appendix A: World Language **Lesson Plan** Observation Guide with Correlations to Danielson	8
Appendix B: Suggested Correlations for Danielson with the WL **Lesson Plan** Observation Guide	9
Appendix C: World Language **Lesson** Observation Guide with Suggested Correlations to Danielson	10
Appendix D: Suggested Correlations for Danielson with the WL **Lesson** Observation Guide	12
Part 3 of 3: Interpreting Standards-Based World Language Teaching (NYSUT [2014] Correlations)	**14**
Observing Standards-Based World Language Teaching	14
Purposes for Using the World Language Observation Guide	14
The World Language Observation Guide (Overview)	14
World Language **Lesson Plan** Observation Guide	15
World Language **Lesson** Observation Guide	16
Appendix A: World Language **Lesson Plan** Observation Guide with Correlations to NYSUT	17
Appendix B: Suggested Correlations for NYSUT with the WL **Lesson Plan** Observation Guide	19
Appendix C: World Language **Lesson** Observation Guide with Suggested Correlations to NYSUT	21
Appendix D: Suggested Correlations for NYSUT with the WL **Lesson** Observation Guide	23

Part 1 of 3: Planning for Implementation

Brief Overview of the Revised NYS Learning Standards for World Languages

In 2021, the NYS Board of Regents adopted revised learning standards for Languages Other than English (LOTE) and subsequently approved a name change from LOTE to World Languages. The revised NYS Learning Standards for World Languages consist of two anchor standards—Communication and Cultures—and five learning standards for each of two language groups: Modern Languages and Classical Languages. The revised standards, which are aligned to the national World-Readiness Standards for Learning Languages, reflect 21st Century priorities as they prepare students to engage in real-world communication while developing biliteracy and interculturality. In other words, the revised standards promote College, Career, Civic, and World Readiness.

Revised NYS Learning Standards for World Languages (2021)	
Modern Languages	**Classical Languages**
Anchor Standard 1: Communication	Anchor Standard 1: Communication
1. Interpretive Communication 2. Interpersonal Communication 3. Presentational Communication	1. Interpretive Communication 2. Presentational Communication 3. Interpersonal Communication
Anchor Standard 2: Cultures	Anchor Standard 2: Cultures
4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons	4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons

The revised NYS Learning Standards for World Languages are not grade-level specific. Instead, they are applied across all grade levels in ways appropriate to students' language proficiency development. World language courses are clustered into three proficiency checkpoints (A, B, and C) each intended to be a two-year course of study in a traditional 7-12 program. For programs that start world language education prior to grade 7, Checkpoint A will begin with the first course in the sequence.* Descriptors of targeted performances for each standard at each checkpoint and course are detailed in the NYS World Language Performance Indicators. Performance indicators are differentiated for Category 1-2 Modern Languages (Roman alphabet-based languages), Category 3-4 Modern Languages (non-Roman alphabet-based languages and Indigenous languages), and Classical Languages.

Implementation Timeline

Implementation of the revised NYS Learning Standards for World Languages is a gradual process that begins in Fall 2023 with the first course in Checkpoint A and adds one course each academic year.

2021-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-Implementation Professional Learning	*Checkpoint A 7th Grade	Checkpoint A 8th Grade	Checkpoint B 9th Grade	Checkpoint B 10th Grade	Checkpoint C 11th Grade	Checkpoint C 12th Grade
	→ Ongoing Professional Learning →					

Supporting World Language Educators' Professional Learning

Administrators' support of world language educators' professional learning is critical to their success in transitioning their instruction to the revised standards. This support falls primarily into the three categories of *awareness*, *time,* and *funding*. Concrete steps to take for each are described below.

- ☑ *Awareness* – Assure that you, *every* administrator, and *all* world language educators are aware of:
  - The revised learning standards, resources, and implementation timeline posted to the NYSED Office of Bilingual Education and World Languages (OBEWL) Standards and Guidelines webpage;
  - Free, live and on-demand, professional learning events announced and archived on the NYSED OBEWL Professional Learning webpage;
  - Information and updates provided in the NYSED OBEWL monthly newsletter. To be added to the mailing list, email obewl@nysed.gov.
- ☑ *Time* – Assure that world language educators have sufficient time to:
  - Dialogue departmentally, within and across buildings and grade levels, about the revised learning standards and their implications for professional learning;
  - Engage in professional learning communities (PLCs) to build deeper understandings of the revised learning standards and concepts that inform them, such as the High-Leverage Teaching Practices;
  - Attend in-person and virtual professional learning events individually and collaboratively.
- ☑ *Funding* – Assure that world language educators have the funding to be able to:
  - Purchase or renew memberships to professional organizations that support educators in implementing world language standards such as ACTFL and NYSAFLT;
  - Attend professional world language educator conferences and events that have associated costs;
  - Purchase up-to-date resources to support departmental, PLC, and individual professional learning.

Supporting the Standards Implementation Process

Administrators' support of world language educators as they follow state guidelines and prepare to implement the revised learning standards will increase the likelihood of a successful implementation. This support falls primarily into the three categories of *advocacy*, *time*, and *funding*. Concrete steps to take for each are described below.

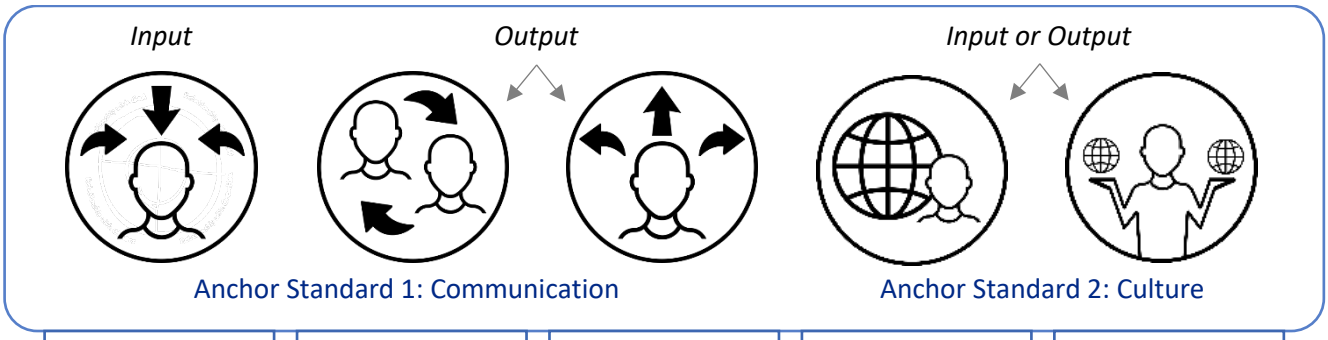
- ☑ *Advocacy* – Advocate for world language educators to assure that they:
  - Have online access to retrieve and curate authentic resources, target language materials created by native speakers for real-world purposes. Information about authentic resources and access to authentic resources collections is posted to the NYSED OBEWL Authentic Resources webpage;
  - Feel encouraged and supported as they transition their instruction and implement new approaches with which they may feel less confident or polished.
- ☑ *Time* – Assure that world language educators have sufficient time to:
  - Collaborate departmentally and by level or language on the implementation process (e.g., survey strengths and assets; set goals; map curriculum; plan for vertical articulation; communicate with students and families);
  - Audit, revise, and/or create unit plans, major learning tasks, lesson plans, and performance assessments individually or collaboratively;
  - Collect and curate authentic resources for each unit of instruction;
  - Observe colleagues as they try out new approaches.
- ☑ *Funding* – Assure that world language educators have the funding to:
  - Be compensated for curriculum development;
  - Purchase up-to-date resources that support curriculum development.

Part 2 of 3: The Standards in Action

The Learning Standards Defined and Illustrated

To know what the revised NYS Learning Standards for World Languages look like in action, it's important to understand them individually and collectively. As defined and illustrated below, Interpretive Communication is an *input*-based standard, while Interpersonal and Presentational Communication are *output*-based standards. It is through input that learners make meaning of the target language and through output that they can interpret input and express their own meaning.

Revised NYS Learning Standards for World Languages (Modern Languages)



1. Interpretive Communication:	2. Interpersonal Communication:	3. Presentational Communication:	4. Relating Cultural Practices and Products to Perspectives:	5. Cultural Comparisons:
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	Learners use the target language to compare the practices and products of the cultures studied and their own.

Communication Icons created by G. A. Suárez, Cobb County Public Schools World Languages Department and authorized for use under CC 4.0

Identifying Learning Targets with Can-Do Statements

With contextualized communicative proficiency development at the heart of the Revised NYS Learning Standards for World Languages, unit- and lesson-level learning targets are designed to reflect these priorities. Written as "Can-Do Statements," learning targets begin with "*I can*" followed by a *language function* (purpose for communication) and *meaningful context* (that may be cultural or content-based). Language functions (in red above) are associated with specific standards. Meaningful contexts derive from the NYS World Language Themes and Topics. **The role of grammar and vocabulary is to support learners' ability to carry out the language function(s) in the meaningful context** and may be noted in Can-Do Statements at the lesson level. The examples below align to Standard 3, Presentational Communication:

- **Unit-level:** *I can persuade others to make environmentally conscious choices.*
- **Lesson-level:** *I can persuade members of the school community to make environmentally-conscious choices using informal commands by creating a public service announcement poster.*

World Language Can-Do Statements Compared to Other Content-Area Learning Objectives

The chart below compares world language Can-Do Statements to other content-area learning objectives.

World Language Can-Do Statements with Acceptable Evidence	Other Content-Area Learning Objectives (ABCDE Model)
I Can + • *Student-facing, student-friendly*	A – Audience • *Teacher facing: Students will be able to (SWBAT)*
Language Function + • *Purpose for communication, as per learning standard*	B – Behavior • *Observable action; may reflect Bloom's Taxonomy*
Meaningful Context + • *As per NYS WL Themes and Topics; may be cultural or content-based*	C – Condition • *Supports, tools, or other learning conditions*
Supporting Language Form(s) (optional) + • *Language structure and/or vocabulary*	D – Degree • *Accuracy, mastery*
Acceptable Evidence • *Communicative task appropriate to proficiency level*	E – Evaluation • *Assessment*

Identifying How Well Learners Can Perform at Three Proficiency Checkpoints

How well a learner carries out a language function and associated tasks depends on their proficiency level. Language proficiency—**what students can do with language**—develops with time and repeated use of the target language in varied contexts. The chart below summarizes expectations in terms of *input* and *output* at Checkpoints A, B, and C, each a two-year course of study in a grade 7-12 program. In programs that start world language study prior to grade 7, Checkpoint A begins with the first course in the sequence. More precise performance descriptors by Checkpoint and Standard are found in the NYS World Language Performance Indicators for Category 1-2 Modern Languages (Roman alphabet-based languages) and Category 3-4 Modern Languages (ASL, non-Roman alphabet-based languages, and Indigenous languages).

<table>
<tr><th colspan="7">Summary of Input- and Output-Based Performances by Language Category and Proficiency Range</th></tr>
<tr><td>Proficiency Level</td><td colspan="3">Novice-Level Proficiency</td><td colspan="3">Intermediate-Level Proficiency</td></tr>
<tr><td>Proficiency Sub-Level</td><td>Low (NL)</td><td>Mid (NM)</td><td>High (NH)</td><td>Low (IL)</td><td>Mid (IM)</td><td>High (IH)</td></tr>
<tr><td rowspan="3">Category 1-2 Modern Languages</td><td colspan="2"></td><td>Checkpoint A</td><td colspan="3"></td></tr>
<tr><td colspan="3"></td><td colspan="2">Checkpoint B</td><td></td></tr>
<tr><td colspan="4"></td><td colspan="2">Checkpoint C</td></tr>
<tr><td rowspan="3">Category 3-4 Modern Languages</td><td colspan="2"></td><td>Checkpoint A</td><td colspan="3"></td></tr>
<tr><td colspan="3"></td><td colspan="2">Checkpoint B</td><td></td></tr>
<tr><td colspan="4"></td><td colspan="2">Checkpoint C</td></tr>
<tr><td rowspan="2"></td><td colspan="3">Input: Can understand words and phrases and the main idea from a simple, highly predictable text with strong visual support.</td><td colspan="3">Input: Can understand main ideas and some supporting details on familiar topics from a variety of texts. At the IH level, begins to understand main ideas and details of complex texts on a range of topics including those of community, national, and international interest.</td></tr>
<tr><td colspan="3">Output: Can express short, simple messages in highly familiar contexts using isolated words and phrases; may be difficult to understand.</td><td colspan="3">Output: Can create with language and ask and answer questions on familiar topics in straightforward survival situations using sentences and strings of sentences. At the IH level, begins to narrate and describe in major time frames in paragraph-level production on a range of topics including those of personal, community, national, and international interest.</td></tr>
</table>

Part 3 of 3: Interpreting Standards-Based World Language Teaching
(Danielson 2013 Correlations)

Observing Standards-Based World Language Teaching

When world language teachers implement the Revised New York State (NYS) Learning Standards for World Languages, their teaching differs in important ways from other content-area teaching. (This contrast is presented in Part 2 of 3 of the Administrator Reference Guide.) As a result, what can be observed in standards-based world language teaching may not be easily associated with Annual Professional Performance Review (APPR) rubric criteria that more explicitly reflect elements of other content area teaching. This World Language Observation Guide makes visible those elements of standards-based world language teaching that are unlike other content-area teaching, supports administrators to interpret them, and identifies suggested—but not exclusive—correlations to commonly-used NYS-approved APPR rubrics. The World Language Observation Guide is not an evaluation instrument.

Purposes for Using the World Language Observation Guide

Some purposes for which world language and other administrators might use the World Language Observation Guide include:

- To become familiar with the unique features of standards-based world language teaching;
- To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- To inform pre-conferences, observations, and post-conferences with world language teachers.

World language educators may also find this guide useful as they plan standards-based lessons, prepare for observations, carry out peer observations, and reflect on and self-assess their own teaching.

The World Language Observation Guide

The World Language Observation Guide, organized in two charts, presents all elements that may occur over the span of multiple lessons and units. The first chart identifies elements that may be found in a standards-based world language lesson plan. The second identifies elements that may be observed in a standards-based world language lesson. Although there is space for noting whether the element is observed, users will likely only observe some of the elements in any single lesson plan or lesson.

Just as elements in the World Language Observation Guide are specific to standards-based world language teaching, so are some terms used in the guide. Here is an alphabetical listing of those key terms:

- Authentic Resource: Material created by native speakers of the target language for native speakers of the target language for a real-world purpose
- Can-Do Statement: Student-facing learning target worded "*I can + language function + context*"
- Context: The settings or circumstances that motivate and inform target language communication
- Language Function: The communicative purpose for which students use the target language
- Mode: Contextualized, purposeful approach to communication categorized as Interpretive, Interpersonal, or Presentational
- Performance: What students can do with the target language in rehearsed situations
- Proficiency: What students can do with the target language in non-rehearsed, real-world situations
- Task: Opportunity for students to purposefully communicate in the target language

World Language **Lesson Plan** Observation Guide

For correlations between Observable Lesson Plan Elements and Danielson 2013 APPR Rubric, see Appendix A.
For correlations between Danielson 2013 APPR Rubric and Observable Lesson Plan Elements, see Appendix B.

Item #*	Observed?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
1.		Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.
2.		Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.
3.		Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
4.		Each Can-Do Statement specifies a **language function** and a **meaningful context**.
5.		**Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.
6.		Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.
7.		**Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.
8.		**Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
9.		Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.
10.		Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.
*Items are numbered for ease of reference. Numbers serve no other purpose.		
Observation Notes:		

World Language **Lesson** Observation Guide

For correlations between Observable Lesson Elements and Danielson 2013 APPR Rubric, see Appendix C.
For correlations between Danielson APPR Rubric and Observable Lesson Elements, see Appendix D.

Item #*	Observed?	Observable Lesson Elements (Note: Not all elements listed below will be observed in all lessons.)
		The Teacher…
1.		Displays and draws students' attention to the **Can-Do Statements**.
2.		Conducts the lesson and interacts with students predominantly in the **target language**.
3.		Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.
4.		Uses strategies that **contextualize** vocabulary learning.
5.		**Prepares students to interpret an authentic resource** (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
6.		**Makes unsimplified authentic resources accessible to students** through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
7.		Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).
8.		Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.
9.		Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.
10.		Engages students in **Presentational tasks** to express personal meaning to an audience.
11.		Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).
12.		Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**
13.		Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
14.		Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.
15.		Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.

*Items are numbered for ease of reference. Numbers serve no other purpose.

Notes:

Appendix A

World Language **Lesson Plan** Observation Guide with Suggested Correlations to Danielson (2013)

Item #	Observable Lesson Plan Elements	Danielson (2013) Domain, Component, and Element(s)
1.	Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.	**1a: Demonstrating Knowledge of Content and Pedagogy** ▪ Knowledge of content and the structure of the discipline ▪ Knowledge of content-related pedagogy
2.	Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.	**1c: Setting Instructional Outcomes** ▪ Value, sequence, and alignment ▪ Clarity
3.	Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.	**1c: Setting Instructional Outcomes** ▪ Value, sequence, and alignment ▪ Clarity
4.	Each Can-Do Statement specifies a **language function** and a **meaningful context**.	**1c: Setting Instructional Outcomes** ▪ Value, sequence, and alignment ▪ Clarity
5.	**Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.	**1f: Designing Student Assessment** ▪ Congruence with instructional outcomes ▪ Design of formative assessment
6.	Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.	**1b: Demonstrating Knowledge of Students** ▪ Knowledge of students' skills, knowledge, and language proficiency
7.	**Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.	**1d: Demonstrating Knowledge of Resources** ▪ Resources for classroom use ▪ Resources for students
8.	**Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).	**1e: Designing Coherent Instruction** ▪ Learning activities ▪ Instructional groups ▪ Lesson and unit structure
9.	Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.	**1e: Designing Coherent Instruction** ▪ Learning activities
10.	Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.	**1e: Designing Coherent Instruction** ▪ Learning activities

Appendix B

Suggested Correlations for Danielson (2013) with the WL **Lesson Plan** Observation Guide

Danielson (2013) Domain, Component, and Element(s)	Observable Lesson Plan Elements
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy ▪ Knowledge of content and the structure of the discipline ▪ Knowledge of content-related pedagogy	**Item 1.** Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.
1b: Demonstrating Knowledge of Students ▪ Knowledge of students' skills, knowledge, and language proficiency	**Item 6.** Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.
1c: Setting Instructional Outcomes ▪ Value, sequence, and alignment ▪ Clarity	**Item 2.** Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.
	Item 3. Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
	Item 4. Each Can-Do Statement specifies a **language function** and a **meaningful context**.
1d: Demonstrating Knowledge of Resources ▪ Resources for classroom use ▪ Resources for students	**Item 7. Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.
1e: Designing Coherent Instruction ▪ Learning activities ▪ Instructional groups ▪ Lesson and unit structure	**Item 8. Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
	Item 9. Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.
	Item 10. Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.
1f: Designing Student Assessment ▪ Congruence with instructional outcomes ▪ Design of formative assessment	**Item 5. Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.

Appendix C

World Language **Lesson** Observation Guide with Suggested Correlations to Danielson (2013)

Item #	Observable Lesson Elements	Danielson (2013) Domain, Component, and Element(s)
1.	Displays and draws students' attention to the **Can-Do Statements**.	**3a: Communicating with Students** ▪ Expectations for learning
2.	Conducts the lesson and interacts with students predominantly in the **target language**.	**1a: Demonstrating Knowledge of Content and Pedagogy** ▪ Knowledge of content-related pedagogy **3a: Communicating with Students** ▪ Use of oral and written language
3.	Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.	**3a: Communicating with Students** ▪ Use of oral and written language **3d: Using Assessment in Instruction** ▪ Monitoring of student learning
4.	Uses strategies that **contextualize** vocabulary learning.	**3c: Engaging Students in Learning** ▪ Activities and assignments
5.	**Prepares students to interpret an authentic resource** (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).	**3c: Engaging Students in Learning** ▪ Activities and assignments
6.	**Makes unsimplified authentic resources accessible to students** through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).	**3c: Engaging Students in Learning** ▪ Activities and assignments
7.	Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).	**3b: Using Questioning and Discussion Techniques** ▪ Quality of questions **3c: Engaging Students in Learning** ▪ Instructional materials and resources
8.	Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.	**3c: Engaging Students in Learning** ▪ Activities and assignments ▪ Instructional materials and resources
9.	Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.	**3c: Engaging Students in Learning** ▪ Activities and assignments ▪ Grouping of students
10.	Engages students in **Presentational tasks** to express personal meaning to an audience.	**3c: Engaging Students in Learning** ▪ Activities and assignments

Continued on next page.

World Language **Lesson** Observation Guide with Danielson (2013) Correlations

(Continued from previous page.)

Item #	Observable Lesson Elements	Danielson (2013) Domain, Component, and Element(s)
11.	Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).	**3c: Engaging Students in Learning** ▪ Instructional materials and resources
12.	Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**	**3c: Engaging Students in Learning** ▪ Activities and assignments
13.	Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.	**3b: Using Questioning and Discussion Techniques** ▪ Quality of questions ▪ Discussion techniques ▪ Student participation **3c: Engaging Students in Learning** ▪ Activities and assignments
14.	Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.	**3b: Using Questioning and Discussion Techniques** ▪ Quality of questions ▪ Discussion techniques ▪ Student participation **3c: Engaging Students in Learning** ▪ Activities and assignments
15.	Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.	**3d: Using Assessment in Instruction** ▪ Student self-assessment and monitoring of progress

Appendix D

Suggested Correlations for Danielson (2013) with the WL **Lesson** Observation Guide

Danielson (2013) Domain, Component, and Element(s)	Observable Lesson Elements
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy ▪ Knowledge of content-related pedagogy	**Item 2.** Conducts the lesson and interacts with students predominantly in the **target language**.
Domain 3: Instruction	
3a: Communicating with Students ▪ Expectations for learning ▪ Use of oral and written language	**Item 1.** Displays and draws students' attention to the **Can-Do Statements**.
	Item 2. Conducts the lesson and interacts with students predominantly in the **target language**.
	Item 3. Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.
3b: Using Questioning and Discussion Techniques ▪ Quality of questions ▪ Discussion techniques ▪ Student participation	**Item 7.** Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).
	Item 13. Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
3c: Engaging Students in Learning ▪ Activities and assignments ▪ Grouping of students ▪ Instructional materials and resources	**Item 4.** Uses strategies that **contextualize** vocabulary learning.
	Item 5. Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
	Item 6. Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
	Item 7. Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).
	Item 8. Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.
	Item 9. Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.

Suggested Correlations for Danielson (2013) with the WL **Lesson** Observation Guide

(Continued from previous page.)

3c: Engaging Students in Learning (continued) ▪ Activities and assignments ▪ Grouping of students ▪ Instructional materials and resources	**Item 10.** Engages students in **Presentational tasks** to express personal meaning to an audience.
	Item 11. Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).
	Item 12. Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**
	Item 13. Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
	Item 14. Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.
3d: Using Assessment in Instruction ▪ Assessment criteria ▪ Student self-assessment and monitoring of progress	**Item 3.** Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.
	Item 15. Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.

Part 3 of 3: Interpreting Standards-Based World Language Teaching
NYSUT 2014 Correlations

Observing Standards-Based World Language Teaching

When world language teachers implement the Revised New York State (NYS) Learning Standards for World Languages, their teaching differs in important ways from other content-area teaching. (This contrast is presented in Part 2 of 3 of the Administrator Reference Guide.) As a result, what can be observed in standards-based world language teaching may not be easily associated with Annual Professional Performance Review (APPR) rubric criteria that more explicitly reflect elements of other content area teaching. This World Language Observation Guide makes visible those elements of standards-based world language teaching that are unlike other content-area teaching, supports administrators to interpret them, and identifies suggested—but not exclusive—correlations to commonly-used NYS-approved APPR rubrics. The World Language Observation Guide is not an evaluation instrument.

Purposes for Using the World Language Observation Guide

Some purposes for which world language and other administrators might use the World Language Observation Guide include:

- To become familiar with the unique features of standards-based world language teaching;
- To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- To inform pre-conferences, observations, and post-conferences with world language teachers.

World language educators may also find this guide useful as they plan standards-based lessons, prepare for observations, carry out peer observations, and reflect on and self-assess their own teaching.

The World Language Observation Guide

The World Language Observation Guide, organized in two charts, presents all elements that may occur over the span of multiple lessons and units. The first chart identifies elements that may be found in a standards-based world language lesson plan. The second identifies elements that may be observed in a standards-based world language lesson. Although there is space for noting whether the element is observed, users will likely only observe some of the elements in any single lesson plan or lesson.

Just as elements in the World Language Observation Guide are specific to standards-based world language teaching, so are some terms used in the guide. Here is an alphabetical listing of those key terms:

- Authentic Resource: Material created by native speakers of the target language for native speakers of the target language for a real-world purpose
- Can-Do Statement: Student-facing learning target worded "*I can + language function + context*"
- Context: The settings or circumstances that motivate and inform target language communication
- Language Function: The communicative purpose for which students use the target language
- Mode: Contextualized, purposeful approach to communication categorized as Interpretive, Interpersonal, or Presentational
- Performance: What students can do with the target language in rehearsed situations
- Proficiency: What students can do with the target language in non-rehearsed, real-world situations
- Task: Opportunity for students to purposefully communicate in the target language

World Language **Lesson Plan** Observation Guide

For correlations between Observable Lesson Plan Elements and NYSUT 2014 APPR Rubric, see Appendix A.
For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Plan Elements, see Appendix B.

Item #*	Observed?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
1.		Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.
2.		Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.
3.		Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
4.		Each Can-Do Statement specifies a **language function** and a **meaningful context**.
5.		**Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.
6.		Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.
7.		**Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.
8.		**Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
9.		Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.
10.		Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.

*Items are numbered for ease of reference. Numbers serve no other purpose.

Observation Notes:

World Language **Lesson** Observation Guide

For correlations between Observable Lesson Elements and NYSUT 2014 APPR Rubric, see Appendix C.
For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Elements, see Appendix D.

Item #*	Observed?	Observable Lesson Elements (Note: Not all elements listed below will be observed in all lessons.)
		The Teacher…
1.		Displays and draws students' attention to the **Can-Do Statements**.
2.		Conducts the lesson and interacts with students predominantly in the **target language**.
3.		Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.
4.		Uses strategies that **contextualize** vocabulary learning.
5.		**Prepares students to interpret an authentic resource** (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
6.		**Makes unsimplified authentic resources accessible to students** through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
7.		Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).
8.		Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.
9.		Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.
10.		Engages students in **Presentational tasks** to express personal meaning to an audience.
11.		Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).
12.		Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**
13.		Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
14.		Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.
15.		Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.

*Items are numbered for ease of reference. Numbers serve no other purpose.

Notes:

Appendix A

World Language **Lesson Plan** Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Plan Elements	NYSUT (2014) Standard, Element, and Indicator
1.	Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.	**II.1.A** **II. Knowledge of Content and Instructional Planning** • **1.** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). ▪ ***A.*** *Understands key discipline concepts, themes, learning standards and key disciplinary language.*
2.	Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.	**II.4.A** **II. Knowledge of Content and Instructional Planning** • **4.** Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. ▪ ***A.*** *Articulates learning objectives/goals with learning standards.*
3.	Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.	**II.4.A** **II. Knowledge of Content and Instructional Planning** • **4.** Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. ▪ ***A.*** *Articulates learning objectives/goals with learning standards.*
4.	Each Can-Do Statement specifies a **language function** and a **meaningful context**.	**II.4.A** **II. Knowledge of Content and Instructional Planning** • **4.** Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. ▪ ***A.*** *Articulates learning objectives/goals with learning standards.*
5.	**Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.	**V.5.A** **V. Assessment for Student Learning** • **5.** Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated. ▪ ***A.*** *Communicates purposes and criteria.*

Continued on next page.

World Language **Lesson Plan** Observation Guide with Suggested Correlations to NYSUT (2014)

(Continued from previous page.)

Item #	Observable Lesson Plan Elements	NYSUT (2014) Standard, Element, and Indicator
6.	Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.	**I.2.A** **I: Knowledge of Students and Student Learning** • **2.** Teachers demonstrate research-based knowledge of learning and language acquisition and processes. ▪ ***A.*** *Uses strategies to support learning and language acquisition.* AND **II.5.B** **II: Knowledge of Content and Instructional Planning** • **5.** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. ▪ ***B.*** *Designs learning experiences using prior knowledge.*
7.	**Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.	**II.6.B** **II: Knowledge of Content and Instructional Planning** • **6.** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. ▪ ***B.*** *Selects materials and resources.*
8.	**Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).	**II.5.B** **II: Knowledge of Content and Instructional Planning** • **5.** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. ▪ ***B.*** *Designs learning experiences using prior knowledge.*
9.	Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.	**II.3.A** **II: Knowledge of Content and Instructional Planning** • **3.** Teachers use a broad range of instructional strategies to make subject matter accessible. ▪ ***A.*** *Designs self-directed learning experiences.*
10.	Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.	**II.1.B** **II: Knowledge of Content and Instructional Planning** • **1:** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). ▪ ***B:*** *Uses developments in pedagogy and content.*

Appendix B

Suggested Correlations for NYSUT (2014) with the WL **Lesson Plan** Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements
Standard I: Knowledge of Students and Student Learning	
2.A • **2.** Teachers demonstrate research-based knowledge of learning and language acquisition and processes. ▪ ***A.*** *Uses strategies to support learning and language acquisition.*	**Item 6.** Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.
Standard II: Knowledge of Content and Instructional Planning	
1.A • **1.** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). ▪ ***A.*** *Understands key discipline concepts, themes, learning standards and key disciplinary language.*	**Item 1.** Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.
1.B • **1:** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). ▪ ***B:*** *Uses developments in pedagogy and content.*	**Item 10.** Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.
3.A • **3.** Teachers use a broad range of instructional strategies to make subject matter accessible. ▪ ***A.*** *Designs self-directed learning experiences.*	**Item 9.** Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.
4.A • **4.** Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. ▪ ***A.*** *Articulates learning objectives/goals with learning standards.*	**Item 2.** Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.
	Item 3. Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
	Item 4. Each Can-Do Statement specifies a **language function** and a **meaningful context**.

Continued on next page.

Suggested Correlations for NYSUT (2014) with the WL **Lesson Plan** Observation Guide

(Continued from previous page.)

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements
Standard II: Knowledge of Content and Instructional Planning	
5.B • **5.** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. ▪ ***B.*** *Designs learning experiences using prior knowledge.*	**Item 8. Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
6.B • **6.** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. ▪ ***B.*** *Selects materials and resources.*	**Item 7. Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.
Standard V: Assessment for Student Learning	
5.A • **5.** Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated. ○ ***A.*** *Communicates purposes and criteria.*	Item 5. **Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.

Appendix C

World Language **Lesson** Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
1.	Displays and draws students' attention to the **Can-Do Statements**.	**III.1.A** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ▪ ***A.*** *Aligns instruction to standards.*
2.	Conducts the lesson and interacts with students predominantly in the **target language**.	**III.1.B** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ▪ ***B.*** *Engages students.*
3.	Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.	**III.2.D** **III: Instructional Practice** • **2.** Teachers communicate clearly and accurately with students to maximize their understanding and learning. ○ ***D.*** *Communicates content.* AND **III.6.A** **III: Instructional Practice** • **6.** Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. ○ ***A.*** *Uses formative assessment to monitor and adjust pacing.*
4.	Uses strategies that **contextualize** vocabulary learning.	**III.1.B** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ○ ***B.*** *Engages students.*

Continued on next page.

World Language **Lesson** Observation Guide with Suggested Correlations to NYSUT (2014)

(Continued from previous page.)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
5.	**Prepares students to interpret an authentic resource** (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).	**III.1.B** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ○ ***B.*** *Engages students.*
6.	**Makes unsimplified authentic resources accessible to students** through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).	**III.3.B** **III. Instructional Practice** • **3.** Teachers set high expectations and create challenging learning experiences for students. ○ ***B.*** *Implements challenging learning experiences.*
7.	Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).	**III.3.B** **III. Instructional Practice** • **3.** Teachers set high expectations and create challenging learning experiences for students. ○ ***B.*** *Implements challenging learning experiences.*
8.	Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.	**III.1.B** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ○ ***B.*** *Engages students.*
9.	Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.	**III.1.B** **III. Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ▪ ***B.*** *Engages students.*

Continued on next page.

(Continued from previous page.)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
10.	Engages students in **Presentational tasks** to express personal meaning to an audience.	**III.5.A** • **5.** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. ▪ ***A.*** *Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*
11.	Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).	**III.3.B** **III. Instructional Practice** • **3.** Teachers set high expectations and create challenging learning experiences for students. ▪ ***B.*** *Implements challenging learning experiences.*
12.	Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**	**III.1.B** **III: Instructional Practice** • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ▪ ***B.*** *Engages students.*
13.	Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.	**III.2.B** **III. Instructional Practice** • **2.** Teachers communicate clearly and accurately with students to maximize their understanding and learning. ▪ ***B.*** *Uses questioning techniques to engage students.* AND **III.5.A** • **5.** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. ▪ ***A.*** *Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*

Continued on next page.

World Language **Lesson** Observation Guide with Suggested Correlations to NYSUT (2014)

(Continued from previous page.)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
14.	Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.	**III.5.A** ● **5.** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. ▪ ***A.*** *Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*
15.	Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.	**V.2.B** **V. Assessment for Student Learning** ▪ **2.** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. ○ ***B.*** *Engages students in self-assessment.*

Appendix D

Suggested Correlations for NYSUT (2014) with the WL **Lesson** Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
Standard III: Instructional Practice	
1.A • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ○ ***A.*** *Aligns instruction to standards.*	**Item 1.** Displays and draws students' attention to the **Can-Do Statements**.
1.B • **1.** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. ○ ***B.*** *Engages students.*	**Item 2.** Conducts the lesson and interacts with students predominantly in the **target language**.
	Item 4. Uses strategies that **contextualize** vocabulary learning.
	Item 5. Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
	Item 8. Engages students in **Interpretive tasks** appropriate to the proficiency target and the authentic resource type.
	Item 9. Engages students in **Interpersonal tasks** to meaningfully interact and negotiate meaning with one another.
	Item 12. Uses strategies that **contextualize** grammar and **connect** it to a **communicative purpose.**
2.B • **2.** Teachers communicate clearly and accurately with students to maximize their understanding and learning. ▪ ***B.*** *Uses questioning techniques to engage students.*	**Item 13.** Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
2.D • **2.** Teachers communicate clearly and accurately with students to maximize their understanding and learning. ○ ***D.*** *Communicates content.*	**Item 3.** Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.

Continued on next page.

Suggested Correlations for NYSUT (2014) with the WL **Lesson** Observation Guide

(Continued from previous page.)

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
Standard III: Instructional Practice	
3.B • **3.** Teachers set high expectations and create challenging learning experiences for students. ○ ***B.*** *Implements challenging learning experiences.*	**Item 6. Makes unsimplified authentic resources accessible to students** through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
	Item 7. Provides students with **tools and supports for making meaning** of the authentic resource (e.g., questions, prompts, graphic organizer, time).
	Item 11. Provides students with **tools and support for expressing meaning** (e.g., functional chunks, gambits, word wall, chat mat) and **extending discourse** (e.g., rejoinders, sentence starters and frames).
5.A • **5.** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. ○ ***A.*** *Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*	**Item 10.** Engages students in **Presentational tasks** to express personal meaning to an audience.
	Item 13. Engages students in inquiry into **cultural practices, products, and perspectives.** Students carry out the inquiry using the **target language**.
	Item 14. Engages students in making **cultural comparisons.** Students make the cultural comparisons using the **target language**.
6.A • **6.** Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. ○ ***A.*** *Uses formative assessment to monitor and adjust pacing.*	**Item 3.** Uses **verbal strategies** (e.g., repetition, deliberate pace, pauses, synonyms) and **non-verbal strategies** (e.g., gestures, visuals, objects) to **facilitate target language comprehension**; regularly **checks for student comprehension**.
Standard V: Assessment for Student Learning	
2.B ▪ **2.** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. ▪ ***B.*** *Engages students in self-assessment.*	**Item 15.** Prompts student reflection on learning and **self-assessment** using the Can-Do Statements.