

Administrator Reference Guide
Revised New York State Learning Standards for World Languages
Part 3 of 3: Interpreting Standards-Based World Language Teaching
(Modern Languages – Danielson 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 “ ”
- ✓ **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 appr

✔ 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.		

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.
		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.

Appendix A

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

Item #	Observable Lesson Plan Elements	Danielson (2013) Domain, Component,
--------	---------------------------------	-------------------------------------

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.

World Language Lesson Observation Guide with Danielson (2013) Correlations

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	

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

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.