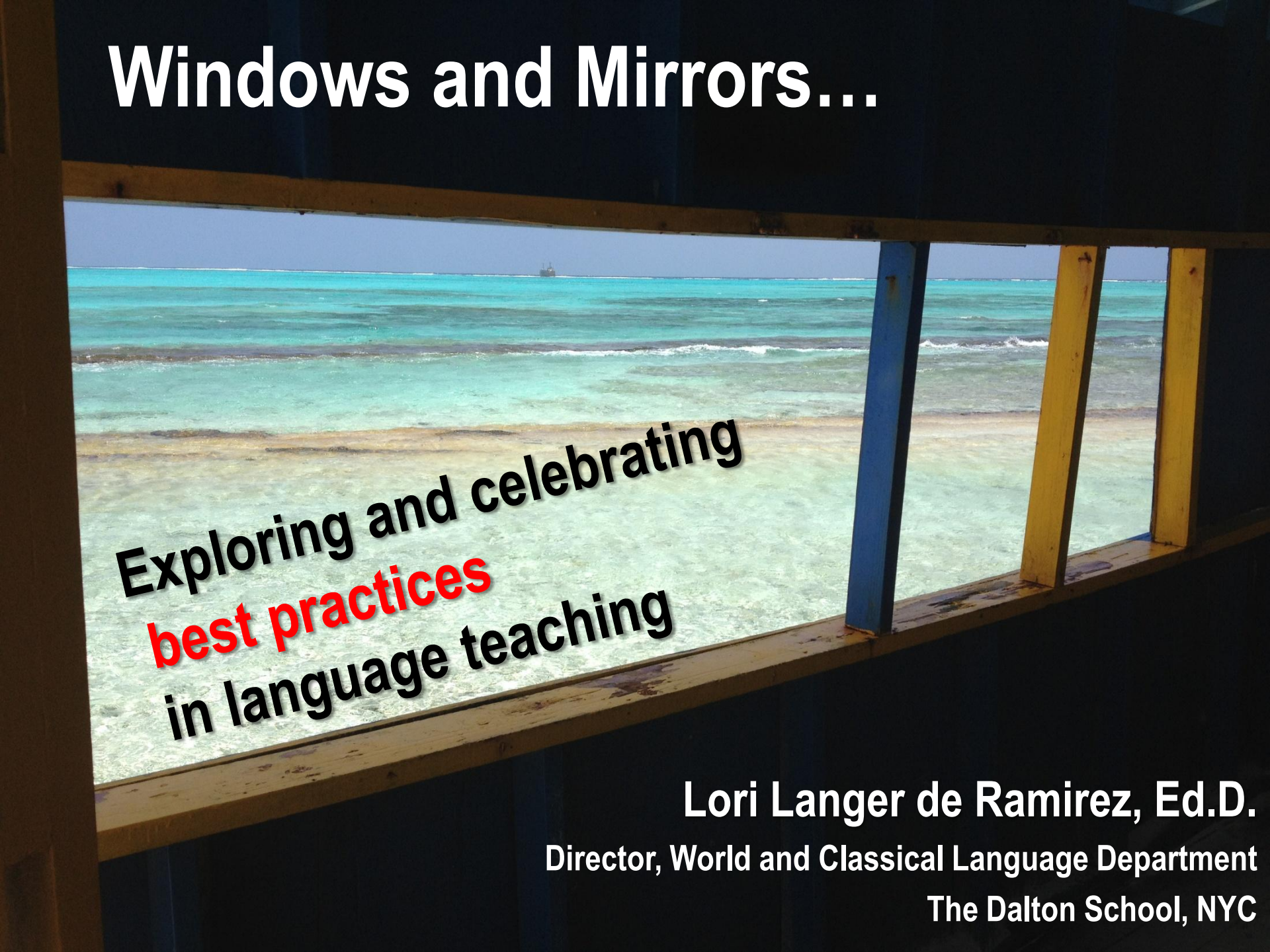
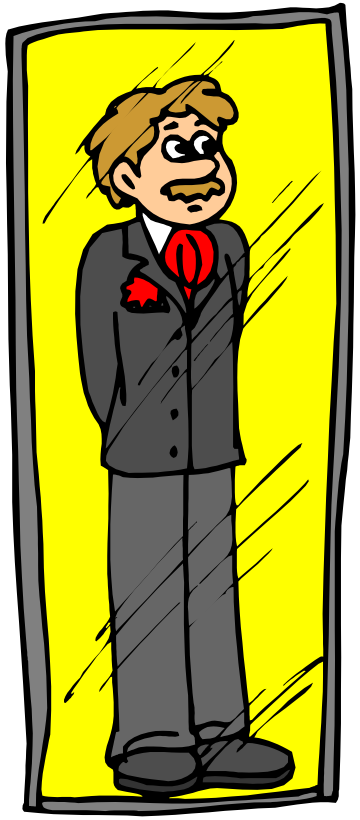
Windows and Mirrors…

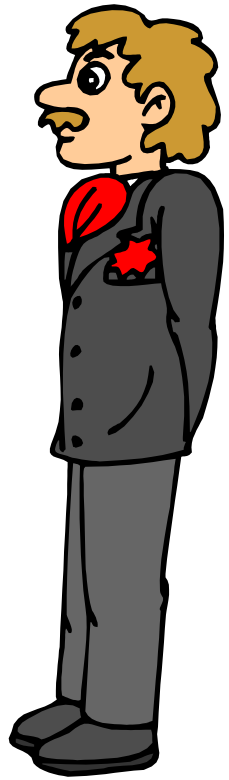


Exploring and celebrating
best practices
in language teaching

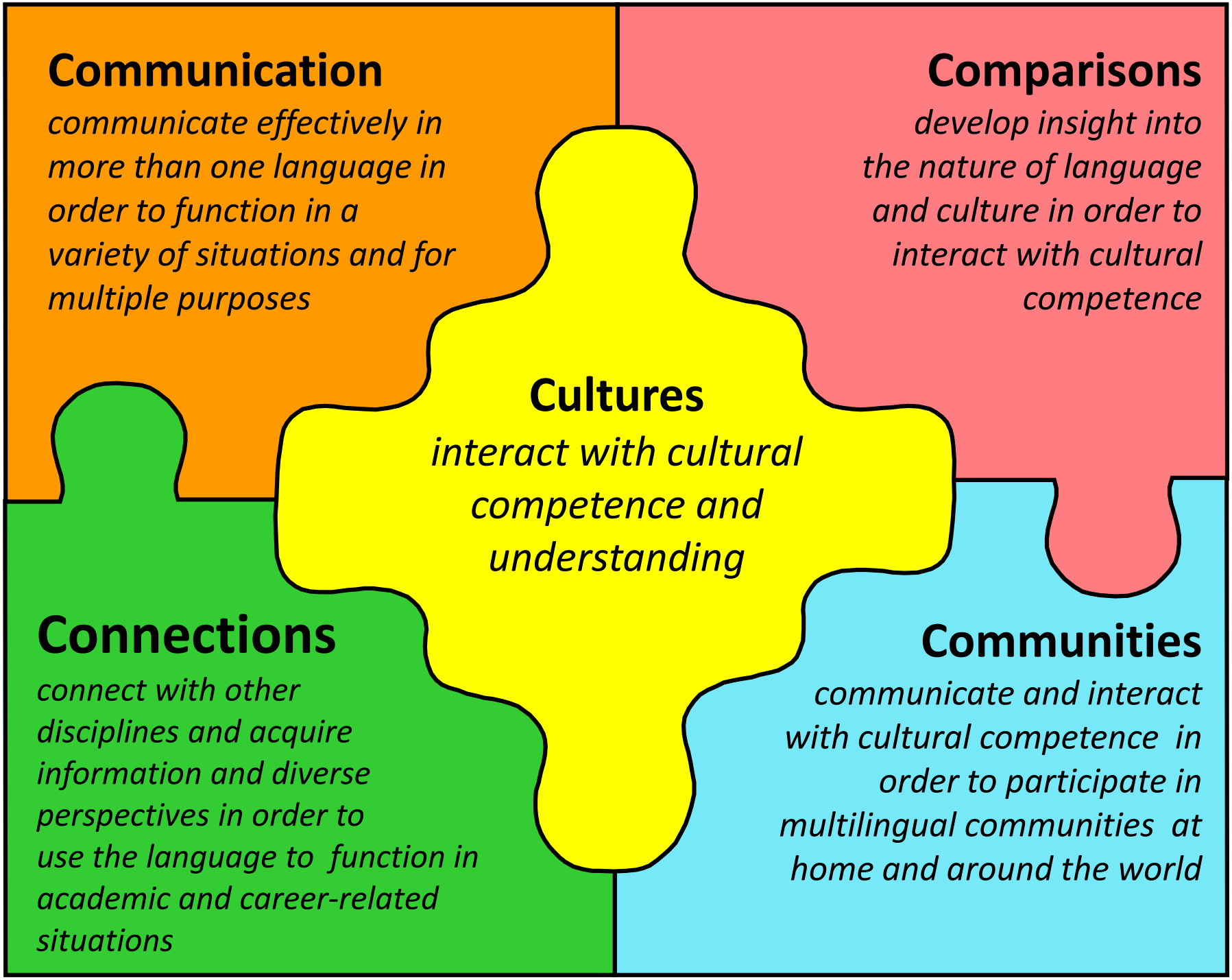
Lori Langer de Ramirez, Ed.D.
Director, World and Classical Language Department
The Dalton School, NYC

…**windows** and **mirrors**…





Stiles, E. (1988). *Listening for all Voices,* Summit, NJ.

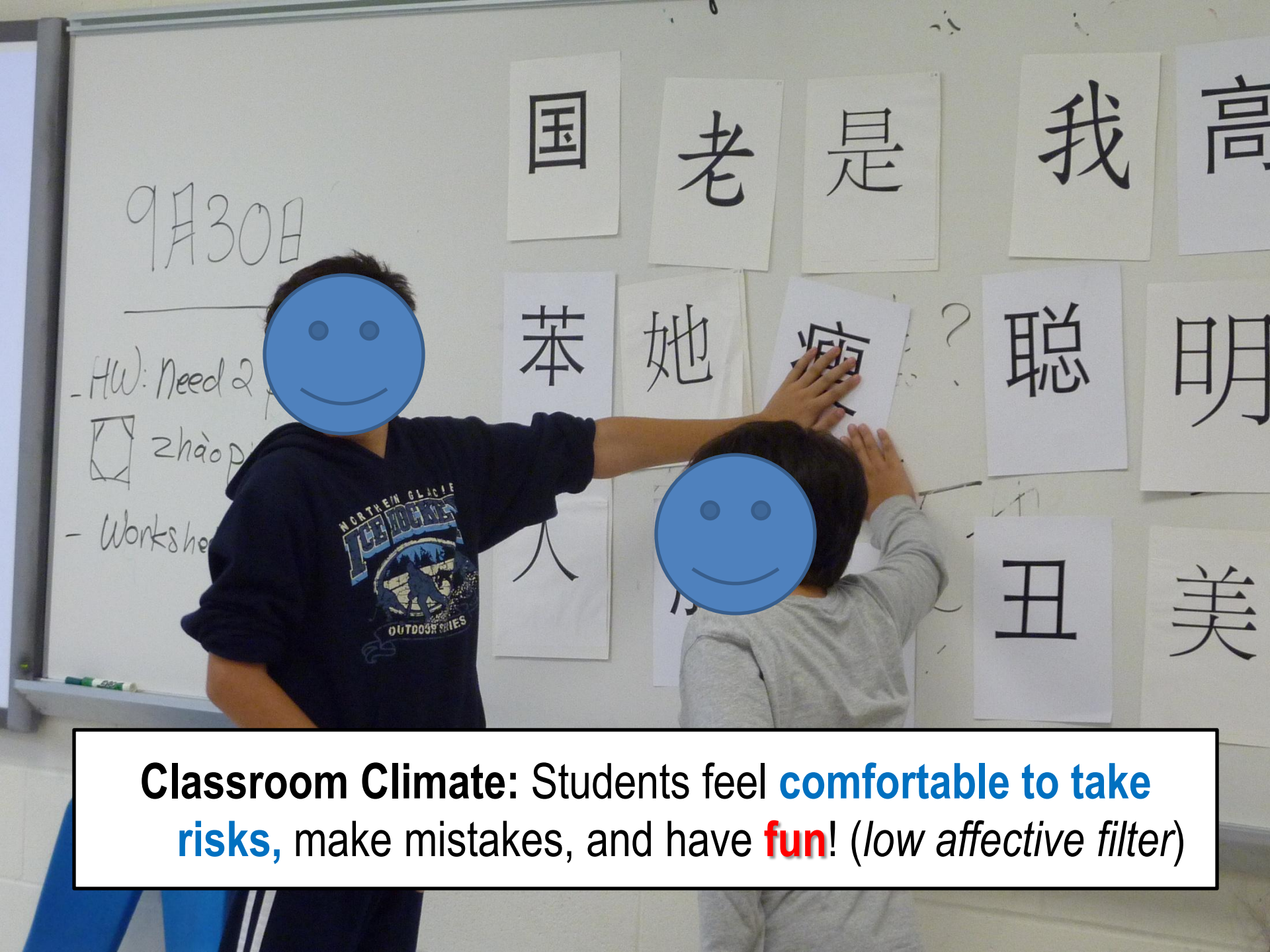

Communication
communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Comparisons
develop insight into the nature of language and culture in order to interact with cultural competence
Cultures
interact with cultural competence and understanding
Connections
connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
Communities
communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

OBSERVING WORLD LANGUAGE INSTRUCTION

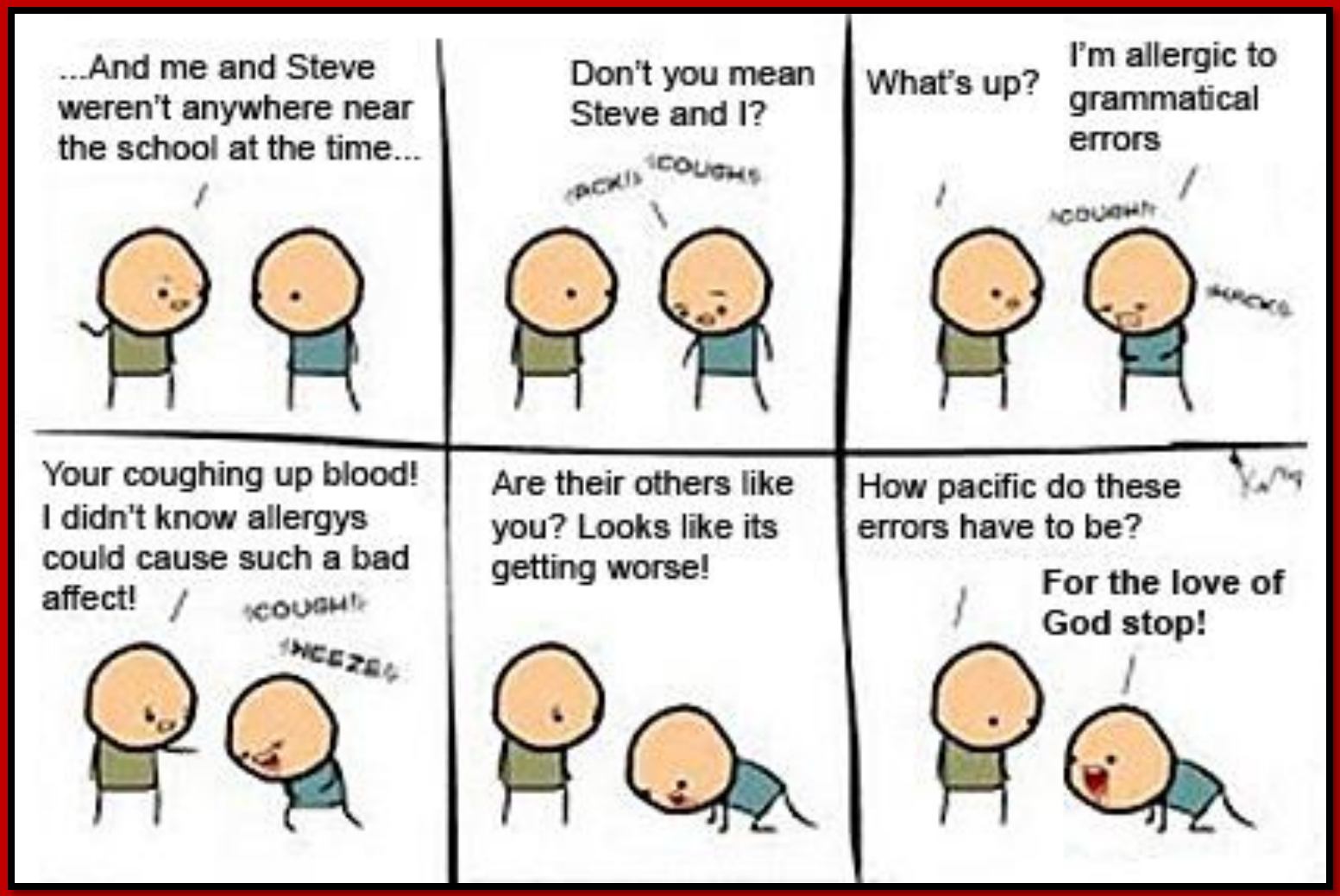
Best practices in the WL classroom

Adapted from: NFLC StarTalk Program Observation Protocol and NADSFL Effective Teacher Characteristics

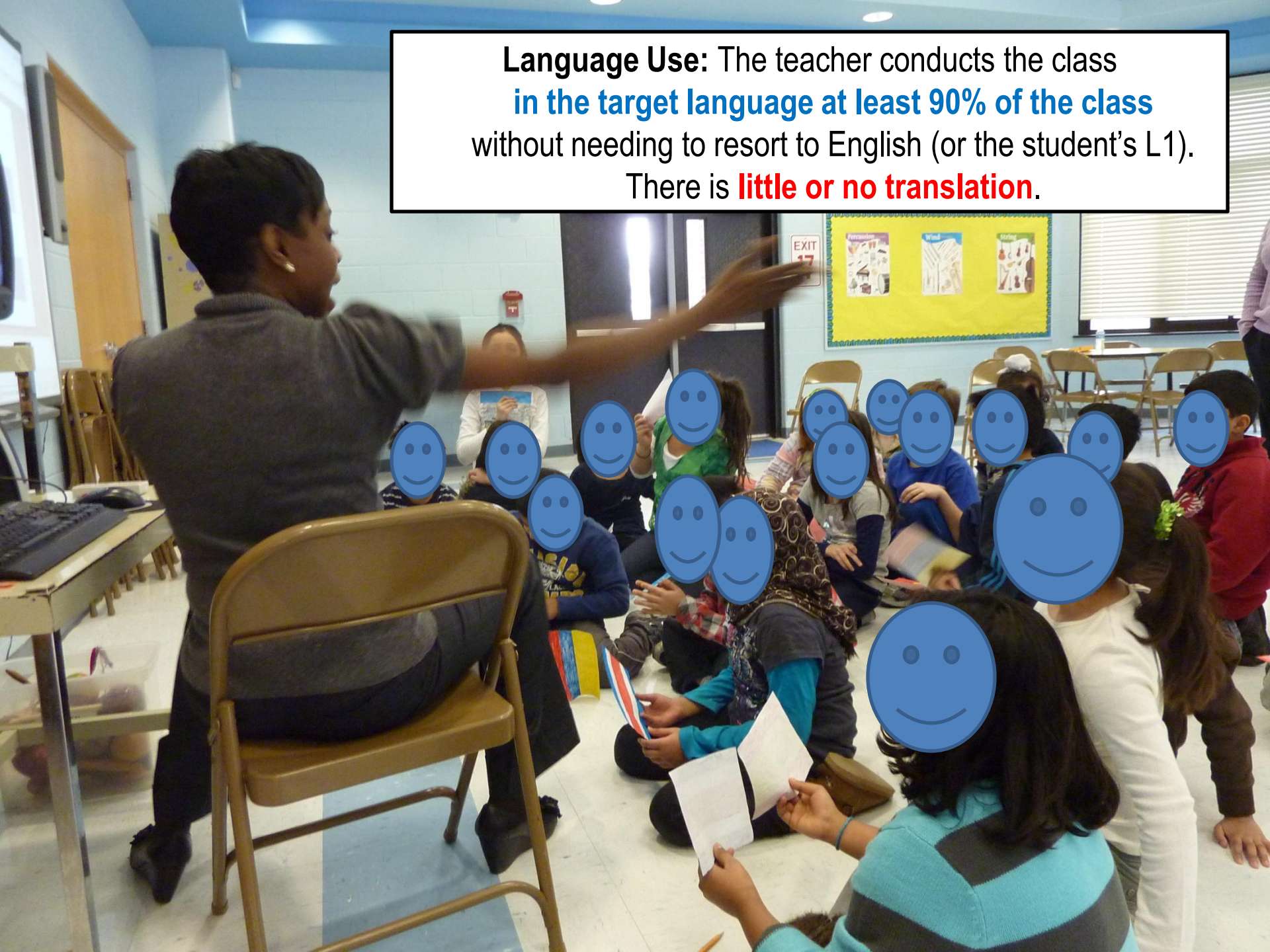
1. Instructional Management
2. Differentiation
3. Language use
4. Meaningful activities
5. Culture Integration
6. Assessment
7. Classroom Climate
8. Materials

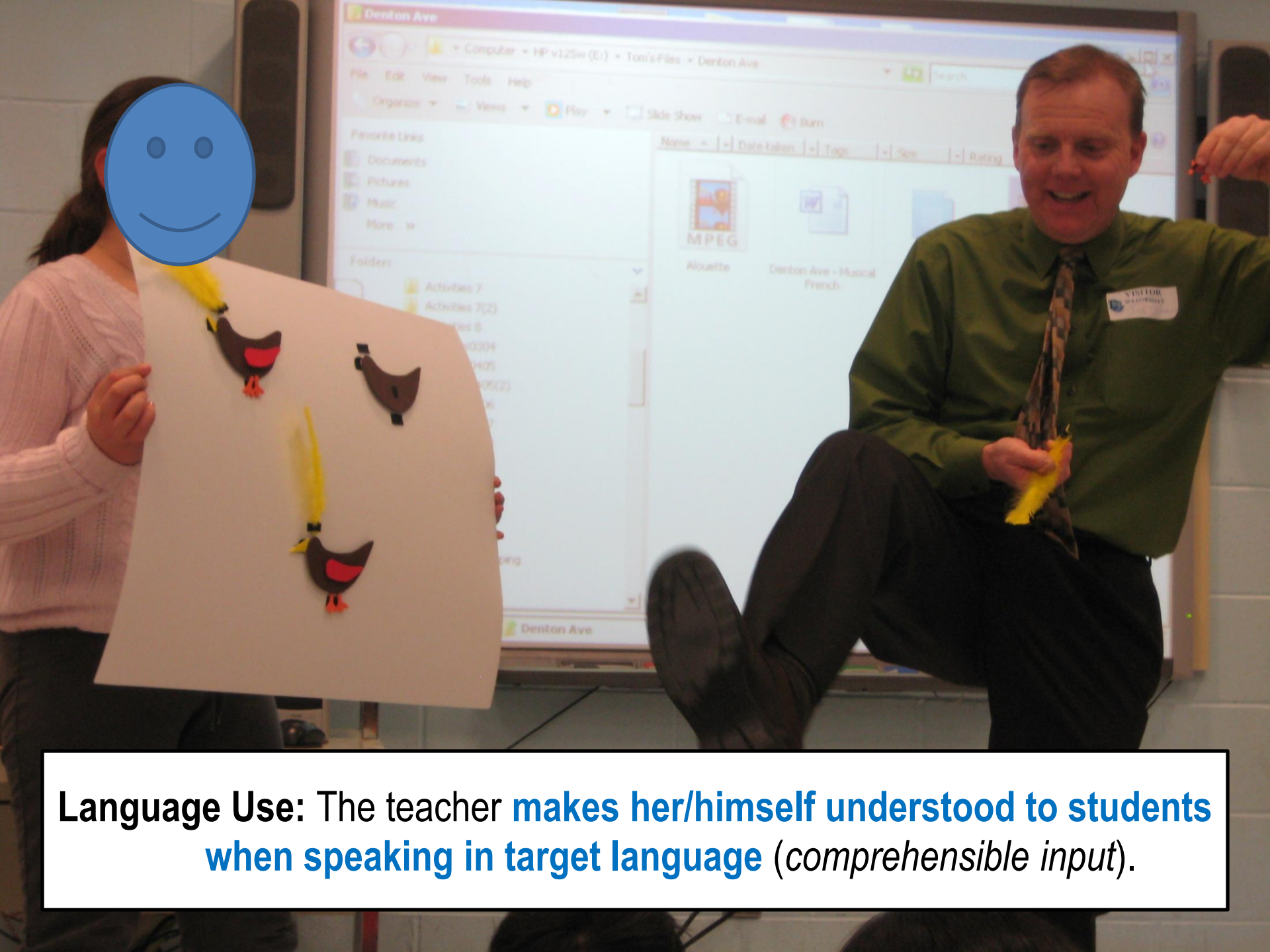


Classroom Climate: Students feel **comfortable to take risks,** make mistakes, and have **fun**! (*low affective filter*)

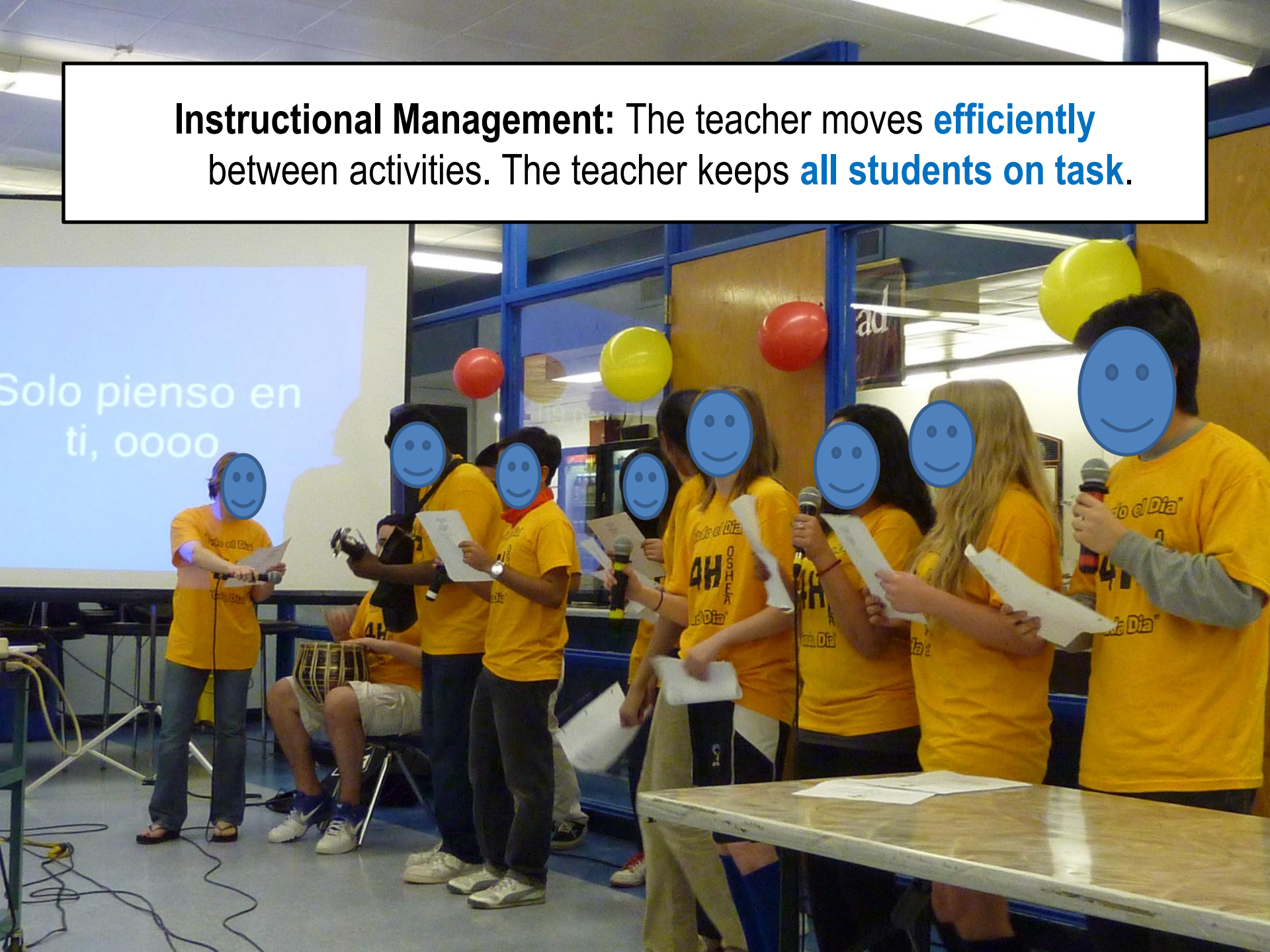


Classroom Climate: The teacher **corrects errors in ways that are appropriate to the task**. The teacher uses appropriate error correction techniques that **do not discourage or embarrass students**.

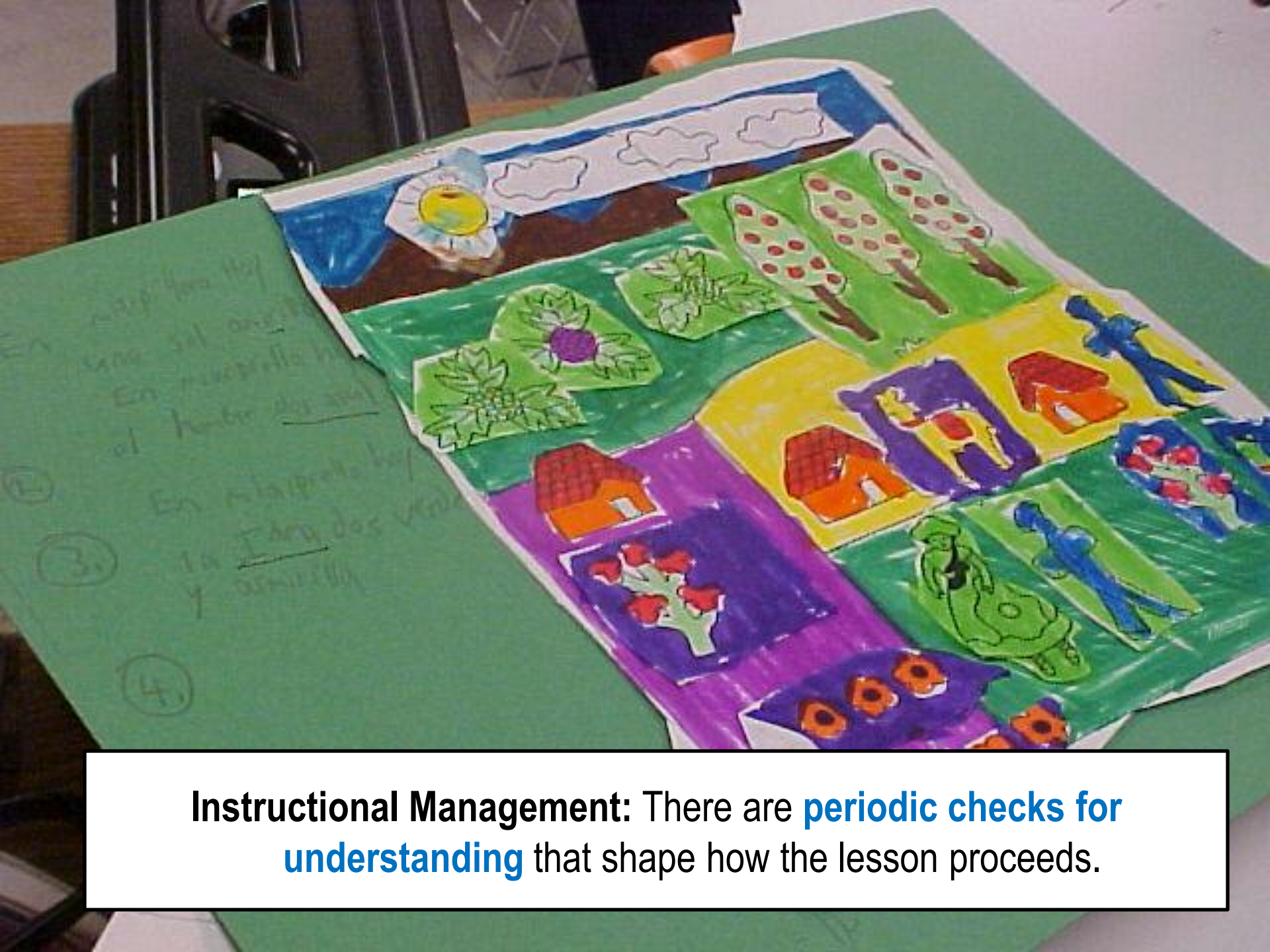

Language Use: The teacher conducts the class
in the target language at least 90% of the class
without needing to resort to English (or the student's L1).
There is **little or no translation**.



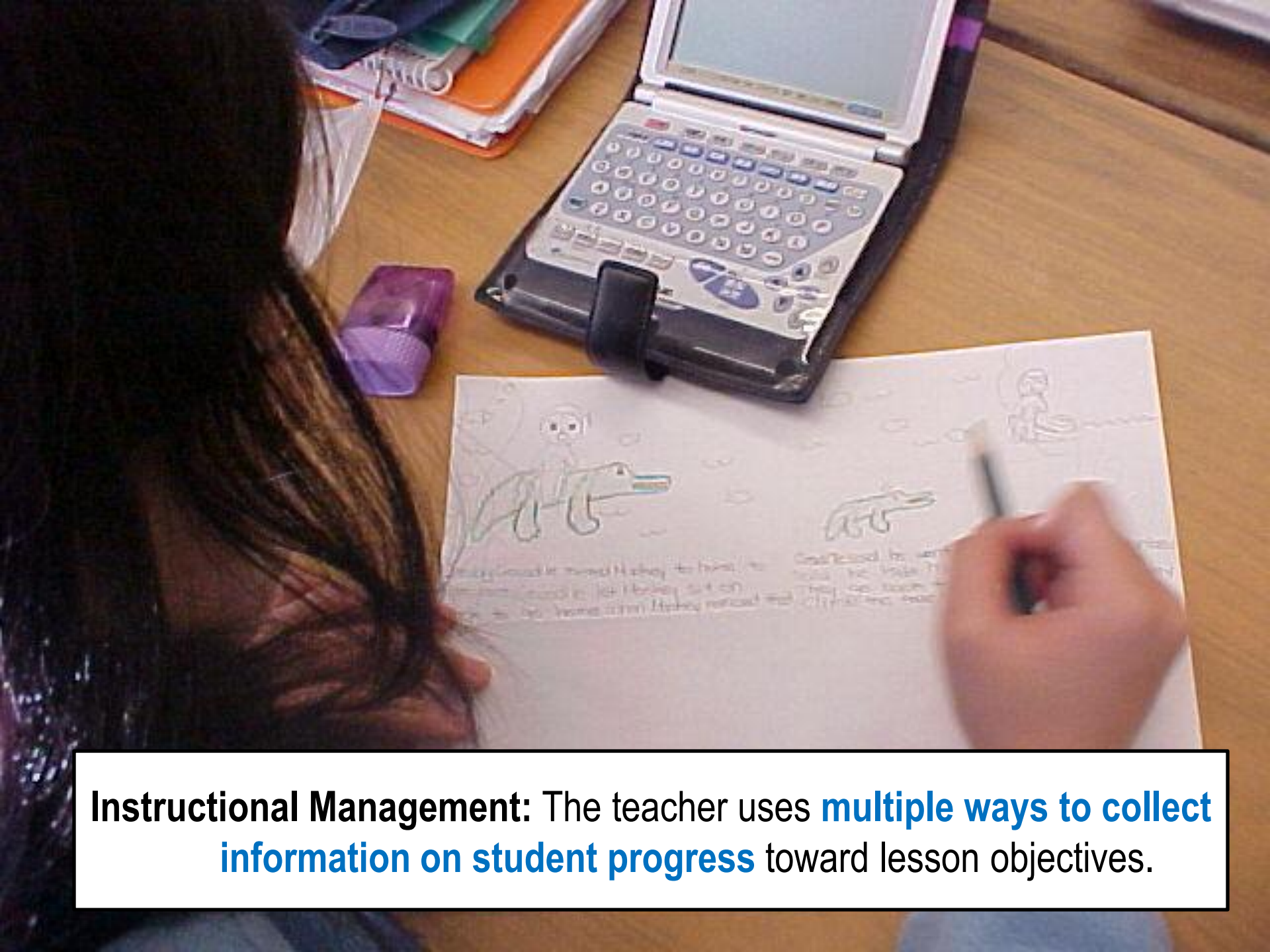
Language Use: The teacher **makes her/himself understood to students when speaking in target language** (*comprehensible input*).



Instructional Management: The teacher moves **efficiently** between activities. The teacher keeps **all students on task**.

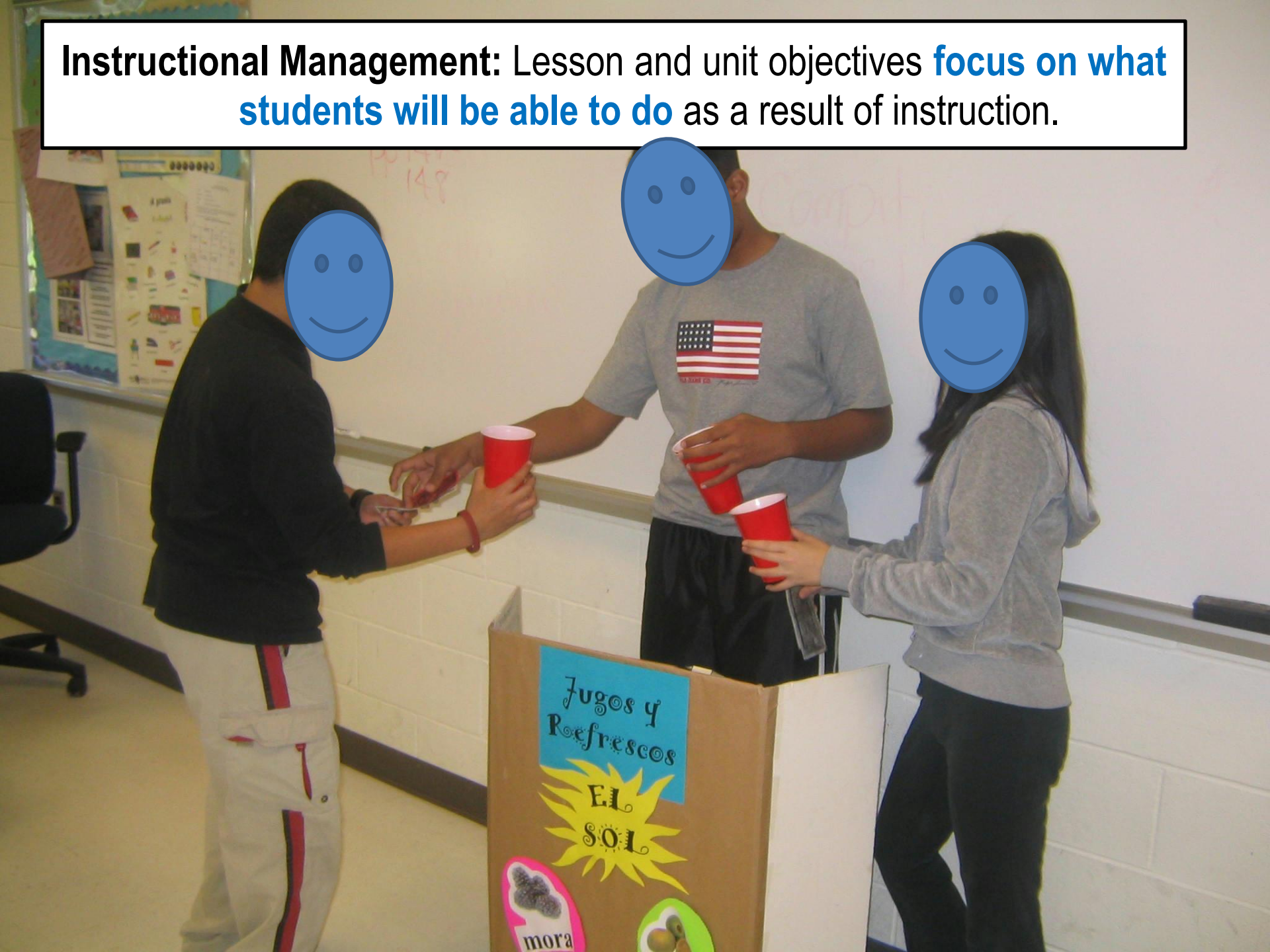


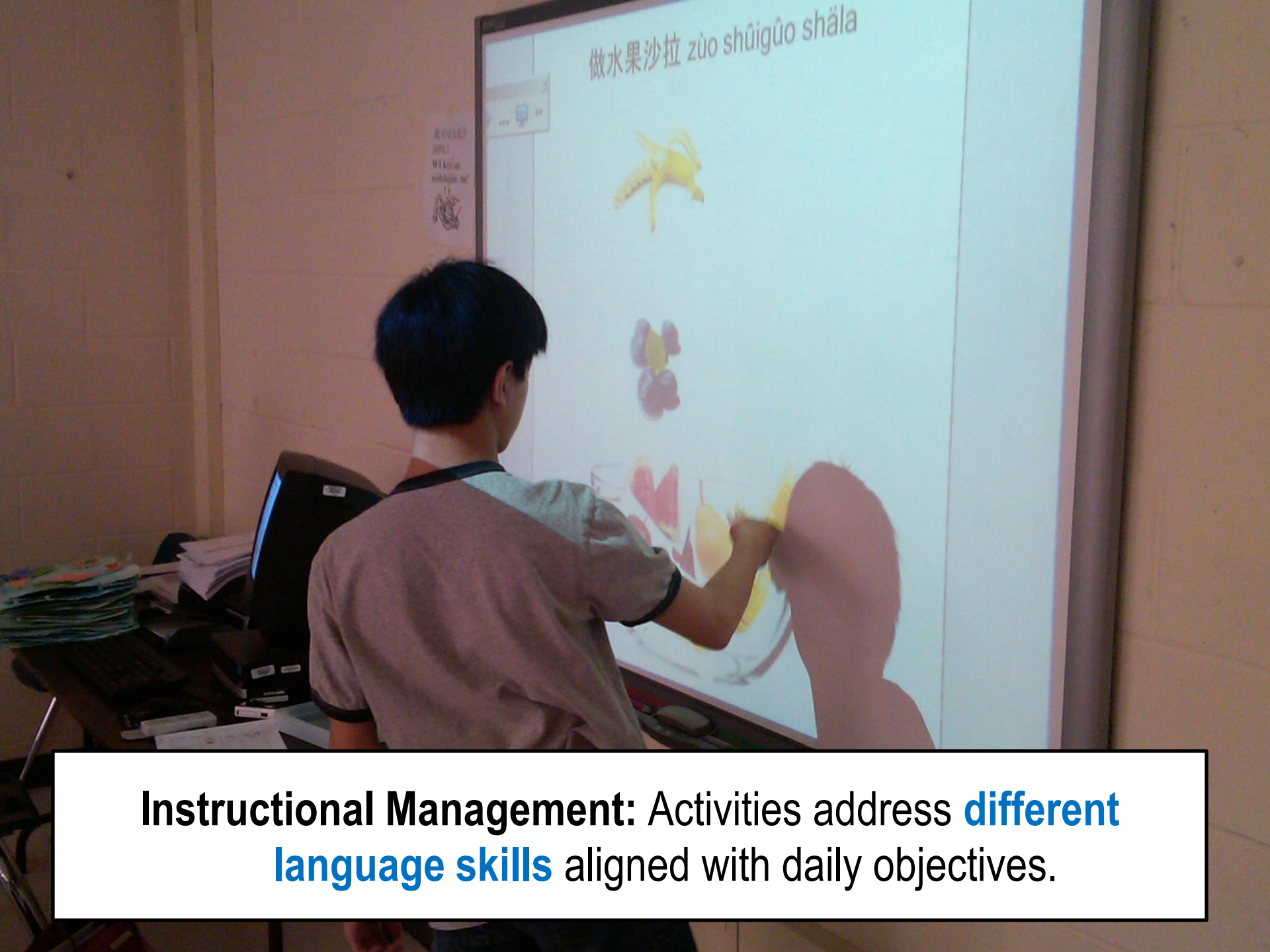
Instructional Management: There are **periodic checks for understanding** that shape how the lesson proceeds.



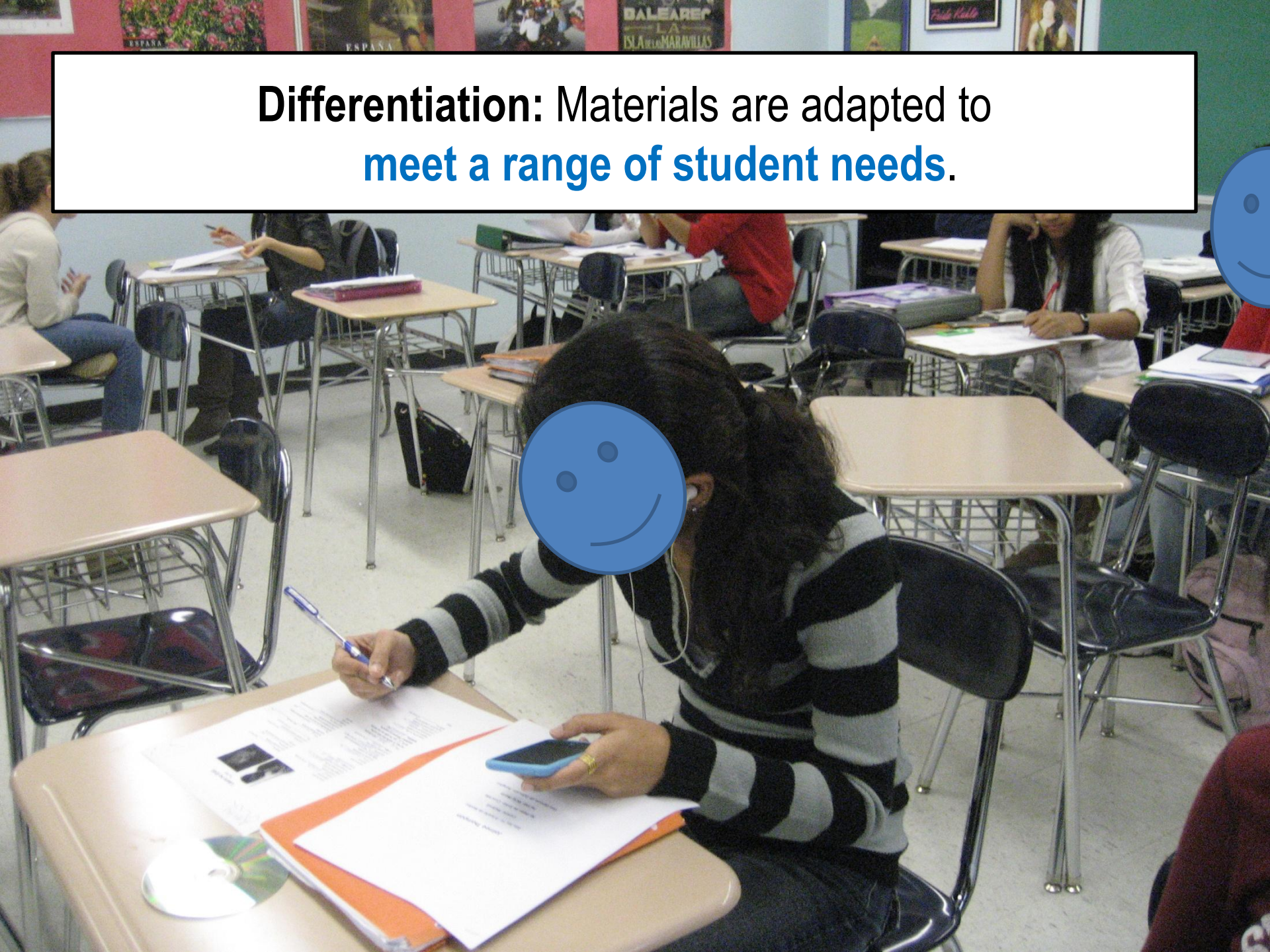
Instructional Management: The teacher uses **multiple ways to collect information on student progress** toward lesson objectives.

Instructional Management: Lesson and unit objectives **focus on what students will be able to do** as a result of instruction.



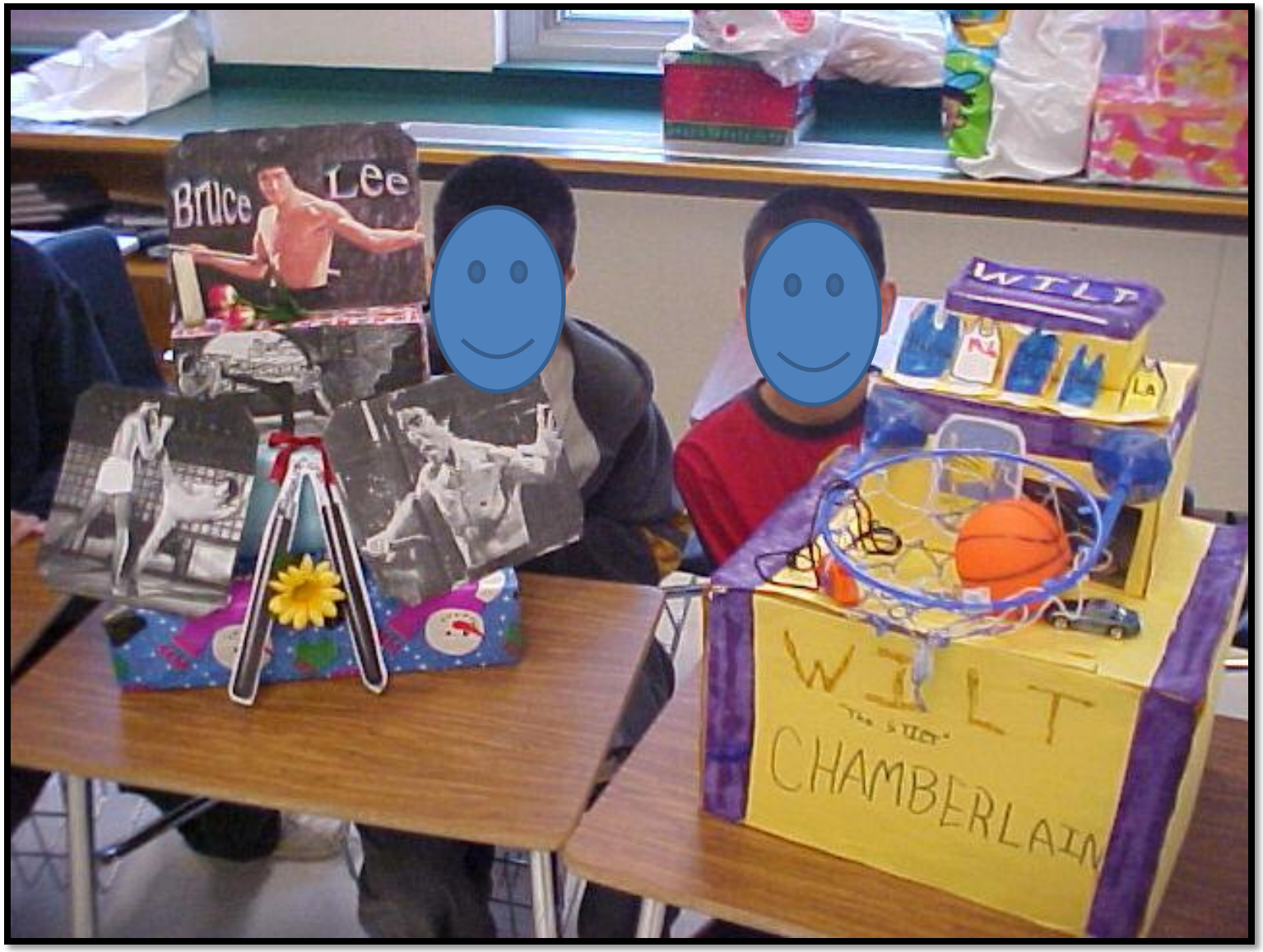


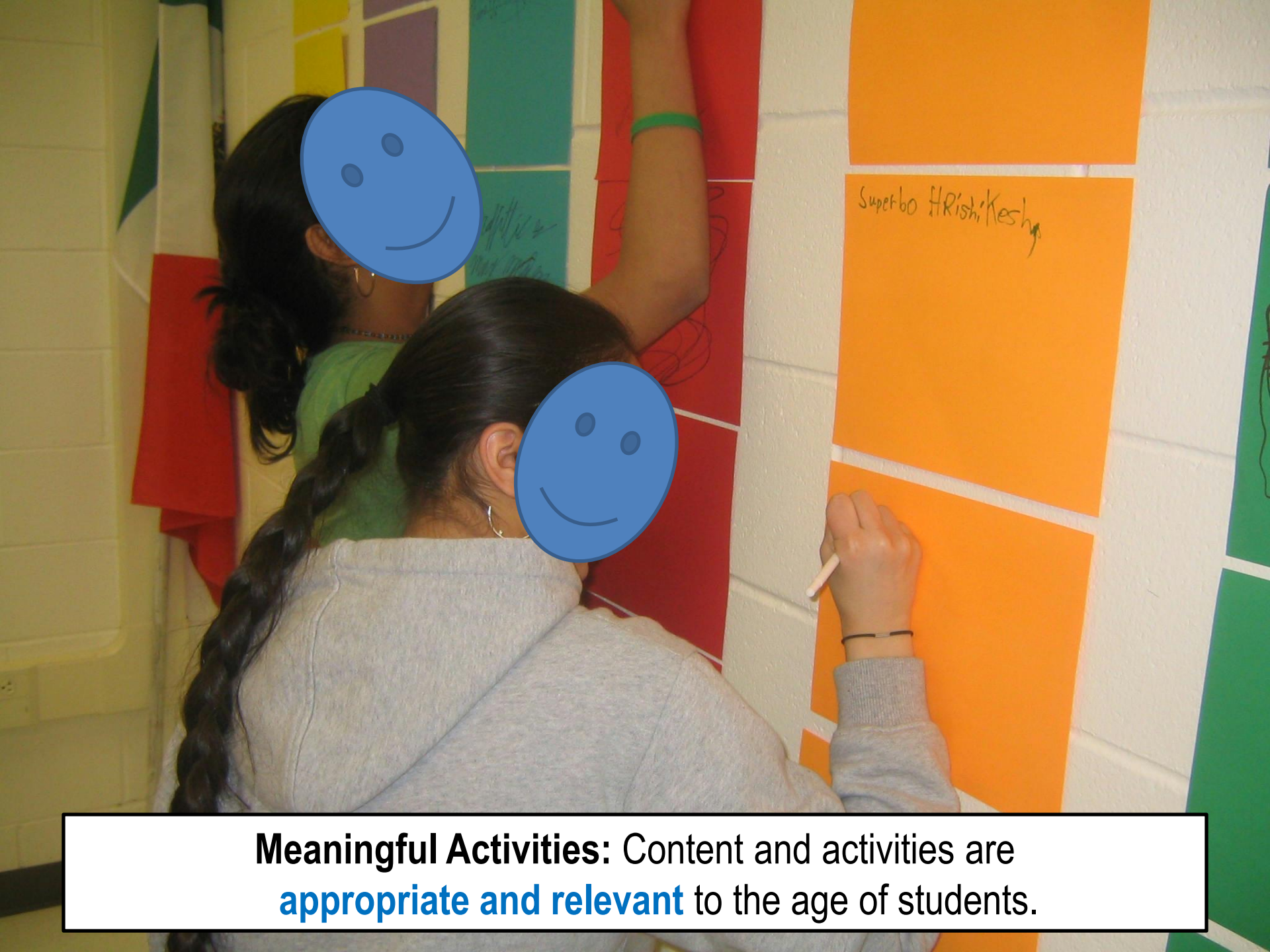
Instructional Management: Activities address **different language skills** aligned with daily objectives.


Differentiation: Materials are adapted to
meet a range of student needs.

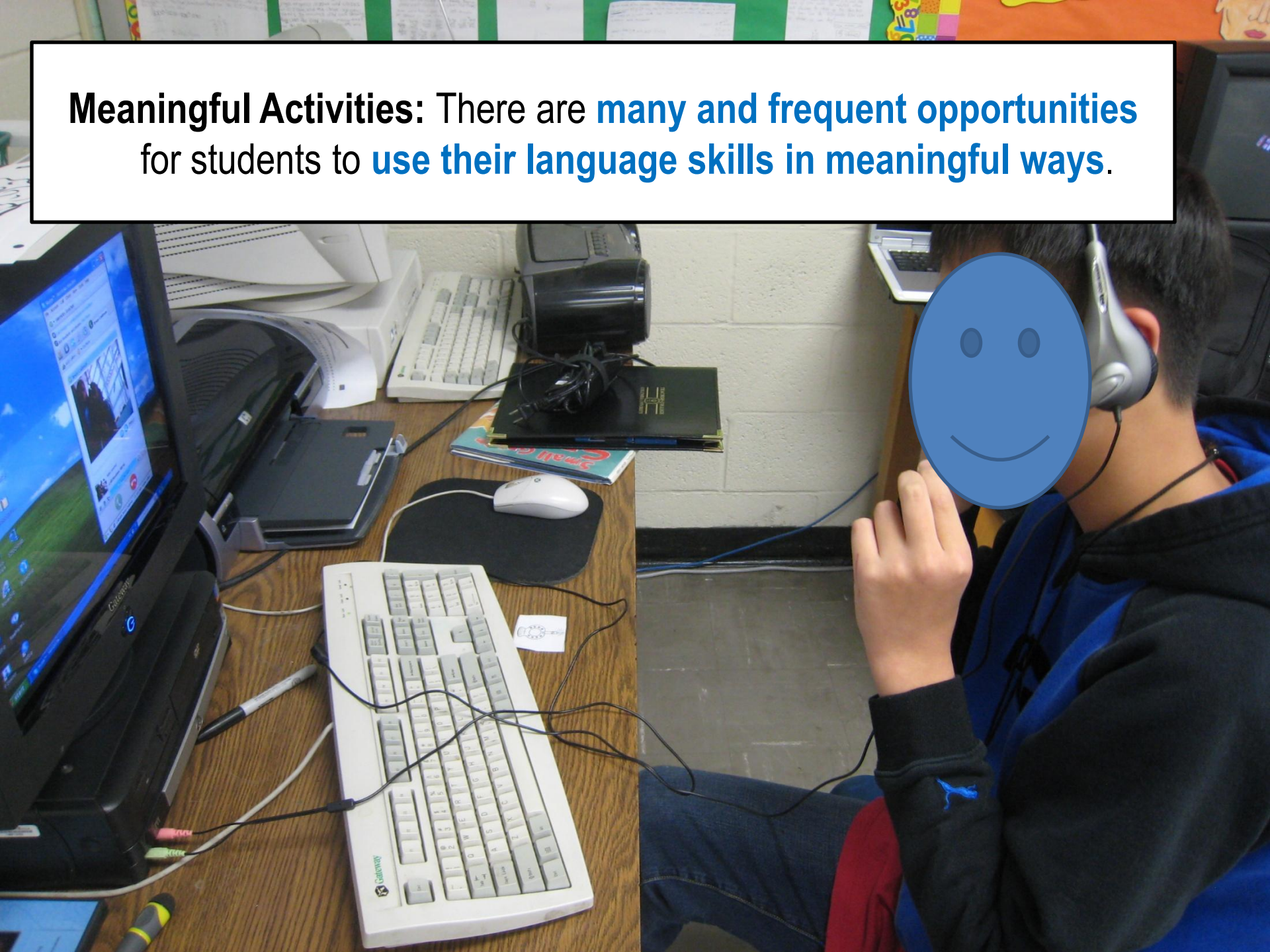
Differentiation: The teacher uses **diverse activities** to satisfy/accommodate diverse learning types.

Differentiation: The teacher
activates students' background knowledge.





Meaningful Activities: Content and activities are **appropriate and relevant** to the age of students.



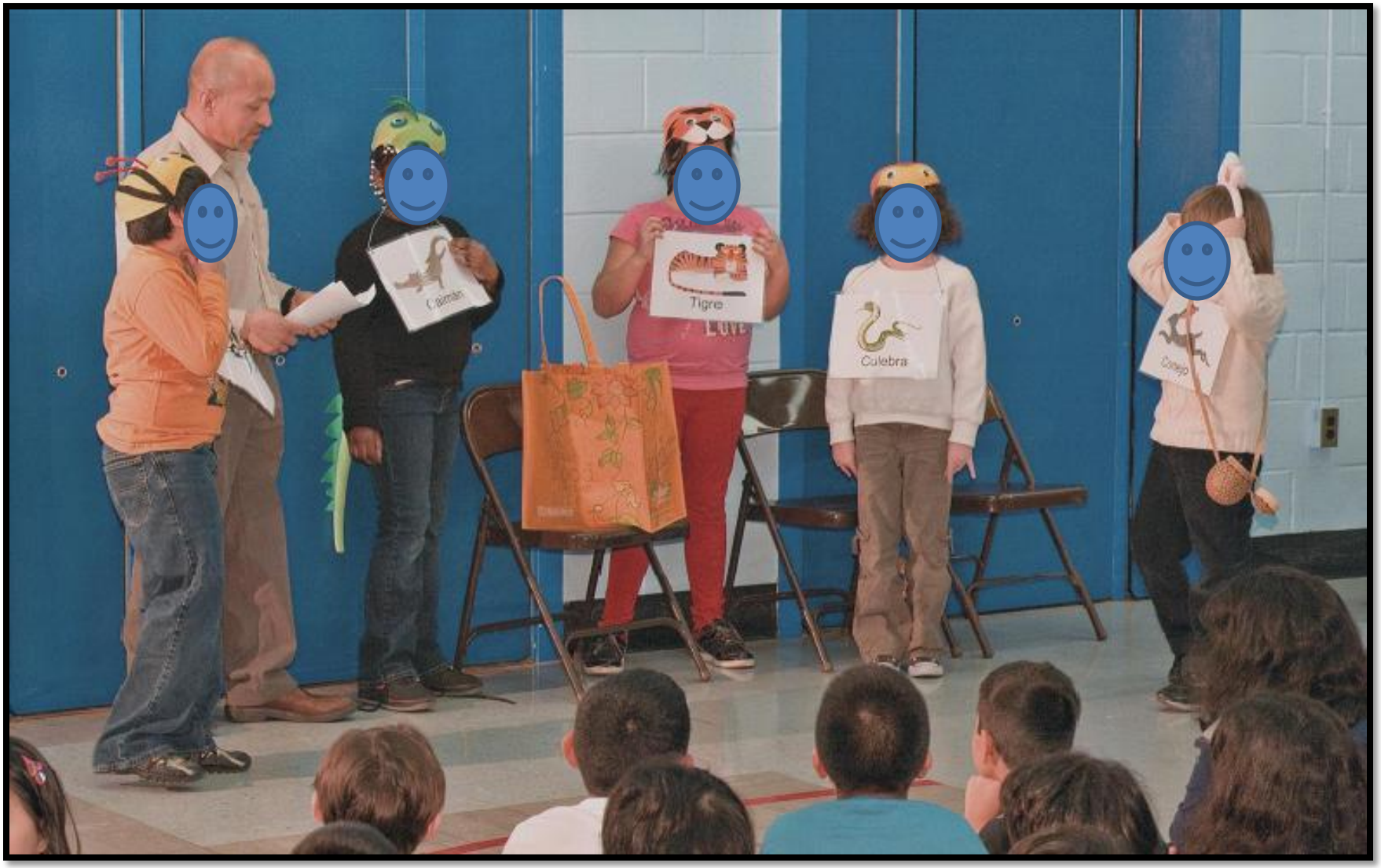
Meaningful Activities: There are **many and frequent opportunities** for students to **use their language skills in meaningful ways**.

Meaningful Activities: Students carry out **real-world tasks**. Activities are **cognitively engaging and demanding**.

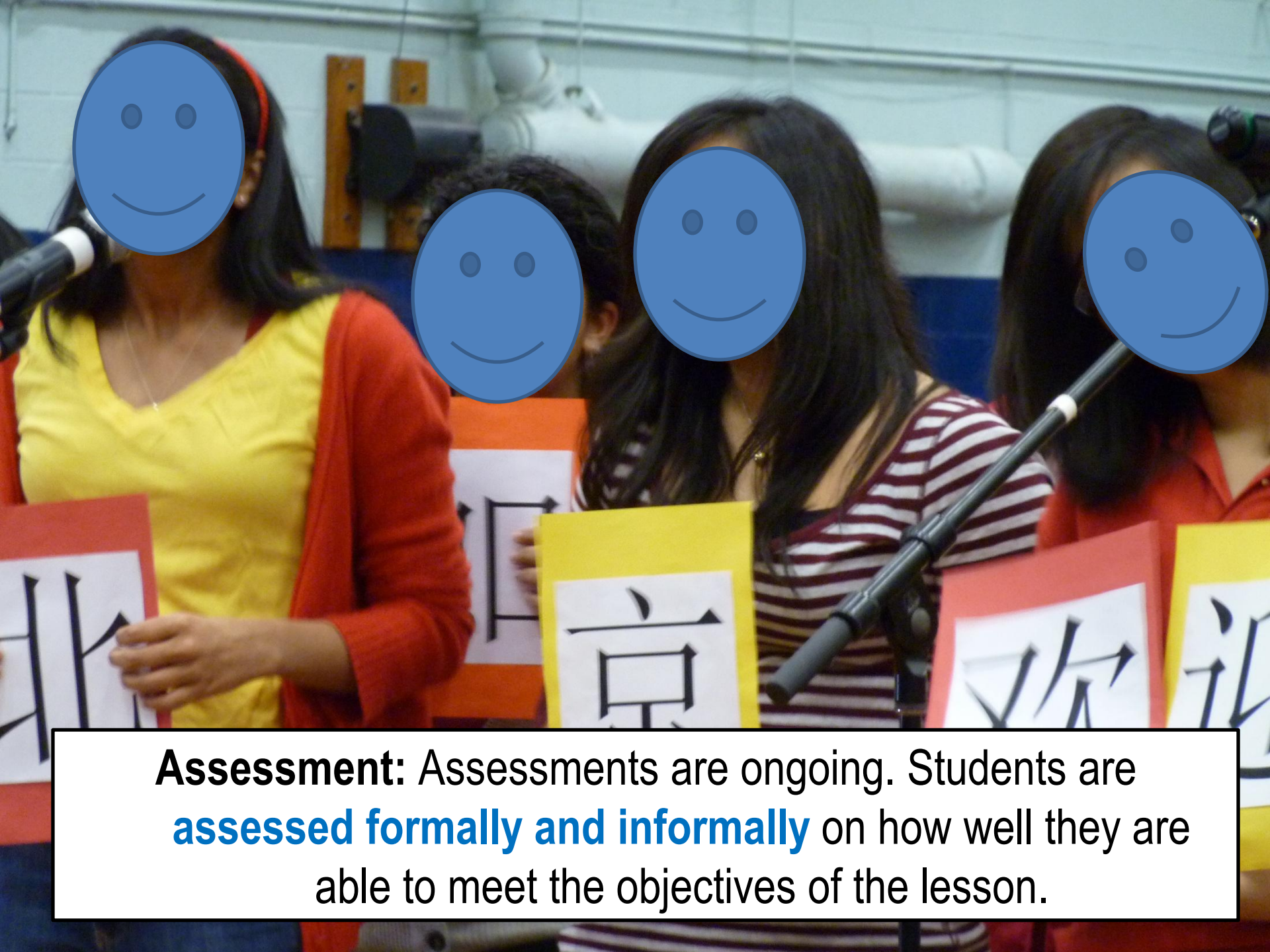
Meaningful activities: The teacher **monitors for evidence of comprehension**.

Culture Integration: Learning activities help students **develop skills in cultural observation and analysis**.

Culture Integration: The teacher **incorporates authentic materials** and tasks that reflect **cultural practices, products, and perspectives**.

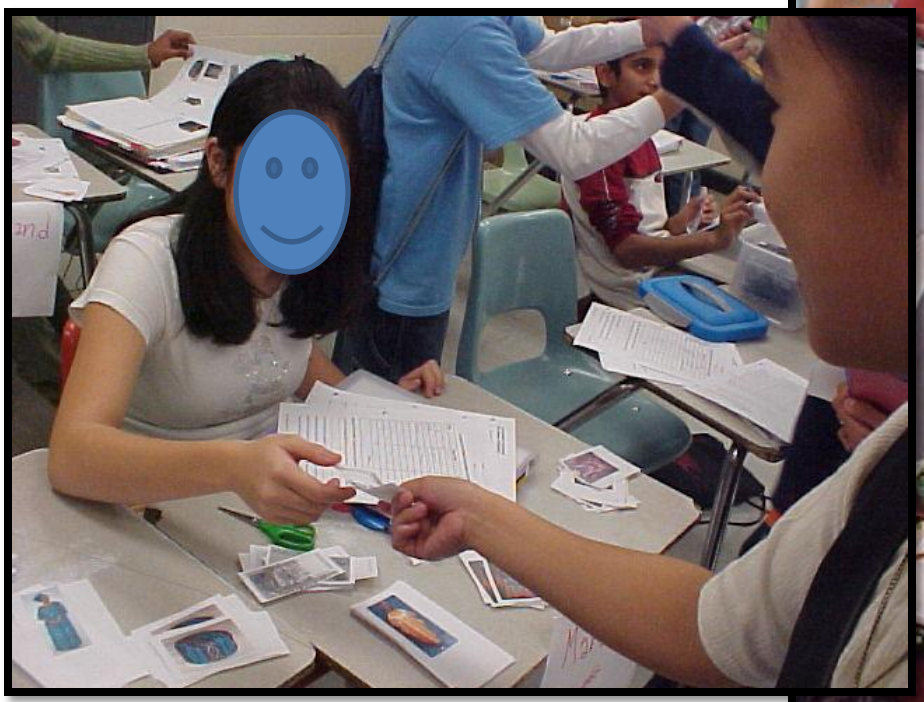


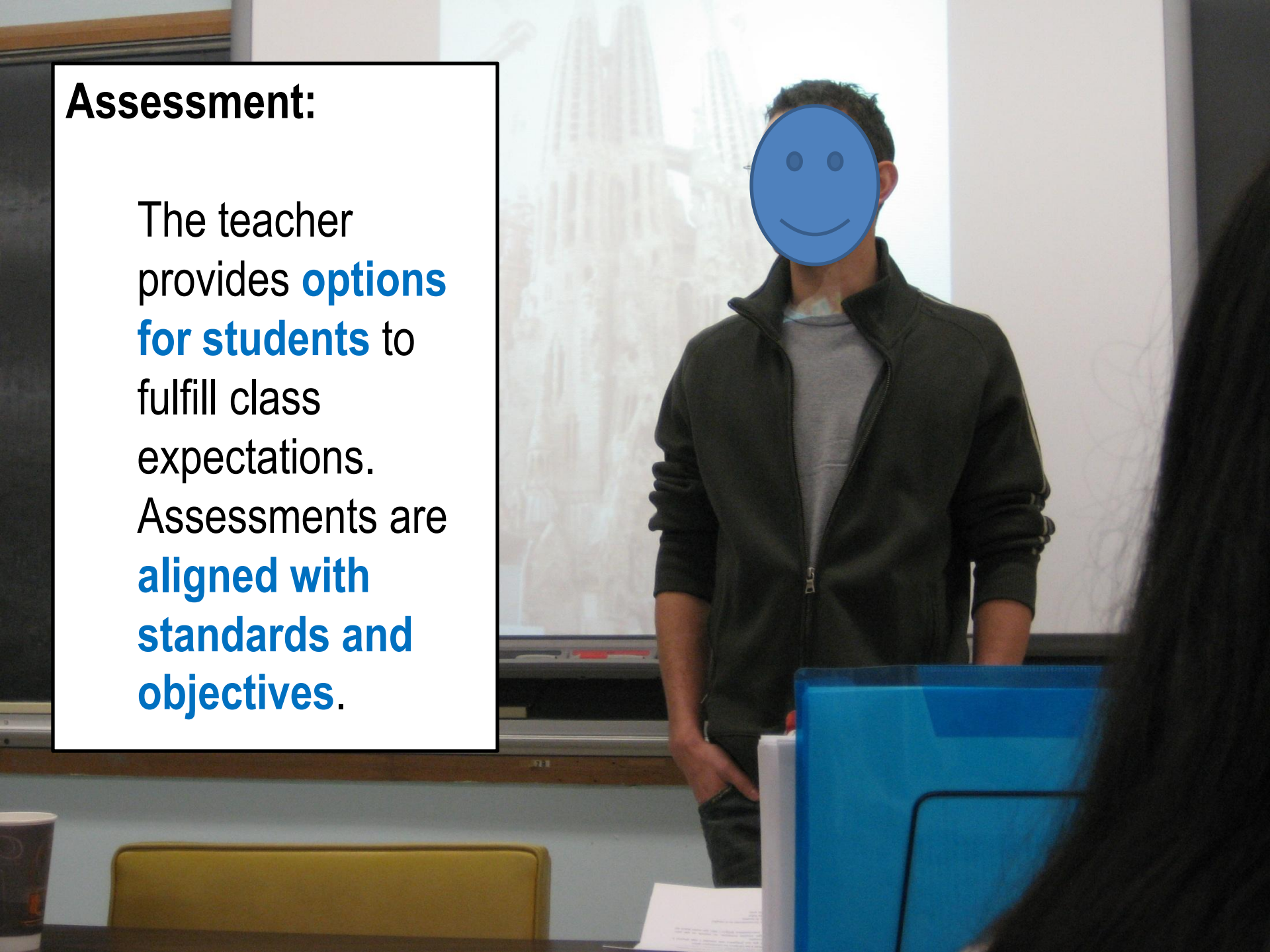
Culture Integration: Lesson and unit plans provide evidence that **culture is a natural component of language use**.



Assessment: Assessments are ongoing. Students are **assessed formally and informally** on how well they are able to meet the objectives of the lesson.

Assessment: The teacher collects evidence of student learning beyond using pencil and paper, designing **tasks that simulate real-life use of language**.





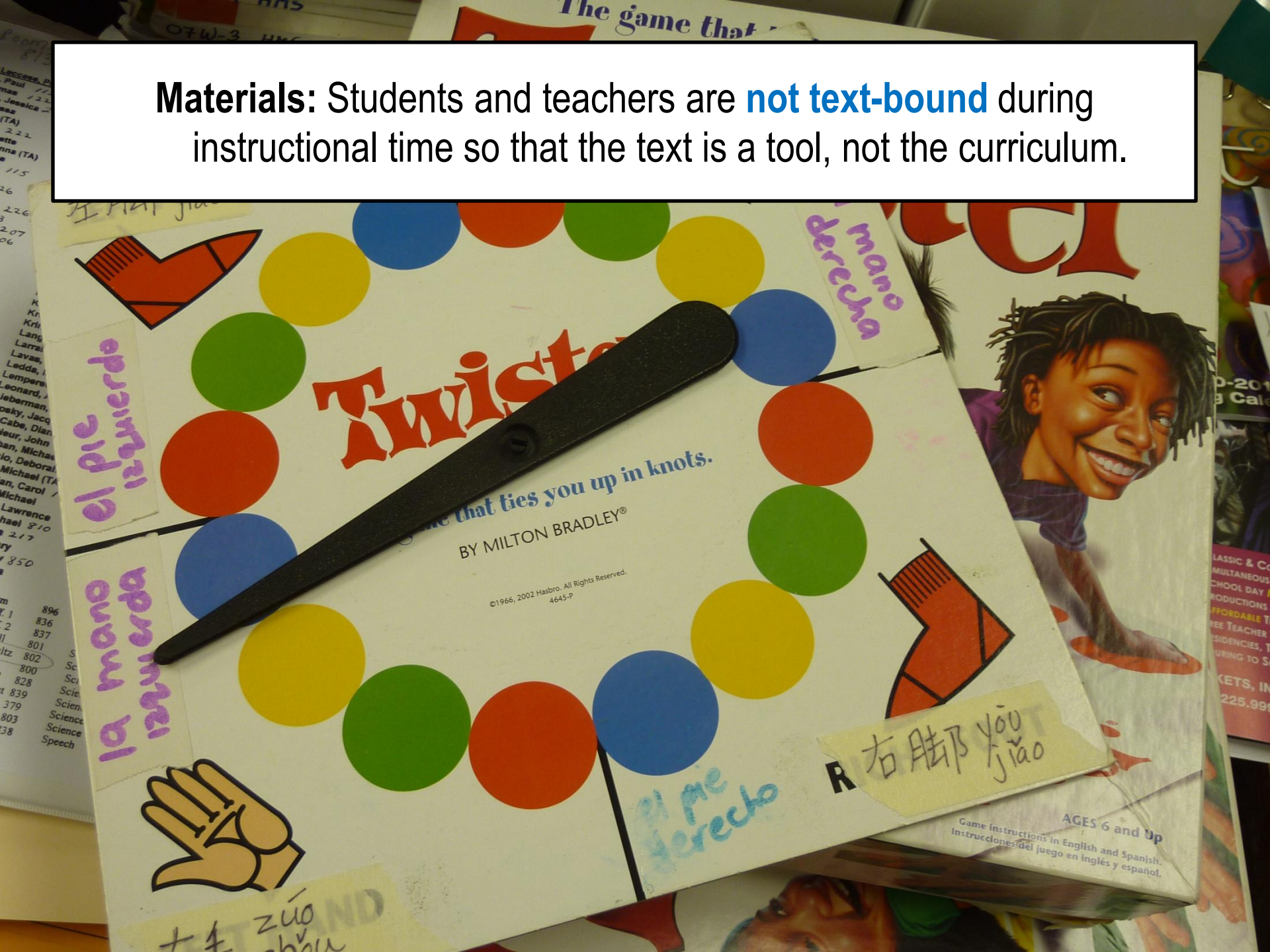
Assessment:

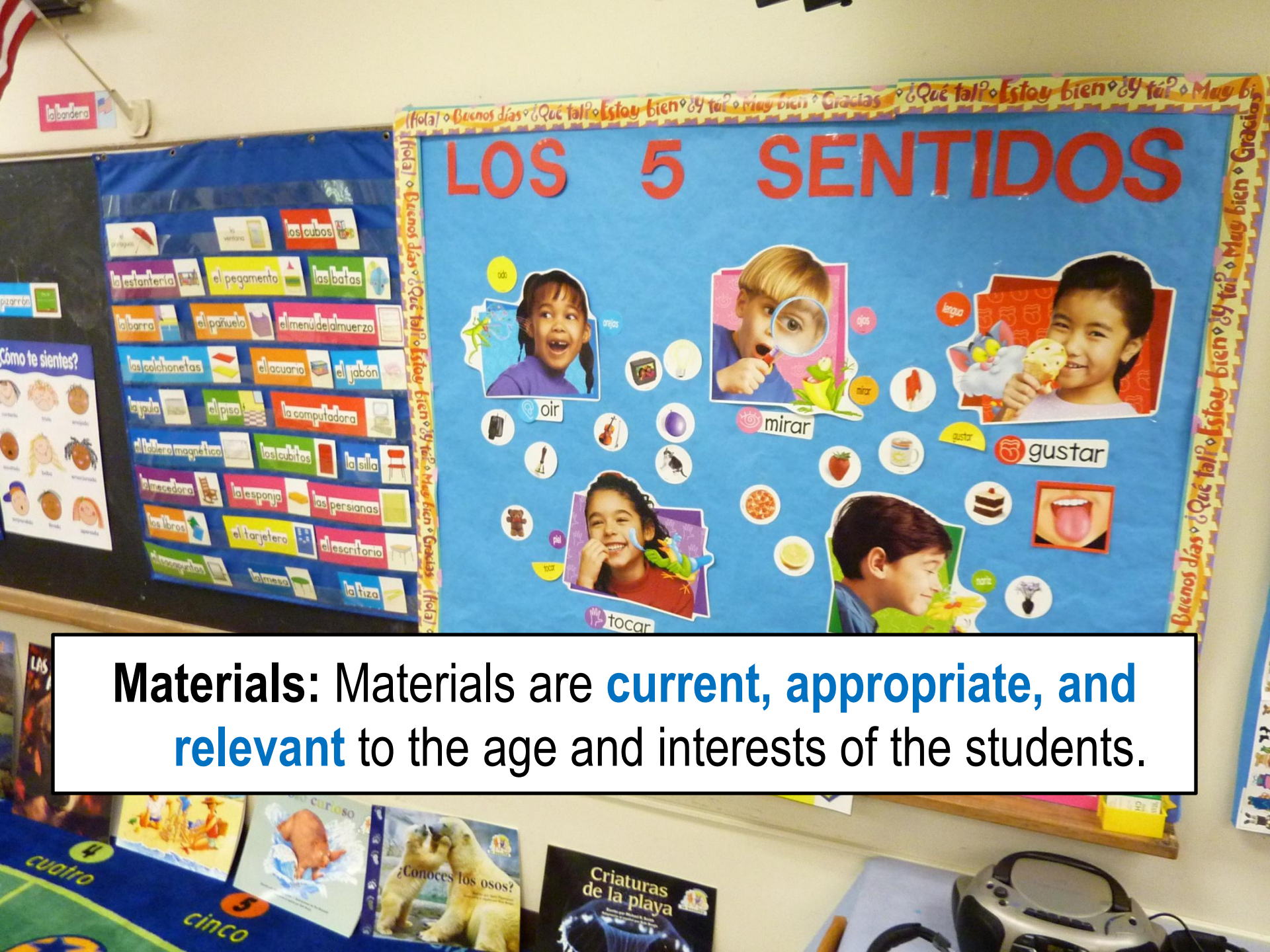
The teacher provides **options for students** to fulfill class expectations. Assessments are **aligned with standards and objectives**.

Materials: The teacher uses **authentic video, audio, and realia** to provide for **real-world language use**.

Materials: The physical environment includes **displays of student work**.

Materials: Students and teachers are **not text-bound** during instructional time so that the text is a tool, not the curriculum.

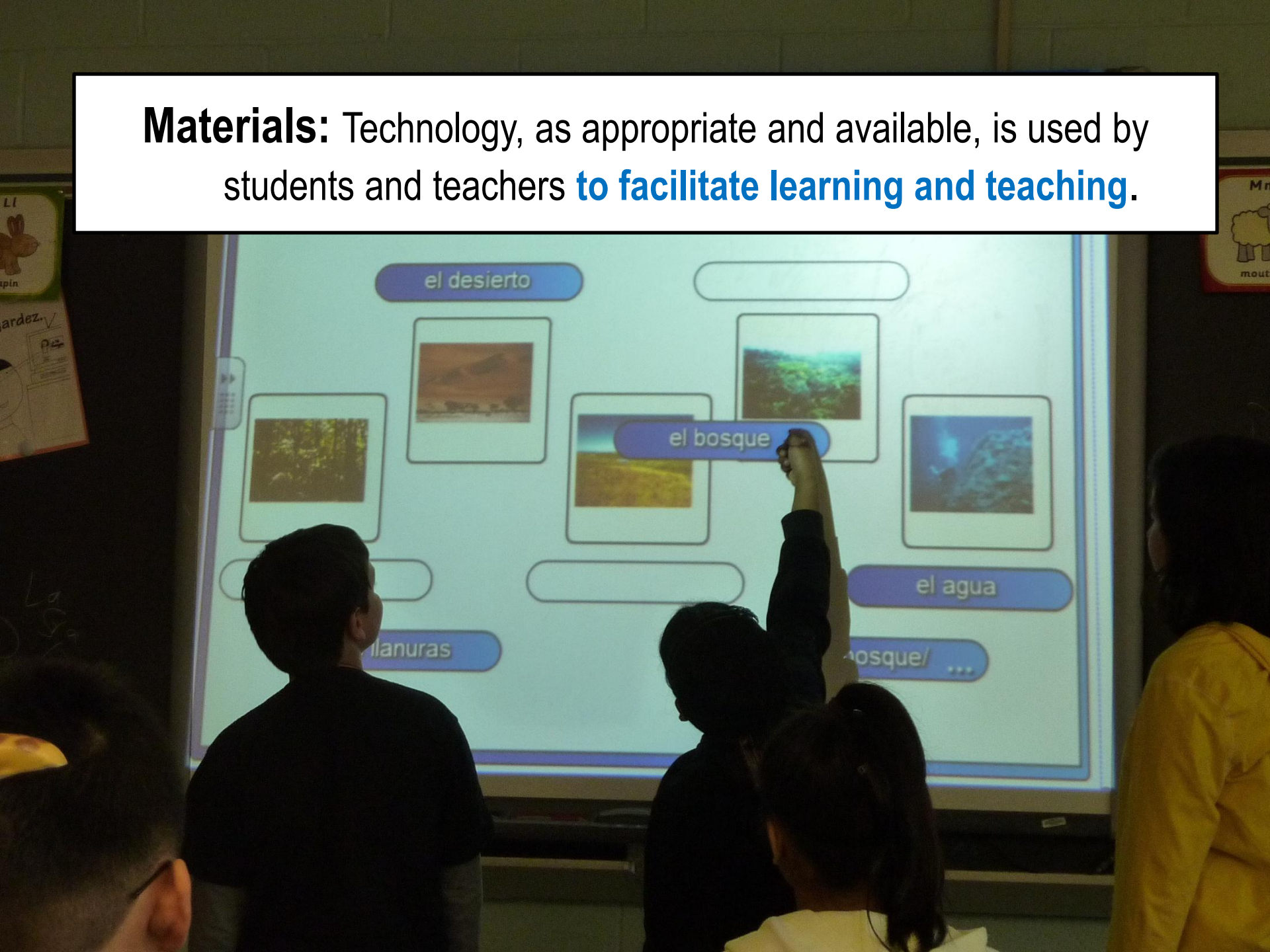




Materials: Materials are **current, appropriate, and relevant** to the age and interests of the students.

Materials: **Teacher-made materials** are at the appropriate proficiency level and **lead to improved performance as defined by standards**.

Materials: Technology, as appropriate and available, is used by students and teachers **to facilitate learning and teaching**.



Some resources for best practices:

Teaching Foreign Languages K-12:
A Library of Classroom Practices

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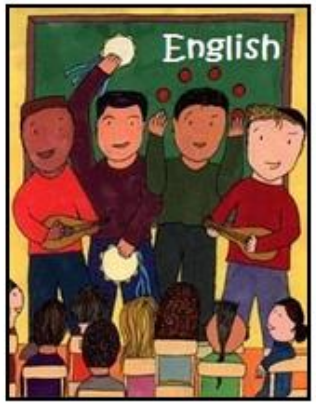

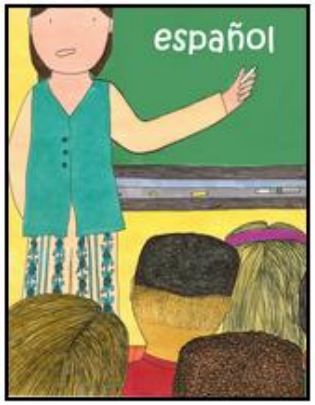

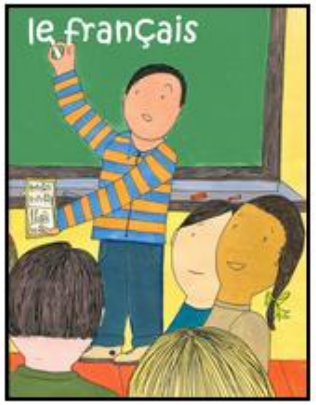

Click on the icons at right for more materials...

Questions?
Comments?