Many of the criteria in the Teacher Effectiveness for Language Learning Framework are observable as a teacher engages students in learning. This tool, intended for use during a full-class period or lesson, captures those criteria and allows the observer to catalog what is seen and provides a document from which feedback can be given.

Check strategies observed and/or note level of implementation.

<table>
<thead>
<tr>
<th>A. Setting the Stage</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
<tr>
<td>2. The teacher shares the sequence of learning activities with the students.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
</tbody>
</table>

Observed Behavior/Notes:

<table>
<thead>
<tr>
<th>B. Classroom Communication</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. At least 90% of what the teacher says and or materials the teacher shares with the students is in the target language.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
<tr>
<td>4. The teacher shares the sequence of learning activities with the students.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
<tr>
<td>5. Neither the teacher nor the students translate the target language into English.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
<tr>
<td>6. The teacher uses a variety of strategies (e.g., visuals, concrete objects, hands-on experiences) to make language comprehensible.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
<tr>
<td>7. The teacher frequently checks for understanding throughout the lesson.</td>
<td>□ FO</td>
<td>□ PO</td>
<td>□ NO</td>
<td>□ NA</td>
</tr>
</tbody>
</table>

Observed Behavior/Notes:

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

Observed Behavior/Notes:
D. Feedback

15. Students are receptive to feedback given from the teacher.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

17. Students peer-assess language progress.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

Observed Behavior/Notes:

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E. Learning Tools

18. The teacher uses a variety of learning tools to facilitate the lesson.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

19. The teacher and students use available technologies to develop real world language abilities.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

20. Visuals used by the teacher are large enough to be seen from the back of the classroom, are colorful, and are culture-specific.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

Observed Behavior/Notes:

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G. Closing the Lesson

21. 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.
   - [ ] FO
   - [ ] PO
   - [ ] NO
   - [ ] NA

Observed Behavior/Notes:

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AREAS OF STRENGTH

AREAS FOR GROWTH

NEXT STEPS