

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 3: MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT

The teacher maintains a linguistically-rich learning environment and uses that environment to enhance students' language development and content learning.

3A. Visual language scaffolds

| Lacking | Emerging | Demonstrating | Excelling |
|---|--|--|--|
| <p><input type="checkbox"/> The teacher does not display useful and curriculum-related words, phrases, and written scaffolds throughout the classroom.</p> <p>OR</p> <p><input type="checkbox"/> The teacher displays scaffolds that are confusing, lacking in clear purpose, and/or not specific to the nature of the instructional language.</p> <p><input type="checkbox"/> If any scaffolds are displayed, the teacher does not model how students can use them appropriately.</p> | <p><input type="checkbox"/> The teacher occasionally tries to display useful and curriculum-related words, phrases, and written scaffolds throughout the classroom, but often in ways that are disorganized, unclear, and/or not specific to the instructional language.</p> <p><input type="checkbox"/> The teacher infrequently attempts to refer to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher at times attempts to model how students can use classroom scaffolds to support their learning, but struggles to do so in ways that lead students to use the scaffolds independently.</p> | <p><input type="checkbox"/> The teacher displays some basic curriculum-related words, phrases, and written scaffolds throughout the classroom, but at times in ways that are disorganized, unclear, and/or not specific to the instructional language.</p> <p><input type="checkbox"/> The teacher sometimes refers to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher often attempts to model how students can use classroom scaffolds to support their learning, but is inconsistent in doing so in ways that lead students to use the scaffolds independently.</p> | <p><input type="checkbox"/> The teacher clearly displays a variety of social and curriculum-related words, phrases, and written scaffolds throughout the classroom that evolve over time and reflect characteristics of the instructional language.</p> <p><input type="checkbox"/> The teacher consistently and skillfully refers to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher regularly and capably models how to use these classroom scaffolds, leading students to independently use the resources as tools for learning.</p> |

Evidence and Notes:

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| 3B. Target language use | | | |
|---|--|--|--|
| Lacking | Emerging | Demonstrating | Excelling |
| <p><input type="checkbox"/> The teacher struggles to expose learners to accurate, proficient, and appropriately complex oral and written language input. Input is often inaccurate and lacks complexity.</p> <p><input type="checkbox"/> The teacher often unnecessarily uses the non-target language while teaching and does not think that using the target language exclusively (or primarily) is important.</p> <p><input type="checkbox"/> The teacher does not communicate clear and consistent target language use expectations for students.</p> <p><input type="checkbox"/> The teacher usually accepts non-target language use from students, even though students are capable of target language production.</p> | <p><input type="checkbox"/> The teacher makes some attempts to expose learners to accurate, proficient, and appropriately complex oral and written language input but struggles to do so consistently.</p> <p><input type="checkbox"/> The teacher sometimes unnecessarily uses the non-target language while teaching although is beginning to acknowledge the importance of remaining exclusively (or primarily) in the target language.</p> <p><input type="checkbox"/> The teacher sometimes attempts to communicate clear target language use expectations for students but struggles to utilize strategies to appropriately scaffold students' target language use.</p> <p><input type="checkbox"/> The teacher often communicates mixed messages (e.g., telling students to use the target language while inconsistently accepting use of the non-target language).</p> | <p><input type="checkbox"/> The teacher usually exposes learners to mostly accurate, sufficiently proficient, and somewhat complex oral and written language input.</p> <p><input type="checkbox"/> The teacher often uses the target language exclusively (or primarily) while teaching, but may infrequently use the non-target language unnecessarily.</p> <p><input type="checkbox"/> The teacher mostly communicates clear expectations for students to remain in the target language exclusively (or primarily), but is not always consistent.</p> <p><input type="checkbox"/> The teacher frequently employs a few strategies and routines to support student use of the target language, but needs to develop a wider range strategies and routines to support all learners' abilities to use the target language.</p> | <p><input type="checkbox"/> The teacher regularly exposes learners to accurate, highly proficient, and appropriately complex oral and written language input.</p> <p><input type="checkbox"/> The teacher nearly exclusively uses the target language while teaching. If the non-target language is used, it is done so always in a systematic way to support cross-lingual connections.</p> <p><input type="checkbox"/> The teacher consistently communicates clear expectations for students to remain in the target language exclusively (or primarily).</p> <p><input type="checkbox"/> The teacher effectively employs numerous strategies and routines to support all students' consistent use of the target language.</p> |
| <p>Evidence and Notes:</p> | | | |