Overview: Sheltering Instruction in World Languages/FLES and Immersion Classrooms

Louisiana Department of Education
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Presenters:

Barbara Kennedy, Ed.D.
bkennedy@cal.org

Marybelle Marrero-Colón
Mmarerro-colon@cal.org

Lynn Thompson
lthompson@cal.org

Objectives and Agenda

Agenda

1. Greetings and introduction
2. Warm-up activity and objectives
3. Seven Principles of Effective Instruction
4. Simulated language lesson
5. Sheltering strategies: Comprehensible Input and Interaction
6. Formative assessments
7. Reflection and evaluation

Objectives

Participants will be able to

- Identify and explain the principles of language acquisition and apply them to your classroom practice.
- Analyze a simulated language lesson for effective teaching strategies.
- Compare and contrast methods for world language instruction to current best practices.
- Explain the role of interaction in language learning and retention of new learning.
- Evaluate various hands-on activities for effective language learning.
- Explore tools for assessing student language proficiency during instruction.

Shape Partners

Basic Shapes

This is a grouping strategy that allows teachers to break their students up into discussion or project groups. Teachers create a template of various geometric shapes. That allow them to group their students into:

- Pairs
- Triads
- Small groups of 4 to 6 students
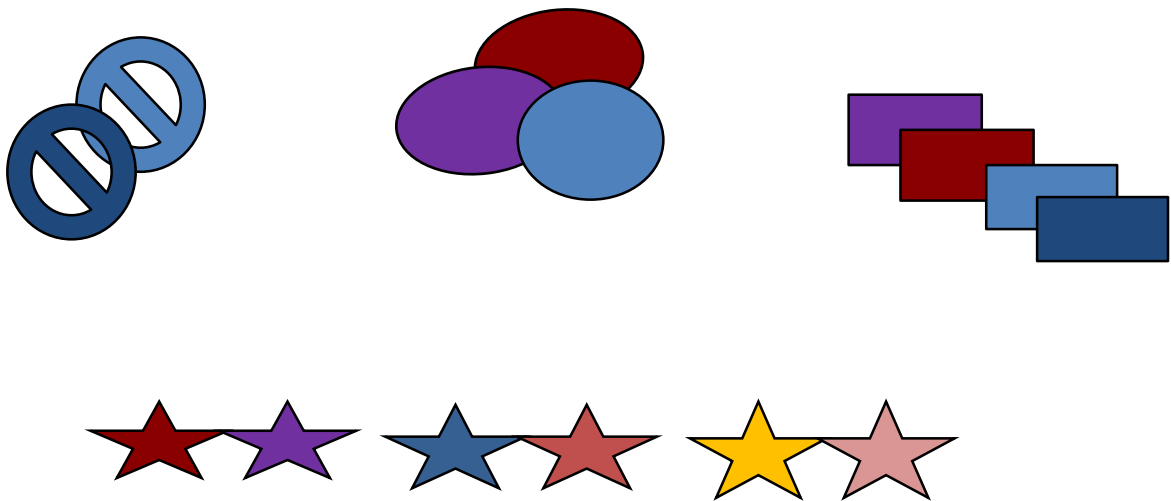
Content Area Shapes

Teachers may decide to make the shape partner groupings more content specific. Partner cards can have pictures that connect science, social studies, math or content area vocabulary. In English language arts, they can have students connect alphabetic pictures and letters, vocabulary, singular and plural nouns, conversions for parts of speech, or even literary devices. In Physical Education, teachers can have partners based on position, equipment, or types of movements. In music it can be done with musical notes or parts of lyrics. In CTE, it can be based on technical tools or concepts.

What is Sheltering Instruction?

- Sheltered instruction is an approach commonly used in language learner education to promote access for language learners to content instruction

- Sheltering strategies may also be employed in World Language/FLES and Immersion classrooms so that instruction can be delivered in the target language for a minimum of 90% of the class period

- Teachers shelter instruction as they deliver lessons in the target language, without breaking into English, by providing a wide range of scaffolds and supports that make material comprehensible

- Scaffolds may include:

  - Multimodal cueing through the use of visuals, gestures, voice inflection, and facial expression that is coupled with language input (oral, written)
  - Language support such as word banks, sentence stems, paragraph frames, echo reading, and strategic partnering that promote student production of the target language, orally and in writing.

Seven Principles of Instruction[1]

The Center for Applied Linguistics (CAL) has developed a set of principles of effective instruction for English learners based on research on English learner instruction and on CAL's extensive experience working with these students and their teachers. These principles guide CAL's professional development services for educators who work with English learners. These principles also may be applied to world language learners.

Principle 1: Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity and to bridge to new learning.

Students arrive at school with "funds of knowledge" (Gonzalez, Moll, & Amanti, 2005; Moll, Amanti, Neff, & Gonzalez, 1992), which can be drawn on during instruction. Acknowledging students' languages and cultures and treating these as resources in the classroom can build bridges between what students already know and what they are learning in school (Trueba, 1989). This is a critical component of culturally responsive instruction (Au, 1993; Banks, 1994; Gay, 2000)—that is, taking students' cultural backgrounds and experiences into account in order to make instruction more appropriate and effective for them. Drawing on students' languages, literacies, and cultures and affirming their identities within the classroom can expand their learning and help them to succeed academically (García, 2009; Gutierrez, 2008).

Principle 2: Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.

Formative assessment of students during classroom instruction provides teachers with important information about how the students are doing. Formative assessments should be constructed to allow students to show what they understand about content concepts using oral, written, or other expressive modalities. They should also offer supports such as word banks or visual aids that allow students to demonstrate what they know even if their productive language skills are limited. Content understanding and language proficiency should both be considered when using formative assessment to form student groups, report student progress, or consider possible remediation. Caution should be taken when interpreting students' scores on standardized assessment measures, particularly when these measures have not been normed on language learners. These measures may not give an accurate picture of what students are able to do, whereas formative assessment and ongoing observation of students can provide a fuller picture of student progress (Gottlieb, 2006).

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[1] Center for Applied Linguistics ©2014

Principle 3: Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.

Language learners should not be held back from engaging with grade-level content; rather, the content should be prepared and presented in such a way that students of all language backgrounds can engage with it meaningfully while practicing and learning more language. Students learn language through active engagement with others in content study, as well as by answering questions and engaging in tasks that require the use of higher order thinking skills. Student engagement is essential in all activities using any or all of the four language domains. For example, Guthrie and Alvermann's (1999) *engaged readers* are those who enjoy reading, are motivated to read and to succeed through reading, aim to understand what they read, and believe in their own reading abilities. Creating contexts to promote engagement in reading as well as in the other language domains involves choosing texts and topics that are interesting and relevant to students, making connections to students' lives, and providing goals for students to strive toward.

Because language learning is not just a technical process of learning a system of rules, but also an *affective* process that involves students' formation and reformation of their personal identities, language learning is intimately related to how students feel about interacting in the target language. Promoting positive interaction with the target language involves motivating students through elements of their environment, including their social relationships, so it is important to consider students' personal stories when working to motivate them.

Students learn best through authentic experiences that challenge, motivate, and engage them in content. Through these experiences, they also practice and gain proficiency in the target language, especially when activities are thoughtfully planned with student capabilities and interests in mind.

Principle 4: Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.

It is critical that students be given opportunities to participate in classroom activities through all four language domains (listening, speaking, reading, and writing), as development of proficiency in each of the domains is interdependent on the other three. For instance, a major finding of the National Literacy Panel (August & Shanahan, 2006) was that oral language development is related to literacy development. Creating and posting language objectives along with content objectives helps communicate to students that language learning is an important classroom goal (Echevarría, Vogt, & Short, 2013). These objectives can also serve as a planning tool for teachers to ensure that opportunities are provided for students to use all language domains.

Opportunities to engage in learning through all four domains should be provided through meaningful, task-based content instruction. Teachers should be able to identify the language that is embedded in the content, including how the key vocabulary, grammatical patterns, phrases, and other features of the language function to convey the content. They can then teach the embedded language to the students and help them learn to use these language forms in the types of meaningful contexts in which they tend to appear (Schleppegrell, 2004). It is most effective for students to learn language forms embedded in academic content, with teachers providing corrective feedback as appropriate and useful in the course of classroom activities (Ellis, 2008).

Principle 5: Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.

For students to gain proficiency in the target language, it is crucial for them to have opportunities to interact in the target language with a variety of interlocutors (Valdés, Capitelli, & Alvarez, 2011; Wong Fillmore, 1992). Producing language in addition to receiving language is critical in the language acquisition process, so students need opportunities to practice speaking and writing in addition to listening and reading. Their linguistic output can contribute to language acquisition in ways that differ from and complement linguistic input (Swain, 1985).

Within interactional contexts in the classroom, feedback on students' oral output can also help them develop proficiency, for example, by helping them to notice certain language forms in context, which can aid them in acquiring these forms (Mackey, 2006).

Principle 6: Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.

It is important to provide supports for making oral and written language more comprehensible and to aid students in production of language as well (Gibbons, 2002; Wood, Bruner, & Ross, 1976). Scaffolds can come in many forms, including written, visual, and aural. Consider all of these modalities when planning scaffolds… For example, verbal scaffolding, such as prompting students to extend their answers (e.g., "Tell me more" or "Why do you think that?"), and instructional scaffolding, such as providing word banks or sentence frames that could help target language learners further develop their writing skills. Knowing when and how to remove scaffolds requires careful observation and formative
assessment of students. Teachers need to know what assistance students may still need in order to communicate what they know in the target language, and they need to maintain a balance between challenging and supporting students (Mariani, 1997).

Principle 7: Engage and communicate with all stakeholders of student success, especially with students' families and communities.

Student academic learning and success involve more than just what happens in the classroom. There are many valuable ways to engage families and communities in

students' learning (Barbour & Barbour, 2001). For example, teachers can communicate to parents and others the classroom learning goals, expectations of students, and home supports that can complement classroom activities. In addition, they can let parents know that developing their children's language literacy through home literacy activities will also help students' development of literacy in the target language, as well as help them become biliterate (adapted from Jimenez, 1997; Thomas & Collier, 1997). Teachers can also learn from students' families and communities in order to better understand their students and thus be able to more effectively engage these students in the learning process.

Students' identities are complex and multifaceted and play a critical role in how they participate in classroom activities and, consequently, the degree to which they succeed academically (Bucholtz, 1999; Rymes & Pash, 2004; Wortham, 2006). Students' roles within their families and communities are an important part of their identities but teachers may not be aware of these roles. However, when teachers better understand their students in the contexts of these broader communities, they are better equipped to teach them effectively.

Notes

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Exploring Principles of SLA

"In other words…"

1. Assign table group members a letter, A–D.
2. Form expert groups according to your letter and read the SLA principles that correspond with your letter.
3. As a group, develop a brief summary that reflects the big idea of your SLA principle. Individually, create a small visual that will help you remember this principle and write one sentence about why this matters for your teaching. Use the table below to record your ideas.

Principles	Summary	Visual	Implications
1: Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity and to bridge to new learning.			
2: Use multiple tools and sources of information to continually learn about &observe student perfor-mance, using the knowledge gained to inform teaching			
3: Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt critical thinking skills that relate to their experiences.			

4: Plan for and develop all four language domains through meaningful, task-based content instruction.			
5: Involve every student in academic interaction w/peers who represent a variety of proficiency levels w/proficient speakers & writers, including the teacher.			
6: Scaffold instruction so students are able to participate in academically challenging, grade-level content while developing academic language & literacy.			
7: Engage and communicate with all stakeholders of student success, especially with students' families & communities.			

I want to remember…

Simulated Language Lesson

What does typical teaching and learning look like in a language classroom at your school?	What instructional techniques did the teacher use to help you understand the target language?

Comprehensible Input

Definition

- "Making the message understandable for students is referred to as comprehensible input."
- Input = Language going in
  - Many sources other than school
  - Many sources other than the teacher

Features

- **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
- **Clear explanation** of academic tasks
- A **variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

## Classroom Activities to Support Comprehensible Input

- Use gestures, body language, and pictures.
- Provide examples.
- Preview material.
- Allow for alternative expression of ideas.
- Use multimedia.
- Provide repeated exposure to words, concepts, and skills.
- Use sentence strips.
- Use graphic organizers.
- Use audio texts.

Resource to take back to school:

https://startalk.umd.edu/public/videos/bueno_portuguese101?st=1

What is Scaffolding

- "Scaffolding is a well-known metaphor widely used in education and language teaching to describe the guidance, collaboration and support provided by teachers to lead children to new learning." [2]

- Scaffolding is defined as a step-by-step process of building students' ability to complete tasks independently. It consists of several linked strategies which may include:
  - Modeling academic language
  - Contextualizing academic language using visuals, gestures, and demonstrations
  - Hands-on learning activities that involve academic language
  - Organization of lessons so as to require students to use academic language

- A scaffold is a temporary support and a special kind of assistance that enables learners to move forward developing new skills and concepts as they gradually gain more mastery of the learning task.

- Scaffolds are then gradually removed as students demonstrate mastery.

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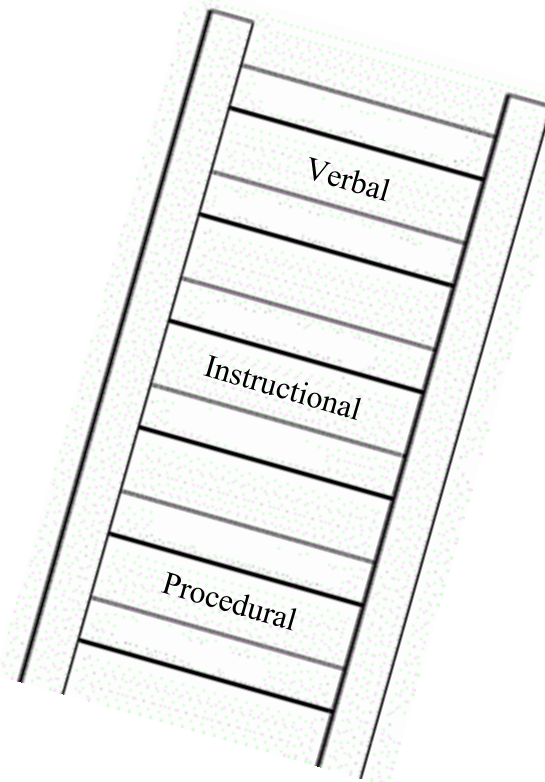
[2] Read, C. (2008). Scaffolding children's learning through story and drama. Children and Teenagers the newsletter of the Young Learner Special Interest Group; IATEFL Young Learner Publication (2).

Scaffolding

Verbal Scaffolding

Aware of learners' existing level of language development, teachers use techniques to facilitate students' movement to higher levels of language proficiency by

- ν Paraphrasing—restating a student's response in order to model correct English usage

- ν Using "think-alouds"—carefully structured models of how effective strategy users think and monitor their understandings (Baumann, Jones & Seifert-Kessell, 1993)

- ν Reinforcing contextual definitions—an example is: "A cell, the smallest working unit of living things, can be seen with a microscope." The phrase "the smallest working unit of living things" provides a definition of the word "cell" within the context of the sentence.

- ν Recast—Providing correct pronunciation or wording by repeating a student's inaccurate response with the correction
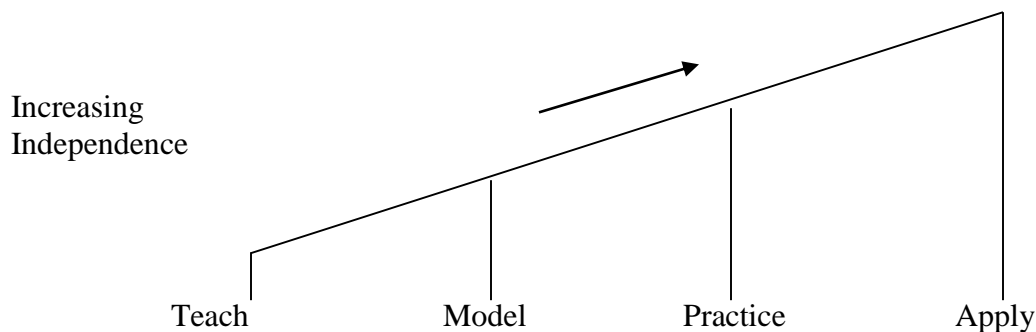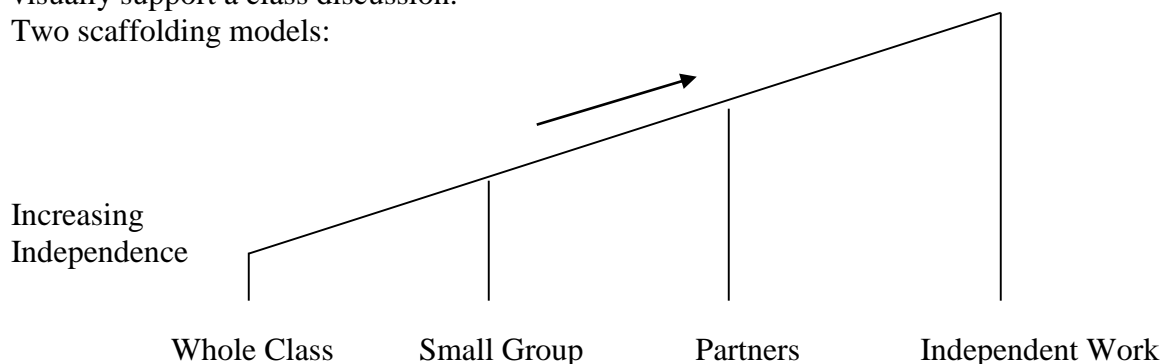
Procedural Scaffolding

These are instructional procedures that allow teachers to scaffold instruction. For example: one-on-one teaching, coaching, modeling, small group instruction, or grouping that allows more experienced students to assist those with less experience.

Instructional Scaffolding

These are instructional strategies teachers use to support student learning. For example, teachers can use graphic organizers as pre-reading or pre-writing tools to illustrate a text structure or to visually support a class discussion.

Two scaffolding models:

Increasing Independence

Whole Class   Small Group   Partners   Independent Work

Increasing Independence

Teach   Model   Practice   Apply

Interaction

ν Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

ν Grouping configurations support language and content objectives of the lesson

ν Sufficient wait time for student response consistently provided

ν Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text

Relative Retention[3]

A bar chart showing: Read 10%, Hear 20%, See 30%, Hear, see 50%, Read, say 70%, Read, say, do 90%
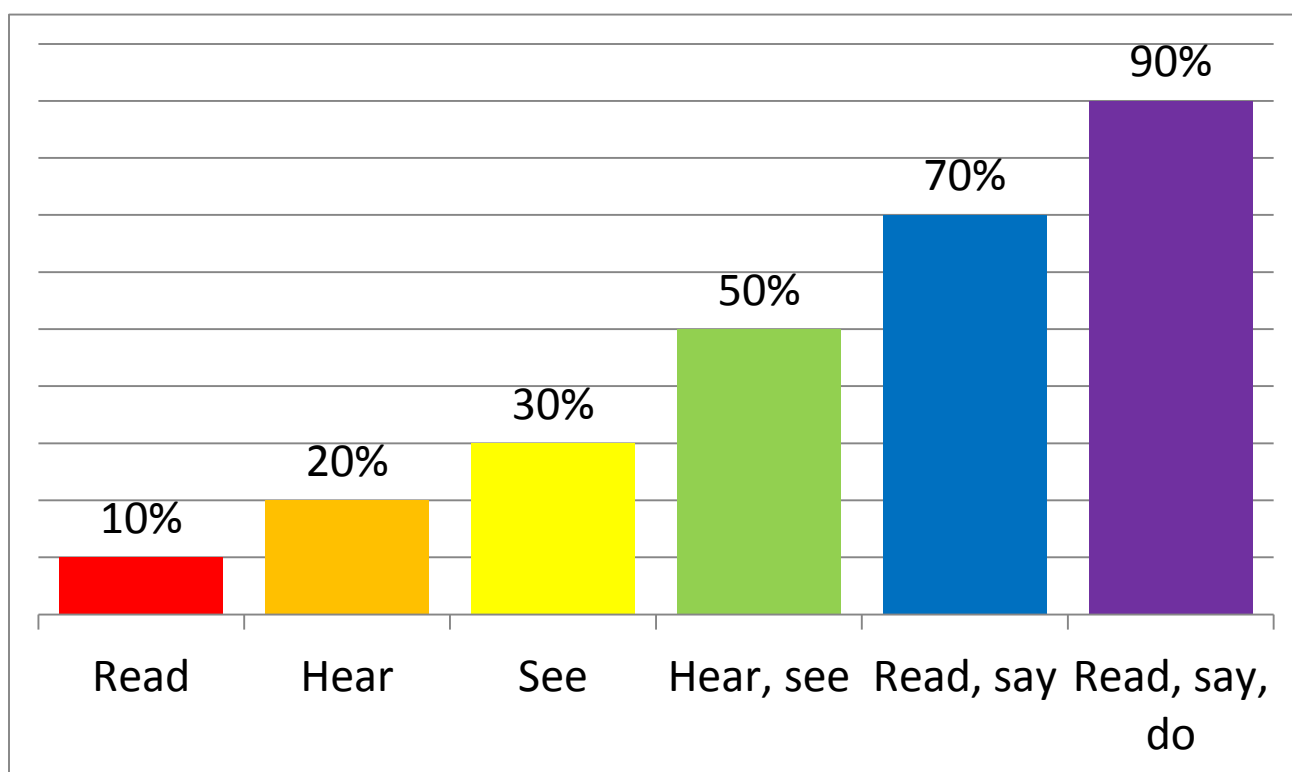
[3] *The skillful teacher: Building your teaching skills* by J. Saphier & R. Gower, p. 233. Copyright 2009 by Research for Better Teaching.

Interactive Strategies – Carousel

- Participants will rotate through these stations:

    - Beat the Clock Toss
    - Memory
    - Three Go
    - Word Hunt Graph
    - Visual Puzzles
    - Fan & Pick

- At each station participants will find some materials, directions, and sentence stems to try out while they play and hunt.

- As participants move through the stations, they will read through the graphic organizers and leave notes for the next group on modifications, adaptations, or content to apply to this activity in the classrooms.

- Participants will also take notes on the graphic organizer found on the following page.

- Explanations for each activity will also be found on the graphic organizer.

Beat the Clock Toss		***Memory***
	Fan & Pick	
Three Go		***Visual Puzzles***
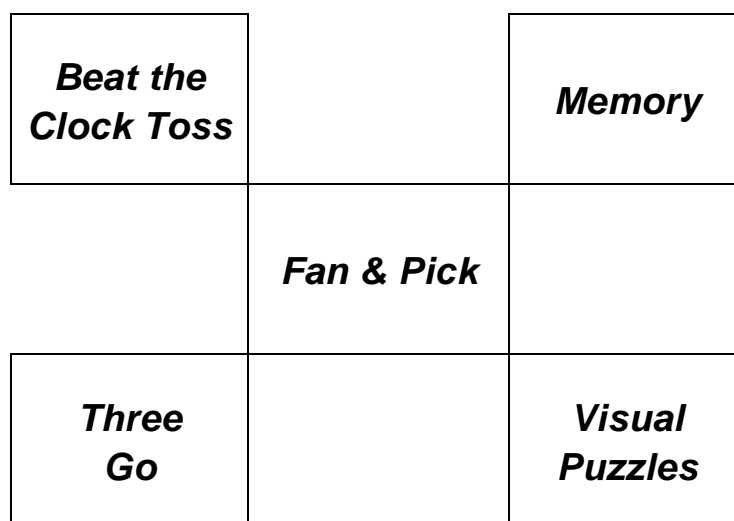
Stations to Visit

1. **Beat the Clock Ball Toss**

   - One student becomes the Timekeeper. The timekeeper:

     - Sets the timer
     - Turns the card with concept suggestions (e.g., types of clothing, weather, etc.).
     - Keeps a tally of answers so that each student answers at least twice.
     - Chooses the first participant by tossing the ball to a student.

   - The first student thinks of an association with the concept and then tosses the ball to another student who thinks of another.

   - Repeat until the ball has gone around the group 2x.

   - When the timekeeper stops the timer, the group summarizes what was covered during the game.

   - The timekeeper writes out the summary for the group.

   - The last student holding the ball becomes the new timekeeper for the next go-around.

   - As a variation, someone might prompt kinds of associations. For example a student might start the chain with the concept (e.g. clothing) and someone might tell the next student to say "clothes used in the winter".

2. **Memory**

   - This is an activity where the students use their memory skills to review vocabulary or content concepts. Students lay out cards on a table and turn them to match the word/concept and their definition. As a challenge you may add a visual representation (i.e. word, picture, definition, etc.).

   - As students make their matches, they must restate the definition in their own words or they may not collect their cards. Students may work in teams.

   - At the end, they must draw two to three conclusions about the information.

3. **Three Go**
   - This activity supports students' ability to compare and contrast content vocabulary and concepts.

   - Each student receives an envelope with picture/vocabulary cards.

   - Students take turns showing their cards, identifying vocabulary words, defining each word, and then deciding which three go together and which one does not belong.

   - The student must explain why it does not belong.

Stations to Visit Continued

4. **Word Hunt Graph**

   - Pick 4 to 6 vocabulary words from the current unit of study. Make sure to use Word Wall words if possible.

   - Show a short video clip or have someone read a short passage, and have students tally how many times specific words were said in the presentation.

   - Specific words may be assigned to specific students, or all students may listen for multiple words.

   - Based on the tally, create a graph of usage. Students should write out the definition of the words based on what was heard.

5. **Visual Puzzle**

   - Each partner member will get a puzzle piece OR a picture of an object based on a topic covered in class.

   - Each partner finds the puzzle pieces that matches their own piece/picture. (**Hint:** As a scaffold, teachers can placed pictures around the room that show what the completed puzzle should look like).

   - Puzzles are completed as a group or in pairs. Student should name the object of the puzzle picture and all the key vocabulary depicted in the puzzle. Students then create a written description of the puzzle and its objects.

6. **Fan and Pick**

   - This game is used to review key vocabulary and content concepts.

   - Students are broken down into groups of 4.

   - Each student receives a role: 1=fan; 2=pick; 3=answer; 4=confirm.

     - Person 1 fans the deck of cards.
     - Person 2 picks a card and reads the question aloud.
     - Person 3 answers the question.
     - Person 4 confirms or coaches (for right/wrong questions) and then praises or paraphrases (for higher level questions) and then praises.

Interactive Strategies – Carousel

Activity	How might the activity benefit your language learners?	Which activity might you try out with your students?	Which unit/topic area could you use it with?	What modifications you might make for your context?
Beat the Clock Toss				
Memory				
Three Go				
Word Hunt Graph				
Visual Puzzles				
Fan & Pick				

Beat the Clock Ball Toss - Worksheet

Summary 1 – Topic: _____

Summary 2 – Topic: _____

Summary 3 – Topic: _____

Summary 4 – Topic: _____

Memory/Vocabulary Sort Worksheet

Words	Definitions

What conclusions can you draw about based on the words and their definitions.

1.

2.

3.

Three Go Worksheet

Set 1

List the three that belong	List the one that does not belong
Explain your reasoning	

Set 2

List the three that belong	List the one that does not belong
Explain your reasoning	

Set 3

List the three that belong	List the one that does not belong
Explain your reasoning	

Word Hunt Graph Worksheet

- Show a short video clip or read a shot passage, and have students tally how many times specific words were said in the presentation. Based on the tally, create a graph of usage. Students should define the words based on what was heard.

Directions:

- Each time you hear one of the vocabulary words in the presentation, put a tally mark next to it. Then, create a bar graph showing how often the word was used. Draw your graph in the space provided below.

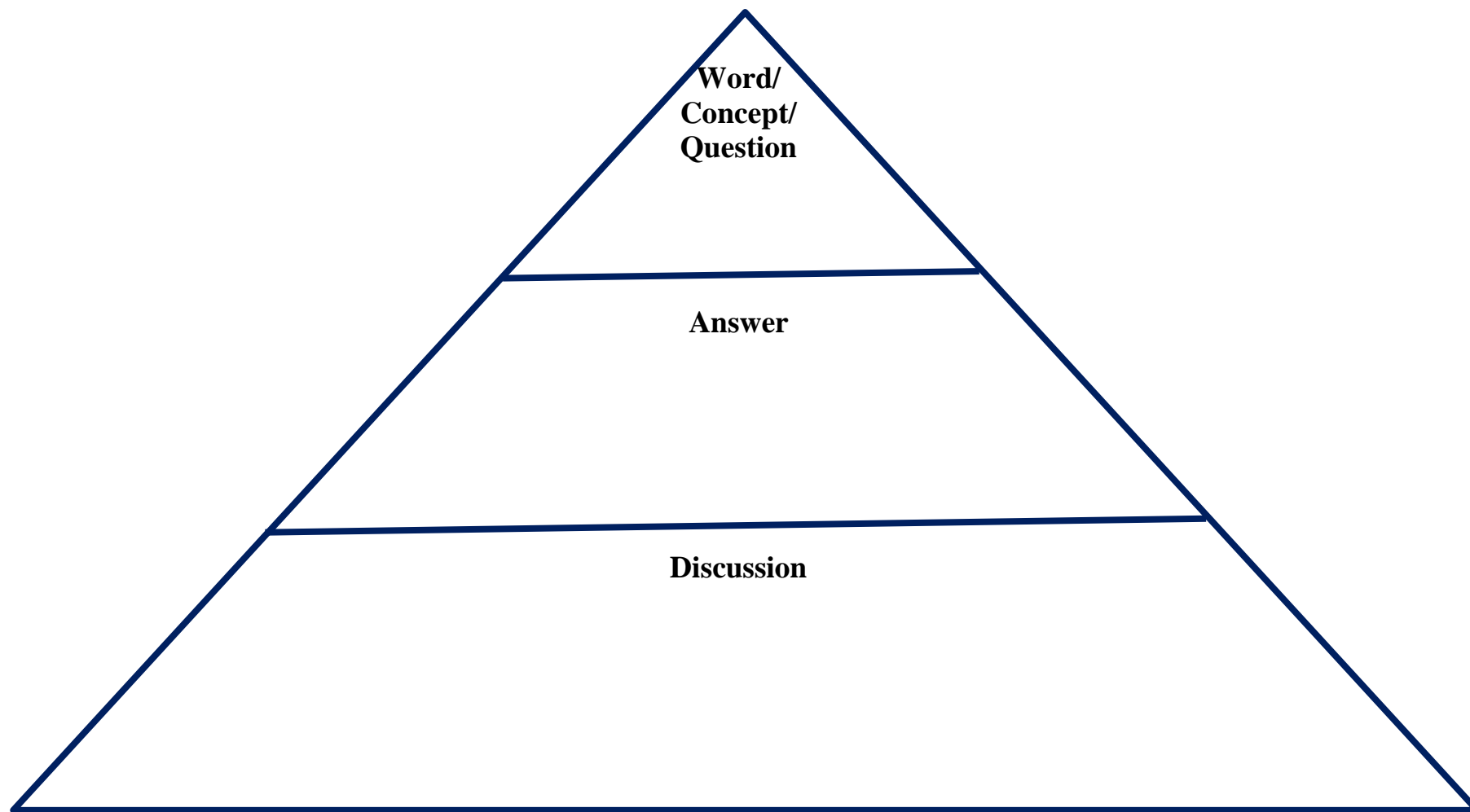| Word	Tally	Definition

Count
(Hint: count only by ones, twos, or threes)
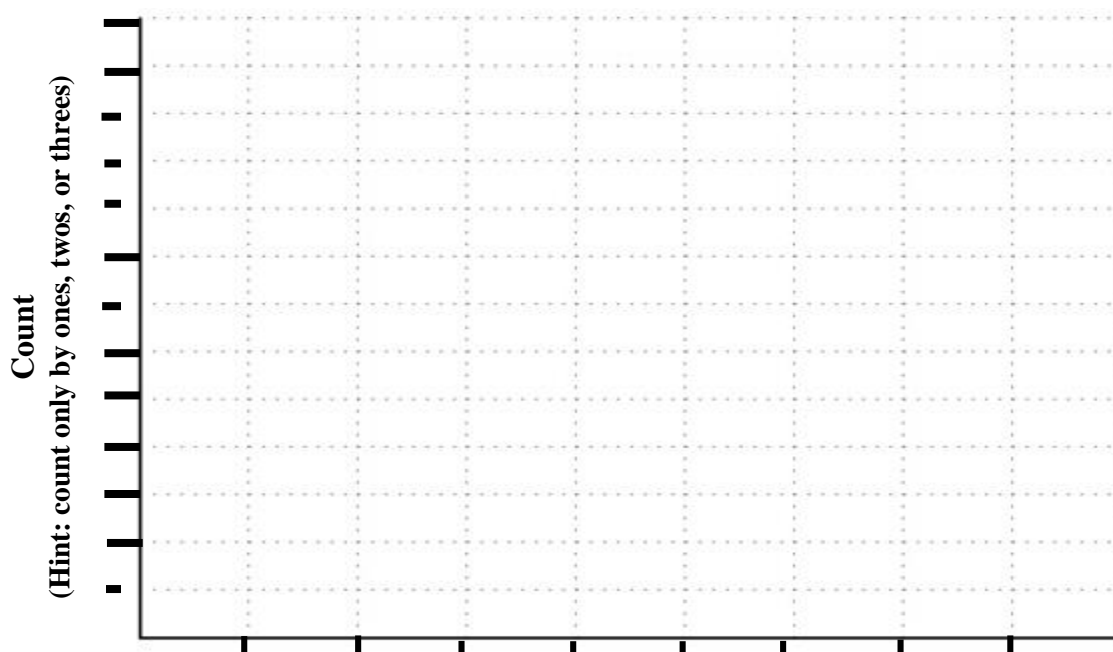
Visual Puzzles

Puzzle 1 - Menu

Draw Puzzle Picture	List the vocabulary words	Define each word/write a sentence

Puzzle 2 – Table Setting

Draw Puzzle Picture	List the vocabulary words	Define each word/write a sentence

Visual Puzzles Continued

Puzzle 3 – Chef Andre

Draw Puzzle Picture	List the vocabulary words	Define each word/write a sentence

Story Time – Individual Assignment

Choose one of the puzzles and create a short story describing what is happening.

_____
_____
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Fan & Pick Discussion

Word/
Concept/
Question

Answer

Discussion

Additional Activities That Promote Interaction

Think-Pair-Share (Frank Lyman, 1981[4])

- Teacher asks a question.

- Students think about their answer alone, or students write about their answer alone.

- Students share their answer with a partner.

- Students share either their own answer, their partner's answer, or their combined answer with the whole class.

Jigsaw (Elliot Aronson, 1970s[5])

This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.

- Divide the class into groups of three to five students.

- Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or by finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.

- Each expert then moves on to a mixed group with members of each of the other expert groups. Students then teach one another the information learned in the expert group.

The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson, at http://www.jigsaw.org/.

Numbered Heads Together

This technique helps to make each student accountable for the information with which the group is working.

- Divide the class into small groups of students.

- Assign a number to each student within each group.

- Ask the students to complete a task, engage in an activity, or answer questions.

- As you check answers with the whole class, specify that students with a particular number will be called on to answer the question you are about to discuss.

Numbered Heads Together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer.

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[4] Lyman, F. (1981). *The responsive classroom discussion: The inclusion of all students*. *Mainstreaming Digest*. University of Maryland, College Park, MD.

[5] See Aronson, E. (2000). *Jigsaw classroom*. Middletown, CT: Social Psychology Network. Retrieved from http://www.jigsaw.org/

Four Corners
You can use this activity to introduce a topic or let students share their prior knowledge. Choose a topic that has four possible dimensions (e.g., Topic: food resources. Dimensions: cleared land, forest, river, or ocean).

- Assign one dimension to each corner of the room.

- Have students move to the corner they are interested in or knowledgeable about.

- In their corners, have them pair and explain why they chose that corner and what they know about the topic.

- Instruct a student from one corner to share ideas with the whole class.

- Next, ask a student from another corner to paraphrase.

- Continue this process until each corner has shared.

This activity is also a method for creating voluntary groups. After the Four Corners technique is over, you may want the students to keep their corner groups for another group task.

Round Robin/Roundtable
This activity works well with open-ended higher order questions and, in general, with questions that have more than one possible answer.

- Pair students. Make sure each pair has one sheet of paper and one pencil.

- Pose a question with multiple answers (e.g., Why do people immigrate?).

- Have the students pass the sheet back and forth and record as many responses as possible. They should not talk about the answers but record them in writing.

- Ask students to share responses with larger groups or the whole class.

Alternatively, form small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., social reasons to immigrate, economic reasons to immigrate, political reasons to immigrate). Students write a short answer about their question or topic and pass the paper to the next student. This continues until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality.

Concept Personification Role-Play
Students can personify a concept or object of study (e.g., precipitation, liberty, and inference) or a person being studied.

- Pairs of students sit facing one another.

- Student A personifies a concept from a content area.

- Student B interviews Mr./Ms. Concept and fills in a blank form (e.g., blank boxes for name, identifying traits, subject of study, work experiences).

This activity encourages students to apply what they know about a topic in personalized and imaginative ways. The interview format encourages interaction and cooperation in the pursuit of a common goal: communicating and recording information about the topic.

Three-Step Interview (Kagan, 1994)

- Step one: Student answers a set of questions in writing.

- Step two: Student interviews another student with the same questions and writes his or her answers.

- Step three: Student interviews a second student and writes his or her answers.

Carousel

This activity encourages all students to interact through reading and writing.

- Write different but related questions or prompts on chart paper and post the papers around the room.

- Have students move around the room, either freely or in small groups, and write ideas or answers on each paper. Alternately, have them record the ideas on sticky notes at their desks ahead of time and then post the notes on the appropriate papers.

- Share and process the ideas with the whole group with a gallery walk (students silently move from poster to poster, reading and noting important ideas), small-group to whole-group presentations, or some other technique.

A carousel uses wait time for planning and a degree of anonymity in answering to create a non-threatening atmosphere in which all students have an equal chance to share their ideas.

Inside-Outside Circle

This activity allows students to practice language and content multiple times within a short period.

- Organize the class into two groups of equal size.

- Ask students to stand in two circles facing one another. Half of each group forms a close circle facing outward; the other half forms a circle facing inward and around the first circle.

- Have students talk with the person across from them about an assigned question or topic.

- After a few minutes, ask everyone in one of the circles to move so that each person is talking to a new partner. Ideas for the student conversations include the following:

  - Students freely discuss a question posed by the teacher.
  - One circle presents thoughts, and the other circle asks clarification or expansion questions.
  - One circle talks, and the other circle takes notes.
  - Students share journal entries related to the topic of study.
  - Students solve worksheet problems or questions together.

Inside-Outside Circle can be used to access prior knowledge as well as to practice, apply, and review information. It provides a reason to talk, a chance to repeat and reinforce language structures, and a non-threatening environment.

CLOCK Classroom Observation Checklist: Novice Sublevels**

Student Name: _____ **Grade:** ____ **Language:** _____ **Topic:** _____ **Activity:** _____ **Date:** _____

Performance Level	Interpersonal or Presentational Speaking (circle one or both)			Interpretive Listening
	Fluency	**Language Control**	**Vocabulary**	**Comprehension**
	How does his/her use of the target language flow?	How well does he/she use the target language?	What kind of words does he/she know in the target language?	How well does he/she understand the target language?
Novice High	☐ Uses some sentences or questions learned in class. ☐ Answers some questions about things learned in class. ☐ Sometimes generates some sentences or questions of his/her own. ☐ Presents information using practiced phrases and simple sentences.	☐ Often uses words, phrases, sentences or questions learned in class correctly. ☐ Sometimes uses own generated sentences. ☐ Generated sentences or questions are occasionally correct.	☐ Uses familiar words related to what he/she is learning in class. ☐ Uses native language when he/she does not know the words to say more about something in the target language. ☐ Presents information on familiar topics.	☐ Understands simple, familiar words, phrases, sentences, questions, and directions. Understands some new sentences and questions and follows some new* directions when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ uses pictures or gestures to help him/her understand.
Novice Mid	☐ Uses words he/she has heard a lot. ☐ Uses short phrases practiced a lot. ☐ Sometimes uses simple sentences practiced a lot. ☐ Answers some simple, questions practiced a lot. ☐ Presents information using variety of words, and memorized phrases and expressions.	☐ Uses words learned in class. ☐ Sometimes uses phrases or sentences learned in class correctly.	☐ Uses some familiar words related to what he/she is learning in class. ☐ Pauses and tries to find words in the target language, but often uses words in his/her native language. ☐ Presents information about self and some very familiar topics.	☐ Understands a few simple, very familiar words, phrases, sentences, questions, and directions. Usually understands when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ uses pictures or gestures to help him/her understand.
Novice Low	☐ Uses a few words he/she practiced a lot. ☐ Occasionally use a few short phrases he/she practices a lot. ☐ Presents information using single words or memorized phrases.	☐ Sometimes uses words that he/she knows well. ☐ Sometimes uses a few phrases he/she knows well.	☐ Uses a few words that he/she practices a lot. ☐ Knows a few phrases that he/she practices a lot. ☐ Use native language a lot. ☐ Presents limited information about self and a few very familiar topics.	☐ Understands a few words/phrases that he/she practices a lot. Sometimes understands when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ uses pictures or gestures to help him/her understand.

COMMENTS	

COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ Grade: ____ Language: _____ Topic: _____Activity: _____ Date: _____

Novice Level Communication Strategies (check all that apply)	**Comments**
☐ Repeats words, phrases, or sentences. ☐ Uses gestures or facial expressions to help others understand. ☐ Sometimes uses English. ☐ Asks teacher or classmate to repeat what they said. ☐ Lets teacher know when he/she does not understand. For presentational: ☐ Slows down the pace of the presentation when sensing the audience is having difficulty understanding. ☐ Repeats words, phrases, or sentences when sensing the audience is having difficulty understanding. ☐ Other:	
Lesson-Specific Can-Do Statements	
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in the target language? [Please paste in your lesson specific can-dos for interpretive listening here]
Comments:	Comments:

*New refers to material that the student has not learned previously.

**This checklist is based on the ACTFL Performance Descriptors for Language Learners (2012), ACTFL Proficiency Guidelines (2012), NCSSFL-ACTFL Can-Dos (2013), COPE/SOPA Rating Scale (2010), and input from STARTALK program administrators, teachers, and CLOCK project advisors.

CLOCK Classroom Observation Checklist: Intermediate Sublevels**

Student Name: _____ **Grade:** ____ **Language:** _____ **Topic:** _____ **Activity:** _____ **Date:** _____

Interpersonal or Presentational Speaking (circle one or both)			**Interpretive Listening**

Performance Level	**Fluency/Text type** How does his/her use of the target language flow?	**Language Control** How well does he/she use the target language?	**Vocabulary** What kind of words does he/she know in the target language?	**Comprehension** How well does he/she understand the target language?
Intermediate High ↑	☐ Uses sentences or questions learned in class very easily. ☐ Often generates sentences or own questions. ☐ Describes something or tells a simple story using strings of sentences. ☐ Has conversations easily and is able to keep the conversation going. ☐ Handles social interactions in everyday situations that sometimes have an unexpected complication. ☐ Makes presentations using organized strings of sentences.	Mostly accurate when uses: ☐ learned sentences or questions. ☐ own generated sentences or questions. Mostly accurate when: ☐ puts strings of generated sentences together. ☐ puts strings of learned sentences together.	☐ Uses new words he/she has just learned easily. ☐ Often figures out a way to say what he/she wants to say in the target language. ☐ Rarely uses words from native language. ☐ Makes presentations on personal, school, community or researched topics.	☐ Understands sentences, questions and strings of sentences about things he/she has learned in class. ☐ Understands some new sentences, questions, and strings of sentences. ☐ When he/she is learning about something new*, usually can figure out the main idea and some important details.
Intermediate Mid ↓	☐ Uses sentences and questions learned in class easily. ☐ Generates some sentences or questions of his/her own. ☐ Describes something using strings of sentences. ☐ Has conversations about things he/she knows and is sometimes able to keep the conversation going. ☐ Presents information using connected sentences.	☐ Mostly accurate when using learned sentences and questions. Often accurate when: ☐ generates sentences and/or questions. ☐ puts strings of generated sentences together. ☐ puts strings of learned sentences together .	☐ Sometimes uses new words easily ☐ Tries to figure out a way to say what he/she wants to say in the target language, but sometimes has to use native language. ☐ Sometimes uses words from native language when he/she doesn't know the words in the target language. ☐ Presents information on a wide range of familiar topics.	☐ Usually understands sentences, questions, and groups of sentences about things learned in class. ☐ When he/she is learning about something new*, is sometimes able to figure out the main idea and some important details.
Intermediate Low ↑	☐ Asks and answers questions about things learned in class. ☐ Uses sentences and questions learned in class. ☐ Occasionally generates some sentences or questions on own. ☐ Has simple, short conversations about things he/she knows. ☐ Presents information using simple sentences.	☐ Usually uses learned sentences/questions well. ☐ Sometimes uses learned sentences and questions accurately. ☐ Occasionally uses accurate language in generated sentences or questions.	☐ Uses familiar words easily. ☐ Uses some new words. ☐ Uses words in his/her native language when he/she does not know the words in the target language. ☐ Presents information on familiar topics.	☐ Understands simple words, phrases, sentences, questions, and directions learned in class ☐ Understands new* sentences and questions and new directions easily if teacher speaks slowly, repeats the sentence, question, or uses pictures or gestures to help understand.

COMMENTS	

COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ **Grade:** ____ **Language:** _____ **Topic:** _____ **Activity:** _____ **Date:** _____

Intermediate Level Communication Strategies (check all that apply)	**Comments**
☐ Knows when he/she makes mistakes and can sometimes self-correct. ☐ When he/she cannot say what he/she wants because it is complicated, tries to say it in a simple way. ☐ When he/she doesn't know a word, uses the words he/she DOES know to explain what he/she is trying to say. ☐ Asks for clarification when he/she does not understand the questions and/or directions and/or explanations. ☐ Provides clarification when others do not understand his/her questions and/or directions and/or explanations. ☐ Sometimes use pictures, gestures, or facial expressions to help others understand. For presentational: ☐ Slows down the pace of the presentation when sensing the audience is having difficulty understanding. ☐ Rewords or rephrases when sensing the audience is having difficulty understanding. ☐ Other:	

Lesson-Specific Can-Do Statements	
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in the target language? [Please paste in your lesson specific can-dos that target interpretive listening here]
Comments:	Comments:

ACTIVITY PERFORMANCE RECORD FOR MULTIPLE STUDENTS

School/Program: _____ **Language:** _____ **Date:** _____

CLOCK Student Activity Performance Record						
Student Name	Activity	Fluency	Language Control	Vocabulary	Comprehension	Comments

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INDIVIDUAL STUDENT ACTIVITY PERFORMANCE RECORD

Use this table to record results on multiple dates for one student. Directions: 1) write each student's name; 2) indicate activity participated in; 3) describe their fluency, language control, vocabulary and listening comprehension; and 4) write comments about each student's performance.

School/Program: _____ **Language:** _____ **Date:** _____

CLOCK Student Activity Performance Record						
Date	**Activity**	**Fluency**	**Language Control**	**Vocabulary**	**Comprehension**	**Comments**

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Classroom Observation Checklist Kit

A formative listening and oral performance assessment tool that:

- Can be administered during classroom instruction

- Can be used to track student progress

- Can be used to inform instruction

- Can empower students/teachers/program

- aligned with ACTFL Performance Guidelines and NCSSFL-ACTFL Can-Dos

Case Study Description: Mandy is a 9th grade student in a Level 1 WL class. Her WL teacher, uses the CLOCK to track student progress. Her teacher used the CLOCK to assess Mandy's proficiency in October, January, and May.

The table below describes each observed activity and provides a transcript of the activity. As you discuss each activity with your partner, note key features of Mandy's performance and then record your ratings for oral fluency (OF), language control (LC), Vocabulary (V) and Listening comprehension (L).

Interactive Activity	Transcript	Notes	Ratings
10/15/16 Picture Cue – Mandy choses to describe a picture: Two girls playing soccer one has black socks.	Mandy: I like soccer. I see two girl (pause) shorts….shirt. Black socks.		OF: LC V: L:
1/23/17 Information gap – Mandy (M) and Sue (S) must ask each other questions to complete a chart.	M: Do you have apple? S: No I do not. M: Do you have orange? S: Yes I do. Do you have a banana? M: Yes. I do. Do you have grape?		OF: LC V: L
5/15/17 Oral Interview— The teacher (T) asks Mandy questions.	T: What do you like to do? M: I like to play tennis, swim, play, and eat. T: Where do you play tennis? M: School. T: What do you after tennis? M: I go home. I eat a snack. I do homework. I sleep.		OF: LC V: L

Resources for World Language Instruction and Assessment

Classroom Observation Checklist Kit

The CLOCK is available on the STARTALK free resources page:
https://startalk.umd.edu/resources/
This is also the site of great tools for curriculum development, and other useful materials.
For writable PDF versions of the checklists send me an email: lthompson@cal.org

Foreign Language Assessment Directory (FLAD)
- ◆ www.cal.org/flad
- ◆ Free, searchable directory
    - ● Over 200 tests in over 90 languages
- ◆ Information about
    - ● Appropriate grade and proficiency levels of test
    - ● Skills targeted by test
    - ● Test developers

Understanding Assessment: A Guide for Foreign Language Educators
http://www.cal.org/flad/tutorial/
- ◆ Free companion tutorial to the FLAD
- ◆ Discusses practical issues instructors face

Learning Plan Checklist
- ■ What will learners be able to do with what they learned by the end of the lesson?
- ■ How will learners demonstrate what they can do with what they learned?
- ■ What will prepare learners to demonstrate what they can do?
    https://startalk.umd.edu/resources/

World Language/FLES and Immersion Strategy Tool Box

Instructions: As we go through the workshop, we engage in tasks and activities that you may want to adapt for your own students. The purpose of the chart below is to help you recall the activities and your own thoughts about possible uses. You may want to use this chart to make notes to yourself on the activity, the steps involved, and possible applications for your classroom.

Name of Activity	Description/Procedures	Ideas for My Lessons

Notes

Additional References

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Additional Resources

Assessment Resources for Instructors of STARTALK languages - https://startalk.umd.edu/public/searchresources/assessmenthttps://startalk.umd.edu/public/searchresources/assessment

CLOCK - https://startalk.umd.edu/resources/

Foreign Language Assessment Directory (FLAD) - www.cal.org/flad

Lesson Planning Checklist - https://startalk.umd.edu/public/resources/learning-plan

NCSSFL-ACTFL Can-Do Statements - http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

Planning for Instruction and Assessment- https://startalk.umd.edu/resources/

Understanding Assessment: A Guide for Foreign Language Educators - http://www.cal.org/flad/tutorial/

Grade level :_____ Language/Program: _____

Thank you for completing this evaluation. We are genuinely interested in your feedback and hearing about your learning experience.

1. Highlights of the professional development…	**2. Questions I still have …**
3. Strategies that I will implement…	**4. Feedback to the presenter(s) …**

For those who think outside the box…