

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

TEM Rubric Teach “Look-Fors”

| Indicator | Teacher Actions |
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| T1 Objective-Driven Lessons | <ul style="list-style-type: none"> Said or seen objective(s) Asking students to talk about objective Examples illustrating mastery based on objective (<i>students will know and be able to...</i>) Lesson objectives should be stated in communicative terms that show what the student will be able to do with their language at the end of the lesson. For example, an objective should be stated, “I can tell you about what I do after school”. Objectives should be clearly stated, posted for the duration of the lesson, intentionally referred to throughout the lesson and used to assess learning throughout the lesson. In addition to performance objectives, ML teachers share the sequence of learning activities with their students to help their students see connections between and among instructional activities and the daily performance objectives. This sequence is also posted for the duration of the lesson or re-appear throughout the lesson on a PowerPoint or virtual lesson delivery. |
| T2 Explain Content | <ul style="list-style-type: none"> Clear explanation for student understanding Cross-curricular connection or student interest/current events Developmentally appropriate language Precise specific academic language Emphasizes key points Teacher adjusts to explain concept When explaining content, it is expected that ML teachers provide at least 90% of the lesson’s input in the target language. Input should be comprehensible to the student and supported by visuals to ensure student comprehension The use of English is minimized by carefully and deliberately determining when and if English is used in the classroom. |
| T3 Challenging Work | <ul style="list-style-type: none"> Teachers knows student’s level/needs and adjusts Rigor for all Students in the ML classroom experience and practice language within a meaningful context. The teacher carefully monitors teacher talk to purposefully maximize student opportunities to produce language in every class. In every class session pair and/or small group activities that engage the students in communication for real world purposes should be observed. Teacher talk should be minimized so that students have many opportunities to produce language in each lesson. If grammar is explicitly taught, it is based on the performance objectives and consistent with the proficiency target. Honors courses delve deeper into the language and apply learning in a variety of contexts. This does not mean Honors courses simply do more work or move at a faster pace. Language learning is time sensitive and affected by frequency. Honors sections must ensure they are meeting the state guidelines of providing instruction “significantly above” regular course expectations. |
| T4 Engagement Strategies | <ul style="list-style-type: none"> Strategies/activities aligned to objective Activities are purposeful [<i>not busy work</i>] Appropriate differentiation Balance between teacher-directed & student-centered learning The teacher uses a variety of strategies to ensure the target language is comprehensible to all learners. Some of these strategies (e.g. visuals, concrete objects and hands-on experiences) will be used during the lesson to ensure student comprehension. Students acquire new vocabulary within a meaningful context and through the use of cultural products and practices. Therefore, the teacher should be observed using a variety of activities to meet the needs of multiple learning styles to ensure that input is not only comprehensible but engaging for the students. All content should be presented in a real-life context to increase student engagement through purposeful learning. |



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| <p style="text-align: center;">T5 Higher-Level Thinking Skills</p> | <ul style="list-style-type: none"> • Teacher builds student knowledge • Analytical thinking • High level questioning (<i>Why questions</i>) <ul style="list-style-type: none"> • Teacher models thinking process • Lead student to own answers (<i>doesn't provide answer</i>) <ul style="list-style-type: none"> ▪ In the early years of learning a new language, students' higher-level understanding may be evident through their performance rather than through their verbal responses. ▪ It is also important for observers to understand that when students create in the language (e.g. asking or answering questions without a script) this is functioning at the highest level of Bloom's taxonomy. Their comprehension will be much greater than their ability to produce the language. ▪ Teachers focus on scaffolding learning that allows the teacher to ask open-ended questions. ▪ Teachers check for comprehension through out the lesson in a variety of ways to support student learning. ▪ At the lower level language courses (I & II) students focus on practical and creative thinking most of the time due to linguistic limitations in the target language. Upper level students begin to emerge into the analytical and research-based thinking models as their linguistic skill grows. |
| <p style="text-align: center;">T6 Check for Understanding</p> | <ul style="list-style-type: none"> • Check for understanding and adjusts instruction • Helps student understand content w/o just re-explaining <ul style="list-style-type: none"> • Clarification of content when necessary • Constant assessment <ul style="list-style-type: none"> ▪ Checks for understanding will be in the target language at all levels. The teacher may be observed redirecting a student to a correct response to a question by either repeating a classmate's correct answer or answering the question him or herself in the target language. Visual clues may also be used. The teacher would then ask the question again to obtain an appropriate response from the student. Only after careful consideration would English be used. ▪ To ensure comprehension of the target language, the teacher frequently checks for understanding throughout the lesson. Input is modified through a variety of techniques (e.g. simplification, restating, adjusting the speed) to clarify meaning as needed. ▪ When learning another language, it is expected that students will make mistakes. Students will not understand everything the teacher is saying. Therefore, it is not always appropriate or necessary to immediately respond to a misunderstanding, particularly if this would disrupt the lesson. ▪ After a teacher employs the gradual release model of instruction (I do, we do, you do), if a majority of the class is observed making the same mistakes, it is appropriate to use whole-group interventions for clarification purposes. For smaller groups or individuals, one-on-one or small group clarification is best. |
| <p style="text-align: center;">T7 Instructional Time</p> | <ul style="list-style-type: none"> • Teacher materials are ready • Time management and pacing good ▪ Good transitions <p style="text-align: right;"><i>Same as General Education Rubric</i></p> |

