



FEEDBACK FORM

FULL CLASS OBSERVATION

Name:	Date:
-------	-------

Many of the criteria in the *Teacher Effectiveness for Language Learning Framework* are observable behaviors a teacher demonstrates when engaging students in learning. This form captures foundational TELL criteria that allow an observer to note what is seen during a **full-class observation**. The criteria listed are not a complete list. Additional criteria are identified in the complete TELL Framework and the TELL focused feedback forms.

Planning

- PL4.a** The teacher sets daily learning targets that unpack the performance objectives of the unit.
- PL4.b** The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets.
- PL6.a** The teacher selects strategies to ensure language input is comprehensible.
- PL8.a** The teacher intentionally sequences activities in ways that maximize student learning.

A review of the lesson plan may show evidence of these foundational criteria.

Environment

- 1** **LE1.c** The teacher and students refer to routines and procedures as necessary.
- 2** **EN3.a** The teacher maintains an orderly environment that is comfortable for all students.
- 3** **EN4.e** The teacher establishes an environment that facilitates student-to-student communication.
- 4** **EN5.b** The teacher creates a stimulating environment that encourages active engagement with the target language and culture(s).

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Learning Targets

- 5** **LE2.a** The teacher shares learning targets in student-friendly language.
- 6** **LE2.e** The teacher intentionally references the learning targets during a lesson.
- 7** **PF3.b** The teacher provides opportunities for students to reflect on how well they meet daily learning targets and their own goals.

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:



Processing Language in the Interpretive Mode

- 8** LE3.a The teacher *ensures* that at least 90% of what is shared with students is in the target language.
- 9** LE3.c The teacher uses a variety of verbal and nonverbal strategies to make language comprehensible.
- 10** LE3.e The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.
- 11** LE3.f The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.
- 12** LE3.g The teacher ensures students have sufficient time to process language in the interpretive mode before producing language.

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Producing Language in the Interpersonal and/or Presentational Mode

An observer may not see evidence for each criterion listed but should see evidence of those connected to the learning target of the lesson.

- 13** LE4.a The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.
- 14** LE4.b The teacher facilitates activities that allow students to share a message with an audience.
- 15** LE4.d The teacher provides students with strategies that enable them to stay in the target language.
- 16** LE5.c The teacher facilitates activities that allow students to interact with cultural products, practices, and perspectives to contextualize language tasks.
- 17** LE6.b The teacher works with students to acquire the vocabulary and grammar needed to more effectively accomplish communicative tasks.

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Observed Behaviors:

Performance & Feedback

- 18** PF1.a The teacher ensures that students' learning experiences prepare them for the performance tasks.
- 19** PF3.a The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets.

Observed Behaviors:

Observed Behaviors:

Strengths:

