



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.

Observed Behaviors:

2

EN3.a

The teacher maintains an orderly environment that is comfortable for all students.

Observed Behaviors:

3

EN4.e

The teacher establishes an environment that facilitates student-to-student communication.

Observed Behaviors:

4

EN5.b

The teacher creates a stimulating environment that encourages active engagement with the target language and culture(s).

Observed Behaviors:

Learning Targets

5

LE2.a

The teacher shares learning targets in student-friendly language.

Observed Behaviors:

6

LE2.e

The teacher intentionally references the learning targets during a lesson.

Observed Behaviors:

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:



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.	Observed Behaviors:
9	LE3.c	The teacher uses a variety of verbal and nonverbal strategies to make language comprehensible.	Observed Behaviors:
10	LE3.e	The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.	Observed Behaviors:
11	LE3.f	The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.	Observed Behaviors:
12	LE3.g	The teacher ensures students have sufficient time to process language in the interpretive mode before producing language.	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.	Observed Behaviors:
14	LE4.b	The teacher facilitates activities that allow students to share a message with an audience.	Observed Behaviors:
15	LE4.d	The teacher provides students with strategies that enable them to stay in the target language.	Observed Behaviors:
16	LE5.c	The teacher facilitates activities that allow students to interact with cultural products, practices, and perspectives to contextualize language tasks.	Observed Behaviors:
17	LE6.b	The teacher works with students to acquire the vocabulary and grammar needed to more effectively accomplish communicative tasks.	Observed Behaviors:

Performance & Feedback

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

Strengths:

