It’s that time of year. You’re a few weeks into the year and those walk-throughs begin. Your administrator stays for 10 minutes and checks off a few things and you’re devastated that s/he did not get to see what was coming next in your lesson. You are not alone! I hope this edition of the Teachers’ Toolbox gives you some great ideas and tools to help you with all aspects of your evaluation: goal-setting, objectives (Can-Do Statements), and the various conferences held with your administrator(s) throughout the year.

Let me introduce you to the TELL Project... The TELL Project was designed by world language educators and professionals and it focuses on collaboration. Let’s consider the areas for which the vast majority of Indiana teachers get evaluated: Student Learning, Assessment, Planning, Professionalism, and Leadership. With that in mind, these folks put together frameworks to facilitate meaningful goal setting for you and conversations with your administrators around the following topics: Environment, Planning, The Learning Experience, Performance & Feedback, Learning Tools, Collaboration and Professionalism. There are self-assessments, walk-through frameworks, reading lists and so much more!

Target Language v. Evaluation

So... Everything you’ve been taught says you should be using 90% target language and so should your students. When an administrator walks in and doesn’t understand what’s going on, what does this mean for your evaluation? Strong use of TL (even at Level 1) should NOT be a negative for you assuming that your students are not lost. Encourage your administrator to ask the students to share what they are doing with him/her in English & ask the administrator to watch your body language and gestures to see if s/he can learn too based on context clues. Share the ACTFL position statement and use the TELL Project Framework to help you both.

Student Learning Objectives – SLOs

Believe it or not, struggling to determine what to measure in your SLOs is quite common. Please know that although it is easier to measure grammar knowledge, vocabulary and cultural factoids, those are not standards-based and should not be overarching goals. Please view ACTFL’s Position Statement on student growth outcomes where you can see that measuring growth should be based upon the three modes of communication (Interpretive, Interpersonal, Presentational) and should still be measurable and developmentally appropriate. Easier said than done, right? Well, check out Ohio’s model to see samples and get some ideas before you set your goals this year! Integrated Performance Assessments & student portfolios can work!! New to those terms? Come to PD!

Get Students Abroad

Now is the time for students to be applying to go abroad on federally-funded scholarships!! Direct any/all interested students to apply at www.nsliforyouth.org for summer or year-long language experiences in critical languages and www.yes-abroad.org for year-long cultural experiences in Muslim countries. October 27th is just around the corner!!

Don’t forget... to connect with us at www.learningconnection.doe.in.gov for IDOE’s World Language & Cultures Community

Here’s another great resource about SLOs in the world language classroom from Wisconsin. Here’s an example from New Jersey and another from Kentucky. All represent a different approach to the same goal. Measurable SLOs!!

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