

Micro-Lesson Look Fors

A	B
<p>ACTFL Core Practices https://www.actfl.org/guiding-principles</p>	<p>STARTALK-Endorsed Principles for Effective Teaching and Learning https://startalk.umd.edu/public/principles</p>
<ul style="list-style-type: none"> () Facilitate target language comprehensibility () Guide learners through interpreting authentic resources () Plan with backward design () Teach grammar as concept and use in context () Provide appropriate oral feedback 	<ul style="list-style-type: none"> () Implementing a standards-based thematically organized curriculum () Facilitating a learner-centered classroom () Using the target language and providing comprehensible input for instruction () Integrating culture, content, and language in a world language classroom () Adapting and using age-appropriate authentic materials () Conducting performance-based assessment
C	D
<p>Teacher Effectiveness for Language Learning TELL Project http://www.tellproject.org/ Representative criteria from learning experience and performance and feedback domains</p>	<p>Danielson’s Framework for Teaching http://www.danielsongroup.org/books-materials/ Domain 3 Instruction</p>
<ul style="list-style-type: none"> () use of daily performance objectives () share the sequence of learning experiences () ensure comprehensible input () provide opportunities for students to acquire language in meaningful contexts () provide opportunities for student to engage in cultural observation and analysis () provide opportunities for students to become more effective communicators () employ a variety of feedback strategies designed to assist the learner in growing toward the target 	<ul style="list-style-type: none"> () Communicating with students () Using questioning and discussion techniques () Engaging students in learning () Using assessment in instruction () Demonstrating flexibility and responsiveness

Micro-Lesson Debrief

1. How would you describe your feelings during the lesson? What contributed to those feelings? Did your feelings change over the course of the lesson? How and why? How do these feelings impact our learning?
2. What can we learn from this experience as we plan for and facilitate learning with our students?
3. What strategies supported making language, content, and cultural elements comprehensible?
4. How did the lesson provide a gradual release of responsibility toward independent language use?
5. What practices supported individual student engagement and learning?
6. In what ways was the lesson responsive to diverse learning styles?
7. Was literacy development a component of this lesson?
8. How did the learning environment support or limit learning?
9. What actionable feedback would you offer to improve this lesson?

Gradual Release of Responsibility Framework (Fisher and Frey) <https://dpi.wi.gov/ela/instruction/framework>

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