

“Look-fors” to Support Balanced Models of Instruction for World Languages

The primary purpose of World Languages instruction in Henry County Schools is to promote effective interpersonal, interpretive, and presentational communication skills to enhance speaking, listening, reading, and writing skills in more than one language. The Henry County model for World Languages instruction balances the gathering of knowledge with the analysis of diverse cultures in order to make connections within the global community.

*These “Look-fors” are designed to support teachers and administrators in the planning of effective world languages instruction and are organized based on the foci found within our Balanced Models of Instruction. Our overall driving questions for world languages instruction are: **Do you observe students communicating effectively in more than one language? Do you see students using the target language to investigate and think critically to analyze cultural perspectives and products? Do you see students making comparisons and connections, and collaborating within the global community?***

Look-for:	Questions to Consider	Teacher Behaviors	Student Behaviors
Core Knowledge and Skills	<ul style="list-style-type: none"> • Are students using a variety of tools to develop language and cultural proficiency? • Are students developing literacy skills through relevant and authentic experiences? • Are students engaged in active learning to develop biliteracy and cultural proficiency? 	<ul style="list-style-type: none"> • Using tools and strategies to provide authentic learning • Addressing literacy skills through the three modes of communication: interpersonal, interpretive, and presentational • Providing engaging lessons that foster communication <p>TKES: 1,2,3, and 4</p>	<ul style="list-style-type: none"> • Using a variety of tools and technology to develop language and cultural proficiency. • Participating in engaging learning activities that vary in length, content, and format. • Creatively using language to communicate effectively • Using language in paired groups, small groups, or whole-class activities.
Embedded Practices	<ul style="list-style-type: none"> • Are students engaged in meaningful and rigorous learning activities? • Are students engaged in learning to foster communication, collaboration, creativity, and critical thinking? • Are students leveraging a variety of digital and print resources? 	<ul style="list-style-type: none"> • Providing formative and summative assessment opportunities and using the data to plan instruction • Utilizing the target language as the main medium of instruction at the proficiency level of the students • Utilizing authentic print and online resources to provide differentiated instruction <p>TKES: 1,2,3,4, 5, and 6</p>	<ul style="list-style-type: none"> • Demonstrating content mastery through projects and assessments • Experiencing collaboration in the completion of tasks as well as games that promote teamwork and learning.

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COMMUNICATION

Look-for:	Questions to Consider	Teacher Behaviors	Student Behaviors
<p>Communication: <i>Interpersonal;</i> <i>Interpretive;</i> <i>Presentational</i></p>	<ul style="list-style-type: none"> • Are students interacting and negotiating meaning in conversations? • Are students understanding, interpreting, and analyzing information? • Are students presenting information to inform, explain, persuade, and narrate? 	<ul style="list-style-type: none"> • Providing lessons that focus on the three modes of communication: interpersonal (ask & answer questions), interpretive (understanding & analyzing), and presentational (speaking & writing) • Using the target language at the appropriate proficiency level of the students to communicate throughout the lesson <p>TKES: 1,2,3, and 4</p>	<ul style="list-style-type: none"> • Participating in relevant speaking, listening, viewing, reading, and writing tasks • Understanding vocabulary and grammar in relevant contexts. • Engaging with the language in meaningful ways • Collaborating in activities, tasks and/or research and the creation of products. • Experiencing communicative tasks applicable to the real world

CULTURES

Look-for:	Questions to Consider	Teacher Behaviors	Student Behaviors
<p>Cultures: <i>Relating Cultural Practices to Perspectives;</i> <i>Relating Cultural Products to Perspectives</i></p>	<ul style="list-style-type: none"> • Are students using language to investigate, explain, and reflect on cultural practices, products, and perspectives? 	<ul style="list-style-type: none"> • Providing opportunities to engage in active learning in the classroom and beyond the classroom to develop biliteracy and cultural proficiency. <p>TKES: 1,2,3,4, and 8</p>	<ul style="list-style-type: none"> • Participating in relevant speaking, listening, viewing, reading, and writing tasks • Students learn to use the language by experiencing communicative tasks applicable to the real world. • Students use authentic print or online resources to analyze perspectives and products and develop language and cultural proficiency. • Students experience performance tasks and work beyond the classroom setting to develop language and cultural proficiency.

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CONNECTIONS, COMPARISONS, & COMMUNITIES

Look-for:	Questions to Consider	Teacher Behaviors	Student Behaviors
<p>Connections <i>Making Connections; Acquiring Information & Diverse Perspectives</i></p> <p>Comparisons <i>Language Comparisons; Cultural Comparisons</i></p> <p>Communities <i>School & Global Communities; Lifelong Learning</i></p>	<ul style="list-style-type: none"> • Are students building, reinforcing, and expanding knowledge of other disciplines? • Are students accessing and evaluating information and diverse perspectives? • Are students using the language to investigate, explain, and reflect? • Are students setting goals and reflecting on their progress in using languages for enjoyment, enrichment, and advancement? 	<ul style="list-style-type: none"> • Providing opportunities to use the language to reinforce knowledge of other subject areas and topics of interest • Promoting investigation of the target language and cultures to make connections and comparisons • Engaging the community in learning about languages and cultures such as World Language Fair, International Week, Service Learning Projects, and School activities with a global focus. • Assessing student mastery to tailor instruction, provide feedback, and facilitate students’ goal setting. <p>TKES: 1,2,3,4,5, and 8</p>	<ul style="list-style-type: none"> • Making connections and comparisons as they analyze language structures and cultural perspectives • Self-assessing their language proficiency • Setting goals to develop language and cultural proficiency • Providing feedback for growth with language proficiency and cultural understanding to their peers. • Utilizing communication to share information with students, parents, and community. • Making progress towards Seal of Biliteracy and International Skills Diploma Seal goals