



## Indicators of Effective Instruction Student Programs

### Curriculum and Materials

#### 1. Meaningful activities

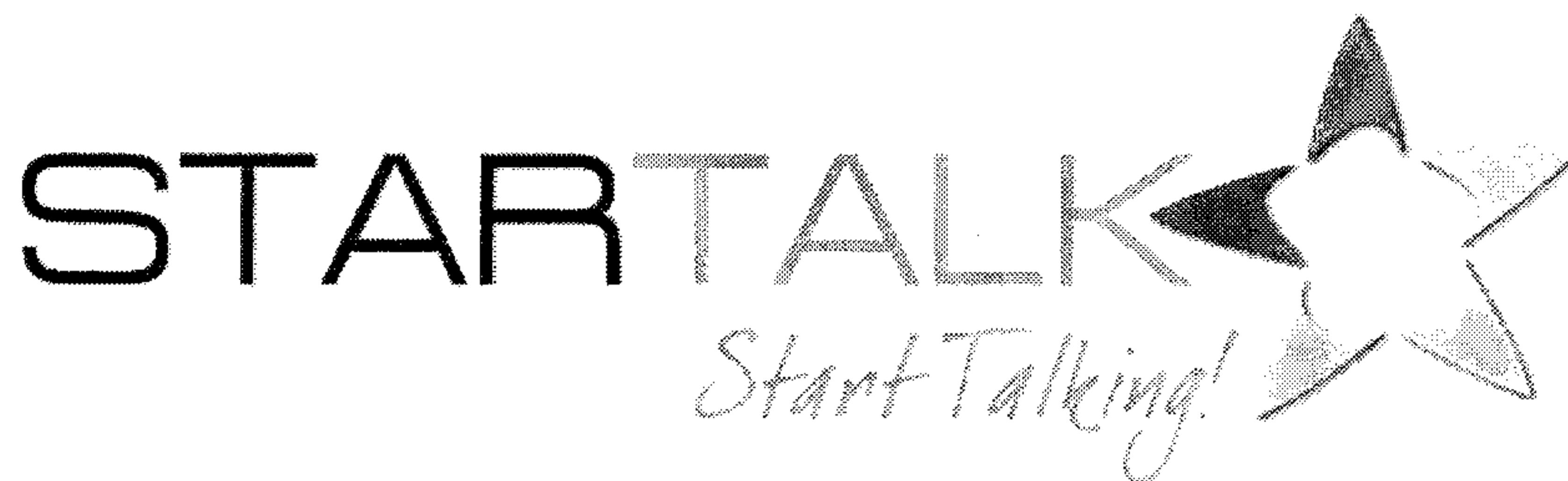
- Instructors ensure that all students contribute to classroom interactions.
- Students carry out real-world tasks in culturally appropriate ways.
- Student to teacher and student to student interactions require meaning and purpose.
- Instructors begin class or activities with an explanation of their purpose and conclude by asking students to summarize or demonstrate their learning.
- Lesson activities are aligned with objectives.
- Content is appropriate and relevant to high school students.
- Activities are appropriate and relevant to high school students.
- Activities are cognitively engaging and demanding.
- Instructors monitor for evidence of comprehension (e.g., responses, eye contact).
- Classroom activity includes extensive opportunity for student to student and student to teacher interactions.
- There is a clear emphasis on the communicative aspects of language use.

#### 2. Culture integration

- Instructors incorporate authentic materials that reflect cultural practices, products, and perspectives.
- Instructors incorporate tasks that reflect cultural practices, products, and perspectives.
- Learning activities help students develop skills in cultural observation and analysis.
- Language and cultural content and instruction are integrated, not treated as separate subjects.

#### 3. Materials

- Materials are current, appropriate, and relevant to high school students.
- Materials are aligned to objectives and content of proposal.
- Students and teachers are not text-bound during instructional time so that the text is a tool, not the curriculum.
- Teacher-made materials are professional in appearance.
- Teacher-made materials are at the appropriate proficiency level and lead to improved performance as defined by standards.
- Instructors use authentic video, audio, realia, language and culture bearers, and target culture communities (including electronic) to provide for real-world language use.
- Instructors make authentic materials accessible to learners.



- Technology, as appropriate and available, is used by students and teachers to facilitate learning and teaching.

### **Instruction and Delivery**

#### 1. Effective use of instructional time

- Instructors teach from a lesson plan.
- Instructors move efficiently between activities.
- There are periodic checks for understanding.
- There is a variety of activities.
- Activities address different communicative modes.
- The length of activities reflects the age of students and their level of engagement and proficiency.
- Instructors keep all students on task.
- Sessions begin and end on time.

#### 2. Differentiation

- Instructors activate students' background knowledge.
- Instructors use diverse activities to satisfy/accommodate diverse learning types.
- Materials are adapted to meet a range of student needs.
- Grouping is used to differentiate instruction and learning.

#### 3. Language use

- Instructors make themselves understood to students when they speak in the target language.
- Instructors conduct the class in the target language without needing to resort to English at least 80% of the class period.

### **Assessment**

- Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objectives of the lesson.
- Students are encouraged to assess their own progress.

### **Program Climate**

- Students are respectful of one another and of staff.
- Verbal and non-verbal staff behaviors are consistent with a positive climate.