

[EXCERPT from full Administrator Reference Guide](#) *(for 2025 PL purposes only)*
Part 3 of 3: Interpreting Standards-Based World Language Teaching
(Danielson 2013 Correlations)

****Please note that a separate supportive resource aligned to NYCPS Advance components is available. Contact Jill Schimmel to discuss/ provide feedback.****

Observing Standards-Based World Language Teaching

When world language teachers implement the [Revised New York State \(NYS\) Learning Standards for World Languages](#), their teaching differs in important ways from other content-area teaching. (This contrast is presented in [Part 2 of 3 of the Administrator Reference Guide](#).) As a result, what can be observed in standards-based world language teaching may not be easily associated with Annual Professional Performance Review (APPR) rubric criteria that more explicitly reflect elements of other content area teaching. This World Language Observation Guide makes visible those elements of standards-based world language teaching that are unlike other content-area teaching, supports administrators to interpret them, and identifies suggested—but not exclusive—correlations to commonly-used [NYS-approved APPR rubrics](#). The World Language Observation Guide is not an evaluation instrument.

Purposes for Using the World Language Observation Guide

Some purposes for which world language and other administrators might use the World Language Observation Guide include:

- To become familiar with the unique features of standards-based world language teaching;
- To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- To inform pre-conferences, observations, and post-conferences with world language teachers.

World language educators may also find this guide useful as they plan standards-based lessons, prepare for observations, carry out peer observations, and reflect on and self-assess their own teaching.

The World Language Observation Guide

The World Language Observation Guide, organized in two charts, presents all elements that may occur over the span of multiple lessons and units. The first chart identifies elements that may be found in a standards-based world language lesson plan. The second identifies elements that may be observed in a standards-based world language lesson. Although there is space for noting whether the element is observed, users will likely only observe some of the elements in any single lesson plan or lesson.

Just as elements in the World Language Observation Guide are specific to standards-based world language teaching, so are some terms used in the guide. Here is an alphabetical listing of those key terms:

- **Authentic Resource**: Material created by native speakers of the target language for native speakers of the target language for a real-world purpose
- **Can-Do Statement**: Student-facing learning target worded “*I can + language function + context*”
- **Context**: The settings or circumstances that motivate and inform target language communication
- **Language Function**: The communicative purpose for which students use the target language
- **Mode**: Contextualized, purposeful approach to communication categorized as Interpretive, Interpersonal, or Presentational
- **Performance**: What students can do with the target language in rehearsed situations (classroom)
- **Proficiency**: What students can do with the target language in non-rehearsed, real-world situations
- **Task**: Opportunity for students to purposefully communicate in the target language

World Language **Lesson Plan** Observation Guide

- For correlations between *Observable Lesson Plan Elements* and *Domain 1 of 2013 APPR Rubric*, see [Appendix A](#).
- For correlations between *Danielson 2013 APPR Rubric* and *Observable Lesson Plan Elements (Domain 3)*, see [Appendix B](#).

Item #*	Observed in my lesson plans?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)	Questions/ Support needed?
1.	☐	Lesson plan is part of a meaning-based (real world) unit that reflects the NYS WL Themes and Topics .	
2.	☐	Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes. [Resource: language function verbs]	
3.	☐	Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.	
4.	☐	Each Can-Do Statement specifies a language function and a meaningful context .	
5.	☐	Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .	
6.	☐	Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .	
7.	☐	Authentic resources are used for Interpretive mode (input-based) learning tasks.	
8.	☐	Interpersonal (Standard 2) and Presentational mode (S3, output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).	Note: all standards won't happen in every lesson.
9.	☐	Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language . (Intercultural conversation chat mats as a resource).	
10.	☐	Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .	
*Items are numbered for ease of reference. Numbers serve no other purpose.			
Observation Notes:			

World Language Lesson Observation Guide

For correlations between Observable Lesson Elements and Danielson 2013 APPR Rubric, see [Appendix C](#).

For correlations between Danielson APPR Rubric and Observable Lesson Elements, see [Appendix D](#).

<i>Did I do this in my lesson?</i>		Part B: Observable Lesson Elements (Note: Not all elements listed below will be observed in all lessons.)	
		The Teacher...	Questions/ Support needed?
1.	☐	Displays and draws students' attention to the Can-Do Statements .	
2.	☐	Conducts the lesson and interacts with students predominantly in the target language .	
3.	☐	Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .	
4.	☐	Uses strategies that contextualize vocabulary learning.	
5.	☐	Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).	
6.	☐	Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).	
7.	☐	Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).	
8.	☐	Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.	
9.	☐	Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.	
10.	☐	Engages students in Presentational tasks to express personal meaning to an audience.	
11.	☐	Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).	
12.	☐	Uses strategies that contextualize grammar and connect it to a communicative purpose .	
13.	☐	Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .	
14.	☐	Engages students in making cultural comparisons . Students make the cultural comparisons using the target language .	
15.	☐	Prompts student reflection on learning and self-assessment using the Can-Do Statements.	

*Items are numbered for ease of reference. Numbers serve no other purpose.

Notes:

Appendix A

World Language **Lesson Plan** Observation Guide with Suggested Correlations to Danielson (2013)

Item #	Observable Lesson Plan Elements	Danielson (2013) Domain, Component, and Element(s)
1.	Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .	1a: Demonstrating Knowledge of Content and Pedagogy - Knowledge of content and the structure of the discipline - Knowledge of content-related pedagogy
2.	Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.	1c: Setting Instructional Outcomes - Value, sequence, and alignment - Clarity
3.	Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.	1c: Setting Instructional Outcomes - Value, sequence, and alignment - Clarity
4.	Each Can-Do Statement specifies a language function and a meaningful context .	1c: Setting Instructional Outcomes - Value, sequence, and alignment - Clarity
5.	Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .	1f: Designing Student Assessment - Congruence with instructional outcomes - Design of formative assessment
6.	Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .	1b: Demonstrating Knowledge of Students Knowledge of students' skills, knowledge, and language proficiency
7.	Authentic resources are used for Interpretive mode (input-based) learning tasks.	1d: Demonstrating Knowledge of Resources - Resources for classroom use - Resources for students
8.	Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).	1e: Designing Coherent Instruction - Learning activities - Instructional groups - Lesson and unit structure
9.	Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language .	1e: Designing Coherent Instruction Learning activities
10.	Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .	1e: Designing Coherent Instruction Learning activities

Appendix B

Suggested Correlations for Danielson (2013) with the WL [Lesson Plan](#) Observation Guide

Danielson (2013) Domain, Component, and Element(s)	Observable Lesson Plan Elements
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy - Knowledge of content and the structure of the discipline - Knowledge of content-related pedagogy	Item 1. Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .
1b: Demonstrating Knowledge of Students Knowledge of students' skills, knowledge, and language proficiency	Item 6. Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .
1c: Setting Instructional Outcomes - Value, sequence, and alignment - Clarity	Item 2. Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.
	Item 3. Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
	Item 4. Each Can-Do Statement specifies a language function and a meaningful context .
1d: Demonstrating Knowledge of Resources - Resources for classroom use - Resources for students	Item 7. Authentic resources are used for Interpretive mode (input-based) learning tasks.
1e: Designing Coherent Instruction - Learning activities - Instructional groups - Lesson and unit structure	Item 8. Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
	Item 9. Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language .
	Item 10. Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .
1f: Designing Student Assessment - Congruence with instructional outcomes - Design of formative assessment	Item 5. Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .

Appendix C

World Language Lesson Observation Guide with Suggested Correlations to Danielson (2013)

Item #	Observable Lesson Elements	Danielson (2013) Domain, Component, and Element(s)
1.	Displays and draws students' attention to the Can-Do Statements .	3a: Communicating with Students ▪ Expectations for learning
2.	Conducts the lesson and interacts with students predominantly in the target language .	1a: Demonstrating Knowledge of Content and Pedagogy ▪ Knowledge of content-related pedagogy 3a: Communicating with Students ▪ Use of oral and written language
3.	Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .	3a: Communicating with Students ▪ Use of oral and written language 3d: Using Assessment in Instruction ▪ Monitoring of student learning
4.	Uses strategies that contextualize vocabulary learning.	3c: Engaging Students in Learning ▪ Activities and assignments
5.	Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).	3c: Engaging Students in Learning ▪ Activities and assignments
6.	Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).	3c: Engaging Students in Learning ▪ Activities and assignments
7.	Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).	3b: Using Questioning and Discussion Techniques ▪ Quality of questions 3c: Engaging Students in Learning ▪ Instructional materials and resources
8.	Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.	3c: Engaging Students in Learning ▪ Activities and assignments ▪ Instructional materials and resources
9.	Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.	3c: Engaging Students in Learning ▪ Activities and assignments ▪ Grouping of students
10.	Engages students in Presentational tasks to express personal meaning to an audience.	3c: Engaging Students in Learning ▪ Activities and assignments

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World Language **Lesson** Observation Guide with Danielson (2013) Correlations
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Item #	Observable Lesson Elements	Danielson (2013) Domain, Component, and Element(s)
11.	Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).	3c: Engaging Students in Learning ▪ Instructional materials and resources
12.	Uses strategies that contextualize grammar and connect it to a communicative purpose .	3c: Engaging Students in Learning ▪ Activities and assignments
13.	Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .	3b: Using Questioning and Discussion Techniques ▪ Quality of questions ▪ Discussion techniques ▪ Student participation 3c: Engaging Students in Learning ▪ Activities and assignments
14.	Engages students in making cultural comparisons . Students make the cultural comparisons using the target language .	3b: Using Questioning and Discussion Techniques ▪ Quality of questions ▪ Discussion techniques ▪ Student participation 3c: Engaging Students in Learning ▪ Activities and assignments
15.	Prompts student reflection on learning and self-assessment using the Can-Do Statements.	3d: Using Assessment in Instruction ▪ Student self-assessment and monitoring of progress

Appendix D

Suggested Correlations for Danielson (2013) with the WL Lesson Observation Guide

Danielson (2013) Domain, Component, and Element(s)	Observable Lesson Elements
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content-related pedagogy	Item 2. Conducts the lesson and interacts with students predominantly in the target language .
Domain 3: Instruction	
3a: Communicating with Students - Expectations for learning - Use of oral and written language	Item 1. Displays and draws students' attention to the Can-Do Statements .
	Item 2. Conducts the lesson and interacts with students predominantly in the target language .
	Item 3. Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .
3b: Using Questioning and Discussion Techniques - Quality of questions - Discussion techniques - Student participation	Item 7. Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).
	Item 13. Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .
3c: Engaging Students in Learning - Activities and assignments - Grouping of students - Instructional materials and resources	Item 4. Uses strategies that contextualize vocabulary learning.
	Item 5. Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
	Item 6. Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
	Item 7. Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).
	Item 8. Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.
	Item 9. Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.

Suggested Correlations for Danielson (2013) with the WL Lesson Observation Guide
(Continued from previous page.)

3c: Engaging Students in Learning (continued) - Activities and assignments - Grouping of students - Instructional materials and resources	Item 10. Engages students in Presentational tasks to express personal meaning to an audience.
	Item 11. Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).
	Item 12. Uses strategies that contextualize grammar and connect it to a communicative purpose .
	Item 13. Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .
	Item 14. Engages students in making cultural comparisons . Students make the cultural comparisons using the target language .
3d: Using Assessment in Instruction - Assessment criteria - Student self-assessment and monitoring of progress	Item 3. Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .
	Item 15. Prompts student reflection on learning and self-assessment using the Can-Do Statements.