

<p>Domain 1: Planning and Preparation</p>	<p>In a TPRS®/CI course an observer will see the teacher:</p>
<p>a. Knowledge of Content and Pedagogy</p>	<ul style="list-style-type: none"> ○ Maintain slow, clear, comprehensible interaction in the target language. ○ Be aware of high-frequency structures and vocabulary in the target language. ○ Frequently check for understanding. ○ Engage all students in responding to questions and commands. ○ Be highly aware of students' responses. ○ Modify interactions based on students' responses. ○ Connect the topic of study/discussion to the students' background, prior learning, interests, goals etc. ○ Connect activities to prior activities and interactions. ○ Have or seek sufficient knowledge of historical and cultural topics in the target culture in order to share this information with students. ○ Incorporate knowledge of people, places and practices of the target culture in lessons and activities. ○ Be familiar with Krashen's Theories of Language Acquisition ○ Have participated in recent informational or training sessions in the area of Comprehensible-Input Instruction. ○ Use/Create with students mnemonic devices. ○ Encourage students to visualize frequently. ○ Encourage students to communicate when the lesson is too fast or incomprehensible.

<p>b. Demonstrating Knowledge of Students</p>	<ul style="list-style-type: none"> ○ Survey students on a regular basis on a variety of topics and integrate that information into instruction. ○ Follow students' interests and involvement in school activities. ○ Be aware of school activities and opportunities. ○ Acquire up-to-date information on students' popular culture. ○ Take note of students' academic and personal strengths and challenges when creating lessons and interacting with students in and out of class. ○ Become familiar with facial expressions, gestures and behaviors that indicate that the student does not comprehend. ○ Provide appropriate support for student as necessary during instruction and assessment.
<p>c. Setting Instructional Outcomes</p>	<ul style="list-style-type: none"> ○ Have access to and be aware of the ACTFL levels of proficiency as identified in the 2012 Proficiency Guide. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf ○ Be aware of district/building/department goals for each instructional level. ○ Make the input skills (Listening and Reading) the primary focus of lesson activity, particularly at the early levels. ○ Be aware that comprehension skills will be far ahead of production skills.
<p>d. Demonstrating Knowledge of Resources</p>	<ul style="list-style-type: none"> ○ Be aware of and have access to a number of resources for Comprehensible-Based Instruction. ○ Use a variety of formats of text and aural input (novels, articles, poetry, songs, video clips, movies, etc.) as a basis for teacher-student interaction in the target language.

<p>e. Designing Coherent Instruction</p>	<ul style="list-style-type: none"> ○ Choose high-frequency structures and vocabulary as a basis for language development. ○ Focus on a limited number of new structures/vocabulary in each lesson. ○ Recycle previously-used structures/vocabulary in each lesson. ○ Use short bursts of grammar clarification as needed when it affects comprehension. ○ Design activities for students' success and language acquisition. ○ Choose output-based activities based on the level and confidence of the students. ○ Plan at least one question for every 2-4 statements in the lesson in order to stimulate interaction and to check for comprehension. ○ Plan for slow, clear delivery of the content and wait time for students to process, visualize and respond.
<p>f. Designing Student Assessments</p>	<ul style="list-style-type: none"> ○ Pay close attention to students' responses during a lesson in order to ascertain levels of comprehension and areas of confusion. ○ Incorporate informal assessments several times within a class period. ○ Provide a variety of formal assessment venues that evaluate the development of Reading, Listening, Speaking and Writing. ○ Provide assessments that mirror the content and/or format of lessons and class activities and interactions.

<p>Domain 2: The Classroom Environment</p>	<p>In a TPRS®/CI classroom the teacher will:</p>	<p>In a TPRS®/CI classroom the students will:</p>
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a. Creating an Environment of Respect and Rapport

- Greet students at the beginning of class and say goodbye at the end at the end of class.
- Engage individuals in conversation before and after class.
- Not criticize or correct student pronunciation in front of the class, but instead models correct pronunciation and responses.
- Demonstrate a real interest in students' lives.
- Accommodate students' interests and needs into lesson planning.
- Address all students with respect and treat all students with dignity.
- Refrain from using ridicule or sarcasm.
- Share behavioral expectations with students in conversation and in writing.
- Adhere to standards of good character throughout the year.
- Allow mistakes and encourage risk-taking.
- Model calm ways to handle frustration and disruption.
- Take responsibility when appropriate.

- Greet and say goodbye to teacher and to each other.
- Engage teacher in conversation before and after class.
- Offer support and help to classmates.
- Refrain from sarcasm.
- Refrain from criticizing each other.
- Attempt to treat their classmates with dignity and respect.
- Allow each other to make mistakes.
- Take risks.
- Take responsibility when appropriate.

b. Establishing a Culture for Learning

- Speak in the target language in a way that is comprehensible to all students.
- Encourage students to use the target language that has been acquired.
- Use English primarily to clarify or identify meaning or solve a problem.
- Alternate between requesting group (choral) and individual responses.
- Include all students in class interactions.
- Ensure that all students are responding appropriately.
- Tailor activities towards success.
- Identify and encourage behaviors that support language acquisition and a positive environment.
- Calmly and quickly address behaviors that do not.

- Respond in Spanish as often as possible.
- Follow and participate easily because the language is comprehensible and appropriate.
- Follow and participate with interest and enthusiasm because the lesson is engaging.
- Follow and respond when appropriate in group and in individual situations.
- Encourage each other to participate.

c. Managing Classroom Procedures

- Use the target language in classroom procedures such as passing in papers, distributing materials, beginning class, etc.
- Have an established routine for the above.
- The routines and practices will honor students' abilities, interests and privacy.
- Consistently use procedures and routines as part of the lesson.

- Respond appropriately to teacher's use of the target language during classroom procedures and transitions.
- Be aware of and participate in classroom routines successfully.

d. Managing Classroom Behavior

- Use a “signal” to focus the class.
- Has clearly taught and practiced routines for transitions from one type of activity to the next.
- Use his/her voice at an appropriate tone and volume.
- Identify and intervene when student behavior is distracting or distracted.
- Make eye contact with students.
- Uses physical proximity to engage with students.
- Use kind humor to encourage students.
- Use positive feedback to encourage students
- Be clearly in control of the classroom at all times.
- Offer dignified choices to students who are not behaving in a way that supports the classroom.

- Be facing the teacher and attentive.
- Respond appropriately during activities.
- Ask for clarification when confused.
- Ask the teacher politely to repeat or to slow down when necessary.
- Allow teacher to have control of the classroom at all times.
- Transition with confidence from one activity to the next.
- Treat each other and the teacher with respect.
- Do not interrupt instruction for pencil sharpening, getting materials, etc.

<p>e. Organizing Physical Space</p>	<ul style="list-style-type: none"> ○ Arrange the classroom so that the teacher can clearly and easily make eye contact and achieve physical proximity to all students during class. ○ Arrange classroom so that all students can clearly see any visuals used during the lesson. ○ Arrange classroom so that movement during class is not disruptive. 	
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<p>Domain 3: Instruction</p>	<p>In a TPRS®/CI classroom the teacher will:</p>	<p>In a TPRS®/CI classroom the students will:</p>
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a. Communicating With Students

- Communicate non-verbally with eye-contact, physical proximity, gestures and facial expressions.
 - Identify which questions/ statements are designated for group and /or individual student responses.
 - Constantly observe/listen to students' posture, facial expressions, gestures, verbal responses, etc.
 - Use words/pictures/props etc. as supports as necessary to involve and communicate with students.
 - Be sure to have ALL students' attention before interacting with the group.
 - Communicate in the target language in slow, clear, comprehensible manner.
 - Clarify for meaning as often as necessary.
- Be aware of, respond to (and sometimes with) non-verbal communication.
 - Respond in the way requested by the teacher.
 - Refer to visuals provided for as needed.

b. Questioning and Discussion Techniques

- Speak in the target language in a way that is comprehensible to all students.
- Encourage students to use Spanish that is acquired.
- Use English primarily to clarify or identify meaning.
- Alternate between requesting group (choral) and individual responses.

- Invite a number and variety of students to offer ideas and opinions.
- Compare and contrast students' contributions in a positive way to encourage participation.
- Require that the entire class understand and respond to individual input.
- Use a series of questioning techniques known as "Circling" to provide a variety of types and levels of questions.
- Include questions not based on concrete answers to encourage higher-level thinking.
- Allow for "think" time before requesting a response.
- Allow for "visualization" time before requesting a response.

- Respond in Spanish as often as possible.
- Follow and participate easily because the language is comprehensible and appropriate.
- Follow and participate with interest and enthusiasm because the lesson is engaging.
- Follow and respond when appropriate

- in group and individual situations.
- Encourage each other to participate.
- Listen to the ideas/information offered by classmates.
- Offer a response to the ideas/information offered by classmates.

c. Engaging Students In Learning

- All of the above and...
- Ask for student input on a consistent basis.
- Use student suggestions whenever appropriate.
- Assign “jobs” to students as part of the lesson. (ie. Sound effects, timers, data collectors, actors, etc.)

- Ensure that all students are responding appropriately by encouraging students closely observing interactions and responses.
- Interject positive humor.
- Laugh at and enjoy appropriate humor contributed by students.
- Use materials created by students.
- Build in wait time before asking for a response.
- Respond ” What do you think the answer is?” before providing answer.

- Offer ideas and suggestions.
- Interject positive humor.
- Take on “jobs” and perform them well.
- Do not rely entirely on the teacher for clarification...will attempt to do what they can first.

d. Using Assessment in Instruction

- Occasionally ask for clarification in English to ensure comprehension.
- Use a series of questioning techniques known as “Circling” to instantly assess comprehension.
- Slow down or repeat when students signal.
- Provide opportunities for students to summarize or retell.
- Determine when instruction is unclear or incomprehensible.
- Slow down or repeat when comprehension checks indicate instruction is unclear or incomprehensible.

- Monitors length of wait time required.
- Assess quizzes and tests to determine areas of future focus and communication.

- Give a signal when instruction is too fast or unclear.
- Respond as requested.
- Offer their best effort.

e. Demonstrating Flexibility and Responsiveness

- Embellish communication when comprehension is clear.
- Invite student input and uses student input in the creation of stories or the direction of the discussion.
- Use the “Circling” technique with greater or lesser frequency based on the level and speed of comprehension.
- Adjust wait time as needed.
- Go back to a student who has answered unsuccessfully and provides an opportunity for success.
- Allow for choice in assignments and/or assessments.
- Require longer, more detailed or in-depth responses from more able students.
- Utilize students in “jobs” based on students’ strengths and interests.