

OBSERVATION SHEET

Using the *ACTFL/NCATE (CAEP) Teacher Standards* and *EPOSTL* descriptors of teacher competences to define excellence in language teaching (ACTOSTL)

Please provide the following details:

In which country is your observation taking place?

What language is being taught in the classes you observe?
(Please fill out a separate sheet for each language)

Tick one of the following:

- a. I am a student teacher
- b. I am a newly qualified teacher undergoing my induction/probation period
- c. I have 0-3 years of teaching experience
- d. I have more than three years of teaching experience

If you need instructions on how to fill out the observation sheet, [click here](#).

Note:

- You do not need to give feedback on all 22 competences in the observation sheet! Select those which are of particular interest or relevance to you.
- It is possible to enter up to four items under each competence. You do not need to fill in all four spaces.

A. ACTFL/CAEP Standard 3 (Planning)

1. The teacher structures the lesson plan in a coherent and varied sequence of content.

- a.
- b.
- c.
- d.

2. The teacher ensures smooth transitions between activities and tasks for individuals, groups, and the whole class.

- a.
- b.
- c.
- d.

3. The teacher varies and balances activities to include a variety of skills and competences.

- a.
- b.
- c.
- d.

4. The teacher takes into account different levels of ability or educational needs.

- a.
- b.
- c.
- d.

B. ACTFL/CAEP Standard 4 (Teaching)

5. The teacher settles a group of learners into a room and gains their attention at the beginning of a lesson.

- a.
- b.
- c.
- d.

6. The teacher creates a supportive atmosphere that invites learners to take part in speaking activities.

- a.
- b.
- c.
- d.

7. The teacher provides grammar exercises and activities which support oral and written communication.

- a.
- b.
- c.
- d.

8. The teacher provides a variety of activities which help learners to learn vocabulary.

- a.
- b.
- c.
- d.

9. The teacher relates the content to learners' knowledge and previous language learning experiences.

- a.
- b.
- c.
- d.

10. The teacher keeps and maximizes the attention of learners during a lesson.

- a.
- b.
- c.
- d.

11. The teacher helps learners to develop appropriate learning strategies.

- a.
- b.

c.

d.

12. The teacher encourages learner participation whenever possible.

a.

b.

c.

d.

13. The teacher takes on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor, etc.)

a.

b.

c.

d.

14. The teacher uses various strategies when learners do not understand the target language.

a.

b.

c.

d.

15. The teacher supports learners to use the target language in their activities.

a.

b.

c.

d.

16. The teacher finishes off a lesson in a focused way.

- a.
- b.
- c.
- d.

C. ACTFL/CAEP Standard 2 (Evidence of Culture)

17. The teacher uses texts, source materials, and activities to makes learners aware of stereotyped views.

- a.
- b.
- c.
- d.

18. The teacher uses materials and activities which make learners aware of similarities and differences in sociocultural “norms of behavior.”

- a.
- b.
- c.
- d.

19. The teacher uses a variety of materials and activities which help learners to reflect on the concept of “otherness” and understand different value systems.

- a.
- b.
- c.
- d.

D. ACTFL/CAEP Standard 5 (Assessing)

20. The teacher deals with errors that occur in class in a way which supports learning

processes and communication.

- a.
- b.
- c.
- d.

21. The teacher monitors and assesses learners' participation and performance.

- a.
- b.
- c.
- d.

22. The teacher uses appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades, etc.)

- a.
- b.
- c.
- d.

What have you learned from carrying out the observation tasks? Please write any comments you may have in this space.