<div align="center">**OBSERVATION SHEET**</div>

<div align="center">**Using the *ACTFL/NCATE (CAEP) Teacher Standards* and *EPOSTL* descriptors of teacher competences to define excellence in language teaching (ACTOSTL)**</div>

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.