**World Languages Education**

Subject Specific Items for PST Observation Tool

1. Language acquisition theories. Candidate demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.
2. Target language input. Candidate uses the target language in the classroom 90% of the time, provide meaningful target language input, and assist students in understanding this input.
3. Negotiation of meaning. Candidate guides students in learning how to negotiate meaning and to take risks with the language to express meaningful thoughts and ideas and to fulfill a variety of communicative interactions with one another, with the teacher, and with native speakers of the target language.
4. Meaningful classroom interaction. Candidate designs and enacts content-based lessons that enable meaningful classroom interaction by integrating language, culture, and student interests around topics drawn from a variety of subject areas.
5. Adapting instruction to address students’ language levels, language backgrounds, and learning styles. Candidate demonstrates the ability to adapt language instruction to address students’ multiple ways of learning by means of a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles.
6. Adapting instruction to meet students’ special needs. Candidate demonstrates an understanding of the physical, cognitive, emotional, and social development of K-12 students at all levels of instruction in order to create a supportive learning environment that meets individual students’ needs.
7. Critical thinking and problem solving. Candidate uses a variety of instructional strategies to engage students in critical thinking and problem solving, valuing the role of inquiry and collaboration in the classroom.
8. Grouping. Candidate maximizes learning and interaction through the use of pair, small group, and large group activities.
9. Use of questioning and tasks. Candidate uses questioning techniques, error correction strategies, and task-based instruction when appropriate to attain the goals of instruction in their language classroom.
10. Integration of Standards into instruction. Candidate understands and uses the national Standards for Foreign Language Learning in the 21st Century (2006) or the World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions.
11. Use of three modes of communication (interpretive, interpersonal, presentational). Candidate demonstrates a good understanding of the interpersonal, interpretive, and presentational modes of communication, and they manage communication in their classrooms by integrating these three modes in instruction.
12. Use of standards-based cultural products, practices, and perspectives. Candidate understands culture from an anthropological view and engage their students in exploring and comparing  
    cultural systems in terms of their interrelated products, practices, and perspectives, referred to as the 3Ps framework.
13. Connections to other subject areas and connections to target language communities. Candidate finds ways to integrate content from other subject areas into their language teaching, enabling their students to learn content and language simultaneously and to connect with target-language communities through a variety of means, including technology.
14. Selection, adaptation, and integration of authentic materials and technology. Candidate uses the organizing principles of the standards as they evaluate, select, and create instructional materials and authentic texts, including multimedia; visuals; realia; authentic printed, oral, and video texts; the Internet; and other technology-based tools, such as podcasts, social networks, and digital media.
15. Plan for assessment. Candidate plans authentic assessments as part of designing instruction, before instruction begins, and they inform students of how their performance will be assessed.
16. Assessment of Cultural perspectives. Candidate assesses how students use language in culturally appropriate ways within and beyond the classroom as they learn about the perspectives, practices, and products of the target cultures and comparisons to their own cultures.
17. Assessment variety, reflection and adjustment. Candidate reflects on and analyzes the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
18. Interpret and report progress to students. Candidate systematically reflects upon student performances in order to adapt their instruction and help students understand how to progress to a more advanced level.
19. Communicate with stakeholders. Candidate interprets and reports the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.