DATES:        Monday, August 8 - Wednesday, August 17, 2022 (attendance will be taken each day)
LOCATION:     180 Hagerty Hall; elsewhere as specified

AFTERNOON SESSIONS FOR EACH DEPARTMENT AT LOCATIONS BELOW.*

COURSE GOALS**: The Combined Language Instruction Training course is intended as the beginning of a continued process of professional development that will extend throughout your career. The lectures, teaching practica, and materials presented in the morning and afternoon sessions will provide you with the basic tools and understandings that you will need to begin your development as a teacher of language and culture in the university setting.

You will...

- become familiar with basic theoretical and practical issues surrounding the learning and teaching of beginning language to adults.
- become familiar with the characteristics of OSU students, programs, and resources.
- develop skills in planning, organizing, and presenting instruction.
- become familiar with common techniques, technologies, and materials used in language instruction.
- become familiar with online teaching platforms and tools.
- learn a variety of strategies for monitoring learning, assessing student progress, and providing appropriate feedback.
- become more aware of learner differences, styles, and strategies.
- reflect critically on your own teaching, provide support and constructive feedback to others, and learn how to manage your own professional development.

**You must obtain at least a 90% average on all Carmen online quizzes to pass the Language Instruction Training course.

EMAIL ACCOUNT ACTIVATION:
You should have received mail on how to activate your email account at my.osu.edu. Please check ocio.osu.edu (This link will change by fall: it.osu.edu) for further information. You must have an active OSU email to complete required Carmen trainings. OSU requires a dual authentication security system (https://buckeyepass.osu.edu/) that you must set up with your devices before you can access the site.

*LOCATIONS OF AFTERNOON SESSIONS BY DEPARTMENT:

<table>
<thead>
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<th>DEPT</th>
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<td>ASL</td>
<td>Hagerty Hall 186</td>
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</table>
Monday, August 8, 2022

9:00-9:20  Welcome to the Language Instruction Training Workshop and Introduction of Faculty; CLLC Director Prof. Janice Aski, Center for Languages, Literatures and Cultures

9:20 -9:45  “Get to know OSU,” location of syllabus for download; LIT CarmenCanvas site review; Dr. Rebecca Bias and Dr. Nina Haviernikova

9:45-10:00  Break: Crane Café/Courtyard

10:00-11:00  Breakout sessions with individual department representatives: See page 1 for location.

11:00-12:30  Lunch

12:30-5:00  Each GTA/lecturer should work individually to complete the following required online training modules (including quizzes and posting questions) in Carmen Canvas: https://osu.instructure.com/courses/84843 before Tuesday morning (when in Carmen, click on MODULES):

1. Welcome to the Language Instruction Training Workshop  (3 minutes)
2. Academic Rights and Responsibilities and accompanying quiz (approx. 75 minutes)
3. SLDS (Disability Services) PowerPoint and accompanying quiz (approx. 25 minutes)
4. Human Resources Benefits: Mr. Adam Keller and accompanying quiz (approx. 20 minutes)

Review in Carmen and YOU MUST POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00PM

5. View 5-minute Lesson sample in Russian; Dr. Larysa Stepanova; and accompanying quiz (approx. 20 minutes)

THESE TRAININGS ABOVE SHOULD TAKE YOU APPROXIMATELY 3.5 HOURS TO COMPLETE.

Tuesday, August 9, 2022

9:00-9:15  TIME FOR QUESTIONS

9:15-10:00  First General Session Lecture Debriefing: “The Fundamentals of Communicative Language Teaching;” Dr. April Weinrott

10:00-10:15  Break

10:15-11:30  Intro to ZOOM features; Mr. Sujan Manandhar (followed by Q&A)

11:30-11:45  5-minute Lesson sample in ASL; Ms. Tia Jones (followed by Q&A)

11:45-12:00  Assignment Explanation: 5 Minute “1st lesson”; Dr. Rebecca Bias

12:00-1:00  Lunch

1:00-5:00  Breakout sessions with individual department representatives: See page 1 for location.

**ASSIGNMENTS FOR WEDNESDAY, 8/10:

1. VIEW IN CARMEN AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 9:00 PM—Lecture: “Teaching Vocabulary in Communicative Language Classroom”; Professor Carmen Taleghani-Nikazm (approx. 1 hour)

2. Prepare 5-minute lesson “1st Lesson” for microteaching.

Wednesday, August 10, 2022

9:00-10:45  Mixed language practicum/discussion sessions; 5-min. “1st Lesson” techniques (seeschedule on page 8 for room location)

10:45-11:00  Break
11:00-11:30   Lecture Debrief – “Teaching Vocabulary in Communicative Language Classroom”; Dr. Budimka Uskoković (via ZOOM)
11:30-12:15   Carmen Canvas features; Dr. Nina Haviersnikova (followed by Q&A)
12:15-12:45   10-Minute Lesson sample in Swahili; Dr. Salome Fouts (followed by Q&A)
12:45-1:00    Assignment Explanation: 10- min lesson: “Purposeful Communication in Context: Focus on Vocabulary”; Dr. Rebecca Bias
1:00-2:00     Lunch
2:00-5:00     Breakout sessions with individual department representatives: See page 1 for location.

**ASSIGNMENTS FOR THURSDAY, 8/11:
1. View in Carmen and post one question to the discussion board by 9:00PM - Lecture: “Grammar: Enhancing Form-Meaning Connections in the Classroom”; Professor Wynne sWong (approx. 55 minutes)
2. View 10-minute Lesson sample in Luganda; Dr. Salome Fouts; and accompanying quiz (approx. 30 minutes)

**Thursday, August 11, 2022

9:00-11:30   Mixed language practicum/discussion sessions: 10-min lesson: “Purposeful Communication in Context: Focus on Vocabulary” (see schedule on page 8 for room location)
11:30-11:45   Break
11:45-12:15   Lecture Debrief – “Grammar: Enhancing Form-Meaning Connections in the Classroom”; Mr. Thierno Diallo
12:15-1:30    Lunch
1:30-5:00     Breakout sessions with individual department representatives: See page 1 for location.

**ASSIGNMENTS FOR FRIDAY, 8/12:
1. Complete Module in Carmen - Lecture: “Identifying Heritage Learners” and accompanying quiz; Dr. Glenn Martinez (approx. 55 minutes)
2. View 20- minute Lesson sample in Spanish or in Chinese (choose one; approx. 20 minutes); be prepared to discuss this video on Friday
3. View 20-minute ZOOM Lesson sample in Serbian (approx. 20 minutes); Ms. Budimka Uskokovic; be prepared to discuss this video on Friday

**Friday, August 12, 2022

9:00-9:45     20-Minute Lesson sample in Russian; Dr. Larysa Stepanova (followed by Q&A)
9:45-10:00    Break
10:00-10:15   20-min extended concrete teaching lesson instructions “Purposeful Communication in Context: Focus on Vocabulary and Grammar”; Dr. Rebecca Bias
10:15-11:00   Student Wellness Center Presentation: Finding Balance When Life is Imbalanced: Stress Management for Graduate/Professional School
11:00-12:00   Apps for language learning; Dr. Leila Vieira
12:00-1:30    Lunch
1:30-5:00     Breakout sessions with individual department representatives: See page 1 for location.

**ASSIGNMENTS FOR MONDAY, 8/15:
1. Watch Webinar: https://mediasite.osu.edu/Mediasite/Play/b480f8f18a9cc46e98eafa62e53a832501d
AND POST ONE QUESTION TO THE DISCUSSION BOARD BY 5:00 PM Sunday: “Intercultural Learning in World Language Education” and accompanying quiz (approx. 90 minutes); Dr. Janice Aski and

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Edited on: Aug. 10
2. BEGIN TO PREPARE 20-minute lesson for Tuesday: “Purposeful Communication in Context: Focus on Vocabulary and Grammar.”

Monday, August 15, 2022

9:00-10:30 “Culture in the Language Classroom” plus Q&A; Dr. Larysa Stepanova
10:30-10:45 Break
10:45-11:45 “Intercultural Learning in World Language Education Debriefing”; Dr. April Weintritt
11:45-12:00 Information on Graduate Interdisciplinary Specialization in Second Language Studies; Prof. Carmen Taleghani-Nikazm
12:00-12:15 Information on Fulbright Scholar and Fulbright-Hays Program; Ms. Laura Pearce

Afternoon off (take a breath and CONTINUE TO PREPARE 20-minute lesson: “Purposeful Communication in Context: Focus on Vocabulary and Grammar.”

Tuesday, August 16, 2022

9:00-11:30 Mixed language practicum/discussion sessions; 20-min lesson: “Purposeful Communication in Context: Focus on Vocabulary and Grammar” (1/2 of each group will teach today, all must be ready; see schedule on page 8 for room location)
11:30-11:45 Break
11:45-1:15 “Effective Classroom Management in the Second Language Classroom” plus Q&A; Dr. Holly Nibert
1:15-2:15 Lunch
2:15-5:15 Breakout sessions with individual department representatives: See page 1 for location.

** ASSIGNMENT FOR Wednesday, 8/17:
1. Complete Implicit Bias online training including quizzes (under “Check-in” on the link below):
   http://kirwaninstitute.osu.edu/implicit-bias-training/
   (Approx 50 minutes)

Wednesday, August 17, 2022

9:00-11:30 Mixed language practicum/discussion sessions; 20-min lesson: “Purposeful Communication in Context: Focus on Vocabulary and Grammar” (other ½ of each group will teach today; see schedule on page 8 for room location)
11:30-11:45 Break
11:45-12:00 Information on Translation & Interpreting Program; Dr. Patricia Sieber
12:00-1:00 Experienced GTAs panel Q & A session

Required course evaluation is the last module in the Carmen course. Please complete the evaluation by 5:00 pm Friday, August 19, 2022.
TRAINING FACULTY:

Prof. Janice Aski, Director of Center for Languages, Literatures and Cultures, Department of French and Italian
aski.1@osu.edu (Italian)
Dr. Rebecca Bias, Assistant Director, Center for Languages, Literatures and Cultures bias.3@osu.edu (French)
Mr. Thierno Diallo, Department of French and Italian diallo.78@osu.edu (French)
Dr. Salome Fouts, Center for Languages, Literatures and Cultures
fouts.25@osu.edu (African languages)
Dr. Nina Haviernikova, Center for Languages, Literatures and Cultures haviernikova.1@osu.edu (Slovak)
Ms. Tia Jones, American Sign Language
jones.2246@osu.edu (ASL)
Mr. Steven Knicely, Department of East Asian Languages and Literatures knicely.1@osu.edu (Chinese)
Ms. Yuko Kuwai, Department of East Asian Languages and Literatures kuwai.1@osu.edu (Japanese)
Prof. Morgan Liu, Department of Near Eastern and South Asian Languages liu.737@osu.edu
Ms. Megan Lobert, Department of Spanish and Portuguese lobert.3@osu.edu (Spanish)
Mr. Sujan Manandhar, Distance Learning and Technology Manager, Center for Languages, Literatures and Cultures,
manandhar.1@osu.edu
Prof. Holly Nibert, Department of Spanish and Portuguese nibert.3@osu.edu (Spanish)
Ms. Carla Onorato-Wysokinski, Department of French and Italian onorato.carla@gmail.com (Italian)
Dr. Maike Rocke, Department of Germanic Languages and Literatures rocker.17@osu.edu (German)
Dr. Michele Saraiva Carilo, Department of Spanish and Portuguese
saraivacarilo.1@osu.edu (Portuguese)
Dr. Nicole Sedor, Department of Spanish and Portuguese sedor.13@osu.edu (Spanish)
Ms. Tamara Steele, American Sign Language Program, Center for Languages, Literatures and Cultures
steele.199@osu.edu
Dr. Larysa Stepanova, Department of Slavic and East European Languages and Cultures stepanova.1@osu.edu (Russian)
Prof. Carmen Taleghani-Nikazm, Department of Germanic Languages and Literatures taleghani-
nikazm.1@osu.edu (German)
Dr. Budimka Uskokovic, Department of Germanic Languages and Literatures uskokovic.2@osu.edu (German)
Prof. Mari Noda, Department of East Asian Languages and Literature
noda.1@osu.edu (Japanese)
Dr. Leila Vieira, Department of Spanish and Portuguese vieira.31@osu.edu (Portuguese)
Dr. April Weintritt, Department of French and Italian weintritt.1@osu.edu (Italian)
Prof. Wynne Wong, Department of French and Italian wong.240@osu.edu (French)
CREDITS AND COURSE NUMBER:
As specified by each department. Note that this syllabus should be used in conjunction with your individual department's afternoon syllabus, where applicable.

INCLUDED IN THIS SYLLABUS:
1. Assignments of students to practice groups (Page 7)
2. Assignments of practice groups to professors (Page 8)
3. Microteaching general information (Page 9)
4. Computing at OSU and the Division of Arts and Humanities (Page 10)
5. Special schedule for new international students (Page 11)
6. Lesson plan/evaluation form (Pages 12-13)
DIVISION OF STUDENTS INTO MORNING PRACTICUM GROUPS:

1. Please stay with your group so that the balance of languages and group size remains stable.

2. Please report additions, absences, and no-shows to Nina Haviernikova (haviernikova.1@osu.edu). Thank you!

GROUP 1
Katharina Vogel (G)
Sandra Borta (F)
Yichen Shen (A)
Alyssa Bedrosian (S)
Rob Lassche (S)
Octavio Valdez Guillen (S)
Risa Kageyama (J)
Lejla Veskovic (Ru)

GROUP 2
Pauline Baumgaertner (G)
Mattéo Jung (F)
Sofia Bachman (Ru)
Ellie Kaiser (S)
Maria Vitoria De Rezende Grisi (Pt)
Giovani Lopez Lopez (S)
Maria Morado Vazquez (S)
Paul Cockrum (Ch)
Karina Ortiz-Pacheco (S)

GROUP 3
Gustav Grimm (G)
Holly Engel (F)
Tetyana Dovbnya (Ru)
Ileana Perez (S)
Heather Harper (S)
Ricardo Sosa (S)
Tara Hazel (S)
Chris Craigo (J)
Hannah Segrave (I)

GROUP 4
Bolin Ai (G)
Ethan West (F)
Irina Baskova (Ru)
Nikolas Stephen King (S)
Marshall Harris (ASL)
Julia Escobar Villegas (S)
John Bechhold Jr (ASL)
Li Zhao (Ch)
Carla Cornette (I)

GROUP 5
Marielle Beach (G)
Walissa Picard (F)
Enes Tastan (Ru)
Josmary Medina (S)
Laura Trenta (S)
Alexa Paulay-Simmons (ASL)
Steven Barabas (ASL)
Priscilla Ofei-Manu (J)
Peter Schommer (G)

GROUP 6
Elisha Brooker (G)
Diana Sacilowski (Pl)
Natália Server Benetó (Cat)
Hannah Harker (S)
Sandra Martinez Franco (S)
Nicholas Allaman (Ch)
Lilia Caserta (Ru)
Teresa Temu (Ru)
PRACTICUM/MIXED-LANGUAGE GROUP & FACULTY ASSIGNMENTS:
Find your group number below (see page 7); go to the room to which your group is assigned by 9:00 am each morning. This schedule assures you of a variety of student presentations and languages to observe and a variety of instructors leading discussion/evaluation sessions.

**It is crucial that you be on time every day.** Even if you are not presenting, having others join in late makes giving a presentation much more difficult. Please be considerate.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>WED 5 MIN 8/10 (ROOM)</th>
<th>THURS 10 MIN 8/11 (ROOM)</th>
<th>TUES 20 MIN 8/16 (ROOM)</th>
<th>WED 20 MIN 8/17 (ROOM)</th>
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**NOTES:**
1. The specific assignments will be made during the general session of the previous day. Group pairs and faculty change to maximize feedback.
DIVISION OF ARTS AND HUMANITIES, THE OHIO STATE UNIVERSITY
Combined World Language Depts. & CLCC Language Instruction Training Course

MICROTEACHING: GENERAL INFORMATION
1. You will be asked to teach two short lessons: first lesson (5 min.) and vocabulary and grammar focus (10 min.) and one 20-minute extended teaching segment. The specific details of these assignments will be presented during the morning lecture and discussed in your afternoon classes. General guidelines for peer teaching are given below.
2. Included in this syllabus is a copy of a lesson planning sheet for you to use for each assignment. Make a copy for yourself and a copy to bring to the session evaluator. Also included in this syllabus is a copy of the form report that will be given to your afternoon session leader by the morning instructor. This form is used to provide your afternoon instructor with feedback on your areas of strength and those areas that need improvement. You may discuss your evaluation with your afternoon instructor. Lesson plans must be written in English.
3. Each of your teaching assignments will be recorded. The video will be for you and your instructor/program director.
4. Visuals (clip art, drawings, or PowerPoint slides) will make your presentation more effective, but this is not required.

General Guidelines for Peer Teaching
In your lessons, you will present a progression of activities for developing the ability to communicate in a culturally appropriate manner in the language that you will be teaching. Although each lesson has a specific focus, all should be based on an overarching COMMUNICATIVE GOAL. Base your 20-minute lesson on a topic different from the one you presented in your 5-minute and 10-minute session. Assume no prior knowledge of the language; teach it all!

A. CONSIDER YOUR AUDIENCE: Some members of your peer teaching group know little of your language; direct your teaching towards them, and try to ignore the fact that some others know as much as you do.

B. SELECT YOUR TOPIC AND OBJECTIVES: Assuming no prior knowledge on the part of your audience, design a series of activities to reach a communicative language goal in a culturally appropriate manner. Be sure to formulate your objective(s) from a student’s perspective before planning your lesson. What should students be able to do by the end of the lesson? For example (communicative goals): At the end of the lesson, students will be able to...
- order a coffee and a pastry at a café in France.
- order lunch from a street vendor in Mexico City.
- describe flu-like symptoms to a doctor.
- introduce themselves at a friend’s party.

C. PLAN YOUR LESSON: It should consist of four elements:
1) Presentation - First, present the new material (function[s] and/or, structures) within a realistic context. Consider:
- Set the context: with a picture on a PPT slide, with music, with props, etc.
- Repeat the communicative words/phrases multiple times before asking students to repeat
- Sequence new words/phrases in a logical order: “hello” before “My name is...” and “Goodbye”
- Present the new communicative words/phrases into small, “bite-sized” chunks (i.e., you don’t present seven new words/phrases at one time)?
2) Practice - In this phase, students have a chance to work with what you have presented. Meaningful structured practice is suggested here. Consider:
- It is often good to build in a reception phase (comprehension check) before a production phase (asking students to use the words, phrases or structures);
  Example: Asking “Is this an apple?” before “What is this?” Recognition activities should precede cued or free recall activities
- Offer students ample opportunity to practice the communicative words/phrases with the instructor
3) Application - Students show you and themselves what they can do with what you are teaching them. Communicative (or at least meaningful) activity is expected here. Consider:
- Model (not describe) the entire activity from start to finish with a student before asking the students to apply the communicative words and/or phrases in independent practice?
4) Assessment - Evaluate whether your students learned what you wanted them to. You can do this, for example, through an additional communicative activity or mini-quiz. (For example, two students successfully model the activity together in front of the class.)

These four elements above do not have to occur in this strict sequence; but they should all be present.

D. USE VISUAL MATERIALS, if suitable to your presentation (photos, drawings, PowerPoints).
Computing at OSU and the Division of Arts and Humanities

What’s available at OSU?

There are a number of computer labs on campus, most of which are overseen by the Office of Technology and Digital Innovation (OTDI). Lab sites, phone numbers, and hours are listed on the OTDI website: http://odee.osu.edu/public-computing

OTDI is the technical support office for the multimedia rooms in which many of you will teach in during the year. They have a “help-line” you can use to access their services. Call 614-688-4357 or (8-HELP) or email classroomhelp@osu.edu. They will assist you with any classroom problems you are having trouble with -- from lights to computers.

Take some time to explore the ODEE website for other services.

Arts and Sciences Technology (ASCTech)

ASCTech offers computer and technical assistance to the faculty, staff and graduate students employed by the College of Arts and Sciences. Check out their website at http://asctech.osu.edu/

Digital Flagship Program

Digital Flagship was launched in 2017 as an initiative to advance educational innovation and integrate technology throughout the classroom experience.

Ohio State established a student success initiative to integrate learning technology throughout the university experience — both inside and outside the classroom — and help provide universal access to a common set of learning technologies. In fall 2018, new first-year students at all campuses received an iPad Pro with tools and apps. At the end of spring semester 2022, the initiative evolved to be more holistically centered around digital equity, skill building, and workforce development in providing digital access to all students. iPads will no longer be universally distributed to incoming undergraduate students. However, current students who received a Digital Flagship technology kit will be able to keep their devices.

For more information, see: https://digitalflagship.osu.edu/
SPECIAL SCHEDULE FOR INTERNATIONAL STUDENTS

When you arrive: You need to attend an international student ZOOM check-in. See: [https://oia.osu.edu/pre-arrival-and-orientation/graduate-pre-arrival/autumn-semester-2.html](https://oia.osu.edu/pre-arrival-and-orientation/graduate-pre-arrival/autumn-semester-2.html) for details.

**Monday, August 8:** Beginning of the Combined Language Instruction Training course. Part of the 1st day is devoted to administrative items where we will try to complete all outstanding paperwork and orient you to details about your department and OSU.

**Tuesday, August 23:** OSU classes begin.

There are tests that must be completed before you can teach at OSU:

**Graduate Student ESL Requirements**

**ESL Composition Placement Test:** Incoming international students are required to demonstrate writing proficiency in academic English. Students who do not meet specific exemptions (listed below) will be required to take the ESL Composition Placement Test. If required to take the test, a notification will appear in the student’s Buckeyelink To-Do list. [http://esl.ehe.osu.edu/home/testing/graduate-international-students/](http://esl.ehe.osu.edu/home/testing/graduate-international-students/)

**Exempted from Post-Admission ESL Composition Placement Test:** Students who have reported the following Test of English scores to OSU (obtained within the last two years) are exempt from the ESL Composition Placement Test. Scores at these levels—which are higher than those required for admission—indicate that a student has already demonstrated sufficient writing proficiency.

**TOEFL (iBT)**
- 114 or higher
- 101 or higher and a 28 on the Writing section TOEFL (computer based)
- 280 or higher, or
- 253 or higher and 5.0 on the TOEFL Essay TOEFL (paper based)
- 650 or higher, or
- 610 or higher and 5.0 on the Test of Written English

**IELTS**
- 9.0 or higher (Overall Band Score)
- 8.0 or higher (Overall Band Score) and 8.0 Academic Writing module

In the rare instance that you have MELAB scores please refer to this chart:

**MELAB**
- 95 or higher, or
- 90 or higher and 90 on the writing subscore

**Also exempted from Post-Admission ESL Composition Placement Test:** 1. Citizens of the following countries or regions: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Ireland, Liberia, New Zealand, Scotland, the United States and Wales. 2. Students who graduated from an academic program at The Ohio State University. A **degree from other universities in English speaking countries does not meet this exemption.**

**Oral Proficiency Assessment (OPA):** Graduate students for whom English is not the first language must certify their proficiency in spoken English before assuming Graduate Teaching Associate (GTA) duties. They may become certified through the following scores:

**TOEFL iBT Speaking 28 or higher**
- IELTS Speaking 8.5 or higher

Oral Proficiency Assessment 4.0 (or 3.0 to teach foreign language class not taught in English). For more information about the OPA please visit [http://esl.ehe.osu.edu/home/testing/spoken-english/](http://esl.ehe.osu.edu/home/testing/spoken-english/)
MICROTEACHING LESSON PLAN TEMPLATE

Instructions: (This entire form should be completed in English.) First, fill out the lesson plan details at the top of the page. Then, state the communicative goal of your lesson in the box provided. Lastly, write your lesson plan in the space provided. MAKE TWO COPIES! BRING one to your instructor before the lesson and keep a copy for yourself (or transfer your copy to note cards).

I. Lesson Plan Details
   a. Student’s Name:                    b. Target Language:                    c. Date of Lesson:

II. Communicative Goal
   The communicative objective should be stated in terms of the communicative task or function that you want the students to perform.

   

III. Lesson plan activities and allotted time (use the back if necessary)

   Presentation:

   

   Practice:

   

   Application:

   

   Assessment:
MICROTEACHING EVALUATION

Overview: Your teaching will be evaluated both from the perspective of the students participating in the lesson and from the perspective of the teacher. The evaluation criteria are listed below. This form may not be returned to you. You may, however, discuss these evaluations with your afternoon instructor.

I. Lesson Plan Details
   a. Student’s Name: 
   b. Target Language: 
   c. Date of Lesson: 
   d. Communicative goal:

II. Evaluation Criteria
   Sets the context: yes somewhat no
   Sufficient input: yes somewhat no
   Modeling: yes somewhat no
   Student involvement: yes somewhat no
   Sufficient practice: yes somewhat no
   Communicative practice: yes somewhat no
   Cultural authenticity: yes somewhat no
   Sequencing of the lesson: yes somewhat no

   Classroom presence observations:

   General Comments:

   Signature of Evaluator __________________________ Date ________________

Edited on: Aug. 10