

# Look-Fors in a French Immersion Classroom



Date/Time:

Grade/Subject:

Focus:

## 1. Focus on Program of Studies

### a. What is the learning outcome for the lesson?

### b. Learning outcome(s) is evident to the students? *i.e. I can statements*

- Evident                                       Not Evident                                       Unable to determine

## 2. Climate for Learning

- |  |   |
|--|---|
| <input type="checkbox"/> Effective routines are evident      | <input type="checkbox"/> Teacher consistently models French language    |
| <input type="checkbox"/> Cooperative, collaborative learning | <input type="checkbox"/> French is spoken by students in all situations |
| <input type="checkbox"/> Individual learning                 | <input type="checkbox"/> Safe environment allows for risk-taking        |
| <input type="checkbox"/> On-task behaviour                   | <input type="checkbox"/> Presence of French culture in the classroom    |

## 3. Focus on the Learner

### a. Identify student actions

- Listening                                       Speaking                                       Reading                                       Writing

### b. Determine level(s) of students work

- |   |  |
|---|--|
| <input type="checkbox"/> Recalling information (Knowledge)            | <input type="checkbox"/> Breaking down information into parts (Analysis)         |
| <input type="checkbox"/> Understanding information (Comprehension)    | <input type="checkbox"/> Putting information together in new ways (Synthesis)    |
| <input type="checkbox"/> Using information in a new way (Application) | <input type="checkbox"/> Making judgements and justifying positions (Evaluation) |

### c. Determine level(s) of class engagement

- Most students are authentically engaged in rich language activities

## 4. Focus on Instruction

- |   |  |
|---|--|
| <input type="checkbox"/> Activate prior knowledge   | <input type="checkbox"/> Use of restating, paraphrasing, expanding         |
| <input type="checkbox"/> Use of interactive listening & speaking skills                   | <input type="checkbox"/> Attention to speech, rate, volume, and tone       |
| <input type="checkbox"/> Appropriate error correction                                     | <input type="checkbox"/> Develop metacognition                             |
| <input type="checkbox"/> Uses learning strategies to support reading comprehension        | <input type="checkbox"/> Strategic use of English                          |
| <input type="checkbox"/> Use learning strategies to support written production            | <input type="checkbox"/> Provide opportunities for authentic communication |
| <input type="checkbox"/> Use of gestures, visuals, body language, props and manipulatives | <input type="checkbox"/> Use of questioning                                |
|   | <input type="checkbox"/> Modeling  |

## 5. Focus on Classroom Environment

- |   |   |
|---|---|
| <input type="checkbox"/> French materials available in the classroom    | <input type="checkbox"/> Student work displayed                 |
| <input type="checkbox"/> French models/exemplars of quality work posted | <input type="checkbox"/> Posters et al. support French learning |

## 6. Focus on Differentiation

- Diverse methods of teaching are evident to accommodate learning needs of all students

## 7. Other Areas of Focus

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## Possibilities for how to make the most of this tool...



- To facilitate one-on-one discussions with teachers
- Before a classroom visit, a teacher can choose what they would like you to focus on
- For three-five minute classroom walkthroughs where you gather data from a number of walkthroughs and look for trends in your school
- To help you while observing a classroom for a length of time
- To familiarize student teachers with what a quality classroom looks like
- To provide a self-evaluation checklist for teachers
- To help staff write goals for a Professional Growth Plan
- To evaluate a teacher