Centennial Avenue School, Roosevelt

In Roosevelt, consistency in curriculum and instruction across schools in the district is supported by a variety of tools, including this guidance on language teaching strategies to use in any classroom.

ROOSEVELT UNION FREE SCHOOL DISTRICT

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Supervising a Language Program

Effective Standards-based Language Classroom

- A relaxed, low anxiety environment where students are stimulated and motivated to learn and take risks.
- A classroom community where there is order, discipline and organization
- A "print rich" environment where written language is abundant and visible
- A variety of experience charts, graphs, maps, visual aids support
- Evidence of the "target language" support, books, literacy and reference material
- Students work displayed around the classroom/bulletin boards.
- Students work displayed should be updated every month.
- Objects labeled around the classroom in the target language

Language Bulletin Boards

Bulletin Boards in the Language classroom must:

- reflect actual units, skills and the integrated multicultural items covered in the unit that is being taught
- be standard based
- be teacher or student made – try to avoid store bought material
- have a title
  - Spanish/French Level and teacher's name must be visible (specially in classrooms that are being shared by more than one teacher.)
  - organized in a way that is understood by all

Language Word Wall

All language classrooms must have vocabulary/word wall displayed

- the word wall should reflect what is being taught in the classroom
- words can be displayed in/or by:
  - alphabetical order
  - names, verbs, adjectives, etc
  - word groups
  - beginning, middle or ending sound or letter

Roosevelt, Centennial Avenue School http://rooseveltufsd.schoolwires.net/Page/13
Study Year: 2010-11
Supervising a Language Program

**Effective Language Teaching Strategies that must be used in the classroom**

<table>
<thead>
<tr>
<th>Using pictures and illustrations</th>
<th>Cooperative group activities</th>
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</thead>
<tbody>
<tr>
<td>Gesturing</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Role Playing</td>
<td>Read aloud – Choral Reading – repetition</td>
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<tr>
<td>Monitoring and adjusting intonation</td>
<td>Use a tape player to record students’ response</td>
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<tr>
<td>Modeling and demonstrations</td>
<td>Let students listen to their own recording</td>
</tr>
<tr>
<td>Treats grammar errors appropriately</td>
<td>Listening Centers</td>
</tr>
</tbody>
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**Effective Language Teacher**

| Establishes a classroom setting where students work together and assist one another in the process of learning social and academic skills and developing communicative language. Tailors lessons and uses appropriate materials according to the NYS learning standards and school district instructions. Introduces vocabulary before the lesson and refers back during the lesson to reinforce comprehensibility. Has an updated word wall in the classroom and refers to it frequently. Passes the lesson well. Speaks slow and articulates well. Conducts the class in the target language. Uses scaffolding techniques. Provides appropriate "wait time" for students to formulate responses and process information. Provides classroom opportunities for speaking, listening, reading and writing in every lesson. |
| Uses repetition and choral reading daily. Extends lesson thematically. Varies teaching strategies techniques. Extends lessons thematically. Uses students’ personal experiences to encourage students’ involvement and participation in lessons. Develops meaningful and exciting lessons. Activates students’ prior knowledge by tying in past lessons and/or students’ personal experiences. Provides students with feedback. Checks often for comprehension. Identifies the Objectives at the beginning of every lesson; including medial summary and final summary. Uses visuals and context clues. Uses positive reinforcement. Uses a variety of graphic organizers. Integrates multicultural perspective into the curriculum/lesson. Monitors students’ progress using portfolios/work folders. Uses a variety of formal and informal assessment tools to evaluate students. |