Teacher Effectiveness for Language Learning

ENVIRONMENT

SELF-ASSESSMENT



Effective language learning experiences are carefully orchestrated by a teacher through building relationships with students, working with them to create an environment where they are safe and can flourish and that can support the identified learning performance objectives. How do you create a safe and supportive learning environment to prepare for student learning? During this self-assessment, be sure to use evidence to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the TELL criteria below.
N = I do not do this. **S** = I sometimes do this. **M** = I do this most of the time. **C** = I do this with confidence.

E1	**I build appropriate relationships with my students to promote a safe and positive learning environment.**					
	a. I use official information about my students' backgrounds to inform my approach to learning.	○ N	○ S	○ M	○ C	○ My Goal
	b. I use information about the language abilities and cultural knowledge of my students to tailor learning.	○ N	○ S	○ M	○ C	○ My Goal
	c. I tailor learning experiences to the unique needs and interests of my students.	○ N	○ S	○ M	○ C	○ My Goal
	d. My students and I create a safe and positive learning environment by respectful interaction with each other.	○ N	○ S	○ M	○ C	○ My Goal
E2	**I collaborate with my students to promote a safe and supportive learning environment.**					
	a. My students and I develop and use rules, routines and procedures that maintain a safe and supportive environment.	○ N	○ S	○ M	○ C	○ My Goal
	b. My students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency.	○ N	○ S	○ M	○ C	○ My Goal
	c. My students and I plan ways to recognize and validate exemplary student behavior.	○ N	○ S	○ M	○ C	○ My Goal
	d. My students and I plan appropriate actions that should be taken when student behavior does not meet expectations.	○ N	○ S	○ M	○ C	○ My Goal
E3	**I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.**					
	a. I clearly communicate my classroom management plan.	○ N	○ S	○ M	○ C	○ My Goal
	b. I clearly communicate my grading system.	○ N	○ S	○ M	○ C	○ My Goal
E4	**I create a classroom environment that is culture-rich and encourages the use of the target language.**					
	a. I create a stimulating and inviting physical environment that reflects the target language and culture(s).	○ N	○ S	○ M	○ C	○ My Goal
	b. I ensure the physical environment supports the unit's language and cultural goals.	○ N	○ S	○ M	○ C	○ My Goal
	c. My students and I select and participate in routines that reflect practices of the target culture (s).	○ N	○ S	○ M	○ C	○ My Goal
	d. My students and I create a physical environment that includes classroom-learning aids to facilitate the classroom target language use.	○ N	○ S	○ M	○ C	○ My Goal

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E5	I maximize the organization of the physical environment to support the performance objectives.					
a.	The learning space is arranged to facilitate student-to-student communication.	○ N	○ S	○ M	○ C	○ My Goal
b.	The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter.	○ N	○ S	○ M	○ C	○ My Goal
c.	The physical environment accommodates students with special needs.	○ N	○ S	○ M	○ C	○ My Goal
d.	I ensure there is a space where the daily learning targets and the sequence of learning activities are always posted.	○ N	○ S	○ M	○ C	○ My Goal
e.	I display current samples of student work and accompanying grading rubrics	○ N	○ S	○ M	○ C	○ My Goal
f.	The seating configuration provides for easy teacher access to students.	○ N	○ S	○ M	○ C	○ My Goal

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