Teacher Effectiveness for Language Learning

THE LEARNING EXPERIENCE

SELF-ASSESSMENT

Effective language learning experiences are facilitated by the use of high-yield teaching and learning strategies designed to move students toward the attainment of carefully planned course, unit and lesson performance objectives. How do you provide meaningful learning experiences that advance 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.

LE1	**My students and I demonstrate respect for individuals, rules, routines, and procedures.**					
	a. I evidence a level of respect that my students can emulate.	○ N	○ S	○ M	○ C	○ My Goal
	b. I give my students age-appropriate responsibility for managing their own behavior.	○ N	○ S	○ M	○ C	○ My Goal
	c. My students and I refer to classroom rules, routines and procedures as necessary.	○ N	○ S	○ M	○ C	○ My Goal
	d. My students and I recognize and validate exemplary behavior.	○ N	○ S	○ M	○ C	○ My Goal
	e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.	○ N	○ S	○ M	○ C	○ My Goal
	f. I consistently take timely and appropriate action when student behavior does not meet classroom expectations.	○ N	○ S	○ M	○ C	○ My Goal
LE2	**I use the daily performance objectives to capture my students' energy and commitment.**					
	a. I engage my students in an activity tied to the day's lesson as soon as they enter the room.	○ N	○ S	○ M	○ C	○ My Goal
	b. I share user-friendly performance objectives with my students.	○ N	○ S	○ M	○ C	○ My Goal
	c. I embed and intentionally reference the performance objectives throughout the lesson.	○ N	○ S	○ M	○ C	○ My Goal
	d. I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.	○ N	○ S	○ M	○ C	○ My Goal
LE3	**I share the sequence of learning experiences with my students.**					
	a. I explain and post the sequence of the lesson's learning activities.	○ N	○ S	○ M	○ C	○ My Goal
	b. I clarify how the learning experiences help students meet or exceed the daily performance objectives.	○ N	○ S	○ M	○ C	○ My Goal
	c. I help my students see connections among learning experiences.	○ N	○ S	○ M	○ C	○ My Goal
LE4	**I ensure that students receive comprehensible input.**					
	a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.	○ N	○ S	○ M	○ C	○ My Goal
	b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.	○ N	○ S	○ M	○ C	○ My Goal
	c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.	○ N	○ S	○ M	○ C	○ My Goal
	d. I clarify what I say in a variety of ways (e.g. simplification, restating, adjusting the speed).	○ N	○ S	○ M	○ C	○ My Goal
	e. I frequently check for understanding in a variety of ways throughout the lesson.	○ N	○ S	○ M	○ C	○ My Goal
	f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.	○ N	○ S	○ M	○ C	○ My Goal
	g. My students have adequate opportunities to process language (input) before being expected to produce language (output).	○ N	○ S	○ M	○ C	○ My Goal

LE5	**I provide opportunities for my students to acquire language in meaningful contexts.**					
	a. My students are active participants in a variety of language learning opportunities throughout the lesson.	○ N	○ S	○ M	○ C	○ My Goal
	b. My students engage in language learning opportunities anchored in the modes of communication.	○ N	○ S	○ M	○ C	○ My Goal
	c. I equip students with strategies that enable them to stay in the target language.	○ N	○ S	○ M	○ C	○ My Goal
	d. My students engage daily in pair and/or small group activities.	○ N	○ S	○ M	○ C	○ My Goal
	e. My students and I assess, evaluate and use authentic materials.	○ N	○ S	○ M	○ C	○ My Goal
LE6	**I provide opportunities for students to engage in cultural observation and analysis.**					
	a. My students can recognize and understand how their own culture affects their views of other cultures.	○ N	○ S	○ M	○ C	○ My Goal
	b. My students can recognize and understand their own and others ways of thinking.	○ N	○ S	○ M	○ C	○ My Goal
	c. My students frequently use cultural products and practices to contextualize language tasks.	○ N	○ S	○ M	○ C	○ My Goal
	d. My students can use their language skills and cultural understanding to interact effectively in a cultural contact other than their own.	○ N	○ S	○ M	○ C	○ My Goal
LE7	**I provide opportunities for my students to become more effective communicators.**					
	a. My students have multiple opportunities to refine linguistic output based on a variety of feedback.	○ N	○ S	○ M	○ C	○ My Goal
	b. My students encounter language structures that are necessary to meet performance objectives.	○ N	○ S	○ M	○ C	○ My Goal
	c. My students use language at levels of accuracy consistent with their level of proficiency.	○ N	○ S	○ M	○ C	○ My Goal

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