Teacher Effectiveness for Language Learning

PLANNING
SELF-ASSESSMENT



Effective language learning experiences are carefully planned by a teacher through standards-based course, units and lessons that embed high-yield strategies allowing students to reach identified course, unit, or lesson performance objectives. How does your planning of learning experiences 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.

P1	**I plan learning experiences based on local curriculum and state and national standards.**					
		○ N	○ S	○ M	○ C	○ My Goal
P2	**I plan learning experiences to address the unique needs and interests of my students.**					
	a. I plan learning experiences that are interesting to my students.	○ N	○ S	○ M	○ C	○ My Goal
	b. I plan learning experiences that students will perceive as relevant.	○ N	○ S	○ M	○ C	○ My Goal
	c. I plan learning experiences within the students' range of abilities.	○ N	○ S	○ M	○ C	○ My Goal
	d. I plan learning experiences that include student choice.	○ N	○ S	○ M	○ C	○ My Goal
P3	**I use units based on proficiency targets and backward design principles.**					
	a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.	○ N	○ S	○ M	○ C	○ My Goal
	b. Units incorporate opportunities to use previously acquired language and content in a variety of contexts.	○ N	○ S	○ M	○ C	○ My Goal
	c. Units provide opportunities for students to gain competence in the three communicative modes.	○ N	○ S	○ M	○ C	○ My Goal
	d. Units provide opportunities for students to understand the relationships among products, practices, and perspectives of the target culture(s).	○ N	○ S	○ M	○ C	○ My Goal
P4	**I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.**					
		○ N	○ S	○ M	○ C	○ My Goal
P5	**I plan opportunities for students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.**					
	a. I plan opportunities for students to reflect on their attainment of *daily* performance objectives and their own learning goals.	○ N	○ S	○ M	○ C	○ My Goal
	b. I plan opportunities for students to reflect on their attainment of *unit* performance objectives and their own learning goals.	○ N	○ S	○ M	○ C	○ My Goal
	c. I plan opportunities for students to reflect on their attainment of *course* performance objectives and their own learning goals.	○ N	○ S	○ M	○ C	○ My Goal
P6	**I use the backward design process to plan lessons that lead students to meet the unit performance objectives.**					
	a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.	○ N	○ S	○ M	○ C	○ My Goal
	b. I plan opportunities that enable students to assess their attainment of the lesson's language objectives.	○ N	○ S	○ M	○ C	○ My Goal
	c. I plan activities that enable students to meet the daily performance objectives.	○ N	○ S	○ M	○ C	○ My Goal

P7	**I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.**					
	a. I plan how I will explain/introduce activities and concepts using only the target language.	○ N	○ S	○ M	○ C	○ My Goal
	b. I plan to 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 plan activities that provide students with comprehensible input.	○ N	○ S	○ M	○ C	○ My Goal
	d. I plan to check for understanding in a variety of ways throughout the lesson.	○ N	○ S	○ M	○ C	○ My Goal
	e. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.	○ N	○ S	○ M	○ C	○ My Goal
	f. I plan adequate opportunities for students to collaborate, publish and interact with language learners, experts and other audiences.	○ N	○ S	○ M	○ C	○ My Goal
P8	**I plan for lessons that contain learning experiences designed to keep all students engaged all the time.**					
	a. I plan a variety of activities that are based on student attention/interest level and time needed for the task.	○ N	○ S	○ M	○ C	○ My Goal
	b. I order activities keeping in mind that students remember best that which comes first, second best that which comes at the end and least that which comes in the middle.	○ N	○ S	○ M	○ C	○ My Goal
	c. I plan learning experiences that engage my students in different levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating).	○ N	○ S	○ M	○ C	○ My Goal
	d. I plan learning experiences that allow for physical movement.	○ N	○ S	○ M	○ C	○ My Goal
	e. I plan for smooth and efficient transitions throughout the class.	○ N	○ S	○ M	○ C	○ My Goal
P9	**I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.**					
		○ N	○ S	○ M	○ C	○ My Goal



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