Teacher Effectiveness for Language Learning

PROFESSIONALISM

SELF-ASSESSMENT

Effective language learning experiences require teachers to identify how their own continued professional preparation contributes to student success and how they can model life-long learning skills through their own professional growth. How does your continued growth as a professional support 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.

PR1	**I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.**					
	a. I ensure my practices communicate a positive message about language learning for all students.	○ N	○ S	○ M	○ C	○ My Goal
	b. I interact in culturally appropriate ways within the context of the local educational setting.	○ N	○ S	○ M	○ C	○ My Goal
	c. I keep abreast of current developments and research in both world language and general education.	○ N	○ S	○ M	○ C	○ My Goal
	d. My professional conduct advocates the importance of language learning for all students.	○ N	○ S	○ M	○ C	○ My Goal
PR2	**I maintain high levels of linguistic competence in both the target language and English.**					
	a. I possess at least Advanced Low Proficiency (ACTFL scale) in both the target language and English.	○ N	○ S	○ M	○ C	○ My Goal
	b. I regularly participate in activities to maintain and improve my conversational and professional language skills.	○ N	○ S	○ M	○ C	○ My Goal
	c. I stay abreast of current developments and research in the language that I teach.	○ N	○ S	○ M	○ C	○ My Goal
PR3	**I am a reflective practitioner.**					
	a. I use a process that allows me to analyze and reflect on my current practices.	○ N	○ S	○ M	○ C	○ My Goal
	b. I regularly use evidence of student growth to inform reflection on my practices.	○ N	○ S	○ M	○ C	○ My Goal
	c. I create a plan for my professional growth based on my reflections.	○ N	○ S	○ M	○ C	○ My Goal
	d. My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning.	○ N	○ S	○ M	○ C	○ My Goal
PR4	**I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.**					
	a. I regularly participate in activities to enhance my ability to facilitate learning.	○ N	○ S	○ M	○ C	○ My Goal
	b. I regularly seek opportunities that connect me with colleagues both locally and globally.	○ N	○ S	○ M	○ C	○ My Goal
	c. I collaborate in the work of my department, school and district.	○ N	○ S	○ M	○ C	○ My Goal
PR5	**I give back to the profession in a variety of ways.**					
	a. I actively participate in professional learning networks or professional organizations.	○ N	○ S	○ M	○ C	○ My Goal
	b. I share my expertise with colleagues within and outside my content area in a variety of venues.	○ N	○ S	○ M	○ C	○ My Goal
	c. I pursue leadership opportunities in my school community, a professional organization or other educational venues.	○ N	○ S	○ M	○ C	○ My Goal

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