

Teacher Effectiveness for Language Learning Framework

PLANNING

How do I maximize student learning through my instructional planning?

P1 I plan what I teach and assess based on my local curriculum and state and national standards.

I create and/or use units based on backward design principles and proficiency targets.

- P2**
- My unit performance objectives are focused on proficiency targets and are based on meaningful contexts.
 - My units provide opportunities for students to gain competence in the three communicative modes
 - My units provide opportunities for students to understand the relationships among products, practices and perspectives of the target culture(s).
 - My units incorporate opportunities to use previously acquired language in a variety of contexts.
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P3 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.

P4 I plan opportunities for my students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

P5 I plan learning experiences that empower students to become life-long language learners.

I plan lessons using the backward design process that lead students to meet the unit performance objectives.

- P6**
- I set daily performance objectives which are focused on proficiency targets and are based on meaningful contexts.
 - I plan activities that enable students to meet the daily performance objectives.
 - I plan an opportunity for students to reflect on their attainment of the daily performance objectives and their own learning goals at the end of the lesson.
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My daily lesson plans contain activities designed to keep all students engaged all the time.

- P7**
- I plan a variety of activities that are based on student attention/interest level and time needed for task.
 - 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.
 - I plan activities that engage my students in all levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating) appropriate to their stages of learning.
 - I plan activities that allow for physical movement.
 - I plan for smooth and efficient transitions throughout the class period.
 - I plan to revisit the daily performance objectives at the close of the lesson.
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My daily lesson plans contain activities that are contextualized, connect to prior learning, and require attention to meaning.

- P8**
- I select activities that ensure a learner-centered environment that meets individual learning needs.
 - I plan activities that provide students with consistent comprehensible input that is meaning bearing.
 - I plan how I will explain/introduce activities and concepts using only the target language.
 - I plan adequate opportunities for students to process spoken and written language before being expected to produce it.
 - I create opportunities for my students and me to access, evaluate and use authentic materials.
 - I create opportunities for my students to collaborate, publish and interact with language learners, experts and other audiences (locally and globally).
 - I identify and select appropriate resources for planning learning activities.
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