

Teacher Effectiveness for Language Learning

FOUNDATIONAL CRITERIA

These criteria serve as core behaviors and practices of the model teacher.

LEARNING ENVIRONMENT *How do I establish a safe and supportive learning environment with my students?*

I build appropriate relationships with my students to promote a safe and positive learning environment.

- LE1 a. I educate myself on my students' interests, values, and expectations so I can tailor instruction to the unique needs of my students.
- b. I use available official information about my students' backgrounds to inform my decisions about teaching and learning.
- c. I make myself aware of the language abilities and cultural knowledge my students bring to the classroom.
- d. My students' behavior reflects a safe and positive learning environment by respectful interaction with peers and teacher.

LE2 **I plan routines and procedures to promote a safe and supportive learning environment.**

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

- P6 a. I set daily performance objectives which are focused on proficiency targets and are based on meaningful contexts.
- b. I plan activities that enable students to meet the daily performance objectives.
- c. 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.

TEACHING THE LESSON *Which high-yield strategies help my students achieve the daily performance objectives?*

My students' behavior demonstrates respect for individuals, rules, routines, and procedures.

- T1 a. I evidence a level of respect that my students can emulate.
- b. My students and I refer to posted classroom rules as necessary.
- c. My students and I recognize and validate exemplary student behavior.
- d. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.
- e. I consistently take speedy and appropriate action when student behavior does not meet classroom expectations.

I ensure that students receive consistent and comprehensible input that is meaning bearing.

- T6 a. At least 90% of what the teachers says and/or materials the teacher shares with the students is in the target language.
- b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
- c. I ensure that my students acquire new vocabulary within a meaningful context and through the use of cultural products and practices.
- d. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
- e. I frequently check for understanding throughout the lesson.
- f. I clarify what I say by using a variety of techniques (e.g. simplification, restating, adjusting the speed).

ASSESSMENT *How do my students and I use assessments to show what they can do with what they know?*

A1 **I use a variety of strategies to collect evidence over time of student learning relative to the performance objectives and the proficiency level.**

I routinely use both internal and external assessment data to help students meet targeted performance objectives.

- A3 a. I collect and analyze evidence of student performance in an ongoing manner.
- b. My students and I modify learning strategies as a result of assessment data.
- c. I share assessment results with a variety of audiences (e.g. students, parents, administrators) to support and improve student learning.
- d. I collaborate with my colleagues to analyze and better understand the significance of data and the implications for change.
- e. My colleagues and I modify teaching and learning experiences to reflect what we learn from data collection and analysis.

RESOURCES *How do my students and I capitalize on a variety of resources to maximize student learning?*

R1 **My students and I use a variety of resources, most of which are authentic, to help learners meet performance objectives.**

COLLABORATION *How does my collaboration with stakeholders support student learning?*

I involve stakeholders by engaging them in discussions of the goals of the program.

- C2 a. I clearly communicate realistic expectations for student performance.
- b. I clearly communicate my classroom management plan.
- c. I clearly communicate my grading system.
- d. I clearly communicate how I use data to improve student learning.
- e. I clearly communicate how stakeholders can support student learning in both school and beyond.

PROFESSIONALISM *How does my continued growth as a professional support student learning?*

PR1 **I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.**

I participate in professional development opportunities both in-district and beyond throughout the school year and the summer.

- PR5 a. I regularly participate in activities to improve my language skills.
- b. I regularly participate in activities to enhance my ability to facilitate learning.
- c. I participate in professional learning networks that connect me with colleagues both locally and globally.
- d. I am a proactive collaborator in the work of my department, school and district.



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