



ENVIRONMENT

Correlations to other Teacher Effectiveness Frameworks

The *Teacher Effectiveness for Language Learning Framework* identifies characteristics of effective teachers in the context of a world language learning environment. In order to provide educators accustomed to dealing with other teacher effectiveness frameworks the ability to make connections to a language learning environment, the TELL Project has correlated well-known teacher effectiveness frameworks currently in use in the field to its own framework.

E1 I build appropriate relationships with my students to promote a safe and positive learning environment.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs	INTASC Standards Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments	NBPTS Standards Standard I: Knowledge of Students Standard V: Fair and Equitable Learning Environment	Charlotte Danielson Component 2a: Creating an Environment of Respect and Rapport	Robert Marzano Domain 1 DQ8: Establishing and Maintaining Effective Relationships with Students
E2 I collaborate with my students to promote a safe and supportive learning environment.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs	INTASC Standards Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments	NBPTS Standards Standard V: Fair and Equitable Learning Environment	Charlotte Danielson Component 2c: Managing Classroom Procedures	Robert Marzano Domain 1 DQ6: Establishing Rules & Procedures Domain 1 DQ7: Recognizing Adherence to Rules & Procedures
E3 I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures	INTASC Standards Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments	NBPTS Standards Standard IV: Knowledge of Language Acquisition Standard V: Fair and Equitable Learning Environment	Charlotte Danielson Component 4c: Communicating with Families	Robert Marzano Domain 1 DQ9: Communicating High Expectations for All Students
E4 I create a classroom environment that is culture-rich and encourages use of the target language.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures	INTASC Standards Standard 3: Learning Environments	NBPTS Standards Standard II: Knowledge of Language Standard III: Knowledge of Culture	Charlotte Danielson Component 2c: Managing Classroom Practices	Robert Marzano Domain 1 DQ7: Recognizing Adherence to Rules and Procedures
E5 I maximize the organization of the physical environment to support the performance objectives.				
ACTFL/CAEP	INTASC Standards Standard 3: Learning Environments	NBPTS Standards Standard V: Fair and Equitable Learning Environment	Charlotte Danielson Component 2e: Organizing Physical Space	Robert Marzano Domain 1 DQ6: Establishing Rules and Procedures

