



PERFORMANCE & FEEDBACK

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.

PF1 My students demonstrate growth through performances that are reflective of their learning experiences.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	INTASC Standards Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment	NBPTS Standards Standard VII: Assessment	Charlotte Danielson Component 1f: Designing Student Assessments Component 3d: Using Assessment in Instruction	Robert Marzano Domain I DQ1: Communicating Learning Goals and Feedback Domain I DQ2: Helping Students Interact with New Knowledge
PF2 I employ a variety of feedback strategies designed to assist the learner in growing toward the target.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	INTASC Standards Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment	NBPTS Standards Standard VII: Assessment	Charlotte Danielson Component 1f: Designing Student Assessments Component 3d: Using Assessment in Instruction	Robert Marzano Domain I DQ1: Communicating Learning Goals and Feedback Domain I DQ2: Helping Students Interact with New Knowledge
PF3 I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	INTASC Standards Standard 6: Assessment	NBPTS Standards Standard VII: Assessment	Charlotte Danielson Component 3d: Using Assessment in Instruction	Robert Marzano Domain I DQ2: Helping Students Interact with New Knowledge
PF4 I routinely use internal and external assessment data to modify learning experiences.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	INTASC Standards Standard 6: Assessment	NBPTS Standards Standard VII: Assessment	Charlotte Danielson Component 3d: Using Assessment in Instruction	Robert Marzano Domain I DQ3: Helping Students Practice and Deepen New Knowledge
PF5 My grading system reflects multiple measures and an emphasis on language performance.				
ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	INTASC Standards Standard 6: Assessment	NBPTS Standards Standard IV: Knowledge of Language Acquisition	Charlotte Danielson Component 1f: Designing Student Assessments Component 3d: Using Assessment in Instruction	Robert Marzano Domain I DQ1: Communicating Learning Goals and Feedback Domain I DQ2: Helping Students Interact with New Knowledge

