



PLANNING

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.

P1 I plan learning experiences based on local curriculum and state and national standards.				
ACTFL/CAEP Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 7: Planning for Instruction	NBPTS Standards Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1c: Setting Instructional Outcomes	Robert Marzano Domain 2: Planning and preparing for Lessons and Units
P2 I plan learning experiences that address the unique needs and interests of my students.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs	INTASC Standards Standard 2: Learning Differences Standard 7: Planning for Instruction	NBPTS Standards Standard I: Knowledge of Students Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1b: Demonstrating Knowledge of Students Component 1c: Setting Instructional Outcomes	Robert Marzano Domain 1 DQ9: Communicating High Expectations for All Students
P3 I use units based on proficiency targets and backward design principles.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 7: Planning for Instruction	NBPTS Standards Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1c: Setting Instructional Outcomes	Robert Marzano Domain 1 DQ1: Communicating Learning Goals and Feedback Domain 2: Planning and preparing for Lessons and Units
P4 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.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 2: Learning Differences Standard 7: Planning for Instruction	NBPTS Standards Standard IV: Knowledge of Language acquisition	Charlotte Danielson Component 1b: Demonstrating Knowledge of Students	Robert Marzano Domain 1 DQ9: Communicating High Expectations for All Students Domain 2: Planning and preparing for Special Needs of Students



P5 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.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 7: Planning for Instruction	NBPTS Standards Standard I: Knowledge of Students	Charlotte Danielson Component 1c: Setting Instructional Outcomes	Robert Marzano Domain 2: Planning and preparing for Lessons and Units & Special Needs of Students
P6 I use the backward design process to plan lessons that lead students to meet the unit performance objectives.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 7: Planning for Instruction	NBPTS Standards Standard IV: Knowledge of Language acquisition	Charlotte Danielson Component 1c: Setting Instructional Outcomes	Robert Marzano Domain 2: Planning and preparing for Lessons and Units & Special Needs of Students
P7 I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 7: Planning for Instruction	NBPTS Standards Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1b: Demonstrating Knowledge of Students	Robert Marzano Domain 2: Planning and preparing for Lessons and Units & Special Needs of Students
P8 I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.				
ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 1: Learner Development Standard 7: Planning for Instruction	NBPTS Standards Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1b: Demonstrating Knowledge of Students	Robert Marzano Domain 2: Planning and preparing for Lessons and Units & Special Needs of Students
P9 I maximize the organization of the physical environment to support the performance objectives.				
ACTFL/CAEP Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	INTASC Standards Standard 1: Learner Development Standard 7: Planning for Instruction	NBPTS Standards Standard VI: Designing Curriculum and Planning Instruction	Charlotte Danielson Component 1b: Demonstrating Knowledge of Students	Robert Marzano Domain 2: Planning and preparing for Lessons and Units & Special Needs of Students

