













Effective language learning experiences are carefully planned through developing standards-based units and lessons that identify and embed high-yield strategies which will allow students to reach identified course, unit, or lesson performance objectives. The PLANNING domain is one of the seven domains of the *Teacher Effectiveness for Language Learning Framework* that identifies the characteristics and behaviors exhibited by a model world language teacher. Dig deeper into the criteria by reviewing the research and scholarly writings that support the criteria identified in this domain.

### P1 I plan learning experiences based on local curriculum and state and national standards.

<p><b>The Skillful Teacher</b> Chapter 17: pgs. 395-399 Chapter 12, pgs. 262-268</p>  <p>Saphier, J., Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher: building your teaching skills</i> (6th ed.) ISBN: 1886822107</p>	<p><b>Teacher's Handbook, Contextualized Language Instruction</b> Chapter 1, pg. 51</p>  <p>Shrum, J. L., &amp; Glisan, E. W. (2010). <i>Teacher's handbook: contextualized language instruction</i> (4th ed.) ISBN: 1413033210</p>	<p><b>Teaching Language in Context</b> Chapter 1, pgs. 34-41 Chapter 1, pgs. 19-34</p>  <p>Hadley, A. O. (2001). <i>Teaching language in context</i> (3rd ed.) ISBN: 0838417051</p>	<p><b>World Readiness Standards for Learning Languages</b></p>  <p><a href="http://www.actfl.org/publications/all/world-readiness-standards-learning-languages">http://www.actfl.org/publications/all/world-readiness-standards-learning-languages</a></p>
<p><b>21<sup>st</sup> Century Skills Map for World Languages</b></p>  <p><a href="http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf">http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf</a></p>	<p><b>Alignment of the National Standards for Learning Languages with the Common Core State Standards</b></p>  <p><a href="http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf">http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf</a></p>	<p><b>The Common Core Framework and World Languages: A Wake-up Call for All</b></p>  <p><a href="http://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan13_Article.pdf">http://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan13_Article.pdf</a></p>	<p><b>World Languages 21<sup>st</sup> Century Skills: A Visual Introduction</b></p>  <p><a href="http://youtu.be/CXurDF0lbuQ">http://youtu.be/CXurDF0lbuQ</a></p>

### P2 I plan learning experiences that address the unique needs and interests of my students.

<p><b>Inspiring the Best in Students</b> Strategies p.53-58</p>  <p>Erwin, J. C. (2010). <i>Inspiring the best in students</i> ISBN: 1416609792</p>	<p>*Oxford, R. L. (2003). <b>Language learning styles and strategies: An overview.</b></p>  <p><a href="http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf">http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.pdf</a></p>	<p>*Abiator's Online Learning Styles Inventory Test 1</p>  <p><a href="http://www.berghuis.co.nz/abiator/lsi/lsitest1.html">http://www.berghuis.co.nz/abiator/lsi/lsitest1.html</a></p>	<p>*VARK Guide to Learning Styles</p>  <p><a href="http://www.vark-learn.com/english/page.asp?p=questionnaire">http://www.vark-learn.com/english/page.asp?p=questionnaire</a></p>
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\* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



**P3** I use units based on proficiency targets and backward design principles.

Understanding by Design  
Stage 1: p. 30



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. ISBN: 1416600353

The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design  
Stage 1: p. 30



Clementi, D., and Terrill L. (2013) *The keys to planning for learning: effective curriculum, unit, and lesson design*. ISBN: 0989653220

Introduction: Understanding by Design® Framework



[http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

**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.

Heritage Languages in America  
p. 167-196  
p. 229-254



Peyton, Kreeff, J., Ranard, D.A., and McGinnis, S. (2001) *Heritage languages in America: preserving a national resource*. ISBN 1887744681

Inclusion Strategies that Work  
Inclusion p.140-142  
Gifted p.161-162  
Teens p.164-165  
Co-teaching p. 147-149



Karten, T. J. (2010). *Inclusion strategies that work!: research-based methods for the classroom* (2nd ed.) ISBN: 1412979374

\*STARTALK: Teaching Heritage Languages



<https://startalk.umd.edu/teacher-development/workshops/2009/UCLA/>

**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.

NCSSFL-ACTFL Global Can-Do Benchmarks



[http://www.actfl.org/global\\_state\\_ments](http://www.actfl.org/global_state_ments)

\*The Art and Science of Teaching / When Students Track Their Progress



<http://www.ascd.org/publications/educational-leadership/dec09/vol67/num04/When-Students-Track-Their-Progress.aspx>

\*Peer Feedback and Self-assessment



<http://www.nclrc.org/essentials/assessing/peereval.htm>

\* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



**P6** I use the backward design process to plan lessons that lead students to meet the unit performance objectives.

Understanding by Design  
Stage 3: p. 31



Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design*. ISBN: 1416600353

\* Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design



Clementi, D., and Terrill L. (2013) *The keys to planning for learning: effective curriculum, unit, and lesson design*. ISBN: 0989653220

\*STARTALK: Lesson-Planning Workshop



<https://startalk.umd.edu/teacher-development/workshops/2009/GVA/content/welcome/introduction.html>

**P7** I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.

The Skillful Teacher  
Chapter 17, pgs. 405-410  
Chapter 10, pgs. 220-226  
Chapter 3, pgs. 19-31  
Chapter 6, pgs. 49-66  
Chapter 9, pgs. 204-2



Saphier, J., Specia, M. A., & Gower, R. R. (2008). *The skillful teacher: building your teaching skills (6th ed.)*. ISBN: 1886822107

\*Individual Learning Needs



<http://www.scholastic.com/teachers/collection/addressing-students39individual-learning-needs>

Languages and Children, Making the Match: New Languages for Young Learners, Grades K-8, 4th Edition:  
Chapter 1, pg. 7  
Chapter 6 pg.181  
Chapter 3, p. 48  
Chapter 1, pg. 3



Curtain, H. A., & Dahlberg, C. A. (2010). *Languages and children: making the match : new languages for young learners, grades K-8 (4th ed.)*. ISBN: 0205535488

**P8** I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.

The Skillful Teacher  
Chapter 17: pgs. 405-410  
Chapter 10, pgs. 220-226  
Chapter 3, pgs.19-31  
Chapter 6, pgs. 49-66  
Chapter 9, pgs.204-215



Saphier, J., Specia, M. A., & Gower, R. R. (2008). *The skillful teacher: building your teaching skills (6th ed.)*. ISBN: 1886822107

Languages and Children, Making the Match: New Languages for Young Learners, Grades K-8, 4th Edition:  
Chapter 1, pg. 7  
Chapter 6 pg.181  
Chapter 3, p. 48  
Chapter 1, pg. 3



Curtain, H. A., & Dahlberg, C. A. (2010). *Languages and children: making the match : new languages for young learners, grades K-8 (4th ed.)*. ISBN: 0205535488

Teacher's Handbook, Contextualized Language Instruction 4th Edition:  
Chapter 6, pgs. 179 - 182  
Chapter 3, pgs. 78-9  
Chapter 1, pg. 26



Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: contextualized language instruction (4th ed.)*. ISBN: 1413033210

Teaching Language in Context  
Chapter 1, pgs. 1-44



Hadley, A. O. (2001). *Teaching language in context (3rd ed.)*. ISBN: 0838417051

\* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



