THE LEARNING EXPERIENCE

How do I provide meaningful learning experiences that advance student learning?

Effective language learning experiences are facilitated by the use of high-yield teaching and learning strategies designed to move students toward the attainment of carefully planned course, unit and lesson performance objectives. The LEARNING EXPERIENCE 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.

LE1 **My students and I demonstrate respect for individuals, rules, routines, and procedures.**

   a. I evidence a level of respect that my students can emulate.
   b. I give my students age-appropriate responsibility for managing their own behavior.
   c. My students and I refer to classroom rules, routines and, procedures as necessary.
   d. My students and I recognize and validate exemplary behavior.
   e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.
   f. I consistently take timely and appropriate action when student behavior does not meet classroom expectations.

LE2 **I use the daily performance objectives to capture my students' energy and commitment.**

   a. I share user-friendly performance objectives with my students.
   b. I embed and intentionally reference the performance objectives throughout the lesson.
   c. I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.

LE3 **I share the sequence of learning experiences with my students.**

   a. I explain and post the sequence of the lesson's learning experiences.
   b. I clarify how the learning experiences help students meet or exceed the daily performance objectives.
   c. I help my students see connections among learning experiences.

LE4 **I ensure that students receive comprehensible input.**

   a. I ensure that at least 90% of what I say and/or materials I share with my students are 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 use a variety of strategies to make language comprehensible.
   d. I clarify what I say in a variety of ways.
   e. I frequently check for understanding in a variety of ways throughout the lesson.
   f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.
   g. My students have adequate opportunities to process language (input) before being expected to produce language (output).

LE5 **I provide opportunities for my students to acquire language in meaningful contexts.**

   a. My students are active participants in a variety of language learning opportunities throughout the lesson.
   b. My students engage in language learning opportunities anchored in the modes of communication.
   c. I equip students with strategies that enable them to stay in the target language.
   d. My students engage daily in pair and/or small group activities.
   e. My students and I assess, evaluate, and use authentic materials to support language acquisition.

LE6 **I provide opportunities for students to engage in cultural observation and analysis.**

   a. My students recognize and understand how their own culture affects their views of other cultures.
   b. My students recognize and understand their own and others' ways of thinking (perspectives).
   c. My students frequently use cultural products and practices to contextualize language tasks.
   d. My students can use their language skills and cultural understanding to interact effectively in a cultural context other than their own.

LE7 **I provide opportunities for my students to become more effective communicators.**

   a. My students have multiple opportunities to refine linguistic output based on a variety of feedback.
   b. My students encounter language structures that are necessary to meet the performance objectives.
   c. My students use language at levels of accuracy consistent with their proficiency.

www.TELLproject.org
An advancelearning Initiative
Version 3.0 (2014)