



Effective language learning experiences are carefully planned by a teacher through standards-based course, units and lessons that embed high-yield strategies allowing 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.

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

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

- I plan learning experiences that are interesting to my students.
- I plan learning experiences that my students will perceive as relevant.
- I plan learning experiences within my students' range of abilities.
- I plan learning experiences that include student choice.

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

- I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts.
- I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts.
- I use units to provide opportunities for my students to gain competence in the three communicative modes.
- I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s).

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.

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.

- I plan opportunities for students to reflect on their attainment of *daily* performance objectives and their own learning goals.
- I plan opportunities for students to reflect on their attainment of *unit* performance objectives and their own learning goals.
- I plan opportunities for students to reflect on their attainment of *course* performance objectives and their own learning goals.

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

- I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.
- I plan opportunities that enable students to assess their attainment of the lesson's language objectives.
- I plan activities that enable students to meet the daily performance objectives.

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

- I plan how I will explain/introduce activities and concepts using only the target language.
- I plan to minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
- I plan activities that provide students with comprehensible input.
- I plan to check for understanding in a variety of ways throughout the lesson.
- I plan adequate opportunities for students to process spoken and written language before being expected to produce it.
- I plan adequate opportunities for students to collaborate, publish and interact with language learners, experts and other audiences.

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

- I plan a variety of activities that are based on student attention/interest level and time needed for the task.
- I order activities keeping in mind that students remember best that which comes first, second best that which comes at the end and least that which comes in the middle.
- I plan learning experiences that engage students in different levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating).
- I plan learning experiences that allow for physical movement.
- I plan for smooth and efficient transitions throughout the class.

P9 I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.

