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.

### PLANNING

**How does my planning of learning experiences prepare for student learning?**

<table>
<thead>
<tr>
<th>P1</th>
<th>I plan learning experiences based on local curriculum and state and national standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>I plan learning experiences that address the unique needs and interests of my students.</td>
</tr>
<tr>
<td></td>
<td>a. I plan learning experiences that are interesting to my students.</td>
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<tr>
<td></td>
<td>b. I plan learning experiences that my students will perceive as relevant.</td>
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<tr>
<td></td>
<td>c. I plan learning experiences within my students’ range of abilities.</td>
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<td></td>
<td>d. I plan learning experiences that include student choice.</td>
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<tr>
<td>P3</td>
<td>I use units based on proficiency targets and backward design principles.</td>
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<tr>
<td></td>
<td>a. I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts.</td>
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<tr>
<td></td>
<td>b. I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts.</td>
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<tr>
<td></td>
<td>c. I use units to provide opportunities for my students to gain competence in the three communicative modes.</td>
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<tr>
<td></td>
<td>d. I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s).</td>
</tr>
<tr>
<td>P4</td>
<td>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.</td>
</tr>
<tr>
<td>P5</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>a. I plan opportunities for students to reflect on their attainment of daily performance objectives and their own learning goals.</td>
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<tr>
<td></td>
<td>b. I plan opportunities for students to reflect on their attainment of unit performance objectives and their own learning goals.</td>
</tr>
<tr>
<td></td>
<td>c. I plan opportunities for students to reflect on their attainment of course performance objectives and their own learning goals.</td>
</tr>
<tr>
<td>P6</td>
<td>I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</td>
</tr>
<tr>
<td></td>
<td>a. I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts.</td>
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<tr>
<td></td>
<td>b. I plan opportunities that enable students to assess their attainment of the lesson’s language objectives.</td>
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<tr>
<td></td>
<td>c. I plan activities that enable students to meet the daily performance objectives.</td>
</tr>
<tr>
<td>P7</td>
<td>I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.</td>
</tr>
<tr>
<td></td>
<td>a. I plan how I will explain/introduce activities and concepts using only the target language.</td>
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<tr>
<td></td>
<td>b. I plan to minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.</td>
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<td></td>
<td>c. I plan activities that provide comprehensible input.</td>
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<td></td>
<td>d. I plan to check for understanding in a variety of ways throughout the lesson.</td>
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<tr>
<td></td>
<td>e. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.</td>
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<td></td>
<td>f. I plan adequate opportunities for students to collaborate, publish and interact with language learners, experts and other audiences.</td>
</tr>
<tr>
<td>P8</td>
<td>I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.</td>
</tr>
<tr>
<td></td>
<td>a. I plan a variety of activities that are based on student attention/interest level and time needed for the task.</td>
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<td></td>
<td>b. 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.</td>
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<tr>
<td></td>
<td>c. I plan learning experiences that engage students in different levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating).</td>
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<tr>
<td></td>
<td>d. I plan learning experiences that allow for physical movement.</td>
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<tr>
<td></td>
<td>e. I plan for smooth and efficient transitions throughout the class.</td>
</tr>
<tr>
<td>P9</td>
<td>I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.</td>
</tr>
</tbody>
</table>

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