



THE LEARNING EXPERIENCE

SELF-ASSESSMENT

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. How do you provide meaningful learning experiences that advance student learning? During this self-assessment, be sure to use evidence to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the TELL criteria below.

N = I do not do this. S = I sometimes do this. M = I do this most of the time. C = I do this with confidence.

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.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. I give my students age-appropriate responsibility for managing their own behavior.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. My students and I refer to classroom rules, routines and procedures as necessary.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	d. My students and I recognize and validate exemplary behavior.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	f. I consistently take timely and appropriate action when student behavior does not meet classroom expectations.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
LE2	I use the daily performance objectives to capture my students' energy and commitment.					
	a. I engage my students in an activity tied to the day's lesson as soon as they enter the room.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. I share user-friendly performance objectives with my students.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. I embed and intentionally reference the performance objectives throughout the lesson.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	d. I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
LE3	I share the sequence of learning experiences with my students.					
	a. I explain and post the sequence of the lesson's learning activities.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. I clarify how the learning experiences help students meet or exceed the daily performance objectives.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. I help my students see connections among learning experiences.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
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.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	d. I clarify what I say in a variety of ways (e.g. simplification, restating, adjusting the speed).	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	e. I frequently check for understanding in a variety of ways throughout the lesson.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	g. My students have adequate opportunities to process language (input) before being expected to produce language (output).	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

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.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students engage in language learning opportunities anchored in the modes of communication.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. I equip students with strategies that enable them to stay in the target language.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	d. My students engage daily in pair and/or small group activities.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	e. My students and I assess, evaluate and use authentic materials.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
LE6	I provide opportunities for students to engage in cultural observation and analysis.					
	a. My students can recognize and understand how their own culture affects their views of other cultures.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students can recognize and understand their own and others ways of thinking.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. My students frequently use cultural products and practices to contextualize language tasks.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	d. My students can use their language skills and cultural understanding to interact effectively in a cultural contact other than their own.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
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.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students encounter language structures that are necessary to meet performance objectives.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. My students use language at levels of accuracy consistent with their level of proficiency.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

