



PHYSICAL ENVIRONMENT

SELF-ASSESSMENT

Teacher:

Date:

Effective language learning experiences are carefully orchestrated by a teacher working with students to create an environment where they are safe and can flourish and that can support the identified learning performance objectives. **What is essential in creating a highly effective learning environment?** During this self-assessment, be sure to consider evidence from your practice 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 goals.

Reflect on your current performance level of the indicators 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.

1	The physical environment supports the unit's language and cultural goals.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
2	The lesson's performance objectives are posted and are clearly stated.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
3	The sequence of learning activities is posted and is clearly stated.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
4	Classroom rules are posted for quick and easy reference as needed.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
5	Samples of current student work, exemplars, and grading rubrics are displayed in the classroom.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
6	The seating arrangement facilitates student-to-student communication	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
7	The seating configuration provides for easy teacher access to students.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
8	The classroom is organized to provide easy access to available resources and is free of clutter.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
9	Resources are available and easily accessible to students.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
10	The physical environment accommodates students with special needs.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

REFLECTION NOTES

What evidence did you consider that led to your rating? What steps might you take to better meet the identified indicators?

