



## LEARNING TOOLS SELF-ASSESSMENT

Teacher:

Date:

A criterion identified in the *Teacher Effectiveness for Language Learning Framework* addresses the need to “use a variety of learning tools to help students access and produce language, content and culture” (LT1/2). **What strategies do you use to effectively select Learning Tools?** 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 do this sometimes. **M** = I do this most of the time. **C** = I do this with confidence.

<b>1</b>	<b>I use a variety of learning tools to help learners ACCESS language, culture and content to meet performance objectives.</b>					
	a. I provide my students with comprehensible input through the use of a variety of digital and print media.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students and I use realia, props, manipulatives and other resources to make input comprehensible.	<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 use classroom learning aids as tools to facilitate learning.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	a. My students and I access local and global target language communities as language and culture resources.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>2</b>	<b>I use a variety of learning tools to help learners PRODUCE language, interact with culture and content to meet performance objectives.</b>					
	a. My students and I use available technologies to develop real world language and cultural competencies.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students and I use classroom learning aids to facilitate the students' target language use.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>3</b>	<b>I use available technologies to help learners meet performance objectives.</b>					
	c. My students and I expand the learning experience to local and global target language communities.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	a. My students and I use authentic materials to understand the perspectives behind the products of the target culture.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students and I use authentic materials to understand the perspectives behind the <i>practices</i> of the target culture.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>4</b>	<b>I use available technologies to help learners meet performance objectives.</b>					
	c. My students and I use a culture-rich classroom environment to stimulate and advance student learning.	<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 interact with the local and global target language communities to advance intercultural competencies.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	<b>My students and I use tools to document, track, and reflect on performance over time.</b>					
<b>4</b>	<b>My students and I use tools to document, track, and reflect on performance over time.</b>					
	a. I use a variety of tools to clearly communicate realistic expectations for student performance.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. My students and I use rubrics to refine performance throughout the learning process.	<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 use tools to benchmark student growth.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
d. I provide my students with tools and processes to reflect on their growth.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal	

**5** My students and I access and use learning tools in a manner respectful of authorship and ownership.

N  S  M  C  My Goal

**6** I research and collaborate with colleagues to identify tools to facilitate my work.

- |   |                         |                         |                         |                         |                               |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. I effectively use technology to identify learning tools that will help my students meet the performance objectives.  | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. I collaborate with colleagues to identify and develop resources to help my students meet the 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 use a variety of tools to streamline my administrative duties.   | <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?

