Teacher Effectiveness for Language Learning

PAIR & SMALL GROUP WORK

SELF-ASSESSMENT

Teacher: 
Date: 

A criterion identified in the Teacher Effectiveness for Language Learning Framework addresses the need to provide “daily pair and small group activities” (LE5d). What strategies can you use to implement daily pair or small group work? 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 realistic 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.

1. Students are intentionally partnered or placed in small groups by the teacher in order to maximize learning.
   - My Goal

2. The activity is presented in a manner that motivates students to participate.
   - My Goal

3. Students can articulate the end goal of the activity.
   - My Goal

4. Students receive precise directions to achieve the goal of the activity.
   - My Goal

5. The teacher verifies that students understand the directions.
   - My Goal

6. The teacher models the procedure for the activity.
   - My Goal

7. The teacher sets a time limit for task completion and shares it with the students.
   - My Goal

8. The teacher frequently checks for comprehension and clarifies misunderstandings when necessary.
   - 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?