FOUNDATIONAL CRITERIA

How do my classroom practices communicate positive messages about language learning?

Teachers new to the *Teacher Effectiveness for Language Learning Framework* will enter it from widely varying backgrounds and experiences. The TELL project is quick to acknowledge that, for some, the sheer number of criteria can make the framework feel overwhelming. To provide a potentially less complicated starting point, this Foundational Criteria document was created. From among the many important criteria in the framework, these are considered to be the most critical and, therefore, a good place for any teacher to start. ALL of the criteria in the framework are important; the Foundational Criteria simply suggest that they should be addressed first. Then a teacher should branch out to other criteria contained in the entire framework.

FC1 I build appropriate relationships with my students to promote a safe and positive learning environment.

    a. I use official information about my students' backgrounds to inform my approach to learning.
    b. My students and I create a safe and positive learning environment through respectful interaction with each other.
    c. I work with my students' parents and school administrators to communicate and clarify my classroom management system.

FC2 I plan learning experiences based on my local curriculum and state and national standards.

FC3 I set daily performance objectives focused on proficiency targets and based on meaningful contexts and share them with my students.

FC4 My daily lesson plan contains activities that are contextualized, connect to prior learning, and require attention to meaning.

    a. I plan how I will explain/introduce activities and concepts using only the target language.
    b. I plan activities that provide students with comprehensible input.
    c. I plan to check for understanding in a variety of ways throughout the lesson.

FC5 I plan for lessons that contain learning experiences designed to keep all students engaged all the time.

    a. I plan a variety of activities that are based on student attention/interest level and time needed for the task.
    b. I plan for smooth and efficient transitions throughout the class.

FC6 I use and share daily performance objectives to capture my students' energy and commitment.

FC7 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.
    b. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
    c. I frequently check for understanding in a variety of ways throughout the lesson.

FC8 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.
    b. My students engage in language learning opportunities anchored in the modes of communication.

FC9 My students demonstrate growth through performances that are reflective of their learning experiences.

FC10 My students demonstrate growth relative to the performance objectives.

FC11 I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

    a. I provide my students frequent descriptive feedback.
    b. I provide feedback that is supported by evidence from the student performance.
    c. My students and I use rubrics as ways to define quality and to provide feedback.

FC12 My grading system weighs performance more heavily than language knowledge.

FC13 I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.

    a. I provide my students with comprehensible input through the use of a variety of digital and print media.
    b. My students and I use realia, props, manipulatives and other resources to make input comprehensible.

FC14 My students and I access and use learning tools in a manner respectful of authorship and ownership.

FC15 I involve all stakeholders by engaging them in discussions of the goals of the program.

    a. I clearly communicate realistic expectations for student performance.
    b. I clearly communicate my classroom management plan.
    c. I clearly communicate my grading system.
    d. I clearly communicate how I use data to improve student learning.
    e. I clearly communicate how stakeholders can support student learning both in school and beyond.

FC16 I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.

FC17 I am a reflective practitioner.

    a. I use processes that allow me to analyze and reflect on my current practices.
    b. I regularly use evidence of student growth to inform reflection on my practices.
    c. I create a plan for my professional growth based on my reflections.
    d. My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning.

FC18 I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.

    a. I regularly participate in activities to enhance my ability to facilitate learning.
    b. I regularly seek opportunities that connect me with colleagues both locally and globally.
    c. I collaborate in the work of my department, school, and district.