The TELL Project
World Language Learning

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What's Going on in There?

Let's talk about 180 hours

Target Language

THE TELL PROJECT

1. The identified teacher characteristics and behaviors represent the model world language teacher.
2. World language teachers can become models if the model teacher is defined.
3. The identified characteristics and behaviors are intended to guide individual teacher growth toward the model and are not necessarily tied to teacher appraisal.

The TELL Project

- Teacher Effectiveness for Language Learning
- A self-assessment tool to see where teachers can grow the most
- 3 categories:
  - Preparing for student learning
  - Advancing student learning
  - Supporting student learning
- Self-assessment inventory

PREPARING FOR STUDENT LEARNING

Learning Environment

Planning

befunky   created at www.befunky.com

Teacher Effectiveness for Language Learning Framework

LEARNING ENVIRONMENT

How do I establish a safe and supportive learning environment with my students?

LE1 — **I build appropriate relationships with my students to promote a safe and positive learning environment.**
a. I educate myself on my students' interests, values, and expectations so I can tailor learning to the unique needs of my students.
b. I use available official information about my students' backgrounds to inform my decisions about teaching and learning.
c. I make myself aware of the language abilities and cultural knowledge my students bring to the classroom.
d. My students' behavior reflects a safe and positive learning environment by respectful interaction with peers and teacher.

LE2 — **I plan routines and procedures to promote a safe and supportive learning environment.**

LE3 — **I collaborate with my students in the development of classroom rules.**
a. My students and I plan ways to recognize and validate exemplary student behavior.
b. My students and I plan appropriate actions that should be taken when student behavior does not meet classroom expectations.
c. I post classroom rules for easy continuous reference, as needed.

LE4 — **I create a classroom environment that is culture-rich and encourages the use of the target language.**
a. The physical environment supports the unit's language and cultural learning goals.
b. My students and I use artifacts that are representative of the target culture(s).
c. My students and I follow classroom routines that replicate practices of the target culture(s).

LE5 — **I plan transitions that allow my students to proceed smoothly and efficiently through the class period.**

LE6 — **I work with my parents and administrators to communicate and clarify my classroom management system.**

LE7 — **I maximize the organization of my classroom to support the performance objectives.**
a. The seating arrangement facilitates student-to-student communication.
b. My classroom is organized to provide easy access to available resources and is free of clutter.
c. The physical environment accommodates students with special needs.
d. I ensure there is a space where the daily learning targets and the sequence of learning activities are always posted.
e. I display current samples of student work and accompanying grading rubrics.
f. The seating configuration provides for easy teacher access to students.

ADVANCING STUDENT LEARNING

- Teaching the Lesson
- Assessment
- Resources

Teacher Effectiveness for Language Learning Framework

TEACHING THE LESSON

Which high-yield strategies help my students achieve the daily performance objectives?

T1 — **My students' behavior demonstrates respect for individuals, rules, routines, and procedures.**
- a. I evidence a level of respect that my students can emulate.
- b. My students and I refer to posted classroom rules as necessary.
- c. My students and I recognize and validate exemplary student behavior.
- d. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.
- e. I consistently take speedy and appropriate action when student behavior does not meet classroom expectations.

T2 — I give my students age-appropriate responsibility for managing their own behavior.

T3 — I ensure that my students are engaged in an activity tied to the day's lesson and designed to capture their attention as soon as they enter the room.

T4 — **I use the daily performance objectives to capture my students' energy and commitment.**
- a. The performance objectives are clearly stated in student-friendly language.
- b. The performance objectives are posted for the duration of the lesson.
- c. The performance objectives are intentionally referred to throughout the lesson.
- d. Students use the performance objectives to assess their learning throughout the lesson.
- e. My students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.

T5 — **I share the sequence of learning activities with my students.**
- a. I post the sequence of learning activities for the duration of the lesson.
- b. I link instructional activities with daily performance objectives.
- c. I help my students see connections among instructional activities.

T6 — **I ensure that students receive consistent and comprehensible input that is meaning bearing.**
- a. At least 90% of what the teacher says and/or materials the teacher shares with the students is in the target language.
- b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
- c. I ensure that my students acquire new vocabulary within a meaningful context and through the use of cultural products and practices.
- d. I use a variety of strategies (e.g., visuals, concrete objects, hands-on experiences) to make language comprehensible.
- e. I frequently check for understanding throughout the lesson.
- f. I clarify what I say by using a variety of techniques (e.g., simplification, restating, adjusting the speed).

T7 — **My students use language within meaningful contexts.**
- a. I consciously monitor my teacher talk in order to maximize student opportunities to produce language in each lesson.
- b. I equip students with strategies that enable them to use the target language.
- c. My students have adequate opportunities to process language (input) before being expected to produce language (output).
- d. My students engage in daily pair and/or small group activities.
- e. My students frequently use cultural products and practices to contextualize language tasks.
- f. My students and I access, evaluate, and use authentic materials.
- g. My students and I collaborate, publish and interact with other language learners, experts and other audiences.
- h. My students encounter grammar that is necessary to meet the performance objectives.
- i. My students use language at levels of accuracy consistent with the proficiency target.

T8 — I provide opportunities for students to engage in cultural observation (products and practices) and analysis (perspectives) of both the new and the students' own cultures.

Teacher Effectiveness for Language Learning Framework

PROFESSIONALISM

How does my continued growth as a professional support student learning?

PR1 **I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.** (adapted from the Statement of Professional Responsibility for ACTFL Members – 2009)

PR2 **I create a plan for my professional growth based on my reflections of how I**
- create the learning environment;
- plan for instruction;
- teach the lesson;
- assess;
- select and use resources;
- and communicate with stakeholders

in order to advance student learning.

PR3 **I possess at least Advanced Low proficiency (ACTFL scale) in both the target language and English.**

PR4 **I regularly seek opportunities to immerse myself in the target culture and/or target language.**

PR5 **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 improve my language skills.
b. I regularly participate in activities to enhance my ability to facilitate learning.
c. I participate in professional learning networks that connect me with colleagues both locally and globally.
d. I am a proactive collaborator in the work of my department, school and district.

PR6 **I give back to the profession in a variety of ways, digitally and/or face-to-face** (e.g., presenting in-district, at conferences, participating in a professional learning community, mentoring, publishing).

SUPPORTING STUDENT LEARNING

- Collaboration
- Professionalism

A ship in port is safe,
But that's not what ships are built for.

Grace Hopper

Teacher: _____ Date: _____ Time: _____ WT#: _____

Language: A C F G J L R S   Grade/Course: _____   Lesson Segment: ☐ Beginning ☐ Middle ☐ End

Teacher Effectiveness for Language Learning: WALKTHROUGH

TEACHING THE LESSON
Instructional Activities

In highly effective language classes …	FO	PO	NO	NA
1. Students are engaged in an activity tied to the day's lesson as soon as they enter the room. *Observed Behavior:*				
2. Instructional activities are linked to performance objectives. *Observed Behavior/Notes:*				
3. Instructional activities keep all students actively engaged and on-task. *Observed Behavior/Notes:*				
4. The students participate in pair and/or small group activities. *Observed Behavior/Notes:*				
5. Students apply strategies that enable them to use the target language. *Observed Behavior/Notes:*				
6. The teacher incorporates an age-appropriate amount of movement into the lesson. *Observed Behavior/Notes:*				
7. Students engage in cultural observation (products and practices) and analysis (perspectives) of both the new and the students' own cultures. *Observed Behavior/Notes:*				
8. Students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson. *Observed Behavior/Notes:*				

FO = Fully Observed   **PO** = Partially Observed   **NO**= Not Observed   **NA** = Not Applicable

Commendations	Recommendations

Next Steps

IMPLEMENTATION

- The Principal's role is to help teachers:
  - understand what it means to be an effective world language teacher
  - access their current practices against the criteria for the model language teacher
  - Determine for themselves their top priority growth areas for the school year
  - Participate in specialized professional development aimed at their particular needs

RESOURCES

- Self assessment checklists for teachers
- Full classroom observation tools
- General walkthrough observation tools
- Focused walkthrough observation tools

www.TELLproject.com