

ACTFL Guiding Principle: Literacy in Language Learning

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN2.a** The teacher promotes equity, diversity, and diversity of opinion to create a safe environment for all students
 - EN3.c** The teacher provides easy access to available resources.
 - EN5.b** The teacher creates a stimulating environment that encourages active engagement with the target language and culture(s).
 - EN5.c** The teacher ensures that the environment reflects current target language culture(s).
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL1.d** The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE4.a** The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.
 - LE4.b** The teacher facilitates activities that allow students to share a message with an audience.
 - LE5.a** The teacher facilitates activities that allow students to recognize and understand how their own culture affects their views of other cultures.
 - LE5.b** The teacher facilitates activities that allow students to recognize and understand the perspectives they and others have.
 - LE5.d** The teacher facilitates activities that allow students to use their language skills and cultural awareness to interact effectively in a cultural context other than their own.
 - LE6.d** The teacher facilitates activities that allow students to produce language in order to interact with language learners or other speakers of the target language.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT1.c** The teacher leverages technology to support student processing of language.
 - LT2.c** The teacher leverages technology to support student production of language.
 - LT3.a** The teacher facilitates student investigation of and interaction with authentic materials in order to understand the perspectives behind the products of the target culture.
 - LT3.b** The teacher uses authentic materials to support student understanding of the perspectives behind the practices of the target culture.
 - LT3.d** The teacher connects students with local and global target language communities.
 - LT5.a** The teacher knows how to access, document and share proprietary resources they provide to students.
 - LT5.b** The teacher recognizes and prevents plagiarism by students and other educators.
 - LT5.c** The teacher and students correctly attribute sources when presenting and publishing their work.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO5.b** The teacher creates opportunities for students to use their language skills to learn from and work cooperatively with members of the target cultures.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR5.a** The teacher keeps abreast of current developments and research in both world language and general education.

ACTFL Guiding Principle: Articulated Sequences in Language Learning

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN4.a** The teacher conveys the message that all students can learn a language.
 - EN4.b** The teacher displays and refers to information about performance and proficiency targets.
 - EN4.c** The teacher ensures there is a space where the daily learning targets and the sequence of learning activities are always posted.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL1.b** The teacher uses units that have clearly identified performance objectives in the three communicative modes.
 - PL3.e** The teacher plans lessons that include learning experiences within students' range of abilities.
 - PL5.b** The teacher plans how to introduce the daily learning targets and the sequence of activities.
 - PL7.b** The teacher plans activities for students to produce language within the range of their proficiency targets.
 - PL8.a** The teacher intentionally sequences activities in ways that maximize student learning.
 - PL8.c** The teacher plans activities that involve students at different levels of cognitive engagement.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE2.b** The teacher explains and posts the sequence of a lesson.
 - LE2.c** The teacher clarifies how the learning experiences help students meet the learning targets.
 - LE2.d** The teacher helps students see connections within and across learning experiences.
 - LE4.c** The teacher facilitates activities that allow students to produce language within the range of the performance targets.
 - LE6.a** The teacher facilitates activities that allow students to understand and use the proficiency continuum to reflect upon and refine their language use.
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TELL DOMAIN: PERFORMANCE & FEEDBACK

How do teachers and students use performance and feedback to advance student learning?

- PF1.a** The teacher ensures that students' learning experiences prepare them for the performance tasks.
 - PF1.c** The teacher uses performance tasks that allow students to demonstrate growth relative to the proficiency targets.
 - PF1.e** The teacher identifies student successes and opportunities for modification to improve future performance.
 - PF3.a** The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets.
 - PF3.e** The teacher considers how to use different learning strategies and resources in order to ensure attainment of the learning targets in the future.
 - PF4.a** The teacher analyzes internal assessment data to track student growth.
 - PF4.b** The teacher uses external measures to standardize assessment and corroborate progress toward the performance targets.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT4.a** The teacher and students use rubrics to define performance and provide feedback throughout the learning process.
 - LT4.b** The teacher and students use tools to monitor language growth.
 - LT4.c** The teacher and students use tools to document, track, and reflect on performance over time.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO2.a** The teacher provides opportunities for students to reflect on how well they meet course performance objectives and their own learning goals.
 - CO2.b** The teacher works with students to reflect upon and highlight their growth in language development.
 - CO2.c** The teacher collaborates with students to identify next steps for language growth.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR2.c** The teacher advocates for language learning opportunities for all students.

ACTFL Guiding Principle: Plan with Backward Design

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN4.b** The teacher displays and refers to information about performance and proficiency targets.
 - EN5.a** The teacher designs the environment to support the unit's language and culture goals.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL1.a** The teacher uses units that are appropriate for the age and proficiency level of the students.
 - PL1.b** The teacher uses units that have clearly identified performance objectives in the three communicative modes.
 - PL1.c** The teacher determines the vocabulary and structures needed to meet the performance objectives of the unit.
 - PL1.d** The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.
 - PL1.e** The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines.
 - PL1.f** The teacher uses units that allow students to use previously acquired language and content in new contexts.
 - PL2.a** The teacher designs assessment tasks in the modes of communication.
 - PL2.b** The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.
 - PL3.a** The teacher plans lessons that accommodate the needs of identified exceptional learners.
 - PL3.b** The teacher plans lessons that attend to the needs of struggling or accelerated learners not officially identified.
 - PL3.c** The teacher plans lessons that attend to the needs of heritage/native speakers.
 - PL3.d** The teacher plans lessons that include learning experiences that are interesting and relevant to students.
 - PL3.e** The teacher plans lessons that include learning experiences within students' range of abilities.
 - PL4.a** The teacher sets daily learning targets that unpack the performance objectives of the unit.
 - PL4.b** The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets.
 - PL4.c** The teacher plans activities that enable students to meet the daily learning targets.
 - PL7.a** The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.
 - PL7.b** The teacher plans activities for students to produce language within the range of their proficiency targets.
 - PL8.b** The teacher plans activities that are designed to engage student attention and interest.
 - PL8.c** The teacher plans activities that involve students at different levels of cognitive engagement.
 - PL8.d** The teacher plans activities that allow for student choice.
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TELL DOMAIN: PERFORMANCE & FEEDBACK

How do teachers and students use performance and feedback to advance student learning?

- PF 1a.** The teacher ensures that students' learning experiences prepare them for the performance tasks.
 - PF 1b.** The teacher uses performance tasks that clearly outline expectations and that have a real-world purposeful context.
 - PF 1c.** The teacher uses performance tasks that allow students to demonstrate growth relative to the proficiency targets.
 - PF 3c.** The teacher identifies student successes and reflects on those parts of the learning experience that contributed to them.
 - PF 3d.** The teacher uses information from reflections to identify those parts of the learning experience that should be modified.
 - PF 3e.** The teacher considers how to use different learning strategies and resources in order to ensure attainment of the learning targets in the future.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO1.a** The teacher uses official information about students' backgrounds to inform their planning.
 - CO4.a** The teacher communicates realistic expectations for student performance.
 - CO5.b** The teacher creates opportunities for students to use their language skills to learn from and work cooperatively with members of the target cultures.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR4.a** The teacher reflects regularly on their beliefs and practices and how they impact student learning.
- PR4.b** The teacher routinely reflects on evidence of student learning.
- PR5.a** The teacher keeps abreast of current developments and research in both world language and general education.

ACTFL Guiding Principle: Facilitate Target Language Use

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN2.b** The teacher gathers and uses information about the language abilities and cultural experiences of students.
 - EN4.d** The teacher creates an environment that supports student use of the target language.
 - EN4.e** The teacher establishes an environment that facilitates student-to-student communication.
 - EN5.b** The teacher creates a stimulating environment that encourages active engagement with the target language and culture(s).
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL6.a** The teacher selects strategies to ensure language input is comprehensible.
 - PL6.c** The teacher plans how to introduce and explain activities and concepts using the target language.
 - PL7.a** The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE1.a** The teacher serves as a model for students.
 - LE3.a** The teacher ensures that at least 90% of what is shared with students is in the target language.
 - LE3.b** The teacher minimizes the use of English by carefully and deliberately determining when and if it is necessary.
 - LE3.c** The teacher uses a variety of verbal and nonverbal strategies to make language comprehensible.
 - LE3.d** The teacher uses a variety of strategies to allow students to monitor their comprehension.
 - LE3.g** The teacher ensures students have sufficient time to process in the interpretive mode before producing language.
 - LE4.a** The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.
 - LE4.b** The teacher facilitates activities that allow students to share a message with an audience.
 - LE4.c** The teacher facilitates activities that allow students to produce language within the range of the performance targets.
 - LE4.d** The teacher provides students with strategies that enable them to stay in the target language.
 - LE4.e** The teacher consciously monitors teacher talk in order to maximize student opportunities to produce language.
 - LE6.c** The teacher highlights communication strategies that allow students to maintain or extend a conversation.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT1.a** The teacher uses realia, props, manipulatives, and other resources as needed to make language comprehensible.
 - LT2.a** The teacher encourages students to use realia, props, manipulatives, and other resources as needed to make their language comprehensible.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR3.a** The teacher regularly works on maintaining and improving their target language skills.
- PR3.b** The teacher regularly works to deepen and expand their understanding of the target culture(s).
- PR3.c** The teacher routinely engages with members of the target culture(s) to gain new perspectives.
- PR3.d** The teacher references current developments with their students when appropriate.

ACTFL Guiding Principle: Use Authentic Texts

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN1.b** The teacher gathers and uses information about the language abilities and cultural experiences of students.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL6.b** The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.
 - PL6.d** The teacher plans to frequently check that students understand the message of written and spoken text.
 - PL7.c** The teacher plans ways for students to reflect upon the language they produce and to refine linguistic output.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE3.e** The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.
 - LE3.f** The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.
 - LE3.g** The teacher ensures students have sufficient time to process in the interpretive mode before producing language.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT1.b** The teacher uses a variety of authentic digital and print media to support student understanding of language input.
 - LT2.b** The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language.
 - LT3.a** The teacher facilitates student investigation of and interaction with authentic materials in order to understand the perspectives behind the products of the target culture.
 - LT3.b** The teacher uses authentic materials to support student understanding of the perspectives behind the practices of the target culture.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO1.b** The teacher uses information about the language abilities and cultural experiences of their students.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR3.b** The teacher regularly works to deepen and expand their understanding of the target culture(s).
- PR3.c** The teacher routinely engages with members of the target culture(s) to gain new perspectives.
- PR3.d** The teacher references current developments with their students when appropriate.
- PR4.a** The teacher reflects regularly on their beliefs and practices and how they impact student learning.

ACTFL Guiding Principle: Design Communicative Tasks

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN3.d** The teacher creates an environment that easily allows for different learning configurations.
 - EN4.d** The teacher creates an environment that supports student use of the target language.
 - EN4.e** The teacher recognizes and validates students who meet or exceed behavior expectations.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL1.f** The teacher uses units that allow students to use previously acquired language and content in new contexts.
 - PL2.b** The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.
 - PL3.d** The teacher plans lessons that include learning experiences that are interesting and relevant to students.
 - PL3.e** The teacher plans lessons that include learning experiences within students' range of abilities.
 - PL7.b** The teacher plans activities for students to produce language within the range of their proficiency targets.
 - PL8.c** The teacher plans activities that are designed to engage student attention and interest.
 - PL8.d** The teacher plans activities that allow for student choice.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE4.a** The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.
 - LE4.c** The teacher facilitates activities that allow students to produce language within the range of the performance targets.
 - LE5.c** The teacher facilitates activities that allow students to interact with cultural products, practices, and perspectives to contextualize language tasks.
 - LE6.c** The teacher highlights communication strategies that allow students to maintain or extend a conversation.
 - LE6.d** The teacher facilitates activities that allow students to produce language in order to interact with language learners or other speakers of the target language.
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TELL DOMAIN: PERFORMANCE & FEEDBACK

How do teachers and students use performance and feedback to advance student learning?

- PF2.a** The teacher shares performance criteria with students that measure the effectiveness of communication.
 - PF2.b** The teacher provides students with feedback that is supported by evidence from student performance.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT4.a** The teacher and students use rubrics to define performance and provide feedback throughout the learning process.
 - LT4.b** The teacher and students use tools to monitor language growth.
 - LT4.c** The teacher and students use tools to document, track, and reflect on performance over time.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO2.b** The teacher works with students to reflect upon and highlight their growth in language development.
 - CO2.c** The teacher collaborates with students to identify next steps for language growth.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR4.a** The teacher reflects regularly on their beliefs and practices and how they impact student learning.
- PR4.b** The teacher routinely reflects on evidence of student learning.
- PR5.a** The teacher keeps abreast of current developments and research in both world language and general education.

ACTFL Guiding Principle: Teach Grammar as a Concept in Context

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN5.a** The teacher designs the environment to support the unit's language and culture goals.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL1.b** The teacher uses units that have clearly identified performance objectives in the three communicative modes.
 - PL1.c** The teacher determines the vocabulary and structures needed to meet the performance objectives of the unit.
 - PL6.b** The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.
 - PL6.c** The teacher plans how to introduce and explain activities and concepts using the target language.
 - PL7.c** The teacher plans ways for students to reflect upon the language they produce and to refine linguistic output.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE6.a** The teacher facilitates activities that allow students to understand and use the proficiency continuum to reflect upon and refine their language use.
 - LE6.b** The teacher works with students to acquire the vocabulary and grammar needed to more effectively accomplish communicative tasks.
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TELL DOMAIN: PERFORMANCE & FEEDBACK

How do teachers and students use performance and feedback to advance student learning?

- PF2.a** The teacher shares performance criteria with students that measure the effectiveness of communication.
 - PF2.e** The teacher facilitates students' use of feedback to identify next steps for their language growth.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT2.b** The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO2.b** The teacher works with students to reflect upon and highlight their growth in language development.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR4.a** The teacher reflects regularly on their beliefs and practices and how they impact student learning.
- PR5.a** The teacher keeps abreast of current developments and research in both world language and general education.

ACTFL Guiding Principle: Provide Effective Feedback

TELL DOMAIN: ENVIRONMENT

How do teachers create a safe and supportive learning environment to prepare for learning?

- EN4.a** The teacher conveys the message that all students can learn a language.
 - EN4.b** The teacher displays and refers to information about performance and proficiency targets.
 - EN4.f** The teacher displays current samples of student work and accompanying rubrics.
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TELL DOMAIN: PLANNING

How do teachers plan learning experiences to prepare for student learning?

- PL4.b** The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets.
 - PL5.c** The teacher plans how to reference the learning targets at key transition points in a lesson.
 - PL5.d** The teacher plans how to help students reflect on their attainment of the learning targets.
 - PL7.c** The teacher plans ways for students to reflect upon the language they produce and to refine linguistic output.
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TELL DOMAIN: THE LEARNING EXPERIENCE

How do teachers facilitate meaningful learning experiences that advance language learning?

- LE2.e** The teacher intentionally references the learning targets during a lesson.
 - LE2.f** The teacher returns students' attention to the learning targets at the end of a lesson.
 - LE6.a** The teacher facilitates activities that allow students to understand and use the proficiency continuum to reflect upon and refine their language use.
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TELL DOMAIN: PERFORMANCE & FEEDBACK

How do teachers and students use performance and feedback to advance student learning?

- PF1.c** The teacher uses performance tasks that allow students to demonstrate growth relative to the proficiency targets.
 - PF1.d** The teacher uses performance tasks that provide feedback on how well students have met the performance objectives.
 - PF1.e** The teacher identifies student successes and opportunities for modification to improve future performance.
 - PF2.a** The teacher shares performance criteria with students that measure the effectiveness of communication.
 - PF2.b** The teacher provides students with feedback that is supported by evidence from student performance.
 - PF2.c** The teacher provides students with feedback that is frequent and descriptive in nature.
 - PF2.d** The teacher provides students with feedback that is close in time to the demonstrated performance.
 - PF2.e** The teacher facilitates students' use of feedback to identify next steps for their language growth.
 - PF2.f** The teacher enables students to compare their current performances to previous performances.
 - PF3.a** The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets
 - PF3.b** The teacher provides opportunities for students to reflect on how well they meet daily learning targets and their own goals.
 - PF4.a** The teacher analyzes internal assessment data to track student growth.
 - PF5.a** The teacher provides students multiple opportunities to demonstrate growth toward the unit performance objectives.
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TELL DOMAIN: LEARNING TOOLS

How do teachers capitalize on a variety of learning tools to advance student learning?

- LT4.a** The teacher and students use rubrics to define performance and provide feedback throughout the learning process.
 - LT4.b** The teacher and students use tools to monitor language growth.
 - LT4.c** The teacher and students use tools to document, track, and reflect on performance over time.
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TELL DOMAIN: COLLABORATION

How do teachers partner with stakeholders to support student learning?

- CO2.a** The teacher provides opportunities for students to reflect on how well they meet course performance objectives and their own learning goals.
 - CO2.b** The teacher works with students to reflect upon and highlight their growth in language development.
 - CO2.c** The teacher collaborates with students to identify next steps for language growth.
 - CO4.a** The teacher communicates realistic expectations for student performance.
 - CO4.b** The teacher communicates how data will be collected and used to improve performance.
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TELL DOMAIN: PROFESSIONALISM

How do teachers' continued growth as a professional support student learning?

- PR4.b** The teacher routinely reflects on evidence of student learning.