



# LEARNER PATHWAY to Teacher Effectiveness for Language Learning

## How does feedback support learners' language development?

1. A learner pathway identifies learner engagement behaviors that support language development. Use this **feedback form** to reflect on the degree to which learners in your classes exhibit these behaviors.

<p>Learners know and understand the success criteria that guide language development.</p>	<p>Learners are able to measure and reflect on their progress in language development.</p>	<p>Learners receive feedback to celebrate their success and identify next steps in language development.</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Now, consider which teacher responsibilities contribute to learner engagement. Review key sub-criteria from the Teacher Effectiveness for Language Learning (TELL) Framework and identify areas of focus for your professional growth.

<p>The teacher shares performance criteria with students that measure the effectiveness of communication. PF2.a</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher provides opportunities for students to reflect on how well they meet the learning targets. PF3.b</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher provides students with feedback that is supported by evidence from student performance. PF2.b</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>
<p>The teacher displays and refers to information about performance and proficiency targets. EN4.b</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher enables students to compare their current performances to previous performances. PF2.f</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher provides students with feedback that is frequent and descriptive in nature. PF2.c</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>
<p>The teacher displays current samples of student work and accompanying rubrics. EN4.f</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher facilitates students' use of feedback to identify next steps for their language growth. PF2.e</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher provides students with feedback that is close in time to the demonstrated performance. PF2.d</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>
<p>I teacher and students use tools to document, track, and reflect on performance over time. LT4.c</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	<p>The teacher and students use rubrics to define performance and provide feedback throughout the learning process. LT4.a</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	
	<p>The teacher assigns grades that reflect how well students have met the unit performance objectives. PF5.b</p> <p><input type="checkbox"/> PART OF MY PRACTICE      <input type="checkbox"/> A GOAL FOR ME</p>	

TELL Framework Domains:

EN: Environment - PL: Planning - LE: Learning Experience - PF: Performance & Feedback - LT: Learning Tools - CO: Collaboration - PR: Professionalism



[pearll.nflc.umd.edu/teacher-effectiveness](http://pearll.nflc.umd.edu/teacher-effectiveness)

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