

# LEARNER PATHWAYS to Teacher Effectiveness for Language Learning

## How do teachers intentionally sequence activities to maximize learning?

Learner Pathways look at effective learning experiences from the perspective of the learner by describing what students do. Each pathway identifies three learner engagement behaviors. Key subcriteria from the Teacher Effectiveness for Language Learning (TELL) Framework identify a set of teacher behaviors that result in the identified learner engagement behaviors. These pathways allow teachers to reflect on the degree to which their learners exhibit the engagement behaviors and identify areas of focus for their professional growth.

Learners engage immediately to process language that is clearly connected to the daily learning targets.	Learners engage collaboratively in activities that gradually enable them to individually meet the learning targets.	Learners independently demonstrate their ability to complete a check for learning.
GUIDED AND SUPPORTED	COLLABORATIVE PROCESSING	INDEPENDENT APPLICATION
The teacher plans how to capture students' attention at the beginning of a lesson. ..... <b>PL5.a</b> .....	The teacher plans activities that are designed to engage student attention and interest. ..... <b>PL8.</b> .....	The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets. ..... <b>PL4.b</b> .....
The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials. ..... <b>LE3.e</b> .....	The teacher uses a variety of strategies to allow students to monitor their comprehension. ..... <b>LE3.d</b> .....	The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets. ..... <b>PF3.a</b> .....
The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text. ..... <b>LE3.f</b> .....	The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose ..... <b>LE4.a</b> .....	The teacher provides opportunities for students to reflect on how well they meet daily learning targets and their own goals. ..... <b>PF3.b</b> .....
The teacher uses a variety of authentic digital and print media to support student understanding of language input. ..... <b>LT1.b</b> .....	The teacher consciously monitors teacher talk in order to maximize student opportunities to produce language. ..... <b>LE4.e</b> .....	The teacher returns students' attention to the learning targets at the end of a lesson. ..... <b>LE2.f</b> .....
The teacher provides students with feedback that is frequent and descriptive in nature. ..... <b>PF2.c</b> .....		

TELL Framework Domains:

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



[www.pearllnflc.umd.edu/teacher-effectiveness](http://www.pearllnflc.umd.edu/teacher-effectiveness)

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