



SELF-ASSESSMENT: COLLABORATION

Name:

Date:

During this self-assessment, first consider each TELL criterion and note how it is reflected in your current practice. Be sure to identify evidence to support your reflections. Then rate yourself for each sub-criterion and review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings will help you clarify your rationale for the levels you selected and identify realistic strength and goals for your professional growth.

CO1 The teacher partners with others to better understand students' learning needs.

How is this TELL criterion reflected in my current practice?

a. The teacher uses official information about students' backgrounds to inform their planning.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.

b. The teacher uses information about the language abilities and cultural experiences of their students.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.

c. The teacher partners with professionals outside of school to support learning.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.

CO2 The teacher shares with students how language proficiency develops.

How is this TELL criterion reflected in my current practice?

a. The teacher provides opportunities for students to reflect on how well they meet course performance objectives and their own learning goals.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.

b. The teacher works with students to reflect upon and highlight their growth in language development.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.

c. The teacher collaborates with students to identify next steps for language growth.

I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.



C03**The teacher facilitates frequent two-way communication with stakeholders.**

How is this TELL criterion reflected in my current practice?

a. The teacher maximizes ongoing communication between teacher and students outside of class.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
b. The teacher participates in frequent communication with other key stakeholders.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
c. The teacher partners with other educators to expand their understanding of language development.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
d. The teacher collaborates with other educators to support learning.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
C04**The teacher partners with stakeholders to communicate about student performance goals and outcomes.**

How is this TELL criterion reflected in my current practice?

a. The teacher communicates realistic expectations for student performance.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
b. The teacher communicates how data will be collected and used to improve performance.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
c. The teacher shares information highlighting student accomplishments.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
C05**The teacher connects with local and global communities to support the development of language and intercultural competencies.**

How is this TELL criterion reflected in my current practice?

a. The teacher collaborates with individuals and organizations to integrate target language and culture communities into learning experiences.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
b. The teacher creates opportunities for students to use their language skills to learn from and work cooperatively with members of the target cultures.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
c. The teacher partners with individuals and organizations to expand language and culture learning opportunities for students.
 I don't do this yet. I do this rarely. I do this sometimes. I do this most of the time. I do this with confidence.
