

SELF-ASSESSMENT: ENVIRONMENT

Name:	Date:
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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.

EN1	. The teacher b	uilds positive rela	tionships with students	that support learning.		
	How is this TEL	How is this TELL criterion reflected in my current practice?				
a.	The teacher uses official information about student backgrounds.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
b. ⁻	The teacher gathers and uses information about the language abilities and cultural experiences of students.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
с.	The teacher interacts with students beyond official class time to gain insights into their interests.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
d. ⁻	d. The teacher works with students to maintain a supportive learning environment.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
е.	he teacher recognizes and validates students who meet or exceed behavior expectations.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
f.	The teacher plans for and takes appropriate actions when student behavior does not meet expectations.					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	

EN2 The teacher collaborates with students to create expectations for a safe environment.

How is this TELL criterion reflected in my current practice?

a. The teacher promotes equity, diversity, and diversity of opinion to create a safe environment for all students. l don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. O I do this with confidence.

b. The teacher works with students to develop and use rules, routines, and procedures that support a safe environment. I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. O I do this with confidence.

c. The teacher designs an environment that accommodates the needs of identified exceptional learners.

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



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EN3 The teacher collaborates with students to create an environment that facilitates learning.					earning.	
How is this TELL criterion reflected in my current practice?						
	T he second conversion of the first second s					
a.	I don't do this yet.	 O I do this rarely. 	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
D.	I don't do this yet.	 O I do this rarely. 	O I do this sometimes.	easy access to students.	O I do this with confidence.	
				O Tuo this most of the time.	O Tuo tins with connuence.	
с.	The teacher provides	•				
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
d.				erent learning configuration		
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
EN4	The teacher c	reates an environn	nent focused on langua	ge performance and profici	ency.	
	How is this TEL					
	How is this TELL criterion reflected in my current practice?					
			in my current practice?			
		L chienon renected	in my current practice?			
		L chtenon renected	in my current practice?			
			in my current practice?			
a. ⁻	The teacher conveys		In my current practice?	language.		
a				language. O I do this most of the time.	O I do this with confidence.	
	The teacher conveys I don't do this yet.	the message that and the constant of the second sec	all students can learn a			
	The teacher conveys I don't do this yet.	the message that and the constant of the second sec	all students can learn a	O I do this most of the time.		
b. ⁻	The teacher conveys I don't do this yet. The teacher displays I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
b. ⁻	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures	the message that a O I do this rarely. and refers to infor O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes.	 I do this most of the time. ance and proficiency targets I do this most of the time. 	O I do this with confidence.	
b. ⁻	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures always posted. I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely. there is a space wh O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes. here the daily learning O I do this sometimes.	 I do this most of the time. I do this most of the time. I do this most of the time. targets and the sequence of I do this most of the time. 	 O I do this with confidence. f learning activities are 	
b. ⁻	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures always posted. I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely. there is a space wh O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes. here the daily learning O I do this sometimes.	 I do this most of the time. I do this most of the time. I do this most of the time. targets and the sequence of 	 O I do this with confidence. f learning activities are 	
b c d	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures always posted. I don't do this yet. The teacher creates a I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely. there is a space wh O I do this rarely. an environment that O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes. here the daily learning O I do this sometimes. at supports student use O I do this sometimes.	 I do this most of the time. I do this most of the time. I do this most of the time. targets and the sequence of I do this most of the time. of the target language. I do this most of the time. 	 O I do this with confidence. f learning activities are O I do this with confidence. O I do this with confidence. 	
b c d	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures always posted. I don't do this yet. The teacher creates a I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely. there is a space wh O I do this rarely. an environment that O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes. here the daily learning O I do this sometimes. at supports student use O I do this sometimes.	 I do this most of the time. I do this most of the time. I do this most of the time. targets and the sequence of I do this most of the time. of the target language. 	 O I do this with confidence. f learning activities are O I do this with confidence. O I do this with confidence. 	
b c d e	The teacher conveys I don't do this yet. The teacher displays I don't do this yet. The teacher ensures always posted. I don't do this yet. The teacher creates a I don't do this yet. The teacher establish I don't do this yet.	the message that a O I do this rarely. and refers to infor O I do this rarely. there is a space wh O I do this rarely. an environment that O I do this rarely. thes an environment O I do this rarely.	all students can learn a O I do this sometimes. mation about performa O I do this sometimes. here the daily learning for O I do this sometimes. at supports student use O I do this sometimes. t that facilitates studer	 I do this most of the time. I do this most of the time. I do this most of the time. targets and the sequence of I do this most of the time. 	 O I do this with confidence. f learning activities are O I do this with confidence. O I do this with confidence. 	



EN5	The teacher creates an environment that promotes intercultural thinking.					
	How is this TELL criterion reflected in my current practice?					
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a. I	he teacher designs t	the environment to	o support the unit's lan	guage and culture goals.		
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
b. The teacher creates a stimulating environment that encourages active engagement with the target language and culture(s).						
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
с. Т	c. The teacher ensures that the environment reflects current target language culture(s).					
	l don't do this yet.	O I do this rarely.	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	



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