



# SELF-ASSESSMENT: LEARNING EXPERIENCE

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.

## LE1 The teacher demonstrates a level of trust and respect for individuals, routines, and procedures.

How is this TELL criterion reflected in my current practice?

### a. The teacher serves as a model 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.

### b. The teacher gives students age-appropriate responsibility for managing their own behavior.

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 and students refer to routines and procedures as necessary.

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 reinforces positive behaviors before problems arise.

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.

### e. The teacher consistently takes timely and appropriate action when student behavior does not meet expectations.

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.

## LE2 The teacher uses daily learning targets and a sequence of activities to capture and maintain students' energy and commitment to learn.

How is this TELL criterion reflected in my current practice?

### a. The teacher shares learning targets in student-friendly language.

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 explains and posts the sequence of a lesson.

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 clarifies how the learning experiences help students meet the learning targets.

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 helps students see connections within and across 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.



**e. The teacher intentionally references the learning targets during a lesson.**

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.

**f. The teacher returns students' attention to the learning targets at the end of a lesson.**

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.

**LE3**

**The teacher provides opportunities for students to process language in the interpretive mode.**

How is this TELL criterion reflected in my current practice?

**a. The teacher ensures that at least 90% of what is shared with students is in the target language.**

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 minimizes the use of English by carefully and deliberately determining when and if English is necessary.**

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 uses a variety of verbal and nonverbal strategies to make language comprehensible.**

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 uses a variety of strategies to allow students to monitor their comprehension.**

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.

**e. The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.**

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.

**f. The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.**

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.

**g. The teacher ensures students have sufficient time to process in the interpretive mode before producing language.**

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.

**LE4**

**The teacher provides opportunities for students to produce language in the interpersonal and presentational modes.**

How is this TELL criterion reflected in my current practice?

**a. The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.**

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 facilitates activities that allow students to share a message with an audience.**

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 facilitates activities that allow students to produce language within the range of the performance targets.**

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 provides students with strategies that enable them to stay in the target language.**

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.

**e. The teacher consciously monitors teacher talk in order to maximize student opportunities to produce language.**

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.



**LE5**

**The teacher provides opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.**

How is this TELL criterion reflected in my current practice?

**a. The teacher facilitates activities that allow students to recognize and understand how their own culture affects their views of other 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.

**b. The teacher facilitates activities that allow students to recognize and understand the perspectives they and others have.**

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 creates activities that allow students to interact with the products, practices and perspectives to contextualize language tasks.**

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 facilitates activities that allow students to use their language skills and cultural awareness in order to interact effectively in a cultural context other than their own.**

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.

**LE6**

**The teacher provides opportunities for students to become more effective communicators.**

How is this TELL criterion reflected in my current practice?

**a. The teacher facilitates activities that allow students to understand and use the proficiency continuum to reflect upon and refine their language use.**

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 acquire the vocabulary and grammar needed in order to more effectively handle communicative tasks.**

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 highlights communication strategies that allow students to maintain or extend a conversation.**

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 facilitates activities that allow students to produce language in order to interact with language learners or other speakers of the target language.**

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.

