



SELF-ASSESSMENT: PLANNING

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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.

PL1 The teacher plans to implement standards-based units of learning.					
How is this TELL criterion reflected in my current practice?					
	•••	<u> </u>	•		
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.	
The teacher uses units that have clearly identified performance objectives in the three communicative modes.					
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.	
The teacher determines the vocabulary and structures needed to meet the performance objectives of the unit.					
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. The teacher uses units that provide opportunities for students to investigate cultural products, practices, perspectives in order to interact appropriately with others.					
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.	
e. The teacher uses units that allow students to build, reinforce, and expand their knowledge of other discipl					
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.	
The teacher uses unit	s that allow stude	nts to use previously a	cquired language and conte	ent in new contexts.	
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.	
The teacher uses unit	s that allow stude	nts to identify their ow	n learning targets within th	e context of the unit.	
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.	
	The teacher uses unit I don't do this yet. The teacher uses unit I don't do this yet. The teacher determin I don't do this yet. The teacher uses unit perspectives in order I don't do this yet. The teacher uses unit I don't do this yet. The teacher uses unit I don't do this yet.	The teacher uses units that are appropred on the teacher uses units that have clearly. The teacher uses units that have clearly of don't do this yet. The teacher determines the vocabulary of don't do this yet. The teacher uses units that provide opports perspectives in order to interact appropred of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet. The teacher uses units that allow stude of don't do this yet.	The teacher uses units that are appropriate for the age and properties of this yet. O I do this rarely. O I do this sometimes. The teacher uses units that have clearly identified performance I don't do this yet. O I do this rarely. O I do this sometimes. The teacher determines the vocabulary and structures needed I don't do this yet. O I do this rarely. O I do this sometimes. The teacher uses units that provide opportunities for students perspectives in order to interact appropriately with others. I don't do this yet. O I do this rarely. O I do this sometimes. The teacher uses units that allow students to build, reinforce, I don't do this yet. O I do this rarely. O I do this sometimes. The teacher uses units that allow students to use previously and I don't do this yet. O I do this rarely. O I do this sometimes. The teacher uses units that allow students to use previously and I don't do this yet. O I do this rarely. O I do this sometimes.	The teacher uses units that are appropriate for the age and proficiency level of the studer I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. The teacher uses units that have clearly identified performance objectives in the three co I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. The teacher determines the vocabulary and structures needed to meet the performance o I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. The teacher uses units that provide opportunities for students to investigate cultural proceperspectives in order to interact appropriately with others. I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. The teacher uses units that allow students to build, reinforce, and expand their knowledge I don't do this yet. O I do this rarely. O I do this sometimes. O I do this most of the time. The teacher uses units that allow students to use previously acquired language and contered the performance of the time. The teacher uses units that allow students to use previously acquired language and contered the performance of the time. The teacher uses units that allow students to use previously acquired language and contered the performance of the time. The teacher uses units that allow students to identify their own learning targets within the third the content of the time.	

L2	The teacher p objectives of		that align with the prof	iciency targets of the cours	e and performance	
	How is this TELL criterion reflected in my current practice?					
a. The	e teacher designs	assessment tasks i	n the modes of commu	nication.	1	
	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.	
. The	e teacher designs a	assessment tasks t	hat allow students to p	erform within the range of	their proficiency targets.	
	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	e teacher provides	students choice in	n how they meet the pe	rformance objectives.		
	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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L3	i ne teacher p	lans lessons that a	address the unique nee	ds and interests of the stud	ents.	
	How is this TEL	L criterion reflected	in my current practice?			
a. The	-	sons that accomm	odate the needs of ide	ntified exceptional learners	5.	
	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.	
o. The	e teacher plans les	sons that attend t	o the needs of struggli	ng or accelerated learners r	not officially identified.	
	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.	
:. The	e teacher plans les	sons that attend t	o the needs of heritage	/native speakers.		
	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.	
i. The	e teacher plans les	sons that include	learning experiences th	nat are interesting and relev	vant to students.	
	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.	
. The	o tonebor plane los	sone that include	learning evneriences w	ithin students' range of ahi	litios	
2. III	I don't do this yet.	O I do this rarely.	O I do this sometimes.	rithin students' range of abi O I do this most of the time.	O I do this with confidence.	
	r don't do tins yet.	O Tuo tilis farcty.	O Tuo tina aometimes.	O Tuo tilis most of the tille.	O 1 do tilis with confidence.	
L4	-		allow students to acqui	re the knowledge and skills	needed to meet the	
	performance	objectives.				
	How is this TEL	L criterion reflected	in my current practice?			
a. The	e teacher sets dail	y learning targets	that unpack the perfor	mance objectives of the uni	t.	
	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.	
o. The	e teacher plans on	portunities to asse	ess students' ability to o	demonstrate the daily learn	ing targets.	
	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.	
					2 . as and married.	
. The			students to meet the	1		
	I don't do this yet.	 I do this rarely. 	O I do this sometimes.	O I do this most of the time.	O I do this with confidence.	

PL5	The teacher p	lans how to set the	e stage for learning to	capture students' energy ar	nd commitment.	
	How is this TELL criterion reflected in my current practice?					
a.	The teacher plans ho	w to capture stude	ents' attention at the be	eginning of a lesson.		
	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 plans ho	w to introduce the	daily learning targets	and the sequence of activiti	ies.	
	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.	
c.	The teacher plans ho	w to reference the	learning targets at key	r transition points in a lesso	on.	
	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.	The teacher plans ho	w to help students	reflect on their attaini	ment of the learning targets	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.	
DI 4	The teacher w		for students to muccos	- lauarraa in tha internucti	de	
PL6	i ne teacher p	ians opportunities	for students to process	s language in the interpreti	ve mode.	
	How is this TEI	L criterion reflected	in my current practice?			
	The teacher colocts	tratagies to ensure	languago input is som	nrahansihla		
a.	I don't do this yet.	O I do this rarely.	language input is comO I do this sometimes.	O I do this most of the time.	O I do this with confidence.	
h		,		analyze, and interact with		
U.	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.	
_				concepts using the target l		
C.	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.	
a	,	,		d the message of written a		
u.	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.	
	r don't do tins yet.	O Tuo tins farety.	O Tuo tina sometimes.	O Tuo tino most of the time.	O 1 do tins with confidence.	
	The teacher r	nlans onnortunities	for students to produc	e language in the interpers	onal and presentational	
PL7	modes.	tans opportunities	Tor students to produc	e tanguage in the interpers	onat and presentationat	
	How is this TEI	L criterion reflected	in my current practice?			
	The teacher plans op interpretive mode.	portunities for stud	dents to produce langu	age only after ensuring suf	ficient input in the	
	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.	
b.	The teacher plans ac	tivities for student	s to produce language	within the range of their pr	oficiency targets.	
	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.	
С.	The teacher plans wa	avs for students to	reflect upon the langua	ge they produce and to ref	ine linguistic output.	
		-	O I do this sometimes			

PL8	The teacher plans activities designed to keep all students engaged at all times.						
	How is this TELL criterion reflected in my current practice?						
a. The teacher intentionally sequences activities in ways that maximize student learning.							
	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.		
b. The teacher plans activities that are designed to engage student attention and interest.							
	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. 7	c. The teacher plans activities that involve students at different levels of cognitive engagement.						
	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. 1	The teacher plans act	ivities that allow f	for student choice.				
	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.		