



# SELF-ASSESSMENT: PLANNING

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.

## PL1

### The teacher plans to implement standards-based units of learning.

How is this TELL criterion reflected in my current practice?

**a. The teacher uses units that are appropriate for the age and proficiency level of the 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 uses units that have clearly identified performance objectives in the three communicative modes.**

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 determines the vocabulary and structures needed to meet the performance objectives of the unit.**

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 units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.**

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 uses units that allow students to build, reinforce, and expand their knowledge of other disciplines.**

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 units that allow students to use previously acquired language and content in new contexts.**

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 uses units that allow students to identify their own learning targets within the context of the unit.**

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.



**PL2****The teacher plans assessments that align with the proficiency targets of the course and performance objectives of the unit.**

How is this TELL criterion reflected in my current practice?

**a. The teacher designs assessment tasks in the modes of communication.**
 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 designs assessment tasks that allow students to perform within the range of their proficiency 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.
**c. The teacher provides students choice in how they meet the performance objectives.**
 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.
**PL3****The teacher plans lessons that address the unique needs and interests of the students.**

How is this TELL criterion reflected in my current practice?

**a. The teacher plans lessons that accommodate the needs of identified exceptional learners.**
 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 plans lessons that attend to the needs of struggling or accelerated learners not officially identified.**
 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 plans lessons that attend to the needs of heritage/native speakers.**
 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 plans lessons that include learning experiences that are interesting and relevant to 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.
**e. The teacher plans lessons that include learning experiences within students' range of abilities.**
 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.
**PL4****The teacher plans lessons that allow students to acquire the knowledge and skills needed to meet the performance objectives.**

How is this TELL criterion reflected in my current practice?

**a. The teacher sets daily learning targets that unpack the performance objectives of the unit.**
 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 plans opportunities to assess students' ability to demonstrate the daily 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.
**c. The teacher plans activities that enable students to meet the daily 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.


**PL5****The teacher plans how to set the stage for learning to capture students' energy and commitment.**

How is this TELL criterion reflected in my current practice?

**a. The teacher plans how to capture students' attention at the beginning 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.
**b. The teacher plans how to introduce the daily learning targets and the sequence of activities.**
 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 plans how to reference the learning targets at key transition points in 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.
**d. The teacher plans how to help students reflect on their attainment of 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.
**PL6****The teacher plans opportunities for students to process language in the interpretive mode.**

How is this TELL criterion reflected in my current practice?

**a. The teacher selects strategies to ensure language input is 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.
**b. The teacher selects resources 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.
**c. The teacher plans how to introduce and explain activities and concepts using 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.
**d. The teacher plans 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.
**PL7****The teacher plans 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 plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.**
 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 plans activities for students to produce language within the range of their proficiency 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.
**c. The teacher plans ways for students to reflect upon the language they produce and to refine linguistic output.**
 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.


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.  I do this rarely.  I do this sometimes.  I do this most of the time.  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.  I do this rarely.  I do this sometimes.  I do this most of the time.  I do this with confidence.

**c. The teacher plans activities that involve students at different levels of cognitive engagement.**

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 plans activities that allow for student choice.**

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.

