



PLANNING

How do teachers plan learning experiences to prepare for student learning?

PL1

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

- a. The teacher uses units that are appropriate for the age and proficiency level of the students.
- b. The teacher uses units that have clearly identified performance objectives in the three communicative modes.
- c. The teacher determines the vocabulary and structures needed to meet the performance objectives of the unit.
- d. The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives in order to interact appropriately with others.
- e. The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines.
- f. The teacher uses units that allow students to use previously acquired language and content in new contexts.
- g. The teacher uses units that allow students to identify their own learning targets within the context of the unit.

PL2

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

- a. The teacher designs assessment tasks in the modes of communication.
- b. The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.
- c. The teacher provides students choice in how they meet the performance objectives.

PL3

The teacher plans lessons that address the unique needs and interests of the students.

- a. The teacher plans lessons that accommodate the needs of identified exceptional learners.
- b. The teacher plans lessons that attend to the needs of struggling or accelerated learners not officially identified.
- c. The teacher plans lessons that attend to the needs of heritage/native speakers.
- d. The teacher plans lessons that include learning experiences that are interesting and relevant to students.
- e. The teacher plans lessons that include learning experiences within students' range of abilities.

PL4

The teacher plans lessons that allow students to acquire the knowledge and skills needed to meet the performance objectives.

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

PL5

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

- a. The teacher plans how to capture students' attention at the beginning of a lesson.
- b. The teacher plans how to introduce the daily learning targets and the sequence of activities.
- c. The teacher plans how to reference the learning targets at key transition points in a lesson.
- d. The teacher plans how to help students reflect on their attainment of the learning targets.

PL6

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

- a. The teacher selects strategies to ensure language input is comprehensible.
- b. The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.
- c. The teacher plans how to introduce and explain activities and concepts using the target language.
- d. The teacher plans to frequently check that students understand the message of written and spoken text.

PL7

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

- a. The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.
- b. The teacher plans activities for students to produce language within the range of their proficiency targets.
- c. The teacher plans ways for students to reflect upon the language they produce and to refine linguistic output.

PL8

The teacher plans activities designed to keep all students engaged at all times.

- a. The teacher intentionally sequences activities in ways that maximize student learning.
- b. The teacher plans activities that are designed to engage student attention and interest.
- c. The teacher plans activities that involve students at different levels of cognitive engagement.
- d. The teacher plans activities that allow for student choice.

