



pearl

A Title VI Language Resource Center
at the National Foreign Language
Center at the University of Maryland



NATIONAL FOREIGN
LANGUAGE CENTER



professionals in education advancing
research and language learning

GOAL 01

Identifying research-based characteristics of educator effectiveness for language learning



Teacher Effectiveness for Language Learning (TELL)

Revised Framework, Correlations, and Teacher Resources



Teacher effectiveness



Defining Effectiveness

How would you rate it?



Defining Effectiveness

How would you rate it?

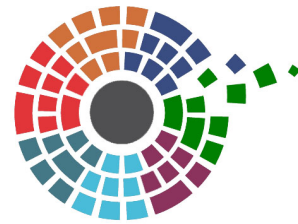
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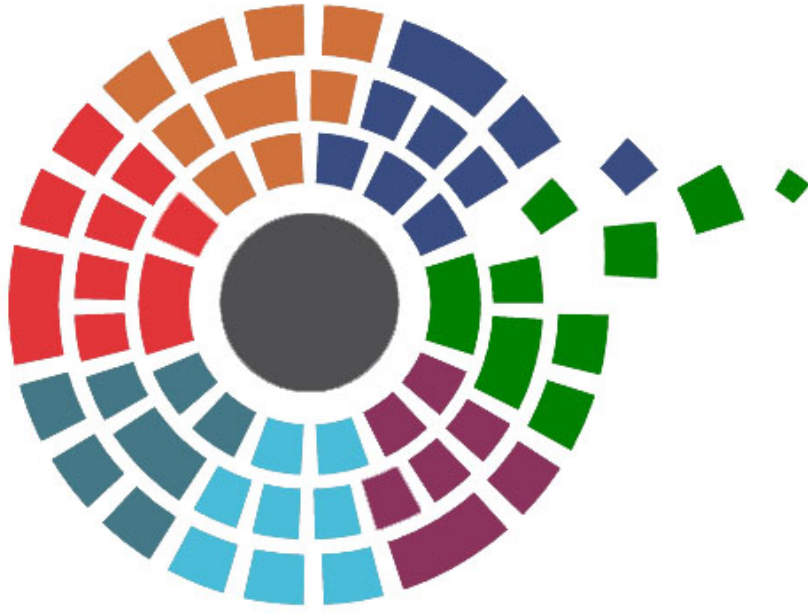


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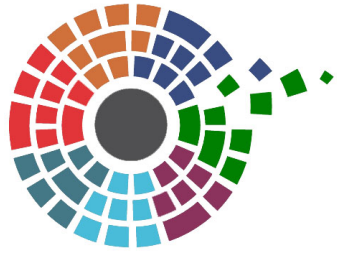
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defining
effectiveness
for language
learning

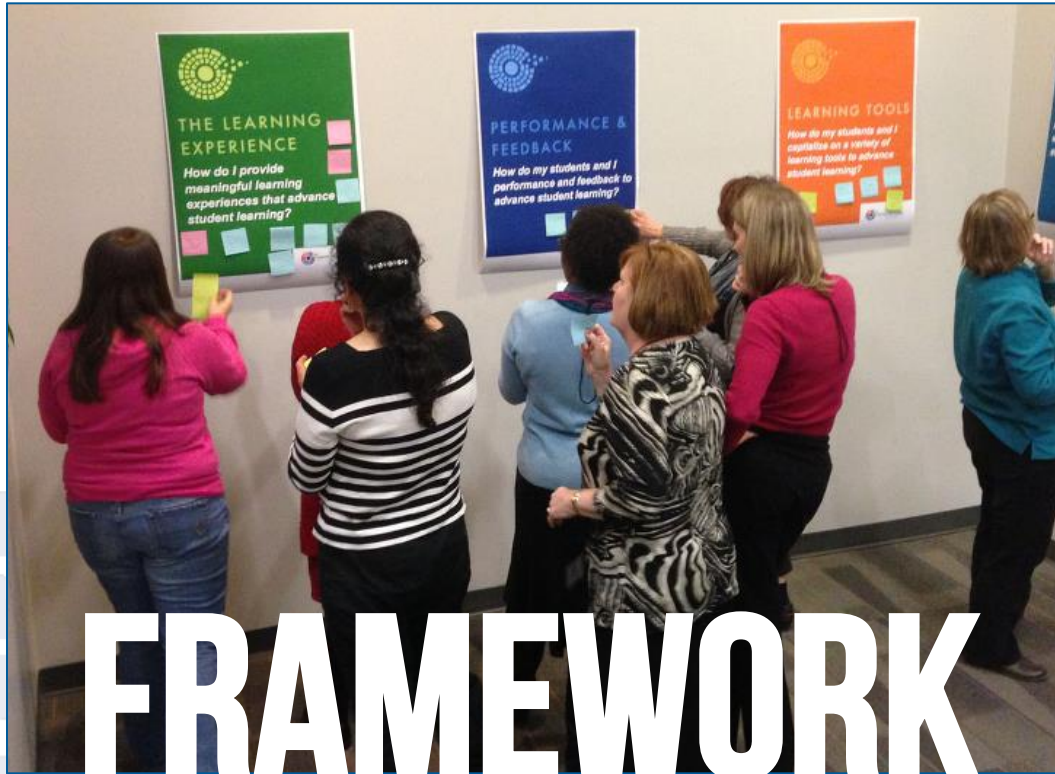




teacher effectiveness
FOR LANGUAGE LEARNING



Tell Project Overview



Core Beliefs

The Framework identifies teacher characteristics and behaviors representing the model world language teacher.



Core Beliefs

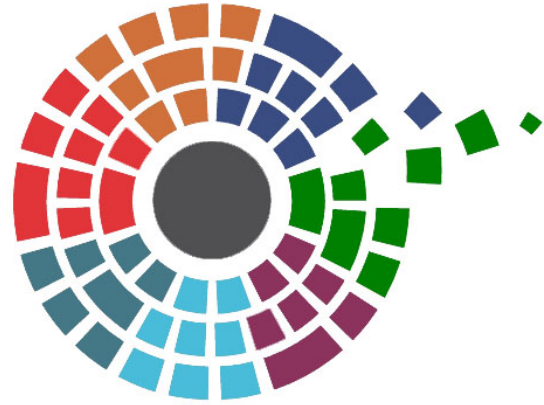
**World language teachers
can become models if
the model teacher is defined.**



Core Beliefs

The identified characteristics and behaviors are intended to guide individual **teacher growth** toward the model.





2010

2011

2014

2017

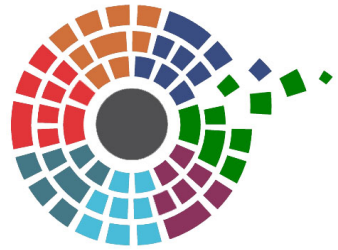


ALIGNMENT

Language

Criteria

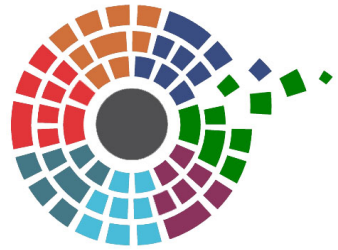
Current Thinking



Domain

do·main /dō'mān/

A group of criteria that describe the characteristics and behaviors of an effective teacher within one aspect of teacher effectiveness. It is driven by an essential question teachers must ask themselves as they growth their effectiveness.

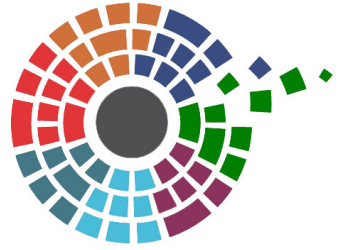


Criteria

cri·te·ri·on

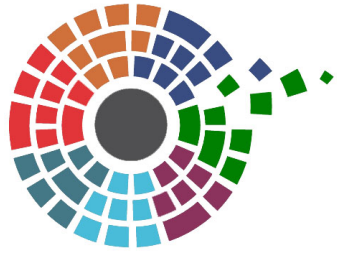
/,krī'tirēən/

A statement that describe the characteristics of an effective teacher within a domain of the TELL Framework. A criterion provides one answer to the essential question of the domain.

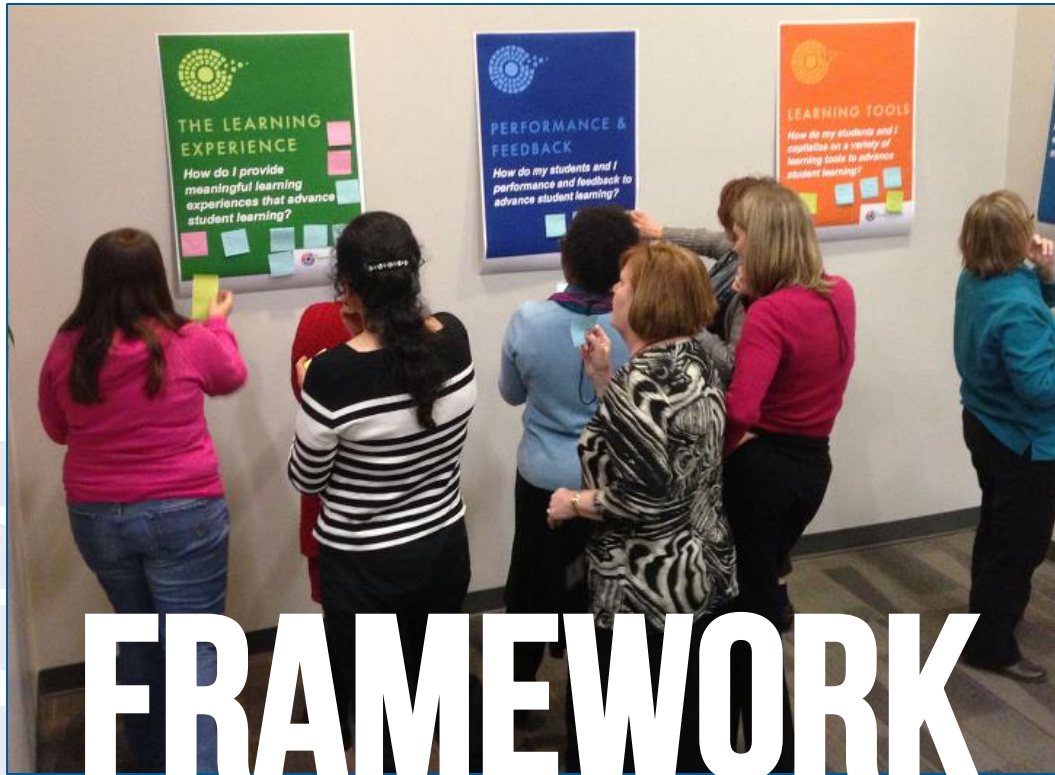


Sub-Criteria

A statement that outlines the behaviors or (necessary) steps an effective teacher will take to demonstrate they have met a specific criterion.



Tell Project Overview



FRAMEWORK

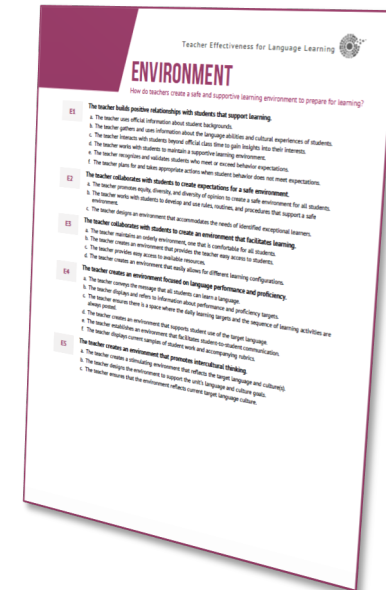


TELL TOOLS

TELL Domains

Environment

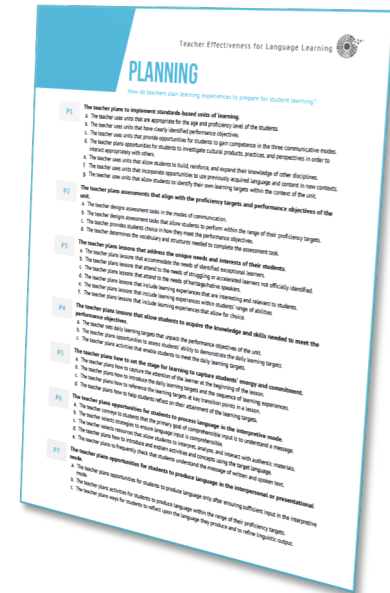
How do teachers create a safe and supportive learning environment to prepare for student learning?



TELL Domains

Planning

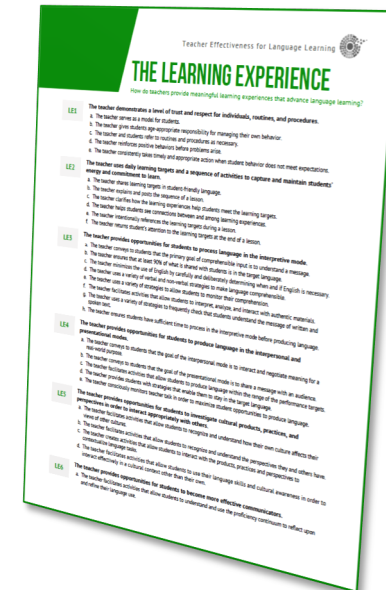
How do teachers plan learning experiences to prepare for student learning?



TELL Domains

Learning Experience

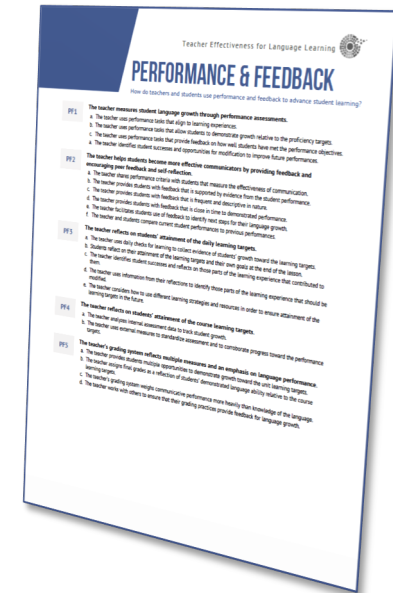
How do teachers provide meaningful learning experiences that advance student learning?



TELL Domains

Performance & Feedback

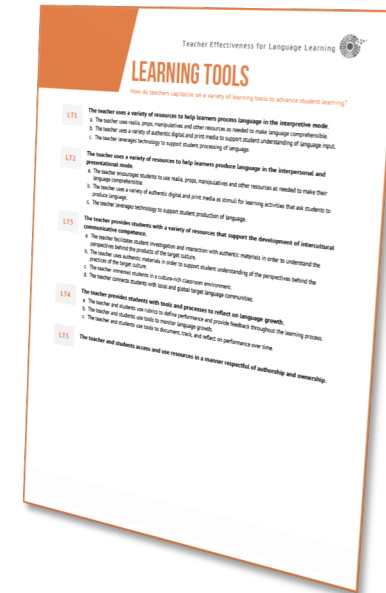
How do teachers and students use performance and feedback to advance student learning?



TELL Domains

Learning Tools

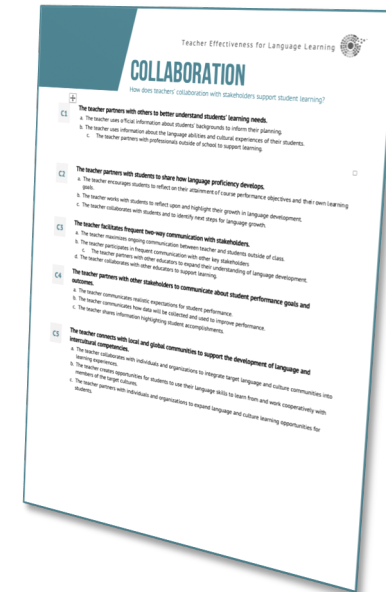
How do teachers capitalize on a variety of learning tools to advance student learning?



TELL Domains

Collaboration

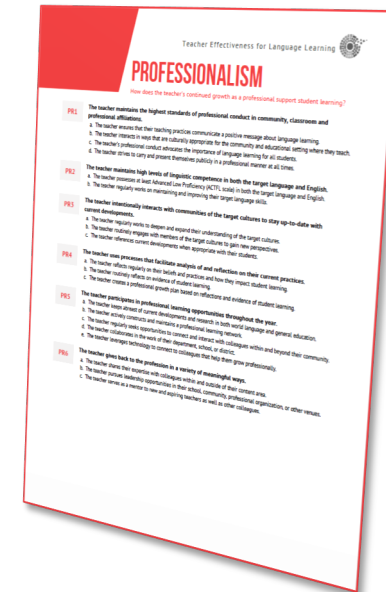
How do teachers collaborate with stakeholders support student learning?



TELL Domains

Professionalism

How does the teacher's continued growth as a professional support student learning?





ENVIRONMENT

PLANNING

LEARNING EXPERIENCE

PERFORMANCE & FEEDBACK

LEARNING TOOLS

COLLABORATION

PROFESSIONALISM

ENVIRONMENT

PLANNING

LEARNING EXPERIENCE

PERFORMANCE & FEEDBACK

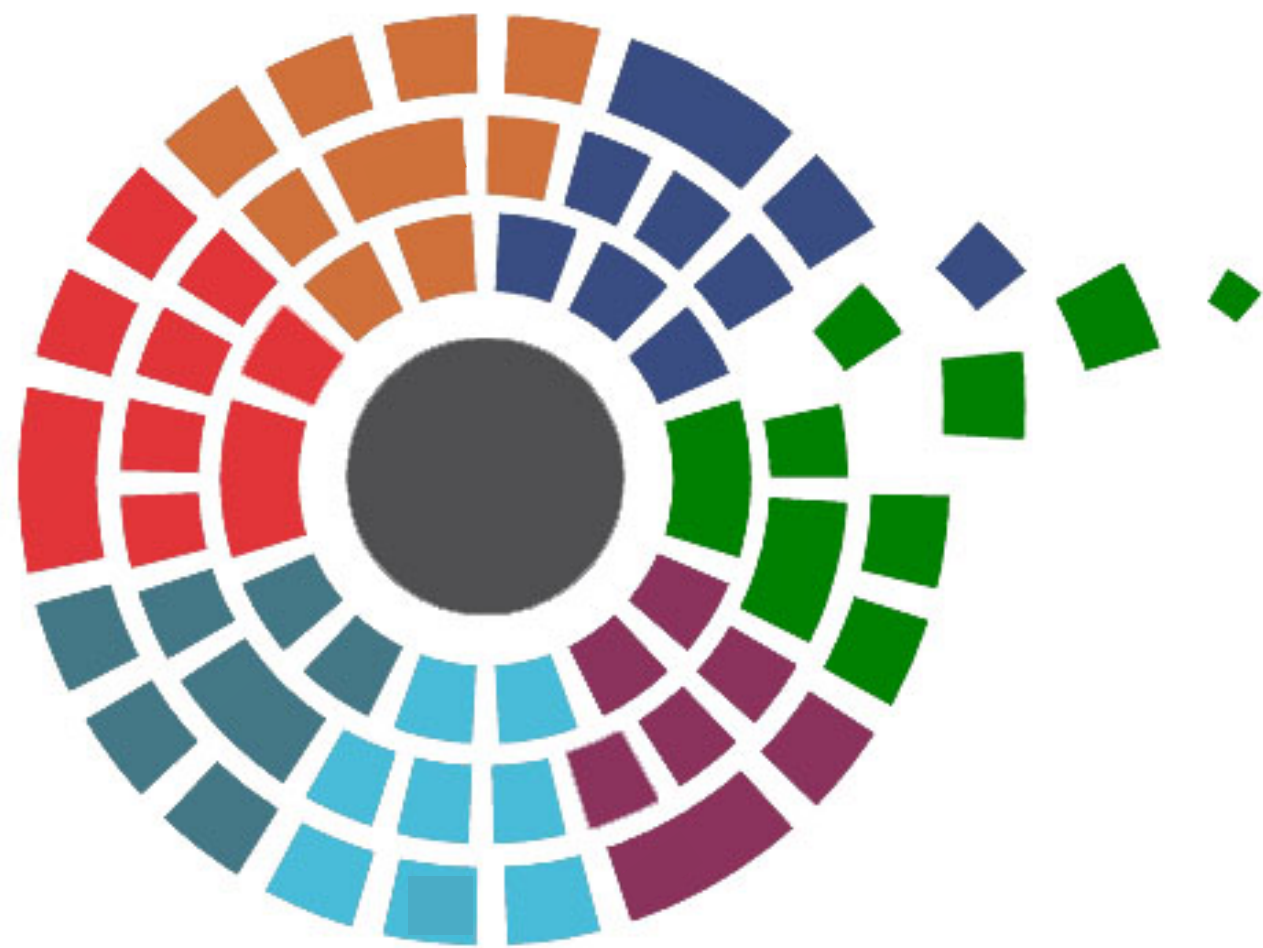
LEARNING TOOLS

COLLABORATION

PROFESSIONALISM

40





PL1

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

PL2

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

PL3

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

PL4

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

PL5

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

PL6

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

PL7

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

PL8

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

PL4

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



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.**

PL6.a

The teacher selects strategies to ensure language input is comprehensible.

PLANNING

LE3.d

The teacher uses a variety of verbal and non-verbal strategies to make language comprehensible.

**LEARNING
EXPERIENCE**

LT1.a

The teacher uses realia, props, manipulatives, and other resources as needed to make language comprehensible.

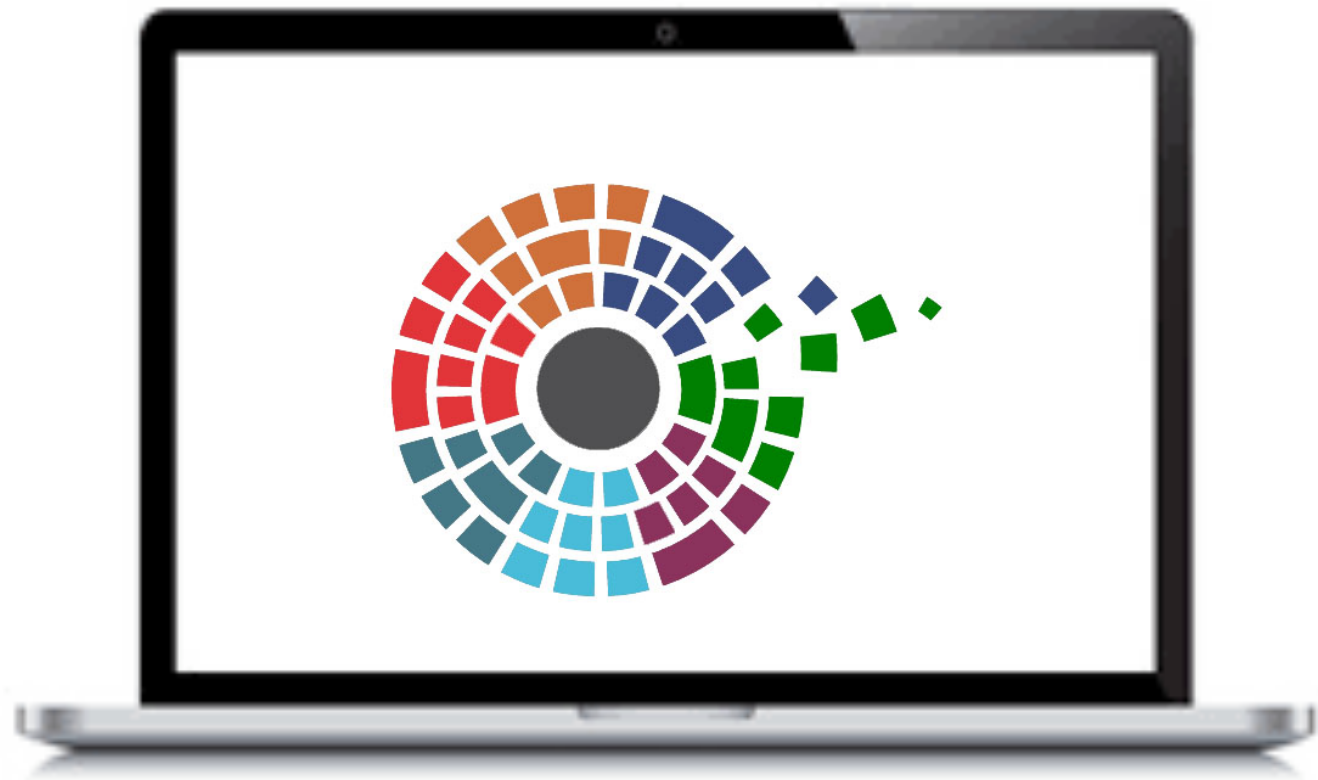
**LEARNING
TOOLS**

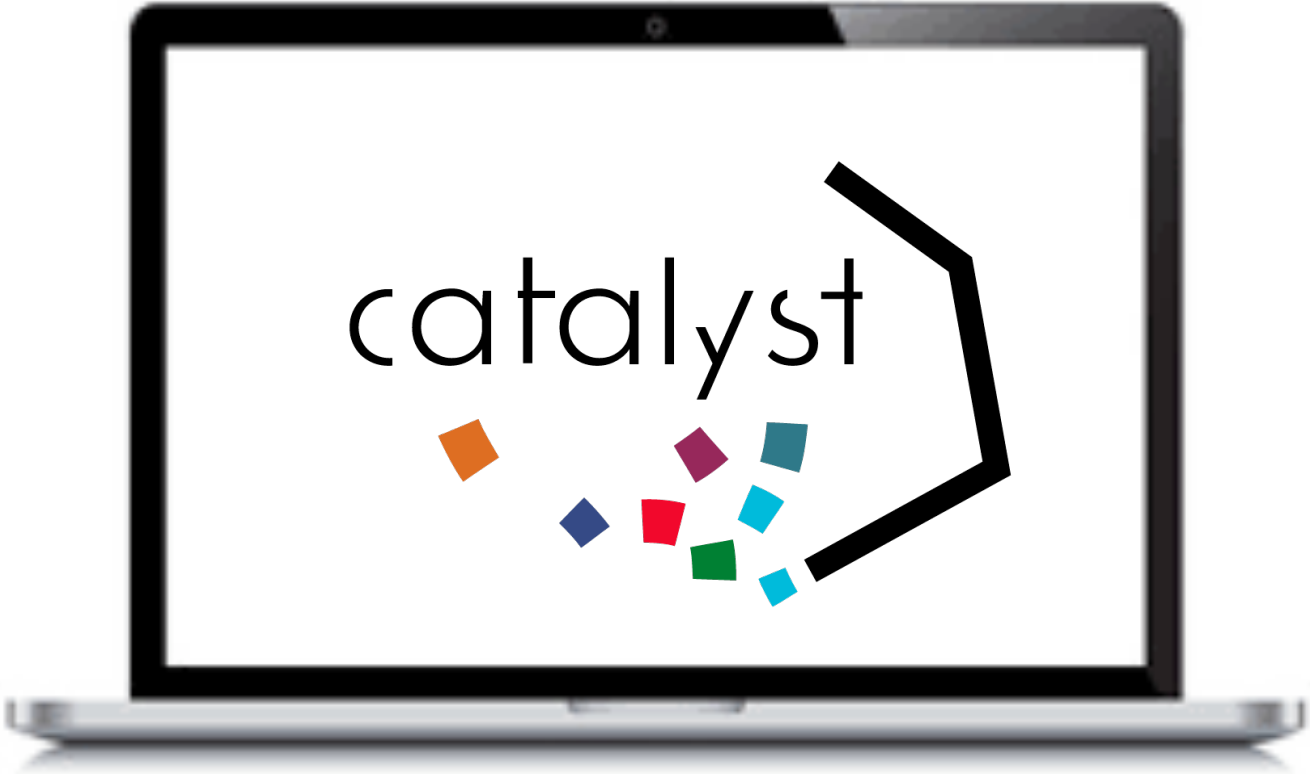
documenting
professional
growth



A vibrant green watercolor splash with the word "CATALYST" in white capital letters. The splash is centered and has a soft, diffused edge, with some darker green areas and small droplets scattered around it. The background is white.

CATALYST

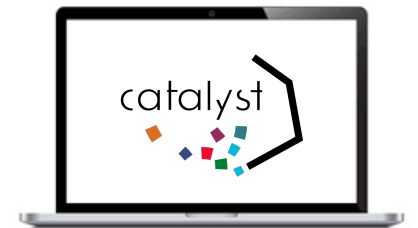




goals

strengths evidence reflections growth

Teachers compare their professional practice to the criteria of the TELL Framework and set meaningful professional growth goals.



goals

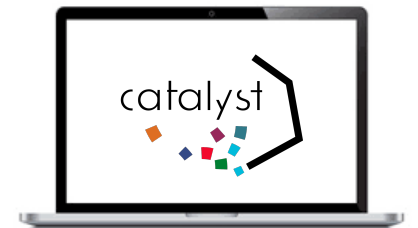
strengths

evidence

reflections

growth

Teachers identify and highlight areas of strength supported by peer reviewed and validated evidence.



goals

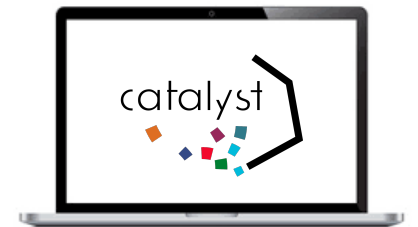
strengths

evidence

reflections

growth

Teachers upload evidence from their practice (documents, videos, pictures, links to other files) to support their ratings. Evidence may be reviewed by their peers or experts.



goals

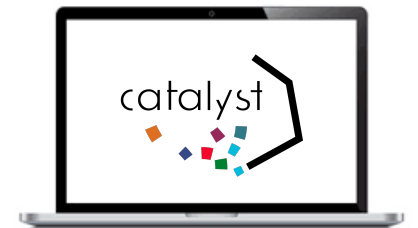
strengths

evidence

reflections

growth

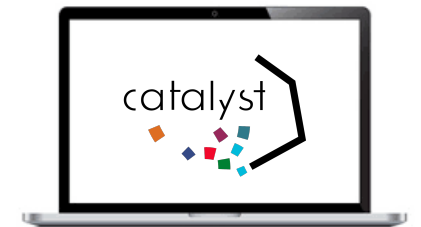
Teachers journal their reflections on uploaded pieces of evidence, professional learning participation, or other events in their professional practice.

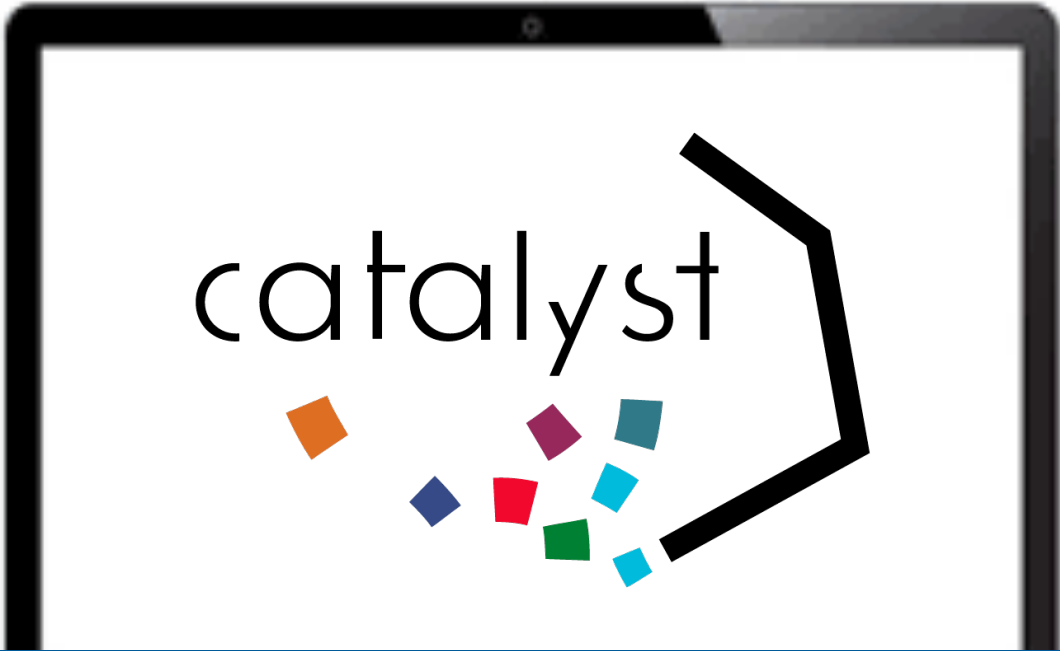


goals strengths evidence reflections

growth

Teachers are recommended professional learning resources (online modules, courses, events, etc.) that support their identified goals.





CATALYST

Summer 2019

GOAL 02

Creating a professional learning infrastructure to develop effective language educators



Educator Coaching Models



Summer Institutes



Professionals in education advancing
research and language learning



pearll
SUMMER INSTITUTE



pearll.nflc.umd.edu/summer





National Foreign Language Center

at the University of North Carolina at Chapel Hill



Online Modules



GOAL 03

Measuring the impact of professional development activities on educator effectiveness for language learning



Changes in Teacher Practice



Impact on Student Proficiency



Teacher Perspectives



GOAL 04

Disseminating information that
supports effective language
educators



Model Classroom Network

in partnership with NADSFL



Administrator Newsletter



We Teach Languages Podcast

www.weteachlang.com



We

Teach

Languages

TRANSCRIPTS

ongoing



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