



The Massachusetts Foreign Language Association's *Alignment for World Language Educators and Supervisors*

Massachusetts Model System for Educator Evaluation: [Teacher Rubric](#)

and

Teacher Effectiveness for Language Learning [\(TELL\) Project](#)

A resource guide for identifying high-quality world language teaching as described by the TELL Project and in alignment with the Massachusetts Educator Evaluation system.

Greetings, World Language Educators and Supervisors!

The Massachusetts Foreign Language Association (MaFLA) is honored to provide this complimentary resource document to its members as a support for teacher professional growth, mentoring, coaching, and evaluation.

The Department of Elementary and Secondary Education (DESE) released the **Massachusetts Model System for Educator Evaluation** in 2012, including a Teacher Rubric¹ that outlines four standards for proficient teaching:

1. Standard I: Curriculum, Planning, and Assessment
2. Standard II: Teaching All Students
3. Standard III: Family and Community Engagement
4. Standard IV: Professional Culture

The DESE Teacher Rubric provides descriptions of unsatisfactory, needs improvement, proficient, and exemplary teaching in each standard. The Teacher Rubric was an important step in establishing clear standards for all teachers across the state, regardless of discipline.

The **Teacher Effectiveness for Language Learning (TELL) Project**² describes effective teaching for world language teachers, identifying seven domains in its Language Learning Framework:

1. Environment
2. Planning
3. The Learning Experience
4. Performance & Feedback
5. Learning Tools
6. Collaboration
7. Professionalism

After endorsing the TELL Project in 2015, MaFLA has been working to bridge the gap between the Teacher Rubric and the TELL Project, so that world language educators and supervisors in Massachusetts could best use these two documents seamlessly. We are proud to finally share this Alignment with our members!

¹ Massachusetts Department of Elementary and Secondary Education. (2012, January). Massachusetts model system for educator evaluation. Part III: Guide to rubrics and model rubrics for superintendent, administrator, and teacher. Appendix C. Teacher rubric. Retrieved from http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

² Advance Learning. (2017). Teacher effectiveness for language learning. Retrieved from <http://www.tellproject.org/>

To use this resource:

This document contains an overview of the seven TELL domains, followed by an alignment between the *proficient* descriptor from the Teacher Rubric in each standard and indicator and each TELL descriptor. To best use this resource, begin by familiarizing yourself with the TELL domains and descriptors on pages 3-4. Then consult the alignment between the TELL descriptors and the Teacher Rubric standards and indicators on pages 5-20. You will find the *proficient* description from the Teacher Rubric in the left-hand column, the the corresponding TELL alignments on the right. The Alignment can be used to support world language educators and supervisors in many ways, such as:

Self-Assessment: World language teachers can assess their own performance both against the *proficient* level of the Teacher Rubric and the TELL Project using this Alignment. Annual self-assessment can help determine areas to focus on for growth and to target needed professional development.

Goal Setting: Massachusetts teachers are expected to write a *professional practice goal* and a *student learning goal* annually as a part of the evaluation process. This Alignment allows world language teachers to identify goals that reflect both state standards and national expectations for language learning.

Mentoring & Coaching: Developing and experienced world language teachers alike can benefit from the specific guidelines outlined in the TELL Framework, and this Alignment ensures that their work is in line with state standards while also reflecting high quality world language instruction. Mentors and coaches may choose to home in on one or two indicators from the Teacher Rubric as they work with world language teachers, and will easily see in this Alignment what those indicators looks like in a world language classroom.

Evaluation: Supervisors of world language educators can use this Alignment to better articulate expectations in the world language classroom, provide more specific and constructive feedback and guidance, and identify specific areas of growth for teachers. For supervisors who may not have a background in world language education, this Alignment is of particular importance in helping understand what the Teacher Rubric's standards and indicators look like in a high-quality world language classroom.

On behalf of the Massachusetts Foreign Language Association, I hope that you will find this Alignment document to be a valuable resource!

Sincerely,

Catherine Ritz

*MaFLA Programming Coordinator
MaFLA President, 2015 & 2016*

Teacher Effectiveness for Language Learning (TELL) Project:

The foundational centerpiece of the TELL Project is the Teacher Effectiveness for Language Learning Framework, which establishes those characteristics and behaviors that model teachers exhibit. The Framework consists of seven domains designed to address a teacher's need to Prepare for Student Learning, Advance Student Learning, and Support Student Learning.

Preparing for Student Learning:

Environment

Effective language learning experiences are carefully orchestrated by a teacher through building relationships with students, working with them to create an environment where they are safe and can flourish and that can support the identified learning performance objectives.

- **E1:** I build appropriate relationships with my students to promote a safe and positive learning environment.
- **E2:** I collaborate with my students to promote a safe and supportive learning environment.
- **E3:** I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.
- **E4:** I create a classroom environment that is culture-rich and encourages use of the target language.
- **E5:** I maximize the organization of the physical environment to support the performance objectives.

Planning

Effective language learning experiences are carefully planned by a teacher through standards-based course, units and lessons that embed high-yield strategies allowing students to reach identified course, unit, or lesson performance objectives.

- **P1:** I plan learning experiences based on local curriculum and state and national standards.
- **P2:** I plan learning experiences that address the unique needs and interests of my students.
- **P3:** I use units based on proficiency targets and backward design principles.
- **P4:** I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.
- **P5:** I plan opportunities for my students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.
- **P6:** I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
- **P7:** I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.
- **P8:** I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.
- **P9:** I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.

Advancing Student Learning:

The Learning Experience

Effective language learning experiences are facilitated by the use of high-yield teaching and learning strategies designed to move students toward the attainment of carefully planned course, unit and lesson performance objectives.

- **LE1:** My students and I demonstrate respect for individuals, rules, routines, and procedures.
- **LE2:** I use the daily performance objectives to capture my students' energy and commitment.
- **LE3:** I share the sequence of learning experiences with my students.
- **LE4:** I ensure that students receive comprehensible input.
- **LE5:** I provide opportunities for my students to acquire language in meaningful contexts.

- **LE6:** I provide opportunities for students to engage in cultural observation and analysis.
- **LE7:** I provide opportunities for my students to become more effective communicators.

Performance & Feedback

Effective language learning experiences are facilitated by the use of assessment strategies that allow students to demonstrate what they can do with what they know and to receive helpful feedback that advances the attainment of the performance objectives.

- **PF1:** My students demonstrate growth through performances that are reflective of their learning experiences.
- **PF2:** I employ a variety of feedback strategies designed to assist the learner in growing toward the target.
- **PF3:** I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.
- **PF4:** I routinely use internal and external assessment data to modify learning experiences.
- **PF5:** My grading system reflects multiple measures and an emphasis on language performance.

Learning Tools

Effective language learning experiences are facilitated by the use of strategically selected resources designed to support course, unit and lesson performance objectives.

- **LT1:** I use a variety of learning tools to help learners ACCESS language, culture and content to meet performance objectives.
- **LT2:** I use a variety of learning tools to help learners PRODUCE language, interact with culture and content to meet performance objectives.
- **LT3:** I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.
- **LT4:** My students and I use tools to document, track, and reflect on performance over time.
- **LT5:** My students and I access and use learning tools in a manner respectful of authorship and ownership.
- **LT6:** I research and collaborate with colleagues to identify tools to facilitate my work.

Supporting Student Learning:

Collaboration

Effective language learning experiences require teachers to identify, involve, and leverage the support of all stakeholders in the learning process.

- **C1:** I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning.
- **C2:** I discuss student performance goals and outcomes of the class/course/program with all stakeholders.
- **C3:** I partner with school-based professionals to support the learning of my students.
- **C4:** I provide a variety of vehicles for regular two-way communication about the class/course/program.
- **C5:** I connect with local and global communities to support and encourage language and culture learning.

Professionalism

Effective language learning experiences require teachers to identify how their own continued professional preparation contributes to student success and how they can model life-long learning skills through their own professional growth.

- **PR1:** I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.
- **PR2:** I maintain high levels of linguistic competence in both the target language and English.
- **PR3:** I am a reflective practitioner.
- **PR4:** I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.
- **PR5:** I give back to the profession in a variety of ways.

Teacher Rubric - TELL Alignment

Standard 1: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

| A. Curriculum and Planning Indicator | |
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| Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | |
| <p>1. Subject Matter Knowledge Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</p> | <p>P1: I plan learning experiences based on local curriculum and state and national standards.</p> <p>P8: I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.</p> <ul style="list-style-type: none"> a) I plan a variety of activities that are based on student attention/interest level and time needed for the task. b) I order activities keeping in mind that students remember best that which comes first, second best that which comes at the end and least that which comes in the middle. c) I plan learning experiences that engage students in different levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating). d) I plan learning experiences that allow for physical movement. e) I plan for smooth and efficient transitions throughout the class. <p>PR2: I maintain high levels of linguistic competence in both the target language and English.</p> <ul style="list-style-type: none"> a) I possess at least Advanced Low Proficiency (ACTFL scale) in both the target language and English. b) I regularly participate in activities to maintain and improve my language skills. c) I stay abreast of current developments and research in the subjects and the language that I teach. |
| <p>2. Child and Adolescent Development Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.</p> | <p>P2: I plan learning experiences that address the unique needs and interests of my students.</p> <ul style="list-style-type: none"> a) I plan learning experiences that are interesting to my students. b) I plan learning experiences that my students will perceive as relevant. c) I plan learning experiences within my students' range of abilities. d) I plan learning experiences that include student choice. <p>P4: I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.</p> |

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| | <p>P5: I plan opportunities for my students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.</p> <ul style="list-style-type: none"> a) I plan opportunities for students to reflect on their attainment of <i>daily</i> performance objectives and their own learning goals. b) I plan opportunities for students to reflect on their attainment of <i>unit</i> performance objectives and their own learning goals. c) I plan opportunities for students to reflect on their attainment of <i>course</i> performance objectives and their own learning goals. |
| <p>3. Rigorous Standards-Based Unit Design Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</p> | <p>P1: I plan learning experiences based on local curriculum and state and national standards.</p> <p>P3: I use units based on proficiency targets and backward design principles.</p> <ul style="list-style-type: none"> a) I use unit performance objectives that are focused on proficiency targets and are based on meaningful contexts. b) I use units that incorporate opportunities to use previously acquired language and content in a variety of contexts. c) I use units to provide opportunities for my students to gain competence in the three communicative modes. d) I use units to provide opportunities for my students to understand the relationships among products, practices, and perspectives of the target culture(s). |
| <p>4. Well-Structured Lessons Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</p> | <p>P6: I use the backward design process to plan lessons that lead students to meet the unit performance objectives.</p> <ul style="list-style-type: none"> a) I set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts. b) I plan opportunities that enable students to assess their attainment of the lesson's language objectives. c) I plan activities that enable students to meet the daily performance objectives. <p>P7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.</p> <ul style="list-style-type: none"> a) I plan how I will explain/introduce activities and concepts using only the target language. b) I plan to minimize my use of English by carefully and deliberately determining when and if I use English in the classroom. c) I plan activities that provide students with comprehensible input. d) I plan to check for understanding in a variety of ways throughout the lesson. e) I plan adequate opportunities for students to process spoken and written language before being expected to produce it. f) I plan adequate opportunities for students to collaborate, publish and interact with language learners, experts and other audiences. <p>P9: I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.</p> |

B. Assessment Indicator

Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

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| <p>1. Variety of Assessment Methods Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.</p> | <p>PF1: My students demonstrate growth through performances that are reflective of their learning experiences.</p> <ul style="list-style-type: none">a) My students demonstrate growth relative to the performance objectives.b) My students demonstrate growth relative to the targeted proficiency level.c) My students demonstrate growth across the modes of communication.d) I provide choice to my students in demonstrating their growth toward and beyond the targets.e) I vary assessment strategies to account for individual student needs. <p>PF5: My grading system reflects multiple measures and an emphasis on language performance.</p> <ul style="list-style-type: none">a) My students' final grades are a reflection of their language ability relative to performance objectives and the proficiency target.b) My grading system weighs performance more heavily than language knowledge. |
| <p>2. Adjustments to Practice Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</p> | <p>PF4: I routinely use internal and external assessment data to modify learning experiences.</p> <ul style="list-style-type: none">a) I analyze evidence of student performance in an ongoing manner.b) My students and I modify learning strategies to meet or exceed the performance targets.c) I share assessment results with a variety of audiences to support and improve student learning. |

C. Analysis Indicator

Analyzes data from assessments, draws conclusions, and shares them appropriately.

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| <p>1. Analysis and Conclusions Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.</p> | <p>PF4: I routinely use internal and external assessment data to modify learning experiences.</p> <ul style="list-style-type: none">a) I analyze evidence of student performance in an ongoing manner.b) My students and I modify learning strategies to meet or exceed the performance targets.c) I share assessment results with a variety of audiences to support and improve student learning. |
| <p>2. Sharing Conclusions With Colleagues Regularly shares with appropriate colleagues (e.g., general education, special</p> | <p>PF4: I routinely use internal and external assessment data to modify learning experiences.</p> <ul style="list-style-type: none">a) I analyze evidence of student performance in an ongoing manner.b) My students and I modify learning strategies to meet or exceed the performance targets. <p>I share assessment results with a variety of audiences to support and improve student learning.</p> |

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| <p>education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</p> | |
| <p>3. Sharing Conclusions With Students Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</p> | <p>PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.</p> <ul style="list-style-type: none"> a) I provide my students with frequent descriptive feedback. b) I provide feedback that is close in time to demonstrated performance. c) I provide feedback that is supported by evidence from the student performance. d) I provide my students with opportunities to compare their current performance to previous performances. e) My students and I use rubrics as ways to define quality and to provide feedback. <p>PF3: I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.</p> <ul style="list-style-type: none"> a) My students engage in self-assessment and peer review to monitor progress toward the targeted performance objectives and their own language and culture goals. b) My students provide descriptive feedback to each other in a variety of ways. c) My students use feedback from self-assessment and peer review to improve future performance. d) My students determine their next steps toward improvement of performance. <p>LT4: My students and I use tools to document, track, and reflect on performance over time.</p> <ul style="list-style-type: none"> a) I use a variety of tools to clearly communicate realistic expectations for student performance. b) My students and I use rubrics to refine performance throughout the learning process. c) My students and I use tools to benchmark student growth. d) I provide my students with tools and processes to reflect on their growth. |

Standard 2: Teaching All Students

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

| A. Instruction Indicator | |
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| Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | |
| <p>1. Quality of Effort and Work Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.</p> | <p>LT4: My students and I use tools to document, track, and reflect on performance over time.</p> <ul style="list-style-type: none"> e) I use a variety of tools to clearly communicate realistic expectations for student performance. f) My students and I use rubrics to refine performance throughout the learning process. g) My students and I use tools to benchmark student growth. h) I provide my students with tools and processes to reflect on their growth. |
| <p>2. Student Engagement Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</p> | <p>P8: I plan for lessons that contain learning experiences designed to keep all students engaged all of the time.</p> <ul style="list-style-type: none"> f) I plan a variety of activities that are based on student attention/interest level and time needed for the task. g) I order activities keeping in mind that students remember best that which comes first, second best that which comes at the end and least that which comes in the middle. h) I plan learning experiences that engage students in different levels of thinking (remembering, understanding, applying, analyzing, evaluating, creating). i) I plan learning experiences that allow for physical movement. j) I plan for smooth and efficient transitions throughout the class. <p>LE4: I ensure that students receive comprehensible input.</p> <ul style="list-style-type: none"> a) I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. b) I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom. c) I use a variety of strategies to make language comprehensible. d) I clarify what I say in a variety of ways. e) I frequently check for understanding in a variety of ways throughout the lesson. f) I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson. g) My students have adequate opportunities to process language (input) before being expected to produce language (output). <p>LE5: I provide opportunities for my students to acquire language in meaningful contexts.</p> <ul style="list-style-type: none"> a) My students are active participants in a variety of language learning opportunities throughout the lesson. b) My students engage in language learning opportunities anchored in the modes of communication. c) I equip students with strategies that enable them to stay in the target language. |

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| | <ul style="list-style-type: none"> d) My students engage daily in pair and/or small group activities. e) My students and I assess, evaluate, and use authentic materials to support language acquisition. <p>LE6: I provide opportunities for students to engage in cultural observation and analysis.</p> <ul style="list-style-type: none"> a) My students recognize and understand how their own culture affects their views of other cultures. b) My students recognize and understand their own and others' ways of thinking (perspectives). c) My students frequently use cultural products and practices to contextualize language tasks. d) My students can use their language skills and cultural understanding to interact effectively in a cultural context other than their own. |
| <p>3. Meeting Diverse Needs Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</p> | <p>P4: I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.</p> <p>LE7: I provide opportunities for my students to become more effective communicators.</p> <ul style="list-style-type: none"> a) My students have multiple opportunities to refine linguistic output based on a variety of feedback. b) My students encounter language structures that are necessary to meet the performance objectives. c) My students use language at levels of accuracy consistent with their proficiency. <p>LT1: I use a variety of learning tools to help learners ACCESS language, culture and content to meet performance objectives.</p> <ul style="list-style-type: none"> a) I provide my students with comprehensible input through the use of a variety of digital and print media. b) My students and I use realia, props, manipulatives and other resources to make input comprehensible. c) My students and I use classroom learning aids as tools to facilitate learning. d) My students and I access local and global target language communities as language and culture resources. <p>LT2: I use a variety of learning tools to help learners PRODUCE language, interact with culture and content to meet performance objectives.</p> <ul style="list-style-type: none"> a) My students and I use available technologies to develop real world language and cultural competencies. b) My students and I use classroom learning aids to facilitate the students' target language use. c) My students and I expand the learning experience to local and global target language communities. <p>LT3: I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.</p> |

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| | <ul style="list-style-type: none"> a) My students and I use authentic materials to understand the perspectives behind the products of the target culture. b) My students and I use authentic materials to understand the perspectives behind the practices of the target culture. c) My students and I use a culture-rich classroom environment to stimulate and advance student learning. d) My students and I interact with the local and global target language communities to advance intercultural competencies. <p>E1: I build appropriate relationships with my students to promote a safe and positive learning environment.</p> <ul style="list-style-type: none"> a) I use official information about my students' backgrounds to inform my approach to learning. b) I use information about the language abilities and cultural experiences of my students to tailor learning. c) I tailor learning experiences to the unique needs and interests of my students. d) My students and I create a safe and positive learning environment by interacting respectfully with each other. <p>E5: I maximize the organization of the physical environment to support the performance objectives.</p> <ul style="list-style-type: none"> a) The learning space is arranged to facilitate student-to-student communication. b) The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter. c) The physical environment accommodates students with special needs. d) I ensure there is a space where the daily performance objectives and the sequence of learning activities are always posted. e) I display current samples of student work and accompanying grading rubrics. f) The seating configuration provides for easy teacher access to students. |
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| B. Learning Environment | |
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| Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | |
| <p>1. Safe Learning Environment Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</p> | <p>E1: I build appropriate relationships with my students to promote a safe and positive learning environment.</p> <ul style="list-style-type: none"> e) I use official information about my students' backgrounds to inform my approach to learning. f) I use information about the language abilities and cultural experiences of my students to tailor learning. g) I tailor learning experiences to the unique needs and interests of my students. h) My students and I create a safe and positive learning environment by interacting respectfully with each other. <p>E2: I collaborate with my students to promote a safe and supportive learning environment.</p> |

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| | <ul style="list-style-type: none"> a) My students and I develop and use rules, routines and, procedures that maintain a safe and supportive environment. b) My students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency. c) My students and I plan ways to recognize and validate exemplary student behavior. d) My students and I plan appropriate actions that to be taken when student behavior does not meet expectations. <p>E3: I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.</p> <ul style="list-style-type: none"> a) I clearly communicate my classroom management plan. b) I clearly communicate my grading system. |
| <p>2. Collaborative Learning Environment Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</p> | <p>E2: I collaborate with my students to promote a safe and supportive learning environment.</p> <ul style="list-style-type: none"> a) My students and I develop and use rules, routines and, procedures that maintain a safe and supportive environment. b) My students and I reference classroom rules, procedures and instructional aids to ensure learning efficiency. c) My students and I plan ways to recognize and validate exemplary student behavior. d) My students and I plan appropriate actions that to be taken when student behavior does not meet expectations. <p>E5: I maximize the organization of the physical environment to support the performance objectives.</p> <ul style="list-style-type: none"> g) The learning space is arranged to facilitate student-to-student communication. h) The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter. i) The physical environment accommodates students with special needs. j) I ensure there is a space where the daily performance objectives and the sequence of learning activities are always posted. k) I display current samples of student work and accompanying grading rubrics. l) The seating configuration provides for easy teacher access to students. |
| <p>3. Student Motivation Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p> | <p>E1: I build appropriate relationships with my students to promote a safe and positive learning environment.</p> <ul style="list-style-type: none"> a) I use official information about my students' backgrounds to inform my approach to learning. b) I use information about the language abilities and cultural experiences of my students to tailor learning. c) I tailor learning experiences to the unique needs and interests of my students. d) My students and I create a safe and positive learning environment by interacting respectfully with each other. <p>E4: I create a classroom environment that is culture-rich and encourages use of the target language.</p> <ul style="list-style-type: none"> a) I create a stimulating and inviting physical environment that reflects the target language and culture(s). |

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| | <ul style="list-style-type: none"> b) I ensure the physical environment supports the unit's language and cultural goals. c) My students and I select and participate in routines that reflect practices of the target culture(s). d) My students and I create a physical environment that includes classroom-learning aids to facilitate classroom target language use. <p>E5: I maximize the organization of the physical environment to support the performance objectives.</p> <ul style="list-style-type: none"> a) The learning space is arranged to facilitate student-to-student communication. b) The physical environment is organized to provide easy access to available resources, smooth transitions throughout the lesson and is free of clutter. c) The physical environment accommodates students with special needs. d) I ensure there is a space where the daily performance objectives and the sequence of learning activities are always posted. e) I display current samples of student work and accompanying grading rubrics. f) The seating configuration provides for easy teacher access to students. |
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| <p style="text-align: center;">C. Cultural Proficiency</p> <p>Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</p> | |
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| <p>1. Respects Differences Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p> | <p>LE1: My students and I demonstrate respect for individuals, rules, routines, and procedures.</p> <ul style="list-style-type: none"> a) I evidence a level of respect that my students can emulate. b) I give my students age-appropriate responsibility for managing their own behavior. c) My students and I refer to classroom rules, routines and, procedures as necessary. d) My students and I recognize and validate exemplary behavior. e) I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise. f) I consistently take timely and appropriate action when student behavior does not meet classroom expectations. |
| <p>2. Maintains Respectful Environment Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</p> | <p>E1: I build appropriate relationships with my students to promote a safe and positive learning environment.</p> <ul style="list-style-type: none"> a) I use official information about my students' backgrounds to inform my approach to learning. b) I use information about the language abilities and cultural experiences of my students to tailor learning. c) I tailor learning experiences to the unique needs and interests of my students. d) My students and I create a safe and positive learning environment by interacting respectfully with each other. |

| <p style="text-align: center;">D. Expectations</p> <p>Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.</p> | |
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| <p>1. Clear Expectations Clearly communicates and consistently enforces specific</p> | <p>LE2: I use the daily performance objectives to capture my students' energy and commitment.</p> <ul style="list-style-type: none"> a) I share user-friendly performance objectives with my students. b) I embed and intentionally reference the performance objectives throughout the lesson. |

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| <p>standards for student work, effort, and behavior.</p> | <p>c) I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.</p> <p>LT4: My students and I use tools to document, track, and reflect on performance over time.</p> <p>i) I use a variety of tools to clearly communicate realistic expectations for student performance.</p> <p>j) My students and I use rubrics to refine performance throughout the learning process.</p> <p>k) My students and I use tools to benchmark student growth.</p> <p>l) I provide my students with tools and processes to reflect on their growth.</p> <p>LT5: My students and I access and use learning tools in a manner respectful of authorship and ownership.</p> <p>E3: I work with my students' parents and school administrators to communicate and clarify the expectations for the learning environment.</p> <p>c) I clearly communicate my classroom management plan.</p> <p>d) I clearly communicate my grading system.</p> |
| <p>2. High Expectations Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</p> | <p>LE2: I use the daily performance objectives to capture my students' energy and commitment.</p> <p>a) I share user-friendly performance objectives with my students.</p> <p>b) I embed and intentionally reference the performance objectives throughout the lesson.</p> <p>c) I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.</p> <p>LE3: I share the sequence of learning experiences with my students.</p> <p>a) I explain and post the sequence of the lesson's learning experiences.</p> <p>b) I clarify how the learning experiences help students meet or exceed the daily performance objectives.</p> <p>c) I help my students see connections among learning experiences.</p> |
| <p>3. Access to Knowledge Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</p> | <p>LT1: I use a variety of learning tools to help learners ACCESS language, culture and content to meet performance objectives.</p> <p>e) I provide my students with comprehensible input through the use of a variety of digital and print media.</p> <p>f) My students and I use realia, props, manipulatives and other resources to make input comprehensible.</p> <p>g) My students and I use classroom learning aids as tools to facilitate learning.</p> <p>h) My students and I access local and global target language communities as language and culture resources.</p> <p>LT2: I use a variety of learning tools to help learners PRODUCE language, interact with culture and content to meet performance objectives.</p> <p>d) My students and I use available technologies to develop real world language and cultural competencies.</p> <p>e) My students and I use classroom learning aids to facilitate the students' target language use.</p> |

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| | <p>f) My students and I expand the learning experience to local and global target language communities.</p> <p>LT3: I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.</p> <p>e) My students and I use authentic materials to understand the perspectives behind the products of the target culture.</p> <p>f) My students and I use authentic materials to understand the perspectives behind the practices of the target culture.</p> <p>g) My students and I use a culture-rich classroom environment to stimulate and advance student learning.</p> <p>h) My students and I interact with the local and global target language communities to advance intercultural competencies.</p> |
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Standard 3: Family & Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

| A. Engagement | |
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| Welcomes and encourages every family to become active participants in the classroom and school community. | |
| 1. Parent/Family Engagement Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community. | C1: I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning. <ul style="list-style-type: none"> a) I clearly communicate how languages are learned. b) I clearly communicate how stakeholders can facilitate and support learning. c) I collaborate with stakeholders to communicate positive messages about language learning. |
| B. Collaboration | |
| Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. | |
| 1. Learning Expectations Consistently provides parents with clear, user-friendly expectations for student learning and behavior. | C2: I discuss student performance goals and outcomes of the class/course/program with all stakeholders. <ul style="list-style-type: none"> a) I clearly communicate realistic expectations for student performance. b) I clearly communicate how I use data to improve student learning. c) I share information highlighting the accomplishments of my students. |
| 2. Curriculum Support Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. | C1: I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning. <ul style="list-style-type: none"> a) I clearly communicate how languages are learned. b) I clearly communicate how stakeholders can facilitate and support learning. c) I collaborate with stakeholders to communicate positive messages about language learning. C4: I provide a variety of vehicles for regular two-way communication about the class/course/program. <ul style="list-style-type: none"> a) I establish a channel for ongoing student communication outside of class. b) I establish procedures for and encourage frequent parent communication. c) I collaborate with colleagues in my department. d) I maintain channels of communication with leadership outside my department. |
| C. Communication | |
| Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. | |
| 1. Two-Way Communication Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to | C4: I provide a variety of vehicles for regular two-way communication about the class/course/program. <ul style="list-style-type: none"> e) I establish a channel for ongoing student communication outside of class. f) I establish procedures for and encourage frequent parent communication. g) I collaborate with colleagues in my department. h) I maintain channels of communication with leadership outside my department. |

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| <p>communications from families.</p> | |
| <p>2. Culturally Proficient Communication Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</p> | <p>C5: I connect with local and global communities to support and encourage language and culture learning.</p> <ul style="list-style-type: none"> a) I collaborate with individuals and organizations to infuse target language and culture communities into the learning experience. b) I create opportunities for students to use their language skills to learn from and work cooperatively with members of the target cultures. c) I partner with individuals and organizations to expand language-learning opportunities. |

Standard 4: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

| A. Reflection | |
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| <p>Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.</p> | |
| <p>1. Reflective Practice Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</p> | <p>PR3: I am a reflective practitioner.</p> <ul style="list-style-type: none"> a) I use processes that allow me to analyze and reflect on my current practices. b) I regularly use evidence of student growth to inform reflection on my practices. c) I create a plan for my professional growth based on my reflections. d) My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning. |
| <p>2. Goal Setting Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.</p> | <p>PR3: I am a reflective practitioner.</p> <ul style="list-style-type: none"> a) I use processes that allow me to analyze and reflect on my current practices. b) I regularly use evidence of student growth to inform reflection on my practices. c) I create a plan for my professional growth based on my reflections. d) My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning. |
| B. Professional Growth | |
| <p>Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.</p> | |
| <p>1. Professional Learning and Growth Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</p> | <p>PR1: I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.</p> <ul style="list-style-type: none"> a) I ensure my practices communicate a positive message about language learning for all students. b) I interact in culturally appropriate ways within the context of the local educational setting. c) I keep abreast of current developments and research in both world language and general education. d) My professional conduct advocates the importance of language learning for all students. <p>PR2: I maintain high levels of linguistic competence in both the target language and English.</p> <ul style="list-style-type: none"> d) I possess at least Advanced Low Proficiency (ACTFL scale) in both the target language and English. e) I regularly participate in activities to maintain and improve my language skills. f) I stay abreast of current developments and research in the subjects and the language that I teach. |

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| | <p>PR4: I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.</p> <ul style="list-style-type: none"> a) I regularly participate in activities to enhance my ability to facilitate learning. b) I regularly seek opportunities that connect me with colleagues both locally and globally. c) I collaborate in the work of my department, school, and district. <p>PR5: I give back to the profession in a variety of ways.</p> <ul style="list-style-type: none"> a) I actively participate in professional learning networks and/or professional organizations. b) I share my expertise with colleagues within and outside my content area in a variety of venues. c) I pursue leadership opportunities in my school community, professional organization, or other educational venues. |
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C. Collaboration
Collaborates effectively with colleagues on a wide range of tasks.

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| <p>1. Professional Collaboration Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.</p> | <p>C4: I provide a variety of vehicles for regular two-way communication about the class/course/program.</p> <ul style="list-style-type: none"> a) I establish a channel for ongoing student communication outside of class. b) I establish procedures for and encourage frequent parent communication. c) I collaborate with colleagues in my department. d) I maintain channels of communication with leadership outside my department. <p>LT6: I research and collaborate with colleagues to identify tools to facilitate my work.</p> <ul style="list-style-type: none"> a) I effectively use technology to identify learning tools that will help my students meet the performance objectives. b) I collaborate with colleagues to identify and develop resources to help my students meet the performance objectives. c) I use a variety of tools to streamline my administrative duties. |
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D. Decision-Making
Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

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| <p>1. Decision-Making Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</p> | <p>C3: I partner with school-based professionals to support the learning of my students.</p> <ul style="list-style-type: none"> a) I obtain official information about my students' backgrounds to inform my approaches to learning. b) I collect information about the language abilities and cultural experiences of my students to tailor learning. c) I share information that will expand perspectives and attitudes about language learning opportunities. |
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E. Shared Responsibility
Shares responsibility for the performance of all students within the school.

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| <p>1. Shared Responsibility Within and beyond the classroom, consistently reinforces schoolwide</p> | <p>C1: I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning.</p> <ul style="list-style-type: none"> d) I clearly communicate how languages are learned. e) I clearly communicate how stakeholders can facilitate and support learning. |
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| <p>behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</p> | <p>f) I collaborate with stakeholders to communicate positive messages about language learning.</p> <p>C3: I partner with school-based professionals to support the learning of my students.</p> <p>d) I obtain official information about my students' backgrounds to inform my approaches to learning.</p> <p>e) I collect information about the language abilities and cultural experiences of my students to tailor learning.</p> <p>f) I share information that will expand perspectives and attitudes about language learning opportunities.</p> |
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| <p style="text-align: center;">F. Professional Responsibilities</p> <p>Is ethical and reliable, and meets routine responsibilities consistently.</p> | |
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| <p>1. Judgment Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</p> | <p>PR1: I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.</p> <p>a) I ensure my practices communicate a positive message about language learning for all students.</p> <p>b) I interact in culturally appropriate ways within the context of the local educational setting.</p> <p>c) I keep abreast of current developments and research in both world language and general education.</p> <p>d) My professional conduct advocates the importance of language learning for all students.</p> |
| <p>2. Reliability & Responsibility Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</p> | <p>PR1: I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.</p> <p>e) I ensure my practices communicate a positive message about language learning for all students.</p> <p>f) I interact in culturally appropriate ways within the context of the local educational setting.</p> <p>g) I keep abreast of current developments and research in both world language and general education.</p> <p>h) My professional conduct advocates the importance of language learning for all students.</p> |

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