



E1 I build appropriate relationships with my students to promote a safe and positive learning environment.

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. I use official information about my students' backgrounds to inform my approach to learning. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. I use information about the language abilities and cultural knowledge of my students to tailor learning. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| c. I tailor learning experiences to the unique needs and interests of my students. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| d. My students and I create a safe and positive learning environment by respectful interaction with each other. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |

E4 I create a classroom environment that is culture-rich and encourages the use of the target language.

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. I create a stimulating and inviting physical environment that reflects the target language and culture(s). | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. I ensure the physical environment supports the unit's language and cultural goals. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| c. My students and I select and participate in routines that reflect practices of the target culture (s). | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| d. My students and I create a physical environment that includes classroom-learning aids to facilitate the classroom target language use. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |

LT1 I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. I provide my students with comprehensible input through the use of a variety of digital and print media. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. My students and I use realia, props, manipulatives and other resources to make input comprehensible. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| c. My students and I use classroom learning aids as tools to facilitate learning. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| d. My students and I access local and global target language communities as language and culture resources. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |

LE4 I ensure that students receive comprehensible input.

- | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| d. I clarify what I say in a variety of ways (e.g. simplification, restating, adjusting the speed). | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| e. I frequently check for understanding in a variety of ways throughout the lesson. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| f. I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| g. My students have adequate opportunities to process language (input) before being expected to produce language (output). | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |

LE5 I provide opportunities for my students to acquire language in meaningful contexts.

- | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| a. My students are active participants in a variety of language learning opportunities throughout the lesson. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| b. My students engage in language learning opportunities anchored in the modes of communication. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| c. I equip students with strategies that enable them to stay in the target language. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| d. My students engage daily in pair and/or small group activities. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |
| e. My students and I assess, evaluate and use authentic materials. | <input type="radio"/> N | <input type="radio"/> S | <input type="radio"/> M | <input type="radio"/> C | <input type="radio"/> My Goal |