

# Preparing for 2070



The degree to which  
students achieve in  
school affects all of us.

# Student achievement matters

- For those with only a high school diploma, the standard of living in the United States is lower today than it was in 1975.

*Wiliam, 2007*

- Those with bachelor's degrees earn 99% more than those without.

*USA Today, 2010*

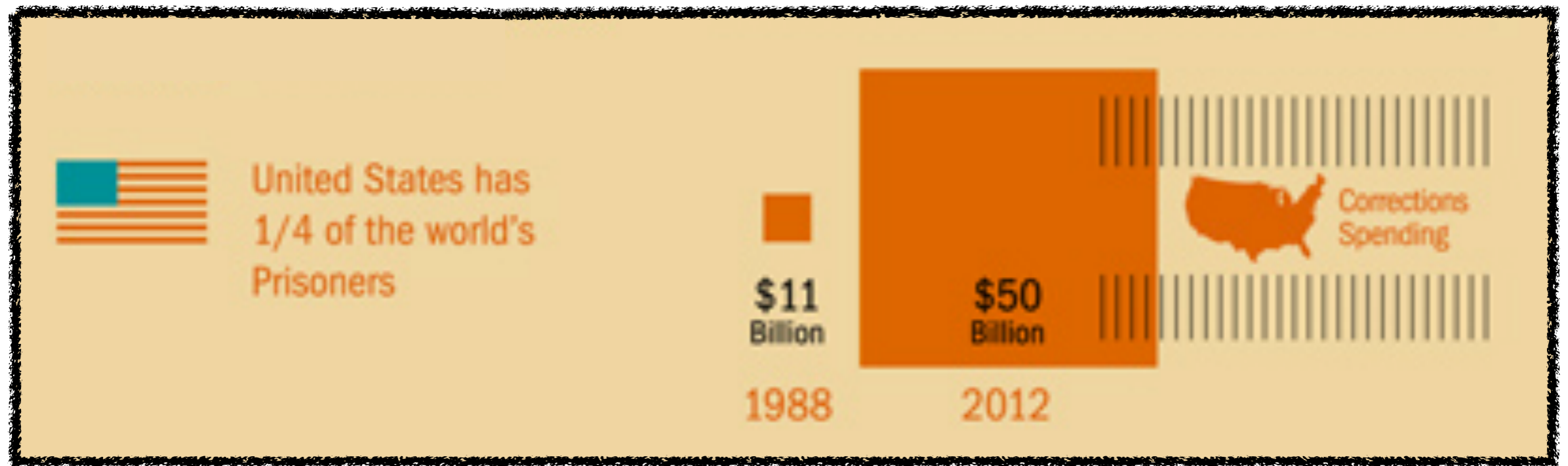
- Master's degree holders earn approximately 50% more than those with undergraduate degrees only.

*USA Today, 2010*

If you achieve at a higher level, you live longer, are healthier and earn more money.

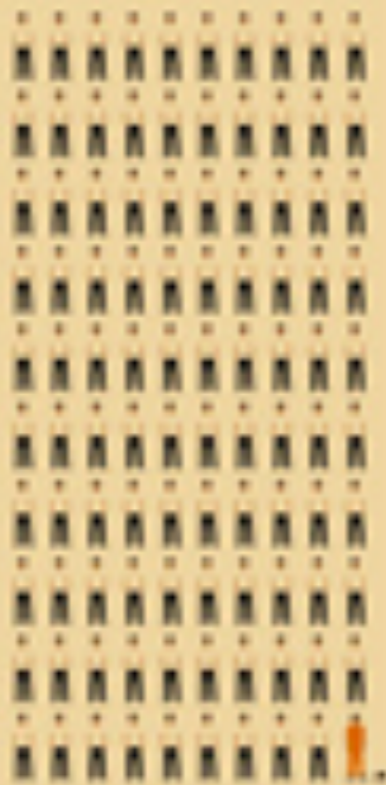
People who earn more money pay more taxes, are less likely to depend on Medicaid or welfare, and are less likely to be in prison.

William, 2007



<http://visual.ly/education-vs-incarceration>

# US Education and Incarceration



1/100

College  
Graduates



1/35

High School  
Graduates



1/10

High School  
Dropouts

<http://visual.ly/education-vs-incarceration>

The New York Times

December 7, 2010

## An International Education Test

The Organization for Economic Cooperation and Development has released the results of its 2009 PISA (Program for International Student Assessment) test of 15-year-old students in 65 countries.

In the Math and Science tests, all participating regions of China outperformed the United States.

SCIENCE	PISA SCORE	READING	PISA SCORE	MATH	PISA SCORE
Shanghai, China*	575	Shanghai, China	556	Shanghai, China	600
Finland	554	Korea	539	Singapore	562
Hong Kong, China	549	Finland	536	Hong Kong, China	555
Singapore	542	Hong Kong, China	533	Korea	546
Japan	539	Singapore	526	Taiwan	543
Korea	538	Canada	524	Finland	541
New Zealand	532	New Zealand	521	Liechtenstein	536
Canada	529	Japan	520	Switzerland	534
Estonia	528	Australia	515	Japan	529
Australia	527	Netherlands	508	Canada	527
Netherlands	522	Belgium	506	Netherlands	526
Taiwan	520	Norway	503	Macao, China	525
Germany	520	Estonia	501	New Zealand	519
Liechtenstein	520	Switzerland	501	Belgium	515
Switzerland	517	Poland	500	Australia	514
Britain	514	Iceland	500	Germany	513
Slovenia	512	<b>United States</b>	<b>500</b>	Estonia	512
Macao, China	511	Liechtenstein	499	Iceland	507
Poland	508	Sweden	497	Denmark	503
Ireland	508	Germany	497	Slovenia	501
Belgium	507	Ireland	496	Norway	498
Hungary	503	France	496	France	497
<b>United States</b>	<b>502</b>	Taiwan	495	Slovakia	497
AVERAGE SCORE	501	Denmark	495	AVERAGE SCORE	497
Czech Republic	500	Britain	494	Austria	496
Norway	500	Hungary	494	Poland	495
Denmark	499	AVERAGE SCORE	494	Sweden	494
France	498	Portugal	489	Czech Republic	493
Iceland	496	Macao, China	487	Britain	492
Sweden	495	Italy	486	Hungary	490
Austria	494	Latvia	484	Luxembourg	489
Latvia	494	Slovenia	483	<b>United States</b>	<b>487</b>
Portugal	493	Greece	483	Ireland	487

## Program for International Student Assessment (PISA)



What are the ramifications for a nation ill-prepared to compete ?



SHARE THE MESSAGE ABOUT THE NEED FOR EDUCATION REFORM

Source: OECD, PISA 2009 Database, <http://dx.doi.org/10.1787/888932343152> Fig I.3.11



The New York Times

December 7, 2010

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Poland					
Ireland					
Belgium					
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<b>United States</b>					
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## Program for International Student Assessment (PISA)

Children entering kindergarten today, if they stay in school, will graduate high school in about 2024 and will be in the workforce until 2070.

Vivien Stewart, *A World Class Education: Learning from International Models of Excellence* (2012)

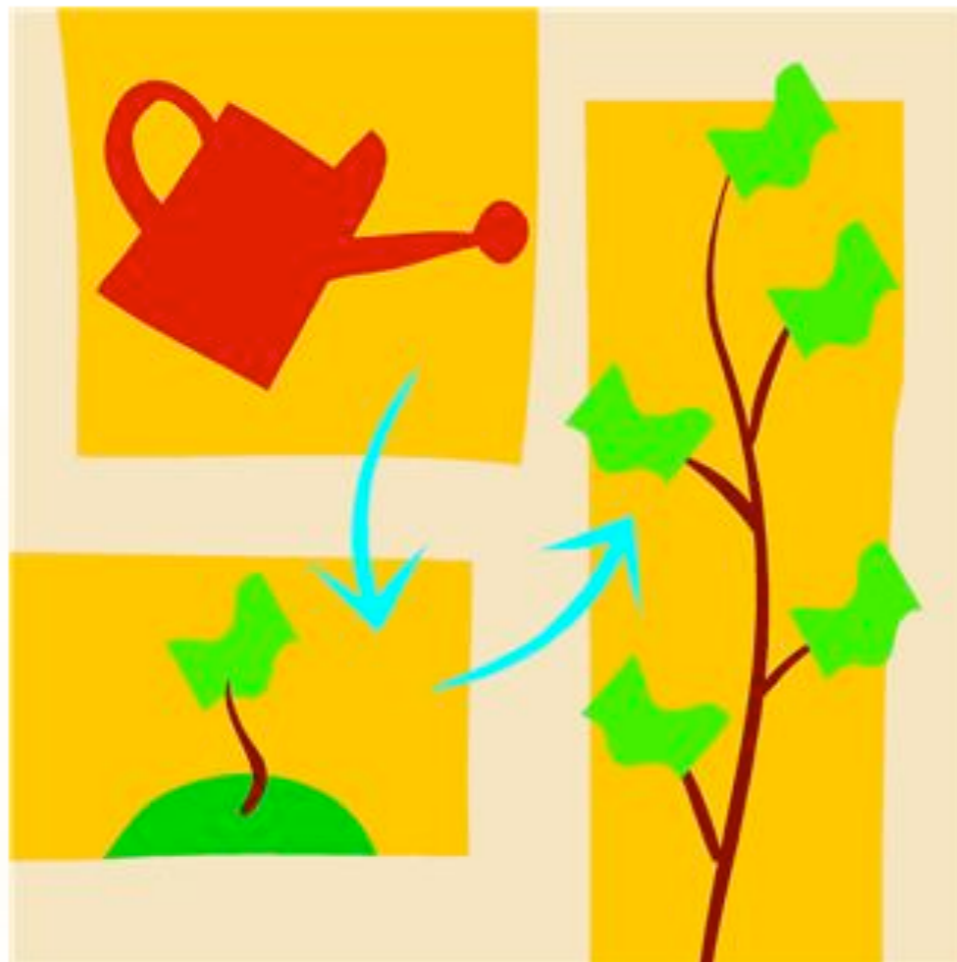


So ...

how can we improve student  
achievement?

More can be done to improve education by improving the effectiveness of teachers than by *any other* single factor.

Wright, Horn and Sanders (1997)



The effect of increases in teacher quality swamps the impact of *any other* educational investment, such as reductions in class size.

Goldhaber (2009)

In other words, if we want to improve students achievement, nothing matters more than the teacher.

It's not what the teacher knows that matters most. It's what the teacher does.

think about your colleagues



Here's why we need to

**SAVE GREAT**

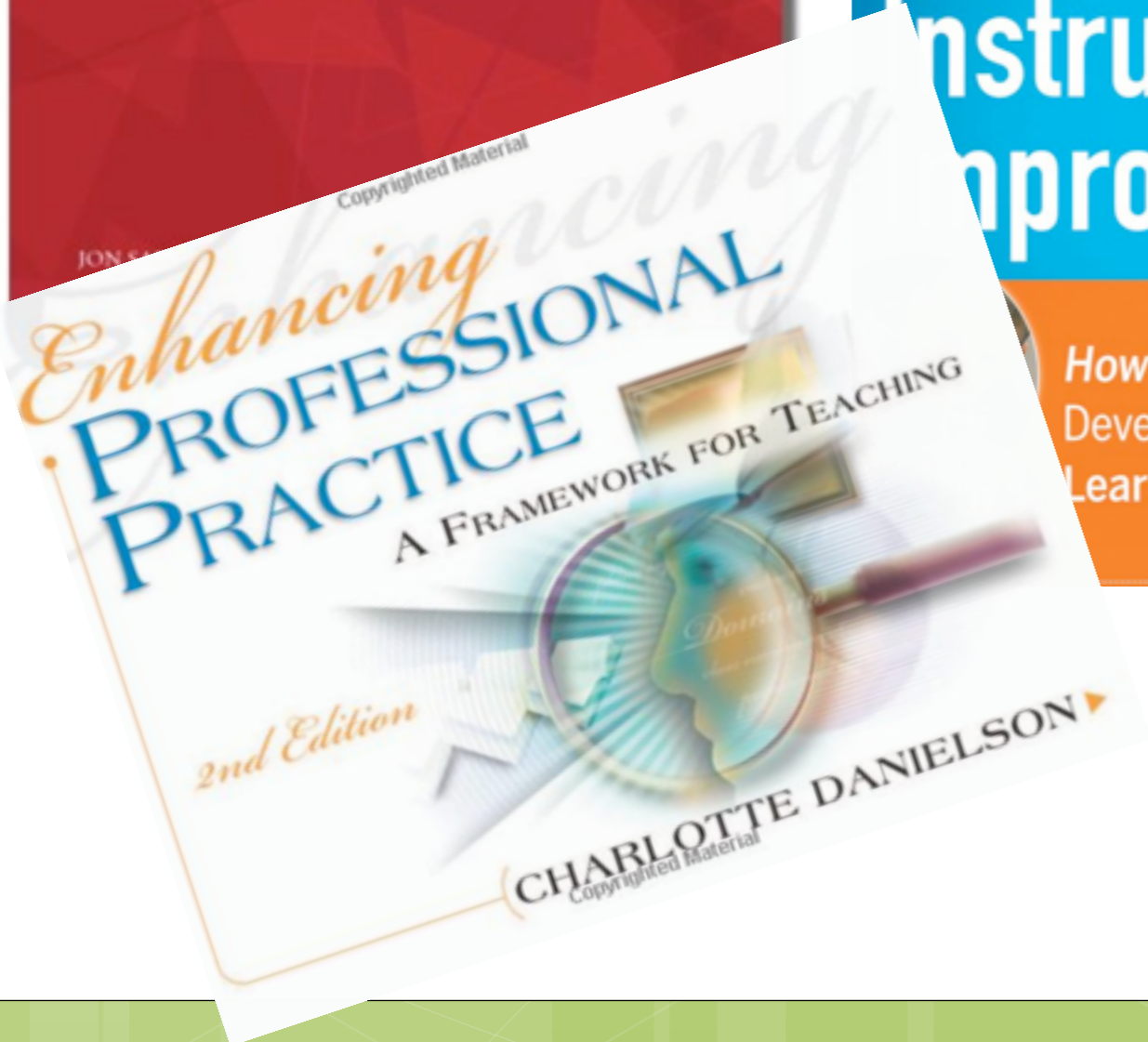
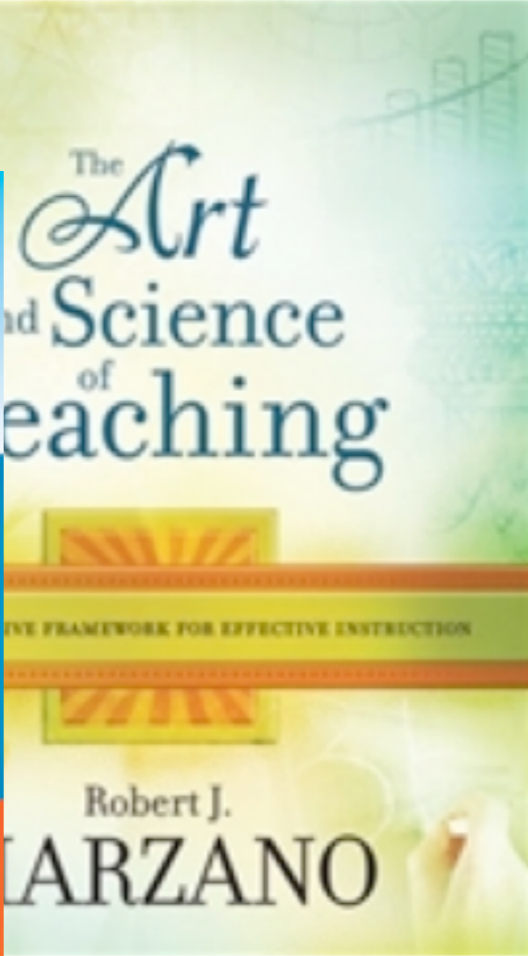
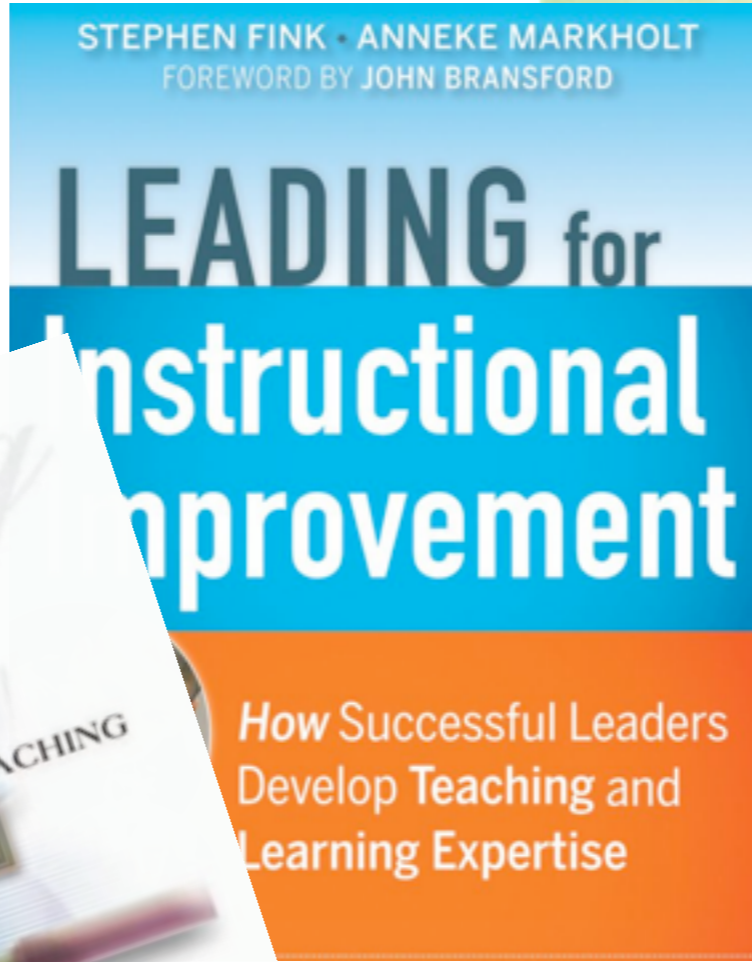
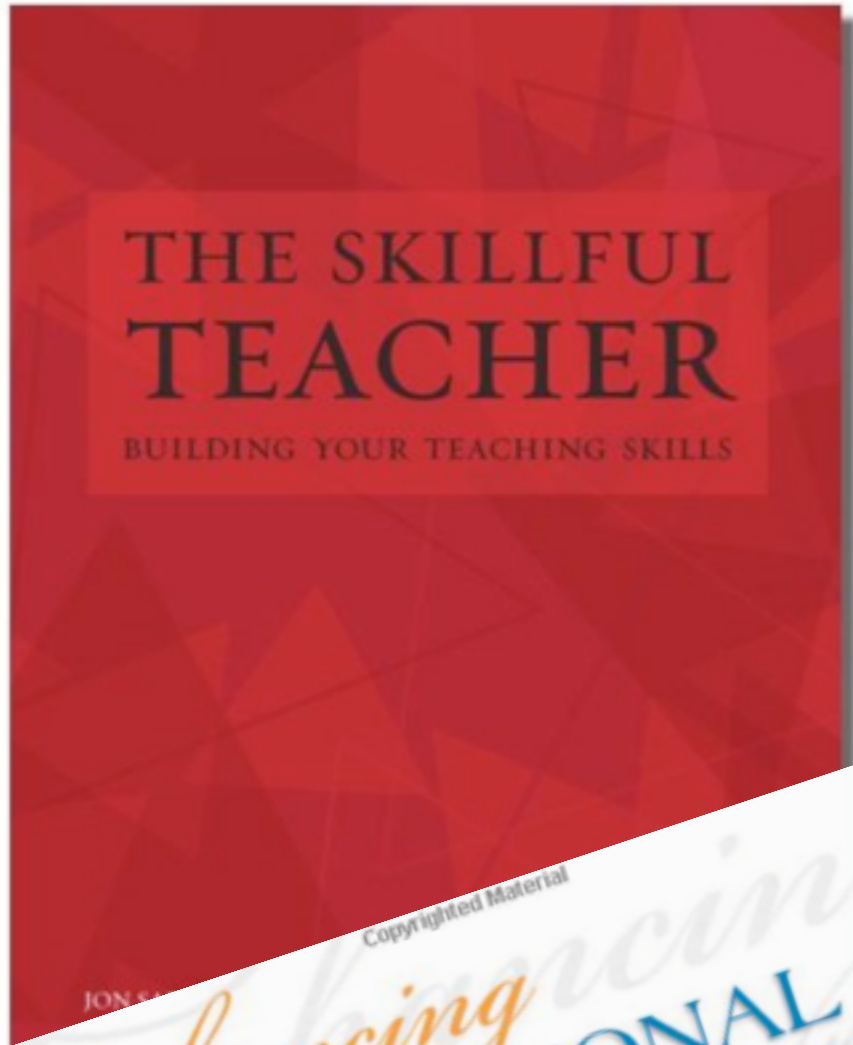




Very little is invested in understanding great teaching. We've never had a meaningful system that identifies the dimensions of great teachers so we can transfer the skills to others.

Bill Gates  
"What We've Learned About Great Teachers," *Parade*, October 24, 2010



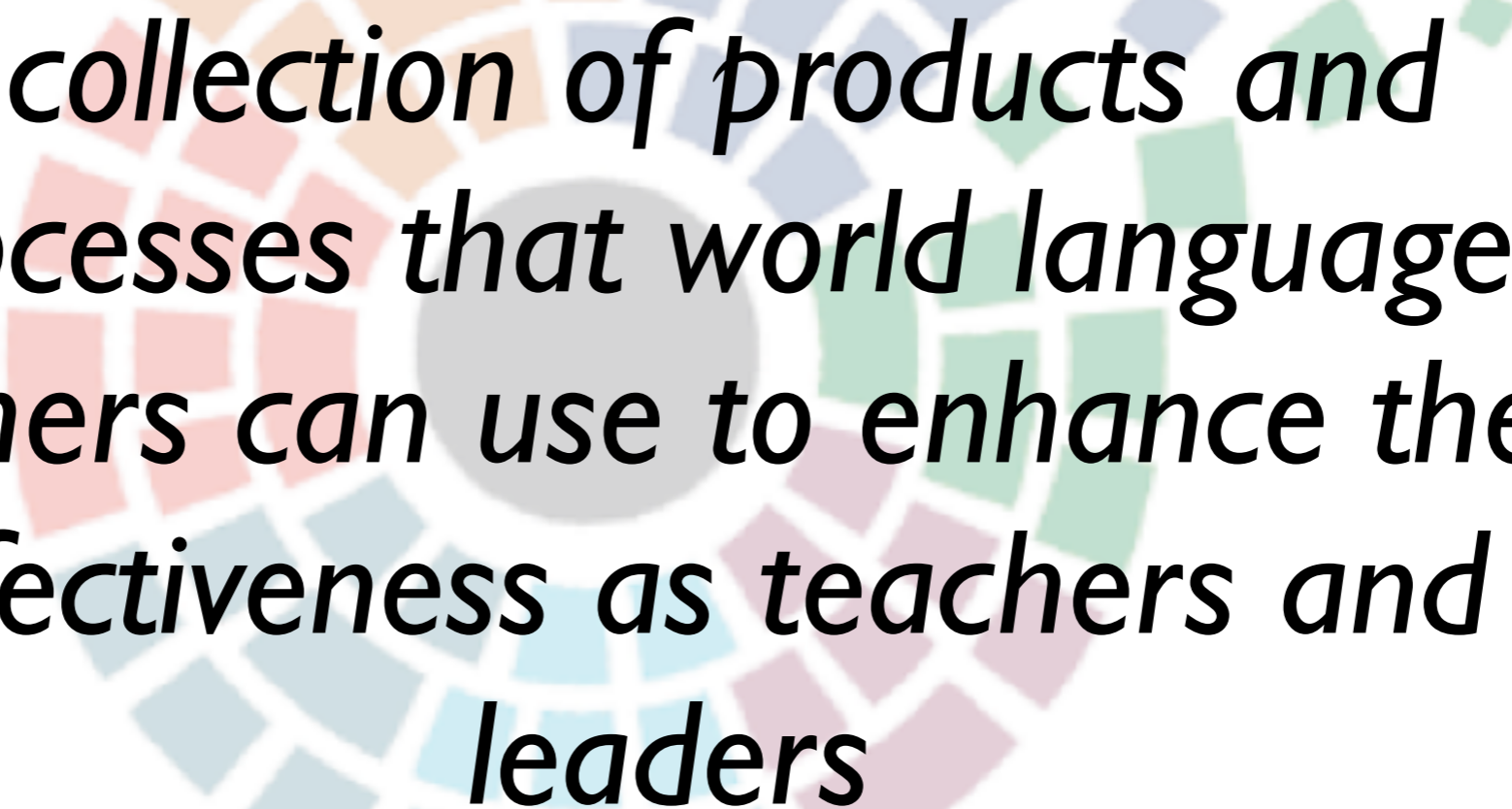


# teacher effectiveness

FOR LANGUAGE LEARNING



# The TELL Project



*a collection of products and processes that world language teachers can use to enhance their effectiveness as teachers and leaders*



# 3 Core Beliefs

**teacher effectiveness**  
FOR LANGUAGE LEARNING



1. The TELL characteristics and behaviors represent the model world language teacher.
2. World language teachers can become models if the model teacher is defined.
3. The TELL characteristics and behaviors are intended to guide individual teacher growth toward the model and are not necessarily tied to teacher appraisal.

# teacher effectiveness

FOR LANGUAGE LEARNING



## THE FRAMEWORK

## Preparing for Student Learning

### **E** ENVIRONMENT

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

### **P** PLANNING

*How does my planning of learning experiences prepare for student learning?*

## Advancing Student Learning

### **LE** THE LEARNING EXPERIENCE

*How do I provide meaningful learning experiences that advance student learning?*

### **PF** PERFORMANCE & FEEDBACK

*How do my students and I use assessments to show what they can do with what they know?*

### **LT** LEARNING TOOLS

*How do my students and I capitalize on a variety of learning tools to advance student learning?*

## Supporting Student Learning

### **C** COLLABORATION

*How does my collaboration with stakeholders support student learning?*

### **PR** PROFESSIONALISM

*How does my continued growth as a professional support student learning?*

## Teacher Effectiveness for Language Learning

[HOME](#)[WHAT IS TELL? ▾](#)[FRAMEWORK](#)[TELL TOOLS ▾](#)[IMMERSION](#)[CONTACT](#)

The Teacher Effectiveness for Language Learning (TELL) Project, an initiative of [AdvanceLearning](#), is a collection of products and processes that can be used to enhance the effectiveness of world language teachers. TELL, which emanates from an understanding that student achievement is influenced more by an effective teacher than any other factor, attempts to synthesize work from the general education arena regarding those things that effective teachers do and make that information specific to the work of language teachers. The heart of the TELL Project is the [Teacher Effectiveness for Language Learning Framework](#), which is supported by the TELL Tools.

### Framework



**The Framework** consists of 7 domains (Environment, Planning, The Learning Experience, Performance & Feedback, Learning Tools, Collaboration, Professionalism) designed to address a teacher's need to *Prepare for Student*

*Learning, Advance Student Learning, and Support Student Learning.*

### TELL Tools

**The TELL Tools** is a suite of resources that includes self-assessments, goal-setting forms, feedback tools, implementation scenarios, and more. Designed to offer support that facilitates language teachers' professional growth, teachers can self-assess, peer-assess or work with administrators to identify their level of effectiveness and set goals for professional growth.

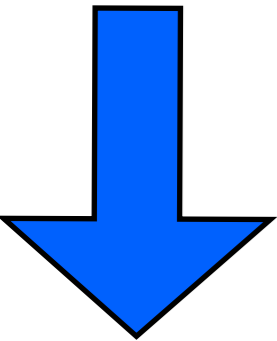
*The mission of the TELL Project is to define what effective language teachers do and facilitate their growth to prepare for, advance and support language learning.*

# Characteristics of Effective Teachers

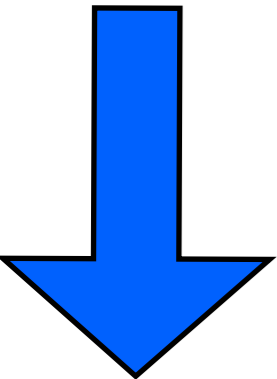
Danielson, Marzano & others

=

Generic descriptors/  
same for all disciplines



TELL



TELL Immersion

=

Descriptors specific to foreign  
language teachers

=

Descriptors specific to foreign  
language *immersion* teachers





## Immersion

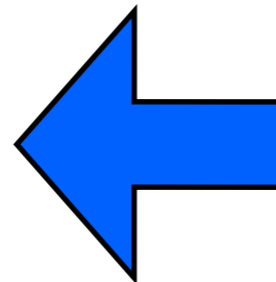
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Language immersion programs respond to a slightly different mandate from that of other language programs in that these programs carry, not only the responsibility for helping students become proficient in another language, but also for conveying the content that is a part of the regular school curriculum, at least in part, through that target language. In addition, language immersion programs often begin very early with the idea that participants will be reach high levels of proficiency by the end of their school experience. These programs often have as their goal that students will finish the program as truly bilingual and bicultural individuals. The Immersion Teacher Effectiveness for Language Learning (I-TELL) Project seeks to describe and support effective teachers that that encompass this mandate and this goal.

## The Framework

Using the domains of the TELL Framework as a guide I-TELL addresses the unique characteristics of effective immersion teachers. (Note: I-TELL is provided on a pilot-basis and will be revised based on user input during the 2013/2014 school year. We welcome [your feedback](#).)

- **Environment:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Planning:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Learning Experience:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Performance & Feedback:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Learning Tools:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Collaboration:** [PDF \(color\)](#) | [PDF \(bw\)](#)
- **Professionalism:** [PDF \(color\)](#) | [PDF \(bw\)](#)



## LEARN MORE ABOUT TELL

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We invite you to learn more about the TELL project during a conference session or workshop.

### Upcoming Opportunities

We will once again be at the annual [ACTFL Convention](#) in Orlando, FL. Session details to be announced.

## JOIN THE CONVERSATION!

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# THE LEARNING EXPERIENCE

*How do I provide meaningful learning experiences that advance student learning?*

**My students and I demonstrate respect for individuals, rules, routines, and procedures.**

- LE1
  - 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.

**I use the daily performance objectives to capture my students' energy and commitment.**

- LE2
  - a. I engage my students in an activity tied to the day's lesson as soon as they enter the room.
  - b. I share user-friendly performance objectives with my students.
  - c. I embed and intentionally reference the performance objectives throughout the lesson.
  - d. I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.

**I share the sequence of learning experiences with my students.**

- LE3
  - a. I explain and post the sequence of the lesson's learning activities.
  - b. I clarify how the learning experiences help students meet or exceed the daily performance objectives.
  - c. I help my students see connections among learning experiences.

**I ensure that students receive comprehensible input.**

- LE4
  - a. I ensure that everything I say and/or materials I share with my students are in the target language.
  - b. I do not use English in the Immersion classroom.
  - c. I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible.
  - d. I clarify what I say in a variety of ways (e.g. simplification, restating, adjusting the speed).
  - 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).

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

- LE5
  - 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.
  - d. My students engage in daily pair and/or small group activities in the target language.
  - e. My students and I use authentic materials to support language learning.

**I provide opportunities for students to engage in cultural observation and analysis.**

- LE6
  - a. My students can recognize and understand how their own culture affects their views of other cultures in an age appropriate manner.
  - b. My students can recognize and understand their own and others' ways of thinking (perspectives).
  - c. I use cultural products and practices to contextualize language tasks for my students when appropriate.
  - d. My students can use their language skills and cultural understanding to interact effectively in a cultural context other than their own.

**I provide opportunities for my students to become more effective communicators.**

- LE7
  - 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.

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