

Danielson/ELL Crosswalk

Introduction: This document uses the Danielson framework to examine what both effective and highly effective English Language Learner (ELL) instruction looks like. This companion focuses on two high-leverage domains, which are Planning and Preparation (domain one) and Instruction (domain three), as well as select indicators falling under Classroom Environment (domain two) and Professional Responsibilities (domain four). These domains and accompanying elements were chosen as the areas of focus, because they are the ones in which the nuances in working with ELL students can best be seen. Although this document is based on the Danielson framework, it will be useful as a crosswalk for districts using other evaluation instruments as well.

Purpose: This document is solely meant to be a companion to the Danielson Framework classroom observation instrument and is in no way meant to replace what is already being used for classroom observation. The purpose of it is two-fold. First, the document provides specific observable evidence that supervisors can reference during and after classroom observations of what effective and highly effective ELL classroom instruction looks like in an effort to better understand it. Secondly, the document is envisioned to be used as a common reference for professional conversations with and among the faculty.

Domain	Proficient	Distinguished
1A: Demonstrating Knowledge of Content and Pedagogy	<p><i>The proficient teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</i></p>	<p><i>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> • Teacher incorporates the students’ cultural backgrounds in planning. • Teacher uses culturally relevant texts and/or materials in planning. • Teacher’s planning incorporates various activities for English Language Learners (ELL) based on State and WIDA standards, Can-Do Descriptors, and WIDA Performance Definitions for Speaking and Writing and Listening and Reading. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> • Teacher incorporates the students’ cultural backgrounds and connects them to other disciplines. • Teacher uses culturally relevant texts and/or materials in planning and delivering of material. • Teacher’s planning differentiates according to student’s English Language Proficiency (ELP) based on State and WIDA standards, Can-Do Descriptors, and WIDA Performance Definitions for Speaking and Writing and Listening and Reading.

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1B: Demonstrating Knowledge of Students	<p><i>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</i></p>	<p><i>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● Teacher uses methods to assess students' skill level as well as English Language Proficiency (ELP) level. ● Teacher is knowledgeable about students and their cultural heritage. ● Teacher maintains a system of updated student records. ● Teacher uses knowledge of the students' English proficiency levels, home languages, and ESL pedagogy to plan. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● Teacher uses ongoing methods to assess students' individual skill level as well as ELP level and designs instruction accordingly. ● Teacher is knowledgeable about students and their cultural heritage, but still seeks out more information about all students in regards to it. ● Teacher maintains a system of updated student records and incorporates learning and language needs into lesson plans.
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1C: Setting Instructional Outcomes	<p><i>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</i></p>	<p><i>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● Outcomes incorporate content and language based scaffolding to aid in comprehension and production. <ul style="list-style-type: none"> ○ i.e., use of visuals, simplification of language, vocabulary word walls, etc. ● Outcomes are differentiated for groups of students by English proficiency level, student language abilities, content knowledge, and/or skills; including, but not limited to, foundational skills. ● Most learning outcomes incorporate important language practice opportunities. ● Most outcomes are based on multiple means of representation through visuals, demonstrations, student self-discovery, and WIDA CAN DO descriptors and WIDA Performance Definitions for Speaking and Writing and Listening and Reading. ● Most outcomes represent high expectations and rigor in speaking, 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● High level learning outcomes embedded in content language based scaffolding ensure that content is comprehensible and students of different proficiency levels are able to engage with it. <ul style="list-style-type: none"> ○ Use of multiple scaffolds is evident based upon the WIDA Standards. ● Outcomes are differentiated for individual students by English proficiency level, student language abilities, content knowledge, and/or skills. This differentiation encourages individual students to take educational risks. ● All learning outcomes incorporate high levels of important discipline concepts and academic language practice opportunities. ● Outcomes are driven by the students where they can choose from multiple means of representation through visuals, demonstrations, student self-discovery, and are aligned to appropriate levels of the

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	<p>listening, reading, and writing that are appropriate to student English language proficiency levels as described in the WIDA CAN DO descriptors and WIDA Performance Definitions for Speaking and Writing and Listening and Reading.</p> <ul style="list-style-type: none"> Outcomes may take into consideration student background knowledge and previous experience. 	<p>WIDA CAN DO descriptors and WIDA Performance Definitions for Speaking and Writing and Listening and Reading.</p> <ul style="list-style-type: none"> All outcomes represent high expectations and rigor in speaking, listening, reading, and writing that are appropriate to student English language proficiency levels as described in the WIDA CAN DO descriptors and WIDA Performance Definitions for Speaking and Writing and Listening and Reading. <p>Outcomes always take into consideration student background knowledge and previous experience.</p>
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<p>1D: Demonstrating Knowledge of Resources</p>	<p><i>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</i></p>	<p><i>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> Teacher demonstrates knowledge of various ELL specific adaptations within district curriculum as well as in the supplemental materials. Culturally and linguistically responsive materials are available and their use may be evident. Adaptation of content is evident based on English language proficiency levels of the students in the class. Texts and online resources are matched to students linguistic and content needs. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> Teacher demonstrates <i>extensive</i> knowledge of various ELL specific adaptations and seeks out resources in the community, professional organizations (such as WIDA and TESOL), universities, and the Internet—for classroom use, expansion of his or her own knowledge, or sharing with colleagues. Culturally and linguistically responsive materials are available and utilized based upon the individual needs of the students. Adaptation of content is consistently evident. The utilization depends upon the foundational skills and the English language proficiency levels of individual students.

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	<p><i>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</i></p>	<p><i>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</i></p>
<p>1E: Designing Coherent Instruction</p>	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● Groups of students are provided with some level of academic language based on their ELP, as well as their WIDA domain (listening, reading, writing, speaking). ● Activities have some differentiation within language goals based on their ELP level based on socio-cultural considerations along with students' L1 (native language). ● Teacher is sometimes moving forward addressing the higher level, at the same time, the teacher adjusts communication to meet the needs of the ELLs by revisiting the strategies of the lower level as appropriate. ● Activities may be designed to engage students in high-level cognitive activities along with appropriate scaffolding. The teacher may address the grade level content with appropriate modifications according to ELP levels of his/her students. ● The teacher provides occasional support to lower ELP level students and enrichment to higher ELP level students. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● Individual students are provided with high level academic language differentiated based on their ELP level and on their WIDA domain (listening, reading, writing, speaking). ● Both content and language goals for individualized instruction groups are varied based on students' ELP level as well as socio cultural considerations along with their L1 (Native Language). ● Teacher is continually moving forward addressing the higher level, at the same time, the teacher adjusts communication to meet the needs of the ELLs by revisiting the strategies of the lower level as appropriate. ● Activities are designed to engage students in high-level cognitive activities along with appropriate scaffolding. The teacher addresses the grade level content with appropriate modifications according to ELP levels of his/her students. ● The teacher provides ongoing support to lower ELP level students and enrichment to higher ELP level students.

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1F: Designing Student Assessments	<p><i>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</i></p>	<p><i>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> Assessments are adapted based on the ELP levels of groups of students that use criteria from the WIDA standards, as well as L1 (native language). WIDA performance level definitions along with the WIDA rubrics. Formative assessment is based on the ELP level of performance, as well as the expectation for the student’s ELP level. Methodologies have been adapted for individual students ELP level, socio-cultural level and L1. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> Assessments are adapted based on the ELP levels of <i>individual</i> students that use criteria for <i>assessing student work</i>; key uses of the Can Do descriptors, based on WIDA and L1 (native language), WIDA performance level definitions along with the WIDA rubrics. Formative assessment is based <i>and designed</i> on students’ ELP level, which includes both teacher as well as students’ input. Assessment matches the learning expectations and modified according to their ELP level. The teacher displays <i>*cultural competence</i> naturally and seeks the opportunities to present cultural differences through mini lessons or presentations in mainstream classrooms.
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2E: Organizing Physical Space	<p><i>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</i></p>	<p><i>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> Culturally relevant instructional space and resources are accessible to all students. Example: visuals, anchor charts, related text, cultural elements, language supports (sentence frames, cognates, labeled pictures, etc.) Classroom furniture is arranged to support language learning. The teacher appropriately and effectively uses technology to support language learning 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> Culturally relevant instructional space and resources are accessible and used by students. Classroom furniture is modified to support linguistic and cultural needs of students. Student cultural differences contribute to the arrangement of the physical environment. Students appropriately and effectively use technology to support their learning of language.

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	<p><i>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</i></p>	<p><i>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</i></p>
3A: Communicating with Students	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> • The instructional purpose of the lesson sometimes includes <u>language objectives</u> and is clearly communicated in different modalities (spoken, written, and graphically represented) to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. • The teacher’s explanation of content may be <u>appropriate to students’ ELP levels</u>, scaffolded, clear, and accurate and connects with students’ knowledge and experience. • During the explanation of content, the teacher occasionally focuses on strategies and linguistic resources, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct, and is suitable to students’ ages, interests, ELD levels and cultural backgrounds. • The teacher’s use of academic vocabulary includes <u>multiple meaning words, words that are not only content-specific and phrases</u>, is precise and serves to extend student understanding. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> • The teacher links the instructional purpose of the lesson to the larger curriculum by including the <u>content objective (What)</u>; the directions and procedures are clear and anticipate possible student misunderstanding through the use of a <u>language objective (How)</u>. • The teacher’s explanation of content is always appropriate to students’ ELP levels and is thorough and clear, developing conceptual understanding through clear scaffolding <u>examples</u>; <ul style="list-style-type: none"> ○ <i>pre-teaching academic vocabulary, using graphic organizers, using sentence frames and connecting with students’ interests, prior experiences and learning.</i> • Students are provided appropriate language scaffolds so they can contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. • The teacher’s spoken and written language <u>addresses all three levels of language</u> (vocabulary, linguistic complexity and language forms) is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. • Students contribute to the correct use of academic vocabulary.
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3B: Using Questioning and Discussion Techniques	<p><i>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</i></p>	<p><i>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● While the teacher may use some low-level questions, he/she poses questions designed appropriately to the <u>students' ELP levels</u> in order to promote student thinking and understanding. ● The teacher creates a genuine discussion among students, taking into consideration <u>students' cultural backgrounds</u>, providing adequate time for students to respond and stepping aside when doing so is appropriate. ● The teacher provides appropriate language scaffolds for students to be able to justify their thinking and successfully engages most students (including ELLs) in the discussion, employing a range of strategies to ensure that most students are heard. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher uses a variety or series of questions or prompts that are appropriate to <u>ELP levels</u> in order to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. ● Students use linguistic scaffolds in order to formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. ● Teacher takes <u>students' cultural backgrounds</u> into account in order to provide opportunities for Students themselves to ensure that all voices are heard in the discussion.

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3C: Engaging Students in Learning	<p><i>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</i></p>	<p><i>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The learning tasks and activities are somewhat aligned with the WIDA Can Do Descriptors and students' levels of proficiency (explicitly teaching forms and functions of language) ● Learning tasks may result in active intellectual engagement by most students with important and challenging content that is age and grade level appropriate and with teacher scaffolding to support that engagement. ● The groupings of students are suitable to the activities and based on students' English Language Proficiency (ELP) levels. ● The lesson may have a defined structure made comprehensible through language objectives, visuals, modeling. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged and practice. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The learning tasks and activities are fully aligned with the WIDA Can Do Descriptors and students' levels of proficiency and are designed for students to facilitate their own learning. ● Learning outcomes result in active intellectual engagement by most students with important and challenging content that is age and grade level appropriate and with teacher scaffolding to support that engagement. ● The groupings of students are suitable to the activities and based on students' English Language Proficiency (ELP) levels. There is evidence of students' language goals impacting decisions made by students and teachers alike. ● The lesson has a clearly defined structure made comprehensible through language objectives, visuals, modeling. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged and practice.
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3D: Using Assessment in Instruction	<p><i>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</i></p>	<p><i>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess</i></p>

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		<i>and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</i>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher uses knowledge about some groups of students' linguistic and cultural backgrounds and interests to design assessments. ● Students receive accommodations and options for assessment to demonstrate evidence of learning (for example, using first language; multiples modes; tools for accommodations). ● Assessments used generally include format, rubrics, and scoring guidelines aligned with WIDA Can Do Descriptors ● Feedback includes specific and timely guidance for groups of students using multiple models. (For example: first language, visuals). 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher uses knowledge of individual students' ELP level, cultural backgrounds, students' input and interests to design assessments and rubrics. ● Students receive flexibility how they will provide direct, observable evidence of their proficiency with academic English and content area knowledge. ● Assessments always include format, rubrics, and scoring guideline aligned with the WIDA Can Do Descriptors ● High quality feedback comes from multiple sources using multiple modes and aligned to WIDA Can Do descriptors. It is specific and focused on improvement of ELP and content.
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	<i>The teacher successfully accommodates student' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</i>	<i>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</i>
3E: Demonstrating Flexibility and Responsiveness	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher demonstrates knowledge of groups of students and includes student backgrounds, interests, and instructional needs (including IEP, cultural, and/or language development considerations) during instruction. and modifies instruction to accommodate students who have recently arrived in a class mid-year knowing little English ● The teacher knows when students are learning and comprehending both language and content. When they are not, the teacher then makes minor adjustments to the lesson and reinforces or reteaches as necessary. ● The teacher seeks varied approaches for students who have difficulty learning, possessing a moderate repertoire of 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher demonstrates knowledge of individual students and includes student backgrounds, interests, and linguistic needs (including IEP, cultural, and/or language development considerations) spontaneously in instruction <i>using</i> an extensive repertoire of strategies. The teacher incorporates more questions into a lesson for ELs who are at the beginning and intermediate levels of proficiency to help them understand challenging classroom discourse or texts. ● The teacher knows when individual students are learning and comprehending both language and content. When they are not the teacher then reinforces or reteaches as necessary using an extensive repertoire of strategies as necessary for groups of students and/or for individual students.

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	strategies and pairs new students with a supportive student.	<ul style="list-style-type: none">• Teacher knows every student well and can articulate their backgrounds, interests, and instructional needs.

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4A: Reflecting on Teaching	<p><i>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</i></p>	<p><i>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher demonstrates how the lesson targeted English language development based on the groups’ level of English proficiency and can cite general references using CAN-DO Descriptors as well as WIDA’s Performance Definitions to support the judgment. ● The teacher makes some suggestions of lesson adjustments that would lead to more concrete language growth based on student’s English language needs. and focus on the language objective ● The teacher makes an accurate assessment of a lesson’s effectiveness through referencing student data derived from some of the following: <ul style="list-style-type: none"> ○ student profile ○ ACCESS scores ○ annotative notes ○ formative assessments ○ progress reports ● The teacher may articulate how to use formative data and design future lessons that target development in each of the four language domains (listening, speaking, reading, and writing) 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher demonstrates how the lesson targeted English language development based on individual student’s level of English proficiency and can cite and apply a specific connection to components of academic language based on WIDA Performance Definitions - Speaking and Writing Grades K–12 for receptive and productive language ● The teacher makes multiple suggestions, specifically aligned to language goals of individual students, which address gaps in English proficiency and discrete skills to be developed to propel each student’s English proficiency to the next level. Examples can include need for more scaffolds and ways students were partnered and/or grouped ● The teacher makes an accurate assessment of a lesson’s effectiveness through referencing student data derived from <i>all</i> of the following: <ul style="list-style-type: none"> ○ student profile ○ ACCESS scores ○ annotative notes ○ formative assessments ○ progress report ○ data collected in collaboration with general education teachers from students work in the general education context ● Teachers articulates how to use formative data and design future lessons that target development in each of the four language domains (listening, speaking, reading, and writing)
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4B: Maintaining Accurate Records	<p><i>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</i></p>	<p><i>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</i></p>

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	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher will seek out/be aware of non-instructional records that may help in making instructional decisions. <ul style="list-style-type: none"> ○ Examples: ESL Progress reports, Home language survey, ESL Screening outcomes, multiple measure form, <u>ACCESS scores</u>, parent interview records. ● Student completion of assignments with the use of <u>Can Do Descriptors</u>, student progress in learning using <u>Performance Definition</u>. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher will utilize non-instructional records that may help in making everyday instructional decisions <ul style="list-style-type: none"> ○ Examples: ESL Progress reports, Home language survey, ESL Screening outcomes, multiple measure form, <u>ACCESS scores</u>, parent interview records. ● Teachers may create individual student profile containing information on sociocultural context for learning (Current Learning environment, academic achievement and instruction, oral language and literacy, personal and family, physical and psychological, previous schooling and cross cultural)
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4C: Communicating with Families	<p><i>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.</i></p> <p><i>The teacher makes some attempts to engage families in the instructional program.</i></p>	<p><i>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</i></p>
	<p><i>Evidence of a Proficient Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher seeks out various means of communication with families in a language understandable to them. ● The teacher communicates student progress in relation to the child's English proficiency to families. ● The teacher helps to provide opportunities for parents of ELLs to communicate with the school. ● Teacher promotes/encourages parents of ELLs' participation in advisory committees. ● The teacher seeks out literacy levels of ELL families when communication is developed and provide alternate means of communication. 	<p><i>Evidence of a Distinguished Teacher:</i></p> <ul style="list-style-type: none"> ● The teacher seeks out various means of communication with families in a language understandable to them and in a manner that is accessible to those families (such as the use of human interpreters and/or computer translation apps, community partnerships). ● The teacher seeks to communicate student progress in relation to the child's English proficiency to families using the <u>Can Do Descriptors</u>. Teachers model for parents how to access information about instructional programs. ● The teacher participates in activities to promote parent engagement. ● The teacher helps parents to understand the value of bilingualism and promotes parent support toward the Seal of Biliteracy as an achievement goal for all students.

Administration should take into consideration ELLs' English Proficiency (ELP) Levels when evaluating the teachers, particularly focusing on the phrase "student driven/student-initiated". It is suggested that teachers are not automatically held accountable for the lack of evidence of this criteria listed in the Distinguished part of the rubric during the evaluation process. Students at ELP levels 1 & 2, who are in the developmental process of acquiring a new language, by definition and

description, are not able to initiate discussion or manage student-driven activities. Developmentally, students at ELP levels 1 & 2 typically cannot independently use English to communicate as they often progress through a silent period when they start developing their Listening domain first. This process further transitions into non-verbal cues, gestures, repetitions, single words, phrases, and finally simple sentences at ELP level 3. During the initial stage of English language acquisition, it is very important to create a safe environment with a low “Affective Filter”, which suggests that we do not force the students to speak or present. Thus, "student driven/student-initiated" often cannot apply to students at those levels. Conversely, teachers who create a safe setting and provide additional and needed scaffolds for students at these levels may actually be considered *Distinguished*. It is advised that administrators inquire about the ELP levels of the ELLs in the classroom and apply this knowledge accordingly.¹
