



Up the Bar Consulting

Danielson Framework for Teaching	Sheltered English Instructional Correlation
1A: Demonstrating Knowledge of Content and Pedagogy	Teacher builds background for unfamiliar content concepts through the use of tools such as anticipation guides, predict-o-grams, and concept definition maps.
	Teacher plans for differentiated tasks that are aligned to what students Can Do according to the WIDA standards.
1B: Demonstrating Knowledge of Students	Teacher has engaged in KYS (Know Your Students), and works to mitigate factors that hinder and leverage factors that help students acquire English. Most notably, teacher will celebrate and encourage students to continue using and learning their native language, which will lead to a more efficient and more effective learning of English.
	Teacher is aware that BICS (Basic Interpersonal Communication Skills) does not equal CALP (Cognitive Academic Language Proficiency); therefore, efforts will be made to ensure that content concepts that are cognitively demanding will also be context-embedded. Furthermore, academic language will be strategically and thoughtfully infused into all learning opportunities.
1C: Setting Instructional Outcomes	Teacher has planned for comprehensible input, insuring that content concepts are accessible by moderating speech, clearly explaining academic tasks, and using a variety of techniques such as modeling, hands-on, demonstrations, and multi-media to make content concepts clear.
	Teacher understands that students can and will respond to higher order thinking questions according to their WIDA Can Do levels.
1D: Demonstrating Knowledge of Resources	Teacher utilizes research-based strategies and techniques, as well as other resources that are available at https://www.upthebarconsulting.com ,
	Teacher has engaged in KYS (Know Your Students) and is therefore aware of the cultural beauty and funds of knowledge that students bring to class. Teacher perceives those funds of knowledge from a strength-based perspective, given that it adds dimensionality to existing learning opportunities.
1E: Designing Coherent Instruction	Teacher builds in processing time for students to really think about questions that are posed. Processing time may, for example, include a quick write, turn and talk, and/or clock appointment visit.
	Teacher provides students the opportunity to practice content concepts with peers, strategically planning those peer groups according to the demands of the task.
	Teacher plans for scaffolds and supports that will provide students with access to content concepts and corresponding academic language.
1F: Designing Student Assessments	Teacher adapts assessments to more authentically assess students' mastery of content concepts, based on students' Can Do levels.
2A: Creating an Environment of Respect and Rapport	Teacher fosters a climate and culture of respect in which students feel honored and embraced and understood by the teacher and their peers.
2B: Establish a Culture for Learning	Teacher encourages student to take ownership of the learning process, metacognitively reflecting on goals, learning strategies, and outcomes.
2C: Managing Classroom Procedures	Teacher is aware of the stages of culture shock, and understands the value of how clear and consistent routines and procedures help students to acclimate to their new surroundings.
2D: Managing Student Behavior	Teacher has learned about the cultural iceberg and the deep cultural values and norms that manifest in behaviors that may be misinterpreted. Teacher contemplates the cultural factors that may underlie certain behaviors, adjusting the cultural lens to meet the students where they are.

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2E: Organizing Physical Space	Teacher creates a climate and culture in the classroom in which the community of learners feels safe taking risks while learning, and in which students support each others' goals.
	Teacher designs a classroom space that is flexible and used in a variety of ways for a variety of purposes, as determined by the students' learning needs as well as the anticipated learning outcomes. Students are able to work with partners, small groups, or individually throughout the course of each day.
	Students are encouraged and expected to use technology tools that will provide access to and an understanding of content concepts. Resources such as textbooks that provide materials in native language is strategically used as comprehensible input.
3A: Communicating with Students	Teacher aligns the content objective (the 'what' the students are going to learn) with the academic language objective (the 'how' students will access the learning, i.e. through which of the four language domains of reading, writing, listening, and speaking as well as which scaffolds will support instruction.
	The teacher moderates the rate and speed of language spoken, so that students can clearly understand concepts. Academic tasks are clearly and explicitly stated and written.
	When all students respond to a question, the teacher restates the responses in more formal language, serving to validate the students' responses and to model the desired academic language.
3B: Using Questioning and Discussion Techniques	Teacher makes room for growing voices, i.e. students who are not accustomed to student-centered classes, by allowing students the think time and processing time to formulate questions and answers through, for example, quick writes, turn and talks, and clock appointments.
	Teacher takes into account the WIDA Can Do descriptors for each student, so that questions and discussions are designed to be rigorous yet linguistically appropriate.
3C: Engaging Students in Learning	Teacher shares content and language objectives with students, so they are aware of the learning in which they will engage.
	Teacher strategically groups students to maximize learning outcomes, at times allowing students of the same native language background to engage in the content in their shared language. Those students are then given key academic terms in English, along with supports such as sentence frames, to articulate their thinking in English.
	Teacher provides appropriate scaffolds and supports that will provide access to content concepts.
3D: Using Assessment in Instruction	Teacher engages students in metacognitive processes, whereby students take ownership of the successes and challenges they encounter in their learning. Meta Moments are created for students to predict their outcomes and then address if they were met and why or why not.
3E: Demonstrating Flexibility and Responsiveness	Having engaged in KYS (Know Your Students), the teacher knows the dynamics of the classroom, and creates flexible and fluid groupings of students, depending on the learning opportunities and anticipated outcomes.
4C: Communicating with Families	Teacher makes consistent efforts to communicate with families, using translators as needed, because the family connection is a critical bond that must be cultivated so that perceptions and perspectives are aligned, and support is cultivated on both the home and school front.