

Educator Self-Assessment

Rate the following categories from 1-4

1 – No understanding 2 – Developing

3 – Proficient

4 – Advanced/Distinguished

| Component | EL Indicators (Proficient) | Rating | Priorities |
|--|--|--------|------------|
| Rate the following categories from 1-4: (1)No Understanding (2)Developing (3)Proficient (4)Advanced/Distinguished | | | |
| 1a Demonstrating Knowledge of Content and Content-Specific Pedagogy | <p>Unit and lesson plans reflect teachers’ knowledge of second language development and how language development is shaped by social factors.</p> <p>Unit and lesson plans reflect teachers’ knowledge of how to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills.</p> | | |
| 1b Demonstrating Knowledge of Students | <p>The teacher has collected information from the district about student’s cultural heritage, levels of first and second language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status).</p> <p>Teachers know the indicators that might signal a disability in an EL, intervention and methods to support ELs who are struggling, the individualized education program (IEP) referral process for ELs, the ELs in their class who are dually identified, and the content of each student’s IEP.</p> | | |
| 1c Selecting Instructional Goals | Content area outcomes for ELs represent all levels of cognitive demand, regardless of levels of language proficiency. For ELs, there are also outcomes related to language proficiency. | | |
| 1d Demonstrating Knowledge of Resources | The teacher locates resources, related to the instruction and assessment of ELs. Texts and other classroom resources for ELs are aligned to outcomes and take into consideration ELs’ levels of first and second language proficiency as well as content area skills and knowledge. | | |
| 1e Designing Coherent Instruction | Resources and lesson plans attend to ELs’ speaking, listening, reading, and writing proficiency. Resources and lesson plans also engage students and advance them through the core academic content and develop ELs’ language proficiency in the context of content area instruction. The teacher’s lesson plans and resources demonstrate that lesson activities provide opportunities for ELs at different levels of proficiency and background knowledge to participate in classroom activities. For ELs, grouping will differ depending on the goals of the lesson. | | |

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| 1f Designing Student Assessments | For ELs, language development as well as content are assessed. Assessment designs include accommodations for English language proficiency assessments for ELs with disabilities and content area assessments administered in English for ELs who need these accommodations. The design of formative assessment takes into consideration the goals of the lesson, the nature of the task, and English proficiency and content area knowledge of the ELs. Lesson plans indicate possible adjustments based on the results of formative assessment of EL language proficiency and content area knowledge. | | |
| 2a Creating an Environment of Respect and Rapport | The teacher’s interactions with students reflect an interest in, understanding of, and respect for their home cultures. ELs receive the message that their native languages are valued. Additionally, the teacher monitors students’ treatment of each other and creates an environment of respect for students from diverse cultural and linguistic backgrounds through modeling, teaching students how to engage in respectful interactions. | | |
| 2b Establishing a Culture of Learning | The teacher communicates the message that ELs will acquire high levels of English proficiency and meet grade-level content standards over time and with hard work. The teacher expects precise language from ELs, but expectations take into consideration ELs’ levels of language proficiency. | | |
| 2c Managing Classroom Procedures | The teacher ensures that ELs understand the language and signals related to transitions. The teacher intentionally uses language and signals to clearly mark transitions between classroom activities. | | |
| 2d Managing Student Behavior | <p>The teacher presents expectations for student behavior in multiple forms (e.g., oral, written, and visual) and in students’ native languages if necessary, with ongoing modeling and practice to ensure ELs understand expectations.</p> <p>The teacher’s responses take into consideration students’ language proficiency, culture, and previous experiences. Different cultures have different norms related to school and classroom behavior. In addition, ELs may have experienced or be experiencing trauma because of experiences in their home country, experiences immigrating to the United States, and experiences in the United States related to immigration because of the current climate regarding immigrants.</p> | | |
| 2e Organizing Physical Space | The teacher makes use of visuals and scaffolded language to ensure ELs understand safety rules. | | |

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| <p>3a Communicating With Students</p> | <p>As necessary, the teacher presents learning goals and directions and provides explanations using multiple modalities (e.g., visuals, gestures, and written and oral language) and verbal (use of students’ home language and plain English) and visual supports (e.g., graphic organizers, multimedia, and pictures).</p> <p>Teacher scaffolding is adjusted for ELs at different levels of language proficiency and varied levels of background knowledge. The teacher makes connections to ELs’ lives beyond school, including connections to students’ home cultures and funds of knowledge.</p> <p>The teacher organizes instruction to ensure ELs have as many opportunities as possible to interact with teacher(s) or teacher assistants.</p> | | |
| <p>3b Using Questioning and Discussion Techniques</p> | <p>The teacher ensures that questions posed to students are comprehensible to English learners; methods include breaking complex questions into simpler questions and avoiding using unnecessary words and phrases.</p> <p>ELs at all levels of proficiency are asked questions designed to promote thinking and understanding. For ELs, some of these questions are “right there” questions to help them understand classroom texts and discourse and engage in classroom discussion.</p> <p>The teacher provides supports to ensure that ELs at varying levels of proficiency can respond to questions. Supports for ELs with lower levels of proficiency might be sentence frames to help them respond, and supports for ELs with intermediate levels of proficiency might be sentence starters. Word or phrase banks that include target words can support ELs at all levels of proficiency.</p> <p>The teacher uses techniques to help ELs engage in classroom discussions. Techniques include strategic peer-partnering; allowing ELs who are at the beginning stages of English acquisition to converse in their home language; and use of sufficient wait time.</p> | | |

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| <p>3c Engaging Students in Learning</p> | <p>The teacher uses scaffolds that enable ELs at different levels of proficiency to engage in activities and assignments that require deep thinking and that encourage students to explain their thinking. The scaffolds are adjusted to correspond to ELs’ levels of language proficiency. Examples of scaffolds include providing: (1) core content in students’ native language as well as English and opportunities for students to discuss core content with a partner in their native language; (2) supplementary (right there) questions; (3) customized glossaries, word banks, sentence starters, and sentence frames to help students respond to questions; (4) visuals and graphic organizers; (5) background information required to understand grade-level content; (6) modeling that prepares ELs to engage in activities and assignments and teaching ELs learning strategies to help make them more independent learners.</p> <p>In grouping students, the teacher takes into consideration ELs’ knowledge of content matter as well as levels of first and second language proficiency. The teacher intentionally organizes instructional groups to provide ELs with opportunities to interact in meaningful ways with other ELs and English-proficient students. ELs are grouped in different ways depending on the task (e.g., homogeneously for targeted support and heterogeneously for collaborative group projects with designated roles appropriate for students’ levels of proficiency).</p> <p>In addition to the materials used for general education students, the teacher provides supplementary materials on similar topics appropriate for different levels of English proficiency and levels of background knowledge. The intent of the materials and resources is to support ELs’ language, literacy, and knowledge acquisition. Supplementary materials may include translations that students can read first or use side by side with the English texts, background material, customized glossaries, visuals and graphic organizers, and native language supports that help ELs capitalize on native language knowledge and skills.</p> <p>The teacher provides appropriate pacing for ELs at different levels of English proficiency, taking into consideration that some ELs may need more time to learn, process, reflect, and respond when instruction takes place in English.</p> | | |

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| <p>3d Using Assessment in Instruction</p> | <p>The teacher provides models of student work that meet assessment criteria and additional scaffolding, if necessary, to ensure ELs understand the criteria for assessment.</p> <p>In monitoring ELs' content area knowledge in English, the teacher considers ELs' levels of proficiency and background knowledge and provides tasks and formats that enable ELs with limited proficiency and levels of grade-level knowledge to demonstrate what they know and can do. For ELs with lower levels of proficiency, even when instruction is in English, students may use their home language or response frames to demonstrate their learning.</p> <p>The teacher provides feedback on ELs' academic English language as well as content knowledge. Feedback for ELs is provided in a form that is comprehensible and in a manner that does not embarrass students.</p> <p>The teacher directly teaches and supports ELs in monitoring their language and content development.</p> | | |
| <p>3e Demonstrating Flexibility and Responsiveness</p> | <p>The teacher adjusts instruction for ELs when necessary to make core content delivered in English comprehensible and develop ELs' language proficiency.</p> <p>The teacher demonstrates high levels of flexibility and responsiveness when working with ELs by applying alternate approaches to meet their varied needs. ELs face challenges that English-proficient students do not: (1) ELs are learning English and content delivered in English at the same time; (2) some ELs are going through a period of cultural adjustment; and (3) some ELs may be hesitant to express their confusion related to course content because of their English proficiency level and cultural norms. The teacher seeks alternate approaches that are calibrated to the learning difficulties ELs face.</p> | | |
| <p>4a Reflecting on Teaching</p> | <p>The teacher's reflections on the effectiveness of instructional practices for ELs are consistent with other measures of student progress and attainment; the teacher provides examples to justify reflections and uses reflections to make adjustments in practices for ELs, considering their levels of proficiency and content area knowledge.</p> | | |

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| 4b Maintaining Accurate Records | To better support ELs, the teacher accesses district information about ELs’ language acquisition and core content learning, as well as other information that may impact learning, such as age of entry in U.S. schools, home language use, home country schooling histories, and native language and English proficiency levels. | | |
| 4c Communicating With Families | <p>Information for families is provided in a language and form that is accessible for parents and guardians of ELs. Interpreters are available to support parents in participating in engagement activities.</p> <p>Information includes the following: student progress and how it compares to school, district, and state expectations; the types of language instructional educational programs and curricular and extracurricular programs that are available, including advanced courses and gifted and talented programs; and future educational and career opportunities.</p> | | |
| 4d Participating in the Professional Community | <p>The content and ESOL teachers collaborate through sharing, planning, and working together to meet the content and language development needs of ELs. If ELs have special education needs, the ESOL, content, and special education teachers collaborate with each other. This participation might include participation in learning communities.</p> <p>The content and ESOL teachers contribute to school initiatives and projects beyond the classroom that specifically support ELs and their families (e.g., field trips to build background knowledge of American culture and history; bilingual family nights focused on helping parents support ELs in specific content areas).</p> | | |

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| 4e Growing and Developing Professionally | <p>The content teachers with ELs in their classrooms and the ESOL teacher remain current by taking courses, reading professional literature, and participating in professional learning communities. Topics of study include: second language acquisition, teaching core content to ELs, and programmatic efforts to serve ELs with different levels of proficiency and circumstances (e.g., newcomers, migrant ELs, ELs who are gifted and talented, ELs with interrupted schooling) and social-emotional well-being They also learn how to assess the effectiveness of instructional programming as required by ESSA provisions related to evidence-based programming.</p> <p>The content teachers with ELs in their classrooms and ESOL teachers identify training needs to the district and participate in training organized by the district as well as participate in an ongoing teacher-learning community to provide support and feedback to each other to promote ELs' language learning, academic success, and well-being. This training and participation in a teacher learning community also enables teachers to better coordinate programming for ELs. Teachers access and make use of materials, texts, resources, education courses, and guest speakers to further their professional knowledge and pedagogy related to the instruction and assessment of ELs.</p> | | |

Domain 1 - Planning and Preparation

| Component | FFT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>1a Demonstrating Knowledge of Content and Content-Specific Pedagogy</p> | <p>Teachers must have a deep understanding of the content they teach and how to help students learn that content.</p> | <p>Unit and lesson plans reflect teachers’ knowledge of second language development and how language development is shaped by social factors.</p> <p>Unit and lesson plans reflect teachers’ knowledge of how to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills.</p> | <p>National Academies of Sciences, Engineering, and Medicine report for information about second language acquisition www.nap.edu/read/24677/chapter/1#iii</p> <p>IES Practice Guides about research-based pedagogies for ELs ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</p> |
| <p>1b Demonstrating Knowledge of Students</p> | <p>Knowing one’s students permits teachers to plan instruction and interact with students in appropriate and personalized ways. They are sensitive to students’ levels of knowledge and skill in the curriculum, their particular interests, and their family backgrounds and special needs (where appropriate).</p> | <p>The teacher has collected information from the district about student’s cultural heritage, levels of first and second language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status).</p> <p>Teachers know the indicators that might signal a disability in an EL, intervention and methods to support ELs who are struggling, the individualized education program (IEP) referral process for ELs, the ELs in their class who are dually identified, and the content of each student’s IEP.</p> | <p>Exhibit 1: Assessment Log docs.google.com/document/d/1e4OAhRSu_7PPfnD5BAbsk1hGegCBxuENLgmpuDLWiZk/edit</p> <p>Exhibit 2: Student Education History, Home Language Use, Home Computer Access Survey, and Contact Log docs.google.com/document/d/1Gwg4JmmlnAVJSFKtxSzZ7c22F4jxBopOKyd2JSfiPxU/edit?usp=sharing</p> <p>U.S. Department of Education toolkit to help educators identify ELs with disabilities, Tools and Resources for Addressing English Learners with Disabilities www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf</p> <p>Exhibit 3: Special Education Referral Form docs.google.com/document/d/1goTZ85ujkdbIURzhOFm6LMqFJeE-8aNIqU9BfbxcHUM/edit?usp=sharing</p> |

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| <p>1c Selecting Instructional Goals</p> | <p>Teachers must be able to specify, in a given lesson or unit, not only what the students will do but what they will learn. Ideally, these goals should reflect the state or district’s standards and should represent a range of types of outcomes, knowledge, and skills (reasoning skills, collaboration skills, and communication skills).</p> | <p>Content area outcomes for ELs represent all levels of cognitive demand, regardless of levels of language proficiency. For ELs, there are also outcomes related to language proficiency.</p> | <p>Instructional outcomes related to the development of English language proficiency and Spanish language arts WIDA English Language Development Standards www.wida.us/standards/eld.aspx</p> <p>Council for Chief State School Officers English Language Proficiency Standards. www.ccsso.org/resource-library/english-language-proficiency-elp-standards</p> <p>The New York City Spanish Language Arts Curriculum Guide schools.nyc.gov/NR/ronlyres/CF6EDD53-9581-44FF-B390-8F5AEA5461F7/0/SNLACGFinal092413_khFINAL.pdf</p> <p>Exhibit 4: Standards and Objectives with supports for ELs docs.google.com/document/d/1pVD2hNM90V_2-KPDjg_OF534dDqU2Bc7PNzBUD1x_oU/edit?usp=sharing</p> |

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| 1d Demonstrating Knowledge of Resources | Teachers must be able to locate appropriate resources to bring the content to life for their students. Some of these resources may be provided by the school or district; other resources teachers locate from colleagues or on the internet. | The teacher locates resources, related to the instruction and assessment of ELs. Texts and other classroom resources for ELs are aligned to outcomes and take into consideration ELs' levels of first and second language proficiency as well as content area skills and knowledge. | Newsela - Free news articles for five adaptive reading levels newsela.com Colorín Colorado – Resources for ELs, organized by grade www.colorincolorado.org/ell-basics/ell-resources-grade |

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| 1e Designing Coherent Instruction | In this component, teachers integrate the different aspects of planning into a coherent approach to engaging their students with the content of a lesson or unit. | Resources and lesson plans attend to ELs' speaking, listening, reading, and writing proficiency. Resources and lesson plans also engage students and advance them through the core academic content and develop ELs' language proficiency in the context of content area instruction. The teacher's lesson plans and resources demonstrate that lesson activities provide opportunities for ELs at different levels of proficiency and background knowledge to participate in classroom activities. For ELs, grouping will differ depending on the goals of the lesson. | <p>Example 1: Aids to instruction to support ELs at different levels of proficiency include native-language texts on the same topics as English texts; English dictionaries and glossaries with comprehensible definitions; nonlinguistic representations of text (e.g., audio recordings and visuals); graphic organizers tailored to specific content; realia and manipulatives; and peers who can provide native-language support and serve as English models.</p> <p>The teacher's lesson plan organizes instructional groups differently depending on the learning goals of the group. If the goal of a lesson is English language development, ELs have access to instruction that is at their proficiency levels but are also grouped so that they have opportunities to interact with English-proficient peers in English. If the goal of the lesson is the acquisition of foundational reading skills, the teacher groups ELs by reading level and assesses ELs frequently to determine if regrouping is necessary.</p> <p>Exhibit 5: Glossary to Support Text Comprehension docs.google.com/document/d/1rx5hN0ZvN5ii-sd-Xqv-Q8LzKY1RnxLt8X3FLak-NSs/edit?usp=sharing</p> <p>Exhibit 6: Building Speaking and Listening Skills docs.google.com/document/d/198J8M2gLSOJXo3Ndk9EIU2bbO-BLX4VwKZcVZXKGmX8/e?usp=sharing</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 1f Designing Student Assessments | This component encompasses the teacher’s design of both summative assessments (to ascertain the extent to which students have mastered the content of the unit or lesson) and formative assessments (for use during instruction). | For ELs, language development as well as content are assessed. Assessment designs include accommodations for English language proficiency assessments for ELs with disabilities and content area assessments administered in English for ELs who need these accommodations. The design of formative assessment takes into consideration the goals of the lesson, the nature of the task, and English proficiency and content area knowledge of the ELs. Lesson plans indicate possible adjustments based on the results of formative assessment of EL language proficiency and content area knowledge. | <p>Example 1: The teacher asks questions related to a source (e.g., text, visual, multimedia), records student’s responses, and uses a speaking and listening rubric to rate EL’s oral language proficiency.</p> <p>ONPAR - An online assessment system for science and mathematics content that is designed to be accessible to students of all cultures and proficiency levels; it aligns to the curriculum, allowing teachers to incorporate it as needed iassessment.wceruw.org</p> <p>FAME - An online resource that shares tools related to formative assessment, including professional learning and sentence starters to use with ELs msde-fame.blogspot.com/p/visuals.html</p> |

Domain 2 - The Classroom Environment

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>2a Creating an Environment of Respect and Rapport</p> | <p>In order for a classroom to promote learning, all students must feel valued and safe (both physically and psychologically). The environment must be a safe place for intellectual risk taking, as students learn the skills for treating their classmates' views with respect.</p> | <p>The teacher's interactions with students reflect an interest in, understanding of, and respect for their home cultures. ELs receive the message that their native languages are valued.</p> <p>Additionally, the teacher monitors students' treatment of each other and creates an environment of respect for students from diverse cultural, religious, and linguistic backgrounds through modeling and teaching students how to engage in respectful interactions.</p> | <p>Example 1 - Classroom posters and rules encourage respect for all linguistic, religious, and cultural backgrounds.</p> <p>The My Name, My Identity campaign, a national campaign that supports pronouncing students' names correctly and valuing diversity https://www.mynamemyidentity.org/</p> |
| <p>2b Establishing a Culture of Learning</p> | <p>In establishing and maintaining a culture for learning, teachers convey the importance of the work; students accept that importance, demonstrate pride in their efforts, and develop increasing resilience in accepting new challenges.</p> | <p>The teacher communicates the message that ELs will acquire high levels of English proficiency and meet grade-level content standards over time and with hard work. The teacher expects precise language from ELs, but expectations take into consideration ELs' levels of language proficiency.</p> | <p>Example 1 - The teacher works with individual ELs to help them set goals for language development and content area learning that are realistic but aspirational.</p> <p>Example 2 - The teacher showcases the work of ELs at all proficiency levels who are working hard to master core content delivered in English.</p> <p>Example 3 - The teacher meets on a regular basis with long-term ELs and commends them on the positive attributes of their work and use of precise language.</p> |
| <p>2c Managing Classroom Procedures</p> | <p>In this aspect of teaching, the classroom procedures are established to maximize the time available for important learning.</p> | <p>The teacher ensures that ELs understand the language and signals related to transitions. The teacher intentionally uses language and signals to clearly mark transitions between classroom activities.</p> | <p>Example 1 - The teacher instructs ELs on transition vocabulary and signals and provides opportunities for ELs to practice transitioning in response to the transition vocabulary and signals.</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 2d Managing Student Behavior | An orderly classroom is a prerequisite for student intellectual engagement. Students must know the teacher's behavioral expectations and have, ideally, contributed to those expectations and know what they can expect of their classmates. A skilled teacher masterfully responds to students' infractions and addresses many challenges in a preventive manner. | <p>The teacher presents expectations for student behavior in multiple forms (e.g., oral, written, and visual) and in students' native languages if necessary, with ongoing modeling and practice to ensure ELs understand expectations.</p> <p>The teacher's responses take into consideration students' language proficiency, culture, and previous experiences. Different cultures have different norms related to school and classroom behavior. In addition, ELs may have experienced or be experiencing trauma because of experiences in their home country, experiences immigrating to the United States, and experiences in the United States related to immigration because of the current climate regarding immigrants.</p> | <p>Examples 1 - The teacher presents classroom expectations orally and in writing with visual supports, if necessary. The teacher also reinforces expectations through additional modeling and practice.</p> <p>Example 2 - When the teacher sees inappropriate classroom behavior, the teacher tries to determine if it is related to differences in cultural norms or trauma associated with experiences in the student's native country and/or in the United States. If the inappropriate behavior is related to cultural differences, the teacher helps the student understand what constitutes the appropriate behavior in the student's new setting. If the behavior is related to trauma, the teacher seeks professional support (e.g., counseling) for the student.</p> |
| 2e Organizing Physical Space | The physical environment is an important part of the environment for learning, with a room arrangement that supports the learning activities, whether those involve students in physical activity, group work, or discussion. | The teacher makes use of visuals and scaffolded language to ensure ELs understand safety rules. | Example 1 - In science class, the teacher ensures ELs understand safety rules related to using equipment of various sorts during lab work. |

Domain 3 - Instruction

| Component | FFT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>3a Communicating With Students</p> | <p>Teachers' use of language to explain concepts to students is clear and the content is accurate. Furthermore, teachers model expressive language with their students, thus contributing to their expanding vocabularies and use of academic language.</p> | <p>As necessary, the teacher presents learning goals and directions and provides explanations using multiple modalities (e.g., visuals, gestures, and written and oral language) and verbal (use of students' home language and plain English) and visual supports (e.g., graphic organizers, multimedia, and pictures).</p> <p>Teacher scaffolding is adjusted for ELs at different levels of language proficiency and varied levels of background knowledge. The teacher makes connections to ELs' lives beyond school, including connections to students' home cultures and funds of knowledge.</p> <p>The teacher organizes instruction to ensure ELs have as many opportunities as possible to interact with teacher(s) or teacher assistants.</p> | <p>Examples 1 - The teacher posts learning goals in writing as well as in a version comprehensible to ELs. The teacher uses a variety of supports, including sensory, graphic, and interactive supports, and, if necessary, home language supports to clearly communicate the expectations of the lesson.</p> <p>Example 2 - The teacher uses scaffolding, including language that is comprehensible to ELs at varying levels of proficiency, modeling, and student examples of completed work, to help students understand what they are to do.</p> <p>Example 3 - With ELs at beginning levels of proficiency, the teacher avoids the use of idiomatic expressions if students have not learned these expressions. The teacher finds alternative ways of saying things if students appear confused. The teacher uses visuals and graphic organizers to support understanding of written and oral language.</p> <p>Example 4 - The teacher defines words and phrases in context that may be challenging for ELs and elaborates on their meanings as necessary. Examples and non-examples are one way to elaborate on word meanings.</p> <p>Math Learning Goals docs.google.com/document/d/151_BNzm8Sj0xd1BFp4_HZ-BXx4fPpFCauAB5j-MKKB8/edit?usp=sharing</p> |

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| <p>3b Using Questioning and Discussion Techniques</p> | <p>Questioning and discussion is the only specific instructional skill identified in the Framework for Teaching, illustrating its importance in teachers’ repertoires for engaging students in learning important content. When done skillfully, teachers ask higher order and thoughtful questions and engage all students in rich discussion in which the students assume considerable responsibility for formulating questions and discussing issues directly with their classmates.</p> | <p>The teacher ensures that questions posed to students are comprehensible to English learners; methods include breaking complex questions into simpler questions and avoiding using unnecessary words and phrases.</p> <p>ELs at all levels of proficiency are asked questions designed to promote thinking and understanding. For ELs, some of these questions are “right there” questions to help them understand classroom texts and discourse and engage in classroom discussion. These questions are referred to as supplementary questions.</p> <p>The teacher provides supports to ensure that ELs at varying levels of proficiency can respond to questions. Supports for ELs with lower levels of proficiency might be sentence frames to help them respond, and supports for ELs with intermediate levels of proficiency might be sentence starters. Word or phrase banks that include target words can support ELs at all levels of proficiency.</p> <p>The teacher uses techniques to help ELs engage in classroom discussions. Techniques include strategic peer-partnering; allowing ELs who are at the beginning stages of English acquisition to converse in their home language; and use of sufficient wait time.</p> | <p>Example 1 - The teacher makes use of think-pair-shares and think-write-pair-shares so that all ELs have an opportunity to share and practice with a partner.</p> <p>Reading for Key Ideas and Details docs.google.com/document/d/1wNT05-znjh8gQJ7kUuqC3KAbiHCvCrXg4Pl0oKXbFxFxM/edit?usp=sharing</p> <p>Academic Conversations docs.google.com/document/d/1xApMeVk5hKwz-wPII-4VW4Is8eZm6Y52ozqETD463Rk/edit</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 3c Engaging Students in Learning | <p>Engaging students in learning is the “heart” of the Framework for Teaching, because it is the principal mechanism by which students learn new content. It is essential that, although learning activities might be “hands-on,” they are always “minds-on.” School is not, after all, a “spectator sport” for students; skilled teachers know this and design learning experiences that are interesting and challenging for students and from which they can learn the essential concepts of the curriculum.</p> | <p>The teacher uses scaffolds that enable ELs at different levels of proficiency to engage in activities and assignments that require deep thinking and that encourage students to explain their thinking. The scaffolds are adjusted to correspond to ELs’ levels of language proficiency. Examples of scaffolds include providing: (1) core content in students’ native language as well as English and opportunities for students to discuss core content with a partner in their native language; (2) supplementary (right there) questions; (3) customized glossaries, word banks, sentence starters, and sentence frames to help students respond to questions; (4) visuals and graphic organizers; (5) background information required to understand grade-level content; (6) modeling that prepares ELs to engage in activities and assignments and teaching ELs learning strategies to help make them more independent learners.</p> <p>In grouping students, the teacher takes into consideration ELs’ knowledge of content matter as well as levels of first and second language proficiency. The teacher intentionally organizes instructional groups to provide ELs with opportunities to interact in meaningful ways with other ELs and English-proficient students. ELs are grouped in different ways depending on the task (e.g., homogeneously for targeted support and heterogeneously for collaborative group projects with designated roles appropriate for students’ levels of proficiency).</p> <p>(Continued on next page)</p> | <p>Example 1 - If the goal of the lesson is developing foundational reading skills, ELs are grouped with students (both ELs and English-proficient students) who are reading more or less at the same levels (e.g., Lexile, Degrees of Reading Power levels). In a middle school science class, ELs are grouped with English-proficient students to enable interaction.</p> <p>Example 2 - For ELs at beginning levels of proficiency, the teacher shortens the assignment length while adhering to grade-level expectations and maintaining high expectations for performance.</p> <p>Scaffolded Sixth-Grade Math Lesson on Fuel Efficiency as a Rate presents routines and scaffolds that support ELs docs.google.com/document/d/1UcJOpshffQuEIlmhQf4Dnd_MDQ0Gj-HZfPOmVNSaDw0/edit?usp=sharing</p> <p>Enhancing Background Knowledge docs.google.com/document/d/1Jc0MwFgyoGIGT1MwjpvaGZ3kXmTBK_hOG7N6GAO25Zk/edit?usp=sharing</p> <p>Enhancing Background Knowledge docs.google.com/document/d/1jsmHVRZFd88JHkf_m4_I9gcVKR1kltXc3PqxLyOtYLDM/edit?usp=sharing</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>3c Engaging Students in Learning (continued)</p> | | <p>In addition to the materials used for general education students, the teacher provides supplementary materials on similar topics appropriate for different levels of English proficiency and levels of background knowledge. The intent of the materials and resources is to support ELs' language, literacy, and knowledge acquisition. Supplementary materials may include translations that students can read first or use side by side with the English texts, background material, customized glossaries, visuals and graphic organizers, and native language supports that help ELs capitalize on native language knowledge and skills.</p> <p>The teacher provides appropriate pacing for ELs at different levels of English proficiency, taking into consideration that some ELs may need more time to learn, process, reflect, and respond when instruction takes place in English.</p> | |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 3d Using Assessment in Instruction | It is now recognized that assessment does not signal the <i>end</i> of instruction; rather, it is an integral part of instruction. Skillful teachers design formative assessment strategies that identify students' misconceptions so that these can be remedied. | <p>The teacher provides models of student work that meet assessment criteria and additional scaffolding, if necessary, to ensure ELs understand the criteria for assessment.</p> <p>In monitoring ELs' content area knowledge in English, the teacher considers ELs' levels of proficiency and background knowledge and provides tasks and formats that enable ELs with limited proficiency and levels of grade-level knowledge to demonstrate what they know and can do. For ELs with lower levels of proficiency, even when instruction is in English, students may use their home language or response frames to demonstrate their learning.</p> <p>The teacher provides feedback on ELs' academic English language as well as content knowledge. Feedback for ELs is provided in a form that is comprehensible and in a manner that does not embarrass students.</p> <p>The teacher directly teaches and supports ELs in monitoring their language and content knowledge development.</p> | <p>Examples 1 - The teacher provides a model of student work that meets assessment criteria and asks students to paraphrase assessment criteria with a partner and then share with the class. The teacher monitors responses for accuracy and rephrases assessment criteria as necessary. Scaffolds such as word banks, sentence frames, sentence starters, and graphic organizers are provided to enable ELs to demonstrate their knowledge and skills. Scaffolds are adjusted for ELs' levels of proficiency.</p> <p>Example 2 - For students at beginning and intermediate levels of proficiency, the teacher provides feedback on a writing assignment during an individual coaching session. The feedback is presented orally as well as in writing. The feedback directly relates to the instructional goals of the lesson. For students at beginning and intermediate levels of English proficiency, the teacher finds ways to correct ELs' grammar and pronunciation that do not embarrass students.</p> <p>After ELs learn a new grammatical structure (e.g., past tense of an irregular verb), they are given opportunities to correct a piece of writing that has used this grammatical structure improperly.</p> <p>(Continued on next page)</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 3d Using Assessment in Instruction (continued) | | | <p>The teacher uses tools such as Obtaining Necessary Parity through Academic Rigor (ONPAR), technology-interactive classroom-embedded modules for measuring challenging math and science skills of ELs, to monitor student learning. To view dynamic and interactive tasks that reduce the use of English while still maintaining the content rigor and cognitive complexity of parallel items on traditional tests. iassessment.wceruw.org/projects/index.html#stella</p> <p>Developing ELs' Meta-Cognitive Skills <i>Note: After students have been supported in understanding a section of text, they read the section, underline words they do not know, and write questions for sections of text they don't understand.</i> docs.google.com/document/d/1QjYbrA_0CxTKZPQ_GI5K-JjYt3dD_95mpjDFPnip_uA/edit?usp=sharing</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>3e Demonstrating Flexibility and Responsiveness</p> | <p>Skilled teachers are alert to when their lessons are not going according to plan, and they make necessary adjustments, sometimes “on the fly” and other times at a more measured pace (such as by making a change to the next day’s plan).</p> | <p>The teacher adjusts instruction for ELs when necessary to make core content delivered in English comprehensible and develop ELs’ language proficiency.</p> <p>The teacher demonstrates high levels of flexibility and responsiveness when working with ELs by applying alternate approaches to meet their varied needs. ELs face challenges that English-proficient students do not: (1) ELs are learning English and content delivered in English at the same time; (2) some ELs are going through a period of cultural adjustment; and (3) some ELs may be hesitant to express their confusion related to course content because of their English proficiency level and cultural norms. The teacher seeks alternate approaches that are calibrated to the learning difficulties ELs face.</p> | <p>Examples 1- 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.</p> <p>Example 2 - The teacher uses routines and scaffolds that are tailored to the individual needs of ELs. For example, the teacher uses graphic supports with explanations for students who are struggling with the lesson’s content.</p> <p>Reading for Key Ideas and Details docs.google.com/document/d/1gJcuIsLv4XW3-UQ9_Fvrutge3zPYWlJYsIH71N96mvw/edit?usp=sharing</p> |

Domain 4 - Professional Responsibilities

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 4a Reflecting on Teaching | Skilled teachers are able to learn from their experiences, reflecting on those aspects of a lesson that went well and which could be improved. Such reflection, and self-directed improvement, is the mark of a true professional. | The teacher’s reflections on the effectiveness of instructional practices for ELs are consistent with other measures of student progress and attainment; the teacher provides examples to justify reflections and uses reflections to make adjustments in practices for ELs, considering their levels of proficiency and content area knowledge. | Example 1 - The teacher determines that instructional methods in several lessons did not sufficiently support ELs at beginning and intermediate levels of proficiency in mastering academic language associated with the lessons; the teacher notes these reflections in a journal and then notes the additional supports that were implemented and how well they worked to support EL learning. |
| 4b Maintaining Accurate Records | Teaching, including dealing with many students over the course of an academic year, entails careful record keeping, of both instructional matters (how students are progressing in the curriculum or which students have turned in their homework assignments) and non-instructional matters (for example, which students have returned their permission slips for a field trip). Skilled teachers develop systems to address these challenges. | To better support ELs, the teacher accesses district information about ELs’ language acquisition and core content learning, as well as other information that may impact learning, such as age of entry in U.S. schools, home language use, home country schooling histories, and native language and English proficiency levels. | <p>Resources 1 - To learn more about formative assessment related to language proficiency, go to:</p> <p>A WIDA bulletin on the formative assessment of academic language for ELs www.wida.us/get.aspx?id=215</p> <p>A Sonoma County Office of Education resource on using formative assessment to monitor language proficiency www.scoe.org/files/ah-formative-assess.pdf</p> <p>This Education Testing Service English Learner Formative Assessment Project webpage, which has a classroom-based, academic reading comprehension assessment tool that teachers can use with their ELs for formative purposes https://www.ets.org/research/topics/ella/elfa</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>4c Communicating With Families</p> | <p>Parents and guardians care deeply about the progress their children are making in school; thus, an important responsibility for every teacher is communicating clearly and sensitively with the other adults in their students' lives.</p> | <p>Information for families is provided in a language and form that is accessible for parents and guardians of ELs. Interpreters are available to support parents in participating in engagement activities.</p> <p>Information includes the following: student progress and how it compares to school, district, and state expectations; the types of language instructional educational programs and curricular and extracurricular programs that are available, including advanced courses and gifted and talented programs; and future educational and career opportunities.</p> | <p>Example 1 - The teacher arranges for conferences and conversations with the parents and guardians of ELs to share strengths and areas in need of improvement related to language development and achievement. If the teacher is unable to communicate with parents and guardians of ELs in a language and form that is accessible, the teacher finds interpreters or other school personnel who are able to do so. Meetings are held bilingually and at times when the parents are available.</p> <p>The U.S. Department of Education published a toolkit to help address the communication needs of parents who have limited proficiency in English, <i>Tools and Resources for Ensuring Meaningful Communication With Limited English Proficient Parents</i> www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf</p> <p>Learning Parties are interactive, hands-on, parent/child “parties” that promote young children’s development of school readiness skills. Based on the belief that parents are their child’s first teacher, Learning Parties teach parents how to make everyday moments learning moments through playing, singing, talking, reading, and engaging in fun activities. www.readyatfive.org/programs/learning-parties.html</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>4d Participating in the Professional Community</p> | <p>Schools are home to many professional educators; it is part of their responsibility to work with colleagues to strengthen the experiences of their students. Most schools have multiple opportunities for such collaboration (e.g., joint planning, coordinating curriculum offerings).</p> | <p>The content and ESOL teachers collaborate through sharing, planning, and working together to meet the content and language development needs of ELs. If ELs have special education needs, the ESOL, content, and special education teachers collaborate with each other. This participation might include participation in learning communities.</p> <p>The content and ESOL teachers contribute to school initiatives and projects beyond the classroom that specifically support ELs and their families (e.g., field trips to build background knowledge of American culture and history; bilingual family nights focused on helping parents support ELs in specific content areas).</p> | <p>Example 1 - The content teacher shares lesson plans with the ESOL teacher and solicits feedback for supporting the language development of ELs in content area classrooms.</p> <p>Example 2 - The content and ESOL teachers collaboratively participate in district training on helping ELs master core content in dual language programs. The content and ESOL teachers participate in family school events for ELs, such as migrant family math literacy night, or clubs for ELs (e.g., Future Hispanic Leaders of America).</p> <p>Example 3 - A content teacher and ESOL teacher volunteer to partner and review the school's or district's improvement or strategic plan to help ensure that it provides appropriate supports for ELs.</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| <p>4e Growing and Developing Professionally</p> | <p>Teaching is highly demanding work, and every teacher knows that it's never perfect. Thus, an important responsibility of every teacher is to be constantly striving to acquire new techniques and approaches that will improve their students' experiences and success.</p> | <p>The content teachers with ELs in their classrooms and the ESOL teacher remain current by taking courses, reading professional literature, and participating in professional learning communities. Topics of study include second language acquisition, teaching core content to ELs, and programmatic efforts to serve ELs with different levels of proficiency and circumstances (e.g., newcomers, migrant ELs, ELs who are gifted and talented, ELs with interrupted schooling) and social-emotional well-being They also learn how to assess the effectiveness of instructional programming as required by ESSA provisions related to evidence-based programming.</p> <p>The content teachers with ELs in their classrooms and ESOL teachers identify training needs to the district and participate in training organized by the district as well as participate in an ongoing teacher-learning community to provide support and feedback to each other to promote ELs' language learning, academic success, and well-being. This training and participation in a teacher learning community also enables teachers to better coordinate programming for ELs.</p> <p>Teachers access and make use of materials, texts, resources, education courses, and guest speakers to further their professional knowledge and pedagogy related to the instruction and assessment of ELs.</p> | <p>Example 1 - The ESOL teacher participates in a content area certificate program to better support ELs in learning core content in English or their native language. The content teacher participates in a Teachers of English to Speakers of Other Languages (TESOL) Core Certificate Program that provides a foundation of theory and approaches in teaching ELs.</p> <p>Example 2 - The content teacher invites the ESOL teacher to observe high-quality content area teaching. The content area teacher invites the ESOL teacher to provide feedback on appropriate scaffolding for ELs at different levels of English proficiency. The teachers collaborate with each other to improve their respective lessons or if they are co-teaching to identify goals for a lesson, develop appropriate scaffolding for ELs at different levels of proficiency, and choose assessments that enable ELs to demonstrate their knowledge and skills.</p> <p>Example 3 - The content teacher joins a local organization for bilingual or ESOL teachers, such as state associations for bilingual education or for TESOL. The ESOL teacher providing core content instruction joins a professional organization such as the National Council of Teachers of English or the National Council of Teachers of Mathematics.</p> <p>(Continued on next page)</p> |

| Component | FfT Summary | EL Indicators | Examples, Resources And Exhibits |
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| 4e Growing and Developing Professionally (continued) | | | <p>For more information about TESOL online and in-person certification courses, go to americantesol.com/tesol-register.html</p> <p>The Stanford University Graduate School of Education's set of free online professional development courses for educators ell.stanford.edu/moocs</p> |
| 4f Showing Professionalism | <p>Teachers, like other professionals, make hundreds of decisions each day; it's essential that these decisions are consistent with the highest ethical standards and serve the interests of students.</p> | <p>The content and ESOL teachers advocate for ELs by working with school administrators to ensure that ELs have the same instructional opportunities as other students (e.g., access to gifted and talented classes and International Baccalaureate programs, honors, and Advanced Placement classes) and instructional resources and support (e.g., counseling and college and career preparatory services).</p> <p>The EL teacher reminds colleagues that ELs' needs, including those related to English language development, native language development in classrooms where native language development is a goal, and content area learning, are a priority. EL needs also include those related to individual circumstances, such as interrupted formal education, stress associated with immigration, and special education needs (including the need for gifted and talented services).</p> <p>Content and ESOL teachers with ELs in their classrooms comply with district guidelines related to identification, placement, and reclassification of ELs as well as federal and state requirements related to the education of ELs.</p> | <p>Examples 1 - The teacher recommends ELs with appropriate qualifications for district or school special programs, such as gifted and talented programs, Advanced Placement classes, art, music, college preparatory courses, and so on.</p> <p>Example 2 - The teacher works with guidance counselors to ensure ELs accrue the credits needed to graduate and also to receive a seal of biliteracy, if applicable.</p> <p>The content and ESOL teachers adhere to the Department of Justice/Office of Civil Rights Guidance issued on January 7, 2015, reminding states, districts, and schools of their obligations under federal law to ensure that ELs have equal access to a high-quality education and the opportunity to achieve their full academic potential. www.justice.gov/crt/guidance-ensure-equal-opportunities-english-learner-students</p> |