Cross-Walk of Key Principles for EL Instruction to Teacher Effectiveness Standards | 2013

Teacher Assessment on Performance Standards Performance Standards and Sample Performance Indicators	Understanding Language Key Principle for Teachers of ELs and ESOL Teachers	What to Look for in the Classroom (possible indicators)
1. Professional Knowledge: *The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.* **1.1 Addresses appropriate curriculum standards and integrates key content elements.** **1.2 Facilitates students' use of higher-level thinking skills in instruction.** **1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.** **1.4 Demonstrates accurate, deep, and current knowledge of subject matter.** **1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.** **1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.** **1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.**	**Principle # 4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly. **WIDA Connection: See level of English Proficiency as outlined on www.wida.us.**	1. Teachers develop a deep knowledge of the disciplinary vocabulary, language functions, and discourse that ELs need and structure multiple opportunities in the classroom for students to use academic language in speaking and in writing. 2. Teachers are highly skilled and intentional about the use of scaffolds so that students both experience rigor and also struggle productively. 3. Teachers choose materials based on native language and English proficiency levels that are appropriate for the grade span and use them to plan individual and group learning experiences that accelerate language development. 4. Teachers use interventions and instructional routines to hone in on specific precursor competencies and knowledge that a subset of students needs to build. 5. Classroom libraries contain age-, grade-, and content-appropriate books and materials in both English and in students' native languages.

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2. Instructional Planning: *The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.* **2.1 Analyzes and uses student learning data to inform planning.** **2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).** **2.3 Plans instruction effectively for content mastery, pacing, and transitions.** **2.4 Plans for instruction to meet the needs of all students.** **2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.** **2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.**	**Principle # 2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** Teacher is aware of ELs' home language(s), culture(s) and academic background, regards them as assets, and plans instruction to leverage these assets to bridge prior knowledge to new knowledge, and in making content meaningful and comprehensible. **WIDA Connection: See "The Features of Academic Language in WIDA's Standards" as it refers to the "sociocultural context" on page 7 of "2012 Amplification of The English Language Development Standards."**	1. Teachers review and use data (place of birth, prior schooling, native language and English proficiency, etc.) when planning instruction for individual student needs. 2. Instruction is designed with attention both to the academic language needed to accomplish the task and to the proficiency level of the EL students engaged in the activity (**See WIDA Connection**). Teachers develop ELs' competencies with discipline-specific language functions such as obtaining information, demonstrating understanding, constructing explanations, engaging in arguments, etc., in accordance with WIDA Can-Do Statements and Model Performance Indicators. 3. Instruction is designed to engage students in productive struggle as students build content knowledge and develop rich discipline-specific language and discourse. 4. The design of instructional tasks includes scaffolds for ELs that do not diminish their engagement with complex concepts and text. 5. Teachers analyze texts and tasks for discipline-specific language and content demands. 6. Teachers value students' native language(s) and use them as an entry point when and where needed, regardless of whether or not the teacher speaks students' native language. 7. Instruction draws on students' native language(s) to help make content delivered in a second language comprehensible. 8. Instructional materials in ELs' native languages are utilized for students to access grade level content. 9. Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerate competencies, content and English language proficiency.

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3. Instructional Strategies: *The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.* **3.1 Engages students in active learning and maintains interest.** **3.2 Builds upon students' existing knowledge and skills.** **3.3 Reinforces learning goals consistently throughout the lesson.** **3.4 Uses a variety of research-based instructional strategies and resources.** **3.5 Effectively uses appropriate instructional technology to enhance student learning.** **3.6 Communicates and presents material clearly, and checks for understanding.** **3.7 Develops higher-order thinking through questioning and problem-solving activities.** **3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.**	**Principle # 1: Instruction focuses on providing ELs with opportunities to engage in discipline specific practices which are designed to build conceptual understanding and language competence in tandem.** Teachers intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. **WIDA Connection: See WIDA's Standards at www.wida.us. Click on Standards and Instruction and then English Language Development.**	1. Teachers are masterful and intentional about the use of scaffolds enabling students to work beyond their current ability with appropriate support, for instance: use of anchor models techniques, graphic organizers, visual representations, and structured peer interactions. 2. Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English Language proficiency, native language, and level of background knowledge. For example, students are grouped by native language to provide them the opportunity to share and utilize prior knowledge to increase comprehension and allow peer coaching of developing understandings and skills. 3. Teachers explicitly discuss the characteristics of academic texts, language functions, and discourse with students. 4. Teachers provide opportunities for students to engage in linguistically complex and content-rich tasks, including negotiating meaning using the academic language of the content area. 5. Teachers encourage students to compare academic language structures in their native language to those they are learning in English to accelerate language transfer.

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4. Differentiated Instruction: *The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.* **4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.** **4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.** **4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.** **4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.** **4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.** **4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.**	**Principle # 3: Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction is rigorous and standards-aligned and reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency are provided instruction that carefully supports their understanding and use of emerging language as they fully participate in these activities. **WIDA Connection: See www.wida.us. Click on Standards and Instruction and then click on Can Do Descriptors.**	1. Teachers carefully choose a variety of materials for individual, small group and whole class learning experiences so that students are often working at their current reading levels and beyond with appropriate supports from teachers and peers. 2. Teachers understand that scaffolds are temporary supports that must be used with students only when needed as they move towards independent levels of performance. 3. Students engage in oral and written discourse in which they argue from evidence, present explanations, make conjectures, justify conclusions and validate findings.

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5. Assessment Strategies: *The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that is valid and appropriate for the content and student population.* **5.1 Aligns student assessment with the established curriculum and benchmarks.** **5.2 Involves students in setting learning goals and monitoring their own progress.** **5.3 Varies and modifies assessments to determine individual student needs and progress.** **5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.** **5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.** **5.6 Uses assessment techniques that are appropriate for the developmental level of students.** **5.7 Collaborates with others to develop common assessments, when appropriate.**	**Principle # 6: Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning. **WIDA Connection: The Features of Academic Language in WIDA's Standards (Discourse Level, Sentence Level and Word/Phrase Level). See www.wida.us and click on English Language Development Standards. Page 7 of the resource explains these features.**	1. Teachers design assessments with discipline-specific language competencies in mind. 2. Teachers adapt assessments linguistically so that ELs are able to show their conceptual understanding. 3. Teachers help students learn the specific linguistic features of formative and summative assessments.

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6. Assessment Uses: *The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.* **6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.** **6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.** **6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.** **6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.** **6.5 Shares accurate results of student progress with students, parents, and key school personnel.** **6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.** **6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.**	**Principle # 5: Instruction fosters autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence. **WIDA Connection: The Features of Academic Language in WIDA's Standards.**	1. Teachers provide students with timely and useful feedback; and encourage students to reflect on their own learning and thinking. 2. Based on assessment results, teachers design and use scaffolds that afford ELs an entry point leading to a productive struggle with content and language development. 3. Teachers provide a variety of complex texts that challenge students to build and expand their current literacy, language and content knowledge. 4. Teachers collect evidence of students' progression towards independence, adjusting instruction when necessary. 5. Teachers provide students with frequent exposure to the variety of writing genres with appropriate supports when needed.

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7. Positive Learning Environment: *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.* **7.1 Responds to disruptions in a timely, appropriate manner.** **7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.** **7.3 Models caring, fairness, respect, and enthusiasm for learning.** **7.4 Promotes a climate of trust and teamwork within the classroom.** **7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.** **7.6 Actively listens and pays attention to students' needs and responses.** **7.7 Creates a warm, attractive, inviting, and supportive classroom environment.** **7.8 Arranges the classroom materials and resources to facilitate group and individual activities.**		1. Teachers are respectful in their interactions with students demonstrating a positive appreciation for diversity. 2. Teachers listen and appropriately modify instruction based on the feedback provided in such a way that builds student self-esteem and communicates student value. 3. The learning environment is appealing to students and encourages high levels of engagement. 4. Teachers and students are able to build positive relationships with one another.

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8. Academically Challenging Environment: *The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.* **8.1 Maximizes instructional time.** **8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.** **8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.** **8.4 Provides transitions that minimize loss of instructional time.** **8.5 Communicates high, but reasonable, expectations for student learning.** **8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.** **8.7 Encourages students to explore new ideas and take academic risks.**	**Principle # 3: Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction is rigorous and standards-aligned and reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency are provided instruction that carefully supports their understanding and use of emerging language as they fully participate in these activities.	1. Classroom practice is cognitively challenging and aligned to grade-level Academic Knowledge and Skills Standards. 2. Instruction is designed to engage students in productive struggle as students build content knowledge and develop rich discipline-specific language and discourse. 3. Students engage in oral and written discourse in which they argue from evidence, present explanations, make conjectures, justify conclusions and validate findings. 4. The design of instructional tasks includes scaffolds for ELs that do not diminish their engagement with complex concepts and text.

8. Academically Challenging Environment (continued from above)	**Principle #5: Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence. **WIDA Connection**: See the English Language Development Standards at www.wida.us.

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9. **Professionalism**: *The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.* **9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.** **9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).** **9.3 Respects and maintains confidentiality.** **9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.** **9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.** **9.6 Demonstrates flexibility in adapting to school change.** **9.7 Engages in activities outside the classroom intended for school and student enhancement.**	TESOL's statement on professionalism is that, "Professionalism lies at the heart of standards for teachers. The Five conceptual domains of TESOL-NCATE standards illustrate the centrality of ESOL teacher professionalism and the connections between standards related to professionalism and those related to language, culture, pedagogy, and assessment." (P.19 of <u>TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education</u>)	1. Teachers act appropriately and professionally in interacting with students and other stakeholders. 2. Teachers are aware that professionalism is culturally determined and adapt communication and appearance to accommodate differing cultural perceptions.

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10. Communication: *The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.* **10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.** **10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.** **10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.** **10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.** **10.5 Explains directions, concepts, and lesson content in a logical, sequential, and age-appropriate manner.** **10.6 Adheres to school and district policies regarding communication of student information.** **10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.** **10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).** **10.9 Uses modes of communication appropriate for a given situation.**	**Principle # 2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** Teacher is aware of ELs' home language(s), culture(s) and academic background, regards them as assets, and plans instruction to leverage these assets to bridge prior knowledge to new knowledge, and in making content meaningful and comprehensible.	Teachers demonstrate an ongoing commitment to communicating with parents/guardians who speak languages other than English to the extent practicable, and on all matters of importance to the academic achievement and physical and emotional well-being of the student. Teachers: 1. Are aware of every student that has a primary or home language other than English and what that language is. 2. Communicate with families to gather a social history in order to gain a better understanding of student needs (academic and socio-emotional). 3. Clearly communicate to students the academic expectations of the classroom (i.e. goals, objectives, rationale), ultimately strengthening students' metacognitive abilities. 4. Recognize and respect the preferred Correspondence Language for the parents/guardians of students by utilizing documents provided through the GCPS. Language Bank to facilitate communication with parents/guardians. 5. Request interpreters as needed for scheduled meetings with parents who do not speak English. 6. Understand that communication is culturally bounded and enhances and improves communication with parents by adapting to different cultural expectations. 7. Leverage the use of the home language to increase acquisition of English proficiency and academic content, allowing and encouraging use of the home language to access or clarify information.