

**Promoting Success for Teachers of English Learners**  
 Tool Aligned with CEL 5D+™ Teacher Evaluation Rubric 3.0

<b>Criterion 1: Centering instruction on high expectations for student achievement.</b>
<b>P1 – Learning target(s) connected to standards.</b>
ELL - For classes with English language learners, corresponding English Language Proficiency Standards should be identified with appropriate proficiency levels indicated. The ELP Standards have correspondences to CCSS ELA and Literacy in Content Areas. Learning standards aligned to students' English proficiency levels can be indicated to differentiate for ELs at various levels of English proficiency.
<b>P4 – Communication of learning targets.</b>
ELL - Visual support of learning targets will be most helpful for English learners at beginning and intermediate levels of English proficiency.
<b>P5 – Success criteria.</b>
<b>CEC2 – Learning routines.</b>
ELL - This is another opportunity for the teacher to provide models of language structures (sentence/question frames) to support discussion and collaboration. Such structures could be displayed on posters, boards, or in notebooks accessible to students. Opportunities for low stress interaction and verbalization are essential to aide ELs in the support of their learning both in the content area and in language development.

<b>Criterion 2: Demonstrating effective teaching practices.</b>
<b>SE1 – Quality of questioning.</b>
ELL - This is another opportunity for the teacher to provide models of language structures (sentence/question frames) to support discussion and collaboration. Such structures could be displayed on posters, boards, or in notebooks accessible to students. Opportunities for low stress interaction and verbalization are essential to aide ELs in the support of their learning both in the content area and in language development.
<b>SE4 – Opportunity and support for participation and meaning making.</b>
ELL - The various EL training programs include multiple strategies to support participation and engagement. Evaluators should look for strategies consistent with whichever training program the teachers in the building have received. Such engagement strategies should include structured interaction with a partner or in a triad, models of language needed to participate, low stress setting, input at the i+1 level (just above independent level) and may include students engaging with ELL peers.
<b>SE5 – Student talk.</b>
ELL - Regardless of the EL training model that teachers have received, opportunity and support should include opportunities to verbalize in low stress situations (partners, small groups, w/ELL peers, etc.) and provide models of the language (sentence frames, word wall, vocabulary bank, graphic organizers, charts, etc.) appropriate to the students levels of English proficiency.
<b>CP5 – Use of scaffolds.</b>
ELL - Scaffolds for ELLs should be appropriate to the language proficiency of the student. Students who have limited formal education will need additional support and may required additional scaffolding to access content. Teachers should recognize the need to adjust scaffolding to the developing language proficiency of the student, ensuring that the types and amount of language and content supports are not static.

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<b>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</b>
<b>SE2 – Ownership of learning.</b>
ELL - To ensure ELL engagement and ownership of learning, it is important to provide low stress opportunities for interaction. Time for students to engage with other ELL peers and allowing use of native language to discuss and process learning can be very effective when combined with ensuring students have access to needed vocabulary and language structures to engage. For students to take risks with their language (and their learning) it's important to lower the "affective filter" or anxiety and provide scaffolding to ensure success.
<b>SE3 – Capitalizing on students' strengths.</b>
ELL - Capitalizing on students' background knowledge and experience (funds of knowledge) are important to building confidence and increasing engagement. One note of caution for teachers is to be careful making assumptions about an EL student's background. Students from the same country or even with similar immigration status may have very different backgrounds and experiences. Teachers should check with students ahead of time before putting them on the spot in the classroom or provide open ended means by which to tie in background and provide students with opportunities to comfortably share.
<b>CP4 – Differentiated instruction for students.</b>
ELL - While there are hundreds of strategies teachers can use to differentiate for various levels of ELs in the classroom, the differentiation should address the language development needs as well as content instruction and be appropriate to the current English language proficiency levels of each student. The Proficiency Level Descriptors in the ELP standards are a place for teachers to begin. Additional resources such as the Standards at a Glance and Achievement Level Indicators help teachers to differentiate instruction appropriate to students' English language proficiency across the domains of Reading, Writing, Listening, and Speaking.
<b>A4 – Teacher use of formative assessments.</b>

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<b>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</b>
<b>P2 – Lessons connected to previous and future lessons, broader purpose and transferable skill.</b>
ELL - There are a variety of ELL strategies that could be used in recalling and connecting to previous learning. Think-pair-share, turn and talk, and KWL charts are a few. Teachers could take care to draw upon ELL's funds of knowledge and could connect to students' home countries, cultures, or communities to establish connections and establish a broader purpose.
<b>P3 – Design of performance task.</b>
ELL - How EL students communicate their demonstration of thinking should be appropriate to the students' level of English language proficiency. Providing sentence stems/frames to help students articulate their thinking will be helpful. Talking instead of writing about their thinking may be appropriate for students who have higher levels of oral proficiency while still at the beginning level of writing proficiency.
<b>CP1 – Alignment of instructional materials and tasks.</b>
ELL - In order to ensure that materials and tasks are appropriate to the EL students' levels of proficiency yet provide appropriate stretch to increase learning, teachers should be aware of students current level of proficiency and provide input just above the student's current level of independent level. Teachers should be aware of and provide access for students to alternative content reading materials, hi-low readers, leveled readers, etc. Many content area curriculum providers now provide such materials.
<b>CP2 – Teacher knowledge of content.</b>
ELL - Connections to the ELP standards with corresponding ELA Practices, Math Practices, or NGSS Practices could be identified here to highlight connections between discipline-based concepts and habits of thinking with varying levels of students' English language development.
<b>CP3 – Discipline-specific teaching approaches.</b>
ELL - Since Career and College Ready standards have moved toward heavier emphasis on communication, particularly in the areas of mathematics and science, discipline specific teaching approaches and strategies will increasing cross over into best practices of the English language classroom. All students will benefit from increased modeling of language, visual support, and opportunities to interact and engage in academic discourse. This requires that teachers pay particular attention to the language needs of the lessons and support English learners in both accessing the content and engaging in the discourse.

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<b>Criterion 5: Fostering and managing a safe, positive learning environment.</b>
<b>CEC1 – Classroom arrangement and resources.</b>
ELL - Accessible resources should include access to materials related to the content that are at a variety of reading levels and are still age appropriate to the student. Leveled texts, Hi-Low readers, and resources included with the curriculum materials should be accessed as appropriate to the students' needs. "Accessible" in this respect can also be extended to mean accessible input, meaning that the material (input) is at an i+1 level, slightly above the student's current independent level, neither too high nor too low.
<b>CEC3 – Use of learning time.</b>
<b>CEC4 – Student status.</b>
<b>CEC5 – Norms for learning.</b>

<b>Criterion 6: Using multiple student data elements to modify instruction and improve student learning.</b>
<b>A1 – Student self-assessment.</b>
<b>A2 – Student use of formative assessments over time.</b>
<b>A3 – Quality of formative assessment methods.</b>
<b>A5 – Collective systems for formative assessment data.</b>

<b>Criterion 7: Communicating and collaborating with parents and the school community.</b>
<b>PCC2 – Communication and collaboration with parents and guardians.</b>
<b>PCC3 – Communication within the schools community about student progress.</b>

<b>Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</b>
<b>PCC1 – Collaboration with peers and administrators to improve student learning.</b>
<b>PCC4 – Support of school, district, and state curricula, policies, and initiatives.</b>
<b>PCC5 – Ethics and advocacy.</b>