Possible **examples** of how the Framework For Teaching could apply to

English as a Second Language Teachers

		Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy: General Examples				ESL teacher applies knowledge and principles of first and second language acquisition to instructional design. ESL teacher's instructional planning and preparation reflect the ability to integrate the most critical components of the English language (e.g., phonology, morphology, syntax, pragmatics, semantics, etc.).	
1a Specific Examples		The lesson indicates students will copy the notes from the overhead without teacher explanation. The ESL teacher plans to introduce Spanish cognates to Arabic speakers from the solar system unit.	After the ESL teacher's lecture, she writes that students will copy the notes off of the board. The ESL teacher plans to give a cognate worksheet for homework without any introduction.	Lesson plan reflects paired activity of retelling steps in long division for several problems. Lesson plan contains oral practice time for students to use key vocabulary about geography in an authentic, meaningful discussion about the role of rivers in daily life. The ESL teacher plan shows two different activities for students at varying levels of English proficiency in his class. After oral conversations in class, the teacher's lesson indicates that students will write their opinions in a journal. The ESL teacher plans to introduce cognates (and false cognates) from the solar system unit. The ESL teacher plans to review various sounds of "ed" in the past tense.	After oral conversations supported by visuals in class, the teacher's lesson indicates that students may choose to write their opinions in a journal or in a letter to a friend, allowing the students to choose. The ESL teacher plans to introduce cognates (and false cognates) from the solar system unit, taking into account the different languages represented in the classroom.

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1b Demonstrating Knowledge of Students: General Examples				ESL teacher demonstrates knowledge of student strengths, ELP levels, cultural background and needs through differentiated instruction. ESL teacher identifies linguistic challenges for students with diverse needs including limited exposure to formal schooling (LFS) and/or interruption to formal education (SIFE).	
1b Specific Examples		The ESL teacher does not note the levels of proficiency of her students in her lesson plan. The ESL teacher does not address students' first language in his planning.	The ESL teacher notes the levels of proficiency of her students but minimally adjusts plans/activities to differentiate. Lesson plans indicate some specific activities based on knowledge of native language distance from English (e.g., < r >and < l > sounds in English for native speakers of Japanese) but fails to embed them in a meaningful context.	When asked, the ESL teacher can indicate that the student functions at level 2.1 in reading and level 3.4 in speaking English. When asked, the ESL teacher can report that the student has listening and speaking skills for his age in Spanish but he cannot read or write in Spanish. The ESL teacher plans to group students, based on recent scores, to differentiate activities to review use of verbs. There are activities for intervention for 2 students whose work shows they are not progressing. There are challenge activities for students to generalize rules based on sample verbs.	The ESL teacher provides a choice board of differentiated activities for students of varying proficiency levels of English, asking students to attempt the most challenging tasks they feel they can accomplish. The ESL teacher plans strategic use of her students' first language(s) to support their English and concept development by pairing a student at a level four with another from level two to complete a power point presentation on the use of social media.
1c Setting Instructional Outcomes General Examples				ESL teacher establishes instructional outcomes using a continuum of reliable and valid data sources, including mandated accountability measures, differentiating for student proficiency levels and other needs.	

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1c Specific Examples		No accommodations are provided or listed in the student file. The grade for the present marking period will be based on scores from one test. No grades are given (NG) due to low ELP level. The ESL teacher does not establish outcomes.	Accommodations are listed but no evidence of them is used during instruction. The lesson plan includes a multiple choice ten question assessment for the end of the lesson. The ESL teacher's lesson plan shows the need for support when establishing outcomes, but does not give any examples to differentiate the level to achieve the outcomes. The ESL teacher has high expectations, but with no support.	The lesson plan states formative assessment at the end of the lesson. The ESL teacher has placed PSSA accommodations for each student in their file and refers in the lesson plan to the use of those accommodations for instruction. The ESL teacher's lesson plan establishes the standards based outcomes; however it uses scaffolds (graphic organizers, technology, grouping strategies, etc.) to differentiate the level of supports needed to achieve those outcomes.	The ESL teacher, with student input, develops a checklist to self-select writing samples for inclusion in their portfolios. The lesson plan varies formative assessments throughout the lesson, using scaffold questions for ELLs at different levels of English language proficiency. The ESL teacher plans for a gradual release of scaffolds based on student performance.
1d Demonstrating *Knowledge of Resources*	**General Examples**			ESL teacher demonstrates knowledge of local, state and federal resources to inform ESL instructions aligned with learning outcomes. ESL teacher's knowledge is demonstrated via awareness of curricular materials that do not have a cultural bias. In addition, teacher uses a broad continuum of resources including visuals, graphic organizers, reading and multimedia materials, etc.	
1d Specific Examples		The ESL teacher plans only to use elementary level materials with secondary students where topics are not age appropriate. The lesson plans reflect instruction outlined in the textbook, or resource, with no differentiation for student English Proficiency levels. The ESL teacher's plans indicate students will spend the entire period on a computer-based language development program with no teacher interaction.	The ESL teacher has materials in the room but does not incorporate them into his lessons. The ESL teacher's plan indicated that students are playing "Memory" while the teacher reviews the textbook, or resource, with 2 ELLs. The ESL teacher plans a "computer day" each Friday for students to develop writing samples without teacher guidance.	The ESL teacher has a list of books and other resources to submit to the librarian that will support and reflect the cultures of the ELLs in the school. Two students are working on a language-based computer program while the ESL teacher works with two others. The ESL teacher has a record of participating in state webinars or conferences for updated instructional/program information. The ESL teacher shows evidence of use of internet searches or catalogs to keep relevant with latest materials or practices. The ESL teacher advises the staff of the auto mechanics faculty that students cannot be excluded from section courses based on their lack of English proficiency.	The ESL teacher designs standards-based projects and the students choose from a variety of materials and resources to complete them. She provides a rubric to measure language and content objectives. The ESL teacher plans activity centers, which address listening, speaking, reading and writing aligned to the students' English language proficiency levels while she provides targeted small group instruction. The ESL teacher researches information and materials regarding a newly-arrived refugee group of students. He plans to share this with his colleagues.

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1e Designing Coherent Instruction **General Examples**			ESL teacher aligns coherent instructional design with PA Academic Standards, English Language Proficiency Standards and embedded "CAN DO" Descriptors.
			
			Lesson design includes:
			    Content and language objectives
			    Scaffolding/supports
			    Activating and building on prior knowledge
			    Formative assessment
			    Access and opportunities for meaningful engagement and participation
			    Family involvement	

1e Specific Examples	The ESL teacher plans to use a coloring worksheet not aligned to standards. The lesson plan does not include ELP standards or model performance indicators from students' current English language proficiency level. The ESL teacher plans to introduce the topic of heroes without making connections to students' prior experience.	The ESL teacher has standards noted on the board, but does not mention to the students. The lesson plan includes on-level activities without plans for stretching to the competencies of the next level. The ESL teacher plans to introduce the topic of heroes referencing characters that may be unfamiliar to the students.	The ESL teacher lists the academic standards and the instructional elements on the lesson plan including listening, speaking, reading and writing activities. Teacher places emphasis on vocabulary development by planning for students to identify Tier 1 and Tier 2 words in the context of the passage. The lesson plan activities move students beyond current level 3 of English proficiency to level 4, as reflected in the written curriculum for ESL. The ESL teacher plans for students to interview family members and bring information to class for developing graphic organizers.	The lesson plan shows a variety of entry and exit points for ELLs at different ELP levels. The lesson plan activities move students beyond current level 3 of English proficiency to level 4 through scaffolding instruction and meaningful engagement and participation. The ESL teacher plans to introduce the topic of heroes by having small-group discussions about heroes known to the students, culminating in completion of a graphic organizer addressing characteristics of heroes.
1f Designing Student Assessments **General Examples**			ESL teacher uses of a continuum of reliable and valid data sources to inform instructional design, recommendations and evaluation of progress/outcomes for ELLs	

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1f Specific Examples		The ESL teacher does not plan for assessment (formative or summative) in the lesson. The ESL teacher does not review data from previous assessments.	The ESL teacher plans to administer a benchmark assessment, but does not plan to use results to adjust future instruction. The ESL teacher reviews ACCESS for assigned ELLs data, but does not adjust her plan for teaching.	The ESL teacher uses WIDA speaking and writing rubrics to design on-going assessments. The ESL teacher plans ACCESS for ELLs-type tasks for his lesson. The ESL teacher plans for students to interview one another based on picture cues.	The ESL teacher plans to incorporate student self-assessment along with formative assessment, using those results to adjust instruction. The ESL teacher plans two types of formative assessments, such as narrating a PowerPoint, an essay response, or an observation journal. Students choose based on their interest and skill strengths.
2a Creating an Environment of Respect and Rapport General Examples				ESL teacher effectively addresses negative impacts associated with prejudice, stereotyping and/or ethnocentrism relative to feelings of safety, belonging and social, emotional and behavioral skill development.	
2a Specific Examples		The ESL teacher demands that a female student joins a group including boys (knowing that it is unacceptable for girls and boys to work together in her home country), telling her that this is the way we do things here in the U.S. The ESL teacher does not share cultural background information with staff. The ESL teacher embarrasses a student by correcting student's grammar or pronunciation, in front of other students.	The ESL teacher urges a female student to join a heterogeneous, cooperative group while drawing attention to another heterogeneous cooperative group that is working well. The ESL teacher copies a cursory description of one cultural group which she circulates to staff. The ESL teacher urges a student to continuously repeat utterances, modeled by the teacher.	A female student does her best work when partnered with girls. The ESL teacher pairs her with other girls. Teacher explains to a student that it is acceptable, in Pennsylvania, to work with other students in small groups, even though he is used to large-group instruction. The ESL teacher intervenes during a student-on-student altercation, explaining to the American-born student that it's acceptable for girls to hold hands in China. The ESL teacher sees that student is being bullied for type of dress and intervenes with other students about world differences and cultural practices. A student mispronounces "ed" ending of verbs and the ESL teacher uses it as a mini-lesson to clarify English pronunciation.	The ESL teacher works to create a climate of cultural responsiveness in the school, so the Muslim students feel comfortable. The ESL teacher develops and presents a culturally responsive workshop for colleagues. The ESL teacher models acceptable pronunciation, using recasting while engaging students in multiple opportunities for meaningful practice using minimal pairs.
2b Establishing a Culture for Learning General Examples				ESL teacher establishes a culture for learning via effective person to person and collective cross-cultural communication skills. ESL teacher facilitates transition between a student's home culture/language and U.S. school culture/language, and validates their life experiences and cultural resources.	

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2b Specific Examples	The ESL teacher does not recognize improvement nor provide feedback about students' work. The ESL teacher does not create boundaries for use of native language during class instructional time. The ESL teacher displays only examples of American (Caucasian) leaders.	The ESL teacher writes positive comments regarding improved work, but fails to give specific and consistent feedback. Teacher asks ELL, "How do you say _____ in your language?" Teacher labels some classroom objects in students' native languages and English.	The ESL teacher shares rubrics with her students to discuss high expectations with them for their language and academic growth. Teacher uses literature from different cultures with the intention to motivate students to investigate universal themes. Teacher assigns students to bring in the word for "algebra" from their native languages with the intention to explain that the concept exists in all languages. Teacher allows native language work before English language completion of assignment.	The ESL teacher communicates regularly with students and their families about additional educational opportunities that will enhance their academic achievement. Teacher balances the needs of students from cultures of competition with the needs of students from cultures of cooperation to encourage further learning for all. Teacher invites professionals from various cultural groups to share their educational experiences in both their native country and the United States.
2c Managing Classroom Procedures General Examples			ESL teacher manages classroom procedures through recognition of deep and invisible dimensions of culture (i.e. world views, power, and privilege). ESL teacher demonstrates sufficient wait time and organization. ESL teacher's expectations and rules are clear, measurable and student-friendly. Supportive accountability and positive reinforcement is provided.	

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2c Specific Examples	The ESL teacher repeatedly reprimands a student for not raising his hand to answer a question before being called upon by the teacher. The ESL teacher moves onto the next student to answer a question within 5 seconds of asking a Level 1 ELL a question.	The ESL teacher does not recognize a student for calling out answers, ignoring her and causing a continuation of the unacceptable behavior without an explanation of the new classroom behavior cultural norm. The ESL teacher allows minimal wait time for an ELL to answer a question.	The ESL teacher respectfully corrects a student, explaining that it's unacceptable to call out answers without raising his hand first and being called upon by the teacher. The ESL teacher allows sufficient wait time for a student to process before answering without providing the answer herself or moving on to the next student. The ESL teacher displays clear classroom rules, both verbal and pictorial, and consistently refers to them when appropriate, and adheres to instructional routines. The ESL teacher asks a student to state the classroom rule that pertains to eating food in class. The ESL teacher purposefully arranges students in mixed-ability groups that promote positive student-student interactions, i.e. buddy who speaks the same native language, native English speakers who can model proficient English language skills, ELLs of the same ELP level. After the ESL teacher asks, "Who can tell me the tenth month of the year?" Student answers, "I know!" October!" "That is correct. The tenth month of the year is" (pause) October."	Students have created the rules regarding noise level and activity in the classroom, so they can monitor themselves. The teacher has pre-planned lessons, explaining cultural norms for this classroom that may be different for newcomer students and uses them strategically throughout the year. Students demonstrate positive classroom behavior as a result of clear and consistent instructional routines, i.e. moving from one group to another, completing early work, working cooperatively in small groups.
2d Managing Student Behavior **General Examples**			ESL teacher manages student behavior in part based upon knowledge of the student and his/her cultural identity. ESL teacher differentiates techniques and acknowledges cultural transitions including acculturation, assimilation, bi-culturation and resistance.	

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2d Specific Examples		The ESL teacher ignores the obvious insecurity and reluctance of an ELL to take part in classroom activities. Student appears aloof and not engaged. The ESL teacher allows ELLs to repeatedly use non-standard English in the formal school environment.	The ESL teacher encourages an ELL student to take part in classroom activities without providing the supports he needs to be successful. The ESL teacher corrects students' use of slang in the classroom setting without explanation.	The ESL teacher gives ELLs opportunities to compare and contrast behaviors in school, their native countries and in Pennsylvania. The ESL teacher responds to an ELL student, who has told her that she was smart in her native country, but feels stupid in U.S by reassuring the student that she is still smart, and just needs time to learn the new language. The ESL teacher politely redirects ELLs to use standard English when addressing the teacher. The ESL teacher says, "I understand you have heard a lot of English today. Why don't you read a translated book now?" Students use "thumbs up or thumbs down" to respond to the ESL teacher's questions.	The ESL teacher explains to an ELL student and other students that transitioning to a new environment is difficult and takes time. Teacher demonstrates cultural sensitivity by strategically comparing accepted behaviors of various cultural groups and those of the U.S. The ESL teacher explains the nuances of using formal register that are appropriate in various settings, i.e., Teacher says, "We say yes when answering a teacher or principal." "We say yeah when answering a friend." Students practice formal registers in role play situations.
2e Organizing Physical Space General Examples				ESL teacher organizes physical space to facilitate communication and cooperation and community-building toward improved social, behavioral and academic outcomes. ESL teacher physical space within the context of cultural differences and preferences.	
2e Specific Examples		ELLs work in same-ethnic-group clusters without promoting cross cultural communication. Classroom configuration remains constant with students sitting quietly in assigned seats in static rows, which does not promote oral language development.	The ESL teacher groups students in multi-ethnic cooperative groups that remain static throughout the year. The ESL teacher periodically allows students to move into cooperative groups, but defaults to traditional seating configuration a majority of the time, which does not encourage the consistent progression of oral language development.	Students are seated in groups to maximize student engagement and interaction. The ESL teacher understands cultural differences in social distance and makes use of classroom space considering the needs of her students. The ESL teacher arranges the classroom to promote student engagement and interaction.	Students feel comfortable enough in their classroom to collaborate with any of their classmates within flexible cooperative groups in an atmosphere of mutual respect. The ESL teacher creatively uses available space around the school to teach the language of math measuring the hallway, the language of communication arts in the library, or the language of science using soccer balls in the schoolyard.

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3a Communicating with Students **General Examples**				ESL teacher recognizes and uses students' first language to inform language and literacy instruction, communication and development. ESL teacher ensures that students understand what they are learning. ESL teacher models standard English usage, vocabulary, and grammar.	
3a Specific Examples		The ESL teacher does not use visual cues or gestures when speaking to the students. The ESL teacher uses "ain't" "gonna", or other variations of non-standard English in his communication.	The ESL teacher does not always speak in complete sentences to students. The ESL teacher uses visual cues and gestures sparingly.	The ESL teacher says "ni hao" to greet Chen Su. Students first write their answer to the question in their native language(s). Students can articulate cognates from their first language to support understanding of English vocabulary. The ESL teacher is careful to say, "Today we are going to" instead of "gonna.	The ESL teacher engages the students using whole-group participation-type techniques to assess understanding. The ESL teacher encourages students to make connections between their native language and English language development, i.e. recognizing cognates and false cognates, noting common themes in stories, pronunciation and grammatical differences/similarities. The ESL teacher uses visual cues and gestures frequently to compliment verbal and written instructions. After hearing students use "gonna", teacher creates a mini-lesson to teach "going to," modeling correct structure.
3b Using Questioning and Discussion Techniques **General Examples**				ESL teacher develops and uses effective questioning and discussion techniques that result in authentic interactions toward enhanced social, behavioral and academic outcomes.	

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3b Specific Examples	The ESL teacher only calls on students with their hands raised. Wait time is not sufficient for ELLs to process questions and answers. When students do not answer/respond to a teacher generated question, the ESL teacher moves on with no further explanation. The ESL teacher organizes the class, so that students sit in rows facing front.	The ESL teacher provides wait time, but she only calls on students with their hands raised. Students answer a question with one word, and ESL teacher does not prompt for expansion. The ESL teacher organizes the class, so that all of the newcomers sit together.	Students hold up response cards numbered 1-4 to answer multiple-choice questions. The ESL teacher says, "Can you tell me more?" to encourage expanded responses. The ESL teacher asks yes/no questions for students at level one and open-ended questions for ELLs at level 3 or above. The ESL teacher organizes the class, so that students ask and answer questions of each other.	The ESL teacher provides a set of questions for students to discuss and consider before reading a passage in an effort to establish prior knowledge and connections to the theme. The students engage in a Think/Pair/Share activity when responding to questions. Upon noticing that a level one student does not understand a concept, the ESL teacher allows another student to communicate the concept in the native language. The ESL teacher poses questions that require ELLs to analyze and evaluate the outcome of a story. The ESL teacher requires students to support their responses with evidence. The ESL teacher asks students to discuss and summarize what they learned after the lesson. The ESL teacher organizes the class, so that students have many opportunities to collaborate and respond in groups and pairs.
3c Engaging Students in Learning General Examples			ESL teacher engages students in learning via use of appropriate relational and instructional supports (e.g., KWL or scaffolding, etc.). ESL teacher engages students through instructional design that includes effective strategies such as oral and written responses, cooperative learning activities, collaborative problem-solving and flexible grouping. ESL teacher engages students via direct and explicit instruction and use of necessary scaffolds that assist with motivation, learning and making positive contributions to individual and classroom learning.	

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3c Specific Examples		The ESL teacher is monitoring students from his desk as they work on a technology/web-based program without and student interaction. Students copy words and definitions from the board onto a worksheet.	The ESL teacher is circulating and neglects to offer clarification or expansion of content as students work on a technology/web-based program. The ESL teacher gives the students a worksheet of key vocabulary.	The ESL teacher has language objectives from the PA ELP standards displayed. Students in the ESL teacher's class develop and ask peers questions about a passage following a graphic organizer of higher order question stems. The ESL teacher models appropriate register and tone for negotiating group work and other oral discourse skills. Students are actively speaking in English throughout the lesson. They practice appropriate behaviors for listening and turn-taking in an academic setting. Students participate in a think/pair/share activity using new academic language. The ESL teacher provides a word bank, and students keep a personal dictionary of key vocabulary.	The ESL teacher provides follow-up direct instruction after ELLs have used a technology/web-based program. Students engage in reciprocal teaching. Students discuss adding polynomials using key math vocabulary. Students use structured note-taking graphic organizers while developing a project on the U.S. Civil War battles with a partner.
3d Using Assessment in Instruction General Examples				ESL teacher uses a continuum of reliable and valid data sources (e.g., diagnostic, formative, benchmark and summative) to inform instruction. ESL teacher facilitates the use of peer and self-assessment and uses a variety of media (e.g., internet, audio, video, etc.). ESL teacher uses appropriate testing practices for English language learners including: 1. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs know and can do. 2. Appropriate interpretation and use of data to support ELLs. 3. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges.	

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3d Specific Examples		The ESL teacher does not consistently communicate student's language proficiency levels to them/ The ESL teacher ignores students' incorrect answers. The ESL teacher does not reteach concepts when Benchmark tests indicate that students did not fully understand the concepts.	The ESL teacher uses a miscue analysis or running record to determine reading progress, but does not analyze to inform instruction or review those results with the student. The ESL teacher has the students work individually to complete practice activities.	The ESL teacher reteaches concept after students respond incorrectly 2 times. The ESL teacher groups students for practice activities based on the work they completed yesterday. The ESL teacher can articulate the student's level of growth from last year and the level he expects the student to attain on the next assessment. The lesson includes practice using the accommodations permitted in the PSSA.	The ESL teacher ensures students know their language proficiency levels. The ESL teacher uses whole-group participation reporting methods consistently (popsicle sticks or some other random reporting method) to elicit evidence of individual student understanding. The ESL teacher groups students using scaffolding techniques to address difficulties, based on previous work. The ESL teacher engages students in performance-based assessments, using rubrics that students understand. Students are engaged in self- and peer-assessment activities. Students are requested to develop their own assessments with accompanying rubrics based on classroom instruction.
3e Demonstrating Flexibility and Responsiveness General Examples				ESL teacher re-teaches, provides extended opportunities for learning, and implements a variety of teaching methods including use of varied language strategies to meet the needs of diverse learners.	

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3e Specific Examples	The ESL teacher teaches one lesson and does not differentiate when a new student joins the class. The students read the word "hypothesis" in the science book and "prediction" in their literature book without any explanation or connection from the teacher. The ESL teacher doesn't model the correct pronunciation when the student mispronounces a key word.	The ESL teacher uses rephrasing infrequently. The ESL teacher writes the definition for "hypothesis" and "prediction on the board. The ESL teacher occasionally models the correct pronunciations of mispronounced key words.	The ESL teacher uses visual supports to reinforce learning techniques (e.g., posters with rules ,"ask 3 before me," etc.). The ESL teacher repeats a student's statement using the correct form of English without comment on her errors. Because many students are mispronouncing a key word, The ESL teacher creates a mini lesson to remove stigma from individual student error. The ESL teacher reminds students that "hypothesis" in science is similar to "prediction" in literature. The ESL teacher adjusts the lesson on the language of biology to accommodate two new students who just arrived in the class.	The ESL teacher makes immediate and noticeable adjustments his instruction, using multiple scaffolding techniques, including visuals and graphic organizers when a new student at ELP level 2 joins the class. The ESL teacher teaches a unit on "hypothesis" and "prediction" during the same week, so the students learn they have similar meanings. The ESL teacher allows students to demonstrate understanding by choosing their final project, i.e., participation in a debate, rewriting a folktale or play, reciprocal teaching.
4a Reflecting on Teaching General Examples			ESL teacher reflects on teaching relative to current research on effective instruction for ELLs. ESL teacher identifies professional learning needs of self and peers relative to instructional effectiveness and outcomes for diverse learners.	
4a Specific Examples	The ESL teacher is not using ACCESS for ELLs data to plan for teaching activities. The ESL teacher is not aware of Teachers of English to Speakers of Other Languages (TESOL) or National Association for Bilingual Education (NABE) and has no access to their publications. The ESL teacher does not accept or invite feedback on instructional techniques. The ESL teacher does not participate in professional development opportunities.	The ESL teacher uses composite scores to group ELLs for instruction. The ESL teacher uses professional dates to attend ESL-specific professional development activities but does not implement changes or incorporate new information in instruction.	The ESL teacher is a member of a professional and/or academic organization(s) related to ESL. The ESL teacher attends Webinars, professional conferences, blogs and workshops in an effort to expand professional growth. The ESL teacher shares personal professional educational philosophy with the principal and colleagues.	The ESL teacher plans and presents a professional development program for peers on culturally responsive instruction. The ESL teacher regularly shares current, informative articles about ESL instruction and instructional techniques on a website shared by other ESL teachers. The ESL teacher participates on a curriculum committee relative to Pennsylvania common core standards and ELLs. The ESL teacher regularly shares current information on the instruction of ELLs with the content teachers.

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4b Maintaining Accurate Records **General Examples**				ESL teacher maintains accurate records. Assessment and student response to core and supplemental instruction is documented through the use of current and past performance results. ESL teacher accurately interprets and assists others with data interpretation relative to ELL status, PHLOTE list, LEP count, migrant status, and monitoring of exited students.	
4b Specific Examples		The ESL teacher is not monitoring recently exited ELLs. The ESL teacher has not kept a list of migrant students and who are eligible for other programs. The ESL teacher does not share any data with other teachers involved with student. The ESL teacher does not maintain current data on students in order to make data-based decisions.	The ESL teacher remembers to identify ELLs for summer school, but fails to include migrant students. The ESL teacher has access to standardized assessment data but the program monitor indicates that she has only been on the site one time this year. The ESL teacher communicates ACCESS for ELLs scores to parents, but not to content teachers.	The ESL teacher maintains accurate dates of arrival on all of the ELLs. The ESL teacher maintains W-APT and ACCESS for ELLs scores. The ESL teacher maintains monitoring of formative assessments. The ESL teacher maintains monitoring forms and criteria regarding progress of ELLs for two years post exit from ESL Program. The ESL teacher maintains a completed accommodations profile in each student's file.	The ESL teacher established a system and taught students to maintain their own records of attendance, assessment portfolio and recognition awards for parent conferences. The ESL teacher disaggregates his ACCESS for ELLs data and PSSA data by PHLOTE, LEP, date of arrival, migrant, and special education status over time to ensure that his students are making progress within student groups. The ESL teacher shares and explains student ACCESS for ELLs scores as well as all relevant data, to all teachers involved with each student and the families. The ESL teacher maintains contact with monitored students and their teachers to ensure continued progress/success in general education environments.
4c Communicating with Families **General Examples**				ESL teacher's communication with families is supportive, empowering and is tailored to the family's needs and preferences (e.g., written, oral, native language, English, etc.). Qualified personnel are invited to assist with translation and communication efforts, as needed. ESL teacher helps parents/families to understand federal and state requirements and instructional implications associated with student performance results.	

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4c Specific Examples		The ESL teacher uses the students as an interpreter for the parents. The ESL teacher shows parents, during the conference, only the student's shortcomings without mentioning their strengths. The ESL teacher fails to communicate with the parents/guardian.	The ESL teacher contacts her students' families once each year to notify them that their children are in the ESL program. The ESL teacher is aware of ELLs who are living in a homeless shelter, but has not shared that information with the guidance office. Some of the ESL teacher's communications are inappropriate to the families' cultural norms.	The ESL teacher provides details of language growth to the family (ACCESS Parent Report). The ESL teacher is aware of and shares outside resources with the parents. The ESL teacher maintains records of parent notification of ESL placement and exit. The ESL teacher maintains an informational document regarding each family's preferred language and mode of communication. The ESL teacher schedules parent meetings using the support of approved, qualified interpreters. The ESL teacher has record of sending home ACCESS for ELLs reports.	The ESL teacher is a member of a district committee that meets regularly to ensure school policy and procedures maintain an environment that supports ESL students and promotes family empowerment. The ESL teacher provides ELLs and their families with information, support, and assistance as they develop college and financial aid application packets. The ESL teacher makes home visits to maintain effective communication with parents/guardians.
4d Participating in a Professional Community	**GENERAL Examples f**			ESL teacher is an active member of a professional learning community. ESL teacher assists with data analysis, interpretation and instructional planning/programming for ELLs. Instructional strategies are shared with other educators to increase the quality of instruction for diverse learners. The ESL teacher models the use of culturally and linguistically responsive techniques for use with all students.	
4d Specific Examples		ESL teacher is consistently late to pick up students from other classes. The ESL teacher does not collaborate with other teachers. The ESL teacher does not participate in IEP team meetings. The ESL teacher is not aware of the students' cultures and the impact of culture on teaching and learning.	The ESL teacher understands ways to facilitate cooperation among teachers, families, administrators, community members, and their ELLs. The ESL teacher keeps current with media reports about the education of ESL students. The ESL teacher attends, but does not actively participate in team meetings.	The ESL teacher is part of the instructional planning team representing disaggregated ELL data during weekly grade level meetings. The ESL teacher meets monthly with ELL stakeholders in an established Professional Learning Community. The ESL teacher shares W-APT and ACCESS for ELLs scores with general education teacher in an effort to ensure differentiation of instruction for the individual ELL. The ESL teacher keeps a log of collaboration and co-planning meetings with general education teachers to develop and maintain a plan of instruction for ELLs.	The ESL teacher participates on district policy committees to help others understand the curricula and instructional approaches that best meet the needs of ELLs. The ESL teacher leads professional community activities. The ESL teacher serves as a resource to promote a school environment that values diverse student populations and advocates for equitable access to resources for ELLs.

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		Failing	Needs Improvement	Proficient	Distinguished
4e Growing and Developing Professionally General Examples				ESL teacher is concerned with professional development and growth and seeks opportunities to make contributions and improve the quality of ESL services to individuals and the system at large.	
4e Specific Examples		ESL teacher does understand her role on the data team.

The ESL teacher has attended only one ESL professional development event in the past two years.

The ESL teacher r does not apply second language acquisition information learned into his teaching.

The ESL teacher is not interested in further professional development in second language literacy.

The ESL teacher purposefully resists discussing performance on ACCESS for ELLs scores with supervisors or colleagues. | The ESL teacher participates on a data team but brings no data.

The ESL teacher formulates professional development plans based on her interests.

The ESL teacher applies second language acquisition skills learned in professional development, but does not evaluate effectiveness.

The ESL teacher contributes in a limited fashion to professional organizations. | The ESL teacher understands the importance of the process of formal or informal focused action research in the classroom.

The ESL teacher extends action research to classroom practice.

The ESL teacher actively seeks ESL-related professional development opportunities. | The ESL teacher encourages his students to participate and make contributions to community events bringing awareness of ESL services and opportunities.

The ESL teacher provides leadership on a multidisciplinary faculty team to establish an instructional program appropriate for ELL students at a variety of English proficiency levels.

The ESL teacher seeks regular opportunities for continual professional development in second language literacy.

The ESL teacher actively seeks feedback from supervisors and colleagues on increasing vocabulary acquisition.

The ESL teacher accepts and invites coaches and peer coaches into the classroom. |
| **4f Showing Professionalism** General Examples | | | | ESL teacher demonstrates professionalism through student and family advocacy, interdisciplinary collaboration and reflective inquiry and practice. | |

English as a Second Language Teachers

		Failing	Needs Improvement	Proficient	Distinguished
4f Specific Examples		The ESL teacher does not submit any suggested work for the professional learning community. The ESL teacher is not aware of ELL supports on the Standards-aligned System portal.	The ESL teacher's name appears in the IEP as one of the members of the IEP Team, but there is little collaboration aside from that. In the professional learning community, the ESL teacher makes minimal connections between the work being studied and ELLs. The ESL teacher attempts to adapt ESL lesson plans from the internet but does not effectively execute them.	The ESL teacher collaborates with colleagues during grade-group meetings, IEP meetings, department meetings, etc. The ESL teacher collaborates with professional peers in Professional Learning Community (ies). The ESL teacher actively participates on the IEP Team bringing ACCESS for ELLs data. The ESL teacher conducts professional development to share best practices with colleagues. The ESL teacher shares PSSA accommodations for ELLs per English language proficiency level and years in the U.S. with the principal and general education teachers. The ESL teacher advocates for ELLs regarding under-identification and over-identification of ELLs in Special Education, as well as referrals for gifted programs.	The ESL teacher interprets ACCESS for ELLs data for other members of the IEP team to understand the second language acquisition process. The ESL teacher submits model lessons to the Voluntary Model Curriculum on the Standards-aligned System portal that are appropriate for ELLs at all 5 levels of English language proficiency.

English as a Second Language Teachers

Domain 1: Planning and Preparation Overarching Understanding Specific to ESL	Domain 2: The Classroom Environment Overarching Understanding Specific to ESL
ESL instruction must be strategically planned and prepared relative to student levels of proficiency in the English language. The written ESL curriculum is aligned to PA English Language Proficiency Standards (ELPS) and PA Common Core Standards for Reading, Writing, Speaking and Listening. Planning and preparation also includes a focus on cultural competency.	The classroom environment reflects cultural awareness, differences, and the acculturation process. The ESL teacher creates an environment that is dynamic, multi-faceted and reflective of individualism. The ESL teacher respects, values and allows use of the first language in class. S/he is prepared to address the deep and often invisible dimensions of culture (i.e. world views, power, privilege, etc.) and participation in a larger community. Language, culture and community are valuable classroom/environmental resources.
Domain 4: Professional Responsibilities **Overarching Understanding Specific to ESL**	**Domain 3: Instruction** **Overarching Understanding Specific to ESL**
Interdisciplinary collaboration is essential. Knowledge is imparted regarding the relationship between oral language and acquisition of academic skills and related achievement. The ESL teacher is an active advocate for the diverse learning needs of ELLs including the need for a higher level of cultural competency and awareness across classrooms. The ESL teacher actively shares information about current local, state and federal regulations and ethical guidelines relative to the rights and educational needs of ELLs.	English as a Second Language (ESL) instruction is a complex undertaking that involves multi-age, multi-English language proficiency level and multi-cultural awareness. Skilled ESL teachers match instruction with English proficiency levels. Language proficiency assessments, including the W-APT or ACCESS for ELLs, and other relevant data sources are used to inform lesson development. Language acquisition is the primary focus of ESL instruction and the 4 domains of listening, speaking, reading and writing are integrated within instructional design and delivery. A culturally responsive climate is foundational to an effective instructional environment.

English as a Second Language Teachers