

English for Speakers of Other Languages (ESOL) Considerations For Teacher Excellence Support System (TESS)

This document is intended to serve as a resource for teachers and administrators who work with English Learners (ELs). This document was developed through funding from the Common Core State Standards Improvement Grant for Arkansas.

Framework for Teaching for all Students <i>Taken from Charlotte Danielson's Framework for Teaching Instrument</i>	Considerations for ELs	Possible Artifacts
Domain 1: Planning and Preparation		
Component 1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy Indicators: <ul style="list-style-type: none"> - Lesson and unit plans that reflect important concepts in the discipline - Lesson and unit plans that accommodate prerequisite relationships among concepts and skills - Clear and accurate classroom explanations - Accurate answers to student questions - Feedback to students that furthers learning - Interdisciplinary connections in plans and practice 	Knowledge of <ul style="list-style-type: none"> • Second language acquisition theories • Differentiation and scaffolding techniques • Culture and diversity • Second Language (L2) literacy development, including how first language proficiency impacts second language learning 	Articulates how <ul style="list-style-type: none"> • affective factors impact ELs' learning, e.g., phases of cultural shock, stress, anxiety, boredom, etc. • lesson plans integrate effective ESOL instructional practice • to access information regarding ELs (professional library, research articles, etc.)
Component 1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs Indicators: <ul style="list-style-type: none"> - Formal and informal information about students gathered by teacher for use in planning instruction - Student interests and needs learned and used by teacher in 	Knowledge of ELs' <ul style="list-style-type: none"> • culture • literacy development • educational background, including knowledge of first language (L1) proficiency • English Proficiency Levels • motivational factors, intrinsic and extrinsic, that impact ELs' learning 	Working roster of ELs, including <ul style="list-style-type: none"> • English Language Proficiency (ELP) level • Limited English Proficiency (LEP) accommodations • Years in U.S. • Anecdotal notes on ELs • Assessment records • progress monitoring database Able to <ul style="list-style-type: none"> • articulate specific ELs' proficiency levels and cultural background

<p>planning</p> <ul style="list-style-type: none"> - Teacher participation in community cultural events - Teacher-designed opportunities for families to share heritage - Teacher-created database of students with special needs available for teacher use 		<ul style="list-style-type: none"> • describe ELs’ language growth and development for the current school year • utilize interest inventory when planning instruction <p>Teacher participates in community cultural events</p>
<p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Indicators:</p> <ul style="list-style-type: none"> - Outcomes of a challenging cognitive level - Statements of student learning, not ability - Outcomes central to the discipline and related to those in other disciplines - Assessment of student attainment - Outcomes differentiated for students of varied abilities 	<p>Designs lesson plans so that the language objectives</p> <ul style="list-style-type: none"> • align with ELs’ individual needs • integrate ELP standards • that support the content objectives 	<p>Able to articulate</p> <ul style="list-style-type: none"> • how ELP standards were integrated into lesson plan • how the language objectives align with ELs’ individual needs • how language objectives impact lesson plans • how EL is progressing in language development
<p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Indicators:</p> <ul style="list-style-type: none"> - District-provided materials - A range of texts - Guest speakers - Internet resources - Materials presented by professional organizations - Teachers participating in continuing professional education courses or professional groups - Community resources 	<p>Use of increasingly complex texts according to ELs’ needs and interests in combination with grade-level texts</p> <p>Strategic use of</p> <ul style="list-style-type: none"> • a variety of materials that are age, grade-level, and language proficiency level appropriate and promote language development • L1 as a resource (cognates, transfer) 	<p>Articulates how</p> <ul style="list-style-type: none"> • Texts are selected based on ELs’ reading levels with thought given to increasing text complexity • resources are identified and how they are strategically matched to ELs’ needs (e.g. realia, manipulatives, technology, visuals, demonstrations, anchor charts, graphic organizers, bilingual dictionaries, word-to-word dictionaries, print rich classroom environment, and other resources that support ELs’ language development) • speakers, field trips, and other culturally appropriate resources are utilized and how they support ELs’ academic and social growth

<p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Indicators:</p> <ul style="list-style-type: none"> - Lessons that support instructional outcomes and reflect important concepts - Instructional maps that indicate relationships to prior learning - Activities that represent high-level thinking - Opportunities for student choice - The use of varied resources - Thoughtfully planned learning groups - Structured lesson plans 	<p>Purposefully plans for ELs' instructional needs</p>	<p>Lesson plans include</p> <ul style="list-style-type: none"> • consideration of individual ELs' instructional needs, e.g., misconceptions, building background knowledge, learning gaps, questions, guided instruction, academic vocabulary, extension activities • how to make content comprehensible to all ELs • differentiated learning activities based on ELP level, including listening, speaking, reading, and writing <p>Able to verbalize rationale for placement of ELs in specific grouping</p>
<p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning <p>Indicators:</p> <ul style="list-style-type: none"> - Lesson plans indicating correspondence between assessments and instructional outcomes - Assessment types suitable to the style of outcomes - Variety of performance opportunities for students - Modified assessments available for individual students as needed - Expectations clearly written, with descriptors for each level of performance - Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction 	<p>Designs formative and summative assessments to</p> <ul style="list-style-type: none"> • determine ELs' prior knowledge • formatively assess ELs' learning • guide instructional planning • document ELP growth • plan differentiated assessments based on ELP levels • plan for appropriate LEP accommodations with assessments 	<p>Multiple forms of assessment that may include</p> <ul style="list-style-type: none"> • authentic assessments that integrate ELs' cultural background • peer assessments • self-assessments to monitor progress • rubrics to guide teachers and ELs • student-designed portfolios of work to documenting growth • journals/diaries • checklists • anecdotal records <p>Articulates how</p> <ul style="list-style-type: none"> • assessments are used to guide instructional planning, including re-teaching • accommodations are implemented for individual ELs

Domain 2: The Classroom Environment

<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with other students <p>Indicators:</p> <ul style="list-style-type: none"> - Respectful talk and turn taking - Respect for students' background and life outside the classroom - Teacher and student body language - Physical proximity - Warmth and caring - Politeness - Encouragement - Active listening - Fairness 	<p>Encourages students' awareness of other cultures</p> <p>Consideration of ELs' diverse cultural backgrounds</p>	<p>Evident through observation:</p> <ul style="list-style-type: none"> • teacher treats all students with genuine care and respect • teacher utilizes ELs' cultural background as an asset for learning • students from different cultural backgrounds demonstrate mutual respect <p>Lesson plans reflect ELs diverse cultural and linguistic backgrounds</p>
<p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Indicators:</p> <ul style="list-style-type: none"> - Belief in the value of the work - High expectations, supported through both verbal and nonverbal behaviors. - Expectation and recognition of quality - Expectation and recognition of effort and persistence - Confidence in students' ability evident in teacher's students' language and behaviors - Expectation for all students to participate. 	<p>Teacher believes all ELs can be successful in the classroom.</p> <p>ELs believe they can succeed in the classroom through their personal efforts.</p> <p>Teacher expects ELs to be active participants in their own learning.</p>	<p>Classroom procedures are designed to facilitate ELs' active participation.</p> <p>Classroom norms designed with respect to ELs' cultural backgrounds.</p> <p>Evident through observation:</p> <ul style="list-style-type: none"> • ELs working towards completion of high quality work • high expectations for learning by ELs verbalized by teacher • perseverance toward mastery of content and language objectives expected
<p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Indicators:</p> <ul style="list-style-type: none"> - Smooth functioning of all routines - Little or no loss of instructional time - Students playing an important role in carrying out the routines Students knowing what to do, where to move 	<p>Teacher explicitly</p> <ul style="list-style-type: none"> • designs classroom procedures with ELs in mind to maximize learning and participation • instructs how to work in collaborate in groups • teaches how to communicate in social settings, scaffolding for ELs' understanding, as necessary • demonstrates classroom procedures, scaffolding for EL 	<p>Evident through observation:</p> <ul style="list-style-type: none"> • directions for procedures are expressed verbally and posted • ELs transition smoothly between learning activities • ELs, whose language level allows, can describe classroom procedures, when asked

	understanding	
<p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Indicators:</p> <ul style="list-style-type: none"> - Clear standards of conduct, possibly posted, and possibly referred to during a lesson - Absence of acrimony between teacher and students concerning behavior - Teacher awareness of student conduct - Preventive action when needed by the teacher - Fairness - Absence of misbehavior - Reinforcement of positive behavior 	<p>Knowledge of cultural norms for behavior</p> <p>Teacher ensures that ELs understand classroom rules, scaffolding for their understanding as necessary</p>	<p>Classroom rules provided in ELs’ first language and communicated to parents</p> <p>Documentation of direct communication with ELs’ parents in cases of misbehavior using interpreter when needed</p> <p>Evident through observation:</p> <ul style="list-style-type: none"> • ELs, whose language level allows, can describe classroom rules and consequences, when asked • teacher articulates cultural differences of ELs that could impact student behavior • teacher provides explicit instruction of behavior norms for the classroom, scaffolding as needed for ELs’ understanding
<p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources <p>Indicators:</p> <ul style="list-style-type: none"> - Pleasant, inviting atmosphere - Safe environment - Accessibility for all students - Furniture arrangement suitable for the learning activities - Effective use of physical resources, including computer technology, by both teacher and students 	<p>Encourage collaboration</p>	<p>Teacher designs classroom environment to enhance student interaction</p>

Domain 3: Instruction

<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>Indicators:</p> <ul style="list-style-type: none"> - Clarity of the purpose of the lesson - Clear directions and procedures specific to the lesson activities - Absence of content errors and clear explanations of concepts - Students' comprehension of content - Correct and imaginative use of language 	<p>Teacher</p> <ul style="list-style-type: none"> • communicates content and language objectives to ELs • explains academic tasks and the procedures associated with it • links past learning and new concepts • integrates cultural background knowledge and experiences into instruction • uses appropriate speech for students' ELP levels • makes appropriate use of L1 for clarification of content • uses cognates 	<p>ELs are observed</p> <ul style="list-style-type: none"> • articulating content and language objectives • using academic language appropriately <p>Teacher:</p> <ul style="list-style-type: none"> • pauses, as needed, during instruction to allow ELs to process information • clearly enunciates during instruction • uses language in a clear, straightforward manner, accompanied by a nonlinguistic representation • repeats content concepts and explains them in a variety of ways • explicitly teaches academic vocabulary • makes content comprehensible through use of visuals, realia, graphic organizers, etc. <p>For beginning ELs, teacher uses simple structures such as subject-verb-object format and reduces embedded clauses</p>
<p>Component 3b: Using Questioning and Discussion</p> <p>Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Indicators:</p> <ul style="list-style-type: none"> - Questions of high cognitive challenge, formulated by both students and teacher - Questions with multiple correct answers, or multiple approaches even when there is a single correct response - Effective use of student responses and ideas - Discussion in which the teacher steps out of the central, mediating role - High levels of student participation in discussion 	<p>Teacher</p> <ul style="list-style-type: none"> • models how to formulate higher order questions • designs scaffolds to engage ELs in questioning and discussion • provides native language support • provides sufficient wait time for ELs 	<p>Teacher:</p> <ul style="list-style-type: none"> • consistently provides sufficient wait time for ELs' responses • rephrases questions to support EL understanding • provides question and sentence frames to scaffold ELs in the development of high cognitive questions <p>For beginning ELs, scaffolding procedures are evident, such as</p> <ul style="list-style-type: none"> • slower rate of speech by teacher, clear enunciation, and simple sentence structure • strategic pairing with a language buddy, journal responses in native language (in the beginning), use of word-to-word dictionaries, etc. <p>ELs are observed</p> <ul style="list-style-type: none"> • actively engaging in classroom activities, e.g., Socratic circles, Numbered Heads Together, Think-Pair-Share, building on student responses, etc. • paraphrasing/restating questions and/or comments to demonstrate understanding

		<ul style="list-style-type: none"> asking questions and contributing comments that demonstrate understanding and higher order thinking.
<p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing <p>Indicators:</p> <ul style="list-style-type: none"> Activities aligned with the goals of the lesson Student enthusiasm, interest, thinking, problem-solving, etc. Learning tasks that require high-level student thinking and are aligned with lesson objectives Students highly motivated to work on all tasks and persistent even when the tasks are challenging Students actively “working,” rather than watching while their teacher “works” Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection 	<p>Differentiated activities, instruction, and materials are based on ELP levels that address the various learning styles (auditory, kinesthetic, and visual)</p> <p>Grouping considerations support language and content objectives of the lesson</p> <p>Opportunities provided for ELs to practice new content knowledge in a multifaceted manner (i.e., other than textbooks)</p> <p>Culturally appropriate materials are selected that align with the progression of ELP levels and enhance meaning, clarify concepts, and make lessons more meaningful and relevant</p> <p>Lessons are structured and paced to match ELP levels</p>	<p>Teacher models student learning strategies specific to ELs</p> <ul style="list-style-type: none"> metacognitive - EL mentally plans how to complete a task, e.g., book reports, writing essays, etc. cognitive - EL checks his/her own work, social affective – explicitly teaching social skills to enhance learning, such as taking turns, participating in group discussions and cooperative learning situations <p>Daily lessons and activities integrate all language domains (listening, speaking, reading and writing) to enhance learning for ELs.</p> <p>Grouping is</p> <ul style="list-style-type: none"> based on formative assessment results includes whole group instruction, small group/partner activities, and independent tasks based on various roles with explicit instruction by teacher on how to work effectively in a group, e.g., roles, responsibilities, etc. <p>Materials are selected that</p> <ul style="list-style-type: none"> reflect multicultural perspectives include hands-on activities that provide opportunities for ELs to practice using the new content knowledge, e.g. sentence strips, word cards, content specific manipulatives, etc. make learning relevant and meaningful <p>ELs are given</p> <ul style="list-style-type: none"> choice on how to complete tasks opportunities to verbalize their learning to a peer occasion to serve as resource to peers <p>Pacing of the lesson</p> <ul style="list-style-type: none"> is chunked into manageable amounts for meaningful practice provides ELs with the time necessary to reflect upon

		their learning
<p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>Indicators:</p> <ul style="list-style-type: none"> - Teacher paying close attention to evidence of student understanding. - Teacher posing specifically created questions to elicit evidence of student understanding - Teacher circulating to monitor student learning and to offer feedback - Students assessing their own work against established criteria 	<p>Teacher</p> <ul style="list-style-type: none"> • identifies appropriate assessment accommodations • assesses ELs' learning in a variety of ways • provides differentiated assessments based on ELs' ELP levels • gives ELs appropriate feedback of content and language learning • designs peer and self-assessments for ELs to reflect on their content and language learning 	<p>Teacher</p> <ul style="list-style-type: none"> • provides appropriate accommodations, e.g., extended time to respond, word-to-word dictionaries, read-aloud, preferential seating, etc. • uses a variety of formal and informal methods to assess ELs' ELP levels, e.g., one-on-one conversations, classroom discussions, probing questions, journals, portfolios, pencil & paper activities, quizzes, projects, exit tickets • models accurate syntax and pronunciation to improve ELs' responses. <p>ELs self-assess their</p> <ul style="list-style-type: none"> • language development based on ELD standards • understanding of the content based on clearly established criteria (rubrics) • work based on known criteria and performance standards
<p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>Indicators:</p> <ul style="list-style-type: none"> - Incorporation of student interest and events of the day into a lesson - Visible adjustment in the face of student lack of understanding - Teacher seizing on a teachable moment. 	<p>Instruction is based on formative assessment results, student backgrounds and interests</p>	<p>Teacher</p> <ul style="list-style-type: none"> • uses formative assessment results to adjust lessons, as needed, for individual ELs • persists in seeking effective approaches for ELs who need help • cites others in the school and beyond whom s/he has contacted for assistance in reaching some ELs • seizes teachable moments, such as events in the EL's home country, cultural conflicts, ethnic celebrations, etc.

Domain 4: Professional Responsibilities

<p>Component 4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Indicators:</p> <ul style="list-style-type: none"> - Accurate reflections on a lesson - Citations of adjustments to practice, repertoire of strategies 	<p>Teacher accurately reflects on the effectiveness of the lesson in relation to the progress of individual ELs.</p>	<p>Teacher articulates how s/he</p> <ul style="list-style-type: none"> • reflects on effectiveness of lessons • identifies necessary adjustments based on formative assessment results of their ELs, e.g., exit slips, class discussions, KWL charts, etc.
<p>Component 4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>Indicators:</p> <ul style="list-style-type: none"> - Routines and systems that track student completion of assignments - Systems of information regarding student progress against instructional outcomes - Processes of maintaining accurate non-instructional records 	<p>Teacher documents individual EL's</p> <ul style="list-style-type: none"> • language growth/progress • content knowledge 	<p>Teacher</p> <ul style="list-style-type: none"> • involves ELs in learning to monitor their own language development progress • assists ELs in maintaining records of completed and overdue work assignments
<p>Component 4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Indicators:</p> <ul style="list-style-type: none"> - Frequent and culturally appropriate information sent home regarding the instructional program and student progress - Two-way communication between the teacher and families - Frequent opportunities for families to engage in the learning process 	<p>Teacher</p> <ul style="list-style-type: none"> • uses interpreter or translator, as needed • understands rights of parents regarding use of interpretation and translation services • involves EL families in school culture and educational process • works together with families as partners in education 	<p>Teacher maintains documentation of:</p> <ul style="list-style-type: none"> • Logs (or notes) of phone calls, including interpreter documentation where appropriate • notes, emails sent to/from home, etc. • individual teacher's involvement in parent nights. • translated notes • newsletters, websites, syllabi, etc. • ways in which families were involved in the instructional program, e.g., interviews with parents or other family members, listening to their child read in the evenings
<p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>Indicators:</p> <ul style="list-style-type: none"> - Regular teacher participation with colleagues to share and plan for student success - Regular teacher participation in professional courses or communities that emphasize improving practice - Regular teacher participation in school initiatives - Regular teacher participation and support of community 	<p>Teacher</p> <ul style="list-style-type: none"> • participates in a variety of professional growth opportunities to improve their instruction for ELs, e.g., book studies, use of technologies to collaborate, seek the input of peers or instructional coaches • contributes to LPACs • shares and gains ideas on ways to differentiate for ELs and to identify necessary interventions 	<p>Teacher maintains documentation of professional activities, which might include:</p> <ul style="list-style-type: none"> • LPAC attendance • PLC participation • ESOL conferences • Participation in local cultural or ethnic events • Taking on a leadership role • Participating in a blog or other online professional growth activity • Sharing learning from professional development opportunities with school and/or district colleagues

initiatives	for struggling ELs	
<p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>Indicators:</p> <ul style="list-style-type: none"> - Frequent teacher attendance in courses and workshops; regular sharing of feedback - Participation in learning networks with colleagues; regular sharing of feedback - Participation in professional organizations supporting academic inquiry 	<p>Teacher</p> <ul style="list-style-type: none"> • enhances pedagogical skills in relation to ELs • seeks out feedback from colleagues • looks for ways to better serve the profession 	<p>Teacher's PGP gives consideration to language development of ELs</p> <p>Teacher provides evidence of</p> <ul style="list-style-type: none"> • Attendance in programs of studies or courses specific to ELs. • ESOL-specific PD • List of professional articles and books read • Membership and involvement in professional organizations, including making presentations to colleagues or at regional, state, or national conferences, serving on a board, etc. • Serving as a mentor to a colleague new to working with ELs • inviting colleagues and supervisors into the classroom for specific instructional feedback related to ELs • initiating action research project to improve EL instruction.
<p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations <p>Indicators:</p> <ul style="list-style-type: none"> - Teacher having a reputation as someone who can be trusted and often being sought as a sounding board - Teacher frequently reminding participants during committee or planning work that students are the highest priority - Teacher supporting students, even in the face of difficult situations or conflicting policies - Teacher challenging existing practice in order to put students first - Teacher consistently fulfilling school district mandates regarding policies and procedures 	<p>Teacher realizes need</p> <ul style="list-style-type: none"> • to understand state and national laws that guide services to ELs and their families • to ensure that all students, including ELs, are respected in the school 	<p>Teacher</p> <ul style="list-style-type: none"> • uses culturally appropriate language with students, families, and colleagues • demonstrates knowledge of national and state laws, and district policies/ procedures affecting the education of ELs and their families. <p>Teacher is proactive in</p> <ul style="list-style-type: none"> • working to serve ELs, seeking out resources when needed, e.g., EL needs eye glasses, hearing aids, family counseling, summer programs, scholarships, free/reduced lunches, etc. • helping to develop or implement school programs that support ELs • advocating for ELs and their families

ESOL for TESS Acronyms Defined

CCSS	Common Core State Standards
EL	English Learner
ELD	English Language Development
ELP	English Language Proficiency
ESOL	English for Speakers of Other Languages
L1	First (native) Language
L2	Second Language
LEP	Limited English Proficiency
LPAC	Language Placement and Assessment Committee
PD	Professional Development
PLC	Professional Learning Community
TESS	Teacher Excellence Support System