



Promoting Success for Teachers of English Learners

Tool Aligned With the
Marzano Focused Teacher
Evaluation Model

April 2019

Promoting Success for Teachers of English Learners

Tool Aligned With the Marzano Framework for Teaching

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Introduction

Overview

The Marzano Focused Teacher Evaluation Model defines research-based practices and effective strategies to “support standards-based instruction and simplify the evaluation process for teachers and school leaders” (Carbaugh, Marzano, & Toth, 2017, p. 2). Initially developed in 2010, the Teacher Evaluation Model was developed in the interest of supporting teacher growth by attending to “a critical need in teacher performance evaluation” (Carbaugh et al., 2017, p. 3). The 2017 Focused Teacher Evaluation Model streamlines the original version of the tool by focusing on four domains: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities.

This coaching tool complements the Marzano Focused Teacher Evaluation Model by illustrating practices with examples and resources aligned to each element that support teachers with English learners (ELs) in their classrooms. Its intended audience includes teachers and other educators (such as principals, supervisors, coordinators, and coaches) who support these teachers. As such, the tool does not present the “developmental continuum for teachers on five levels of proficiency” (Carbaugh et al., 2017, p. 11) as defined in the Focused Teacher Evaluation Model. There is a companion tool that supports educators who are using the Danielson Framework for Teaching (Promoting Success for Teachers of English Learners: Tool Aligned with the Danielson Framework for Teaching) as well as a general overview (Promoting the Success of Teachers of English Learners Through Structured Observations) that provides additional context for both efforts. The two tools and overview were jointly developed by the Council of Chief State School Officers, the American Institutes for Research, and Education Northwest.

It's important to note that the tool does not alter the domains and elements that constitute the Focused Teacher Evaluation Model. However, the tool uses examples, resources, and exhibits to guide educators in supporting ELs. Examples are brief descriptions of what the critical attributes might look like in practice; resources provide information to help teachers put the critical attributes into practice; exhibits are tools that can be used to collect and enter data and support student learning.

English learners (ELs) are in classrooms in every region of the country and their numbers have dramatically increased in the past decade. According to the National Center for Education Statistics (2017), the number of EL students in public schools increased by roughly 300,000—to an estimated total of 4.6 million students—between the 2004–05 and 2014–15 school years. Many EL educators and the coaches and school leaders who support them have received insufficient training in how to scaffold core content for comprehension by ELs; develop students’ language proficiency in the context of content area learning; capitalize on students’ home cultures, knowledge, and skills; and create supportive learning environments. As recently reported (National Academies of Sciences, Engineering, and Medicine, 2017), all 50 states plus the District of Columbia offer a certificate in teaching English as a second language, although only 21 states require a specialized certification to teach ELs, and only 20 states require all teachers to have knowledge specific to the education of

ELs. Moreover, ELs are disproportionately taught by less qualified teachers (Ballantyne, Sanderman, & Levy, 2008; Darling-Hammond, 2010).

Teaching frameworks, such as the Focused Teacher Evaluation Model, supplemented with critical attributes and exemplars of best practices for teaching ELs, can help schools prepare all students, including ELs, to meet high standards. To overcome the challenges caused by the lack of preparation of district and school educators to serve ELs, educators need to learn how to:

- ▶ Plan instruction that sets high expectations for ELs, develops their language proficiency and content area knowledge and skills concurrently, takes into consideration their levels of first and second language proficiency, and draws on their home language skills.
- ▶ Create a respectful environment in which all students work collaboratively to support each other, including in the acquisition of second languages.
- ▶ Employ instructional methods that scaffold core content delivered in a second language so that it is comprehensible for ELs; strategically develop ELs' language proficiency in the target language or languages; and differentiate instruction for a range of language proficiency levels among ELs—including those who have only recently arrived in the country, those who have been in the United States for several years and mastered the basics of communication in English, and those who have been in the United States for 5 years or more and have not yet been reclassified as English proficient.
- ▶ Engage in professional responsibilities that include accessing information about ELs' prior learning experiences; contribute to school initiatives and projects that support ELs and their families; and advocate for ELs in their school and district to help ensure they are taught to the same high standards as English-proficient students and have the same instructional opportunities, resources, and support as other students.

Process Used to Develop the EL Tool

The English Language Learner State Collaborative on Assessment and Student Standards (ELL SCASS) ¹ is the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for English learners. The ELL SCASS explores state policies that affect instruction, curriculum, professional supports, and leadership for ELs. From the ELL SCASS, a working group convened to focus on supporting teachers with illustrations of effective practice in the context of the Marzano Focused Teacher Evaluation Model.

The working group included representatives from the ELL SCASS; the American Institutes for Research; the California, Oregon, and Colorado state education agencies; the San Diego County of Education; and the Ontario School District from Ontario, Oregon. The working group developed this tool through multiple in-person meetings and conference calls through 2015–2018. Aligned to the 2013 Marzano Teacher Evaluation Model, the original version of the tool was reviewed by the 36 SCASS state education agency directors who have oversight of ELs and colleagues from Learning Sciences International and the authors of the Marzano Teacher Evaluation Model. A key

¹ The ELL SCASS consists of 31 member states plus the Department of Defense Education Activity (DoDEA). EL leads from these states and DoDEA represent their respective states at these meetings, which take place three times a year.

recommendation included aligning the EL tool with the Focused Teacher Evaluation Model, which had been developed and published around the same time.

During the 2017–18 school year, Education Northwest led a pilot of original version of the tool with Ontario School District. The pilot results and feedback from Ontario guided the revision of the tool aligned to the most recent Focused Teacher Evaluation Model. In 2018, staff representing the Marzano group (Learning Sciences Marzano Center and, Learning Science International) and reviewers associated with the National Education Association and the American Federation of Teachers, provided additional guidance to finalize the current version of this tool.

Attributes of the EL Tool

This tool can serve as a valuable addition to teacher and administrator preservice preparation programs as well as in-service professional development initiatives for principals, teachers, and other personnel responsible for educating ELs. As noted in a preceding section, the tool does not alter the domains and elements of the Focused Teacher Evaluation Model. Critical attributes for teachers of ELs were only added to the Focused Model’s elements that the working group determined needed more specification for EL educators.

Terminology

Academic language proficiency. For the purposes of this document, academic language proficiency is defined as “knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures, and many types language functions and discourse structures—all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others” (Bailey, 2007, pp. 10–11).

English learners. English learners (ELs) are children who come from homes where a language other than English is spoken and who are acquiring English as an additional language.

EL Tool: Critical Attributes and Exemplars of Effective Practice

Table 1. Standards-Based Planning

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|---|--|---|---|
| <p>Planning Standards-Based Lessons/Units</p> | <p>Using established content standards, the teacher plans a rigorous unit with learning targets embedded within a performance scale that demonstrates a progression of learning.</p> | <p>Language proficiency standards such as WIDA, ELPA 21, or the California English Language Development (ELD) Standards are excellent tools for designing proficiency scales. With clear, standards-based learning targets that blend what students must know and do with the language they need to do it, teachers can monitor student performance relative to matched proficiency scales.</p> | <p>Exhibit 1. This backwards design planner illustrates language and learning outcomes mapped to CCSS and ELPA 21 standards. Note the proficiency scales on pages 4 and 5 (Norris & Blackburn, 2018). https://educationnorthwest.org/sites/default/files/unit-map-american-dream.pdf</p> <p>Resources. This rubric, modified for newcomer students in high school, can be used to write integrated language and learning targets. Define what students must know and do (standards 1–7) and the language they need to do it (standards 8–10). https://educationnorthwest.org/sites/default/files/elp-standards-newcomer-rubric.pdf</p> <p>Much like the previous tool, the rubric in the link below can be used to craft language and learning targets mapped to California’s ELD Standards. The standards define what students are doing with language (Part 1) and the language they need for the task (Part 2). http://bit.ly/cal-eld-standards-based-rubric</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|--|--|--|
| Aligning Resources to Standards | The teacher plan includes traditional and/or digital resources for use in standards-based units and lessons. | This Marzano element includes planning evidence that integrates “a variety of text types (structures).” For ELs, traditional and digital resources that engage multiple language domains enhance access to classroom concepts. Listening tasks to build background before reading, conversation tasks before writing, and secondary sources before reading primary sources build context to help students make meaning of new ideas. | <p>Exhibit 1. Dictagloss activities activate and build background knowledge by presenting the lesson themes, concepts, and language through dictation prior to reading. Dictagloss passages model target language forms and functions, vocabulary, and class concepts. Teachers will learn much about their students’ sound systems as they record the words they hear.</p> <p>The teacher reads the text aloud as students note what they hear. After each reading, students reconstruct a common text in pairs or small groups. Teachers will read the text two times.</p> <p>https://educationnorthwest.org/sites/default/files/waves-energy-vocabulary-review.pdf</p> |
| Planning to Close the Achievement Gap Using Data | The teacher uses data to identify and plan to meet the needs of each student to close the achievement gap. | Planning evidence for this element emphasizes student awareness of their progress toward the focus standards. Classrooms that include a system for students to track their progress toward their learning targets build student metacognition and foster student buy-in. For ELs, this system should also account for language use in addition to the concepts students must know and skills they must do. | <p>Exhibit 1. The teacher links formative assessments to content and language-focused learning targets and transparently measures student mastery with a target-specific rubric. A chart that tracks student growth by learning target is provided at the link below:</p> <p>http://bit.ly/learning-targets-sample-charts</p> <p>Exhibit 2. Tools that encourage reflection on learning outcomes and scales help students better understand the standard and their learning relative to the standard. This exhibit is designed for students to note and discuss their learning goals for the day. Later, it can be used as a self-assessment tool, using scales provided by the teacher (Gudenas, 2018).</p> <p>https://educationnorthwest.org/sites/default/files/challenge-s-solutions-unit-calendar.pdf</p> |

Table 2. Standards-Based Instruction

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|--|--|--|
| <p>Identifying Critical Content from the Standards (required evidence in every lesson)</p> | <p>The teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.</p> | <p>ELs benefit from clear, intended learning defined by learning targets that attend to classroom concepts, analytical practices, and disciplinary language (Valdes, Kibler, Walqui, 2014). This element emphasizes the connection between what students must know and what they must do in terms of content and language, and then it provides scaffolding up to the clear class outcomes. Note how Exhibits 1, 2, and 3 scaffold learning up to the standards-aligned learning outcomes. These lessons all emphasize the disciplinary language demand associated with the focus content standards.</p> | <p>Exhibit 1. This sample lesson, from a pilot of the original version of this tool, illustrates standards-based learning targets in a fourth-grade English language arts setting (Ontario School District & Education Northwest, 2018). https://educationnorthwest.org/sites/default/files/sample-lessons-three-moments-grade4-reading.pdf</p> <p>Exhibit 2. This sample lesson, from a pilot of the original version of this tool, illustrates standards-based learning targets in a fifth-grade math setting (Ontario School District & Education Northwest, 2018). https://educationnorthwest.org/sites/default/files/sample-lessons-three-moments-grade5-math.pdf</p> <p>Exhibit 3. This sample illustrates comes from a high school social studies class designed for students with interrupted formal education (Ontario School District & Education Northwest, 2018). https://educationnorthwest.org/sites/default/files/module4-planning-with-intention.pdf</p> <p>Exhibit 4. This sample high school math lesson in a California high school (Santa Ana Valley High School & Education Northwest, 2018). https://educationnorthwest.org/sites/default/files/socratic-seminar-sample-lesson.pdf</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|-------------------------------|--|--|---|
| <p>Previewing New Content</p> | <p>The teacher engages students in previewing activities that require students to access prior knowledge as it relates to new content.</p> | <p>The Focused Teacher Evaluation Model proposes an essential example technique for working with ELs: Use cultural resources to facilitate students making a link from what they know to new content. Moll, Amanti, Neff, and Gonzalez (1992) referred to this essential EL strategy as Funds of Knowledge. ELs can better access new content after they have bridged their experience, prior learning, and language to preview new ideas. Contemporary English Language Proficiency Standards also emphasize the importance of preparing learners through tasks that preview upcoming concepts, language forms, and vocabulary.</p> | <p>Exhibit 1. The tool below presents a synthesis of scaffolds aligned to recommendations from <i>Scaffolding the Academic Success of Adolescent English Language Learners</i> (Walqui & van Lier, 2010, p. 151). The tasks detailed on pages 3–7 illustrate this element (Education Northwest, 2018). https://educationnorthwest.org/sites/default/files/three-moments-synthesis.pdf</p> <p>Exhibit 2. The lessons in the Identifying Critical Content from the Standards element on page 10 present tasks that help students access prior knowledge and preview upcoming concepts and language. Note how the lessons connect to prior knowledge and preview key themes at the beginning of each lesson.</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--------------------------------------|---|--|--|
| Helping Students Process New Content | The teacher systematically engages student groups in processing and generating conclusions about new content. | An essential result of this element is a student's ability to "summarize and generate conclusions about the new content during interactions with others." For ELs, the demands here are twofold as they must access and make meaning of the new content while expressing their understanding of new content through interactions with others. Attention to language mode (i.e., how students are using language) can be instructive for teachers to know how to support their ELs. | <p>Exhibit 1. To support students as they negotiate new content, it is helpful to reflect on interpretive language standards (examples under Resources below). To support students in making meaning of new content, consider using one of the scaffolds detailed on pages 9–12 of the guide in the link below.</p> <p>https://educationnorthwest.org/sites/default/files/three-moments-synthesis.pdf</p> <p>Resources. Review your state's English language proficiency standards to learn about language mode. The WIDA Can Do Descriptors, California's ELD Standards, and the ELPA 21 Standards illustrate interpretive, productive, and interactive language demands.</p> <p>https://wida.wisc.edu/teach/can-do/descriptors</p> <p>https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>http://www.elpa21.org/sites/default/files/ELPA21%20Alternate%20Organization%20of%20Standards%205.22.15.pdf</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|--|---|---|
| <p>Using Questions to Help Students Elaborate on Content</p> | <p>The teacher uses a linear sequence of increasingly complex questions that require students to think critically about content.</p> | <p>Twenty-first century language and learning standards emphasize argumentation (i.e., establishing claims backed by reasoning and evidence) as a key academic practice throughout the school day. This element highlights the importance of “modeling the process of using evidence to support elaboration.”</p> <p>For ELs, to elaborate on new information successfully, they must first have the chance to negotiate the new input for meaning. Wait time and the opportunity to discuss with partners are crucial supports to help students elaborate on content. In addition, teachers will want to chunk information, starting with concrete concepts that are local and immediate to ELs. From here, with the support of teachers’ careful questioning, students can bridge their own experiences into new information, making connections beyond themselves.</p> | <p>Exhibit 1. Modeling the practice of elaborating on ideas based on reasoning and evidence is critical for ELs to learn the associated disciplinary language. Tasks like doze activities help students learn the language to draw on reasoning and evidence to elaborate. Student cut out the vocabulary terms, organize them under the parts of speech, then place the terms in the vocabulary cloze. This is a collaborative task that brings a metalinguistic lens to disciplinary content and language (Blackburn, 2011). https://educationnorthwest.org/sites/default/files/rainbow-cloze.pdf</p> <p>Exhibit 2. Graphic organizers that support students with disciplinary language starters can also help students connect thinking. The cause and effect organizer shared in the link below (p. 14) illustrates the essential disciplinary language to elaborate on cause and effect claims. Be sure to refer to the resources list below to anticipate which disciplinary language functions students will need for a task. https://educationnorthwest.org/sites/default/files/islamic-empires-square.pdf</p> <p>Resources. The <i>Framework for English Language Proficiency Development Standards</i> corresponding to the <i>Common Core State Standards and the Next Generation Science Standards</i> guides teachers in identifying the language students need for a task. Page 74 of the framework illustrates language functions to elaborate on ideas. http://bit.ly/framework-for-elp-development-standards</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|---|---|---|---|
| Reviewing Content | The teacher engages students in brief review of content that highlights the cumulative nature of the content. | This element calls out the importance of reviewing concepts, procedures, and content previously taught over the course of a unit of study. One technique emphasized in this element is to “use a scaffolding process to systematically show the cumulative nature of the content.” For ELs, the time and space to collaboratively review the content, essential vocabulary, and key themes. These connections, as well as practice with related language, may help students proceed to new content with confidence. | <p>Exhibit 1. Collaborative semantic maps are effective tools for collecting related concepts, themes, and language. Sticky notes are great for connecting related themes; in small groups of four, students can contribute and discuss associated content, themes, and language. It is helpful for students to draw from their texts, notes, and tools to inform their review. The slide in the link below illustrates this practice.</p> <p>https://educationnorthwest.org/sites/default/files/collaborative-semantic-map.pdf</p> <p>Exhibit 2. Consult the link below for ideas on teaching how to develop a summary.</p> <p>https://educationnorthwest.org/sites/default/files/summary-sample-lesson.pdf</p> <p>Resource. Stations can offer collaborative support to students as they cycle through focused reviews. This video from the Teaching Channel illustrates how.</p> <p>https://www.teachingchannel.org/video/preparing-students-for-exams</p> |
| Helping Students Practice Skills, Strategies, and Processes | When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. | This element demonstrates the importance of practice with a skill, strategy, or process. For ELs, it is also important to consider linguistic fluency in this practice, as ELs must exercise the language associated with the skill. | <p>Exhibit 1. The lesson in the link below, from a pilot of the previous version of this tool, follows a gradual release process that culminates in students applying the math concepts (two-dimensional shapes on three-dimensional shapes) and the language required to describe two dimensional shapes (prepositions).</p> <p>https://educationnorthwest.org/sites/default/files/sample-lessons-three-moments-grade1-math.pdf</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|--|--|--|
| <p>Helping Students Examine Similarities and Differences</p> | <p>When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.</p> | <p>The desired effect of this practice is that students can draw conclusions; their work “examines similarities and differences” of class content. Central to this practice is the focused analysis of associated concepts, as well as the disciplinary language required to compare and contrast.</p> | <p>Exhibit 1. The sample lesson in the link below coaches students in analyzing two important historical figures. The scaffold included in the lesson, the compare and contrast matrix, is a modified T-chart with language frames to support students in communicating their compare and contrast analysis.</p> <p>https://educationnorthwest.org/sites/default/files/intentional-planning-practice-sample-plan.pdf</p> <p>Exhibit 2. A Venn diagram is used to highlight similarities and differences. The Venn diagram could be completed by using pictures (nonlinguistic) or words (linguistic). A partially completed Venn diagram can be used with ELs at the early stages of English proficiency. ELs can use pictures instead of words to complete the Venn diagram.</p> <p>https://educationnorthwest.org/sites/default/files/venn-diagram-blank.pdf</p> <p>Resources. Consult page 74 of the <i>Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards</i> for language functions to compare and contrast.</p> <p>http://bit.ly/framework-for-elp-development-standards</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|---|---|---|---|
| <p>Helping Students Examine their Reasoning</p> | <p>The teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.</p> | <p>The time and space to analyze claims, and the supporting reasoning and evidence, lies at the heart of this element. Students are expected to construct their own claims by providing reasoning and evidence; standards also push students to examine the validity of their claims and those of others. When planning, teachers should account for the conceptual, analytical, and linguistic scaffolds ELs will need to establish their own claims and counterclaims.</p> | <p>Exhibit 1. Socratic seminars are a great way to engage students in the practice and language of argumentation. The sample lesson in the link below illustrates scaffolds for engaging math concepts while supporting student language use.</p> <p>https://educationnorthwest.org/sites/default/files/socratic-seminar-sample-lesson.pdf</p> |
| <p>Helping Students Revise Knowledge</p> | <p>The teacher helps students to revise previous knowledge by correcting errors and misconceptions as well as by adding new information.</p> | <p>This element emphasizes the importance of reflection on learning. Encouraging students, irrespective of their language proficiency, to reflect on their learning fortifies an understanding of class concepts while affording the opportunity to clarify doubts and misconceptions. A key example of student evidence here is that “revisions demonstrate repeated reasoning and generalizations about patterns seen in the content.” For ELs, returning to the content creates the “abundancy and redundancy” (Balbi, personal communication, May, 6, 2005) of returning to their class texts, concepts, and vocabulary with purpose.</p> | <p>Exhibit 1. Cooperative tasks create the space for students to negotiate and reconcile their respective understandings to a group consensus. This push and pull of ideas and language represents the zone of proximal development. In the lesson in the link below, note how the final task requires students to synthesize their understanding by returning to their math reasoning to come to a collaborative agreement.</p> <p>https://educationnorthwest.org/sites/default/files/sample-lessons-three-moments-grade5-math.pdf</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|---|--|--|
| Helping Students Engage in Cognitively Complex Tasks | The teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, or a hypothesis. | <p>Two critical features of this element urge teachers to design learning experiences that:</p> <ol style="list-style-type: none"> 1. Explain the proposition, theory, or hypothesis they are testing; and 2. Present evidence to explain whether the proposition, theory, or hypothesis was confirmed or disconfirmed and to support their explanation <p>For teachers of ELs, students will benefit from heterogeneous grouping. The teacher should consider language scaffolds to help students “present evidence to explain” their reasoning (Marzano Focused Teacher Evaluation Model, page 16).</p> | <p>Resources. The teacher in the videos shown in the link below uses hands-on projects to teach academic language. ELs learn the academic language using their primary language if applicable.</p> <p>https://www.teachingchannel.org/videos/ell-support-through-pbl-inps</p> <p>Illustrative Mathematics is an excellent website for students to engage in critical thinking. These tasks are ideal for small groups of students to apply their math concepts on a novel task. Teachers can search for tasks by the associated standard. These tasks are ideal for engaging small, heterogeneous groups of students in collaborative discussion.</p> <p>https://www.illustrativemathematics.org/content-standards</p> |

Table 3. Conditions for Learning

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|---|--|--|
| Using Formative Assessment to Track Progress | The teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets. | <p>Communicating clear intended learning and progress toward that learning are essential parts of a teacher’s daily practice. For ELs, teachers should communicate progress in class concepts, analytical practices, and disciplinary language (Heritage, Walqui, & Linqanti, 2015). Example evidence of this practice can include a system to update students on their status on the learning targets (Marzano Focused Teacher Evaluation Model, page 17) relative to a learning scale.</p> <p>Teachers might consider using the proficiency descriptors from their state’s ELD standards to inform their proficiency scales.</p> | <p>Exhibit 1. Note the learning targets and proficiency scales detailed on page 2 of the unit plan shared in the link below. Encourage students to reflect on their progress using the scales to describe their growth in the unit content, skills, and language.</p> <p>https://educationnorthwest.org/sites/default/files/sample-lessons-progression-meet-the-mets.pdf</p> <p>Resources. State language proficiency standards provide helpful tools for defining learning scales. The rubric in the link below was modified for adolescent newcomers based on the ELPA 21 Standards.</p> <p>http://bit.ly/newcomer-rubric</p> <p>Consult pages 20–24 of the California ELD Standards for descriptions of content area tasks and knowledge of how students are using language.</p> <p>https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>The rubric in the link below was modified for adolescent newcomer students based on the California ELD Standards.</p> <p>http://bit.ly/eld-rubric-valley-high-school</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|---|--|--|---|
| <p>Providing Feedback and Celebrating Success</p> | <p>The teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.</p> | <p>The feedback loop between the teacher and student begins with clear intended learning. Defined learning targets connected to proficiency scales communicate expectations and provide the foundation for meaningful conversations on student progress. The Marzano Focused Teacher Evaluation Model points out that “systematic, ongoing” processes for specific feedback are important considerations here, especially for ELs as they simultaneously develop language through their content studies.</p> | <p>Exhibit 1. On page 1 of the rubric in the link below, note the learning scales based on the ELPA 21 Standards. Students use this guide to rate their work prior to a final teacher mark.</p> <p>https://educationnorthwest.org/sites/default/files/encounter-circle.pdf</p> |
| <p>Organizing Students to Interact with Content</p> | <p>The teacher organizes students into appropriate groups to facilitate the learning of content.</p> | <p>When working with large concentrations of ELs, teachers will want the flexibility to group students homogeneously and heterogeneously, based on the task. Flexible grouping facilitates peer interaction by providing the just-right support students need for a task. For instance, for some reading tasks it is more appropriate to group ELs with other students at the same reading level.</p> | <p>Exhibit 1. Activity stations can be used to facilitate movement and flexible grouping by task. Teachers can assign a variety of tasks to particular tables. Depending on the task purpose, homogeneous and heterogeneous groups of students engage in tasks assigned to each station. Upon completing each task, students check in with the teacher to advance to the next station. This check-in serves as a formative milestone for the teacher to see and hear how students are mastering lesson content and language.</p> <p>https://educationnorthwest.org/sites/default/files/stations-organizer.pdf</p> |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|--|---|--|
| Establishing and Acknowledging Adherence to Rules and Procedures | The teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. | Clearly communicated classroom rules and procedures create a classroom culture focused on learning. This element emphasizes evidence that “demonstrates students know and follow classroom rules and procedures (to facilitate learning). (Marzano Focused Teacher Evaluation Model, page 20)” Not only is it important for teachers to be aware of student behavior, but also it is better still for students to self-regulate to the established class norms. Explaining these rules, especially for newcomer ELs, can be a challenge. Newcomers may be adjusting to a school culture and norms that are dramatically different from their prior experiences. | Exhibit 1. One way to model each of the classroom rules and procedures is to lead a jigsaw activity in which small groups (triads or quads) of students create a collaborative dialogue—a short vignette—of a certain rule and procedure assigned by the teacher. Each group would then present their collaborative dialogue in a fishbowl for classmates to observe and discuss as a community. A rubric or checklist can be used to encourage collaborative dialogue; this practice ensures that students have captured the essential elements of the rules and procedures, as well as an understanding of the immediate, middle, and long-term consequences. A sample of a collaborative dialogue rubric with student and peer assessment is provided at the link below. https://educationnorthwest.org/sites/default/files/collaborative-dialogue-rubric.pdf |
| Using Engagement Strategies | The teacher uses engagement strategies to cognitively engage or reengage students with the content. | Student-centered, cooperative tasks are an effective way to manage student engagement. Classrooms dominated by teacher discourse invite disengagement. Rather, teachers who facilitate learning experiences engage students in “critical content with enthusiasm.” (Marzano, 2018, p. 21 Considerations for engagement include: <ul style="list-style-type: none"> ▶ Manage response rates ▶ Use of physical space ▶ Pacing and task transitions ▶ Student talk time | Resources. Dr. Anita Archer is a renowned expert on student engagement. The video playlist in the link below outlines high-leverage strategies for encouraging student engagement. For ELs, teachers should consider allotting wait time and time to connect with classmates to negotiate prompts, text, and questions for meaning. http://bit.ly/explicit-instruction-video |

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|---|--|--|
| Establishing and Maintaining Effective Relationships in a Student-Centered Classroom | The teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. | The desired effect of this element is that “students feel valued and part of the classroom community.” To feel seen, teachers must instill the value of growth mind-set and reinforce cultural connections with their individual students. Connection to a student’s linguistic and cultural funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) fosters a classroom environment in which students feel valued. | <p>Exhibit 1. In the lesson contained in the link below, note how the first two tasks compel ELs to connect to their prior learning to connect to the lesson’s focal concepts and vocabulary. The double entry journal (Moment 2 & 3) urges students to make personal connections to the characters in their story.</p> <p>https://educationnorthwest.org/sites/default/files/sample-lessons-three-moments-grade4-reading.pdf</p> |
| Communicating High Expectations for Each Student to Close the Achievement Gap | The teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success. | This element urges teachers to communicate high expectations to all students. The desired effect of this element “shows the teacher expects each student to perform at their highest level of academic success.” Marzano, 2018, p,23Connections to Standards-Based Planning and Instruction are critical here, as teachers must clearly communicate high expectations, matched to criteria in proficiency scales. For more examples of communicating high expectations, consult the exhibits on page 7 of this document. | <p>Exhibit 1. Participation in all class activities is central to engaging students with one another. Student-centered tasks create extensive opportunities for students to deepen their understanding of concepts and proficiency in language. Assigning group roles and rotating them periodically encourages all students to participate actively (slide 1). Note the Marker Rules on slide 4 in the link below; these guidelines encourage all students to contribute at their level on cooperative tasks.</p> <p>https://educationnorthwest.org/sites/default/files/motivate-slides.pdf</p> <p>Resources. The teacher asks questions to check for understanding. Based on the students’ responses, the teacher asks follow-up questions to clarify understanding. A video of a teacher using questions to analyze thinking is provided at the link below.</p> <p>https://www.teachingchannel.org/videos/questioning-in-the-classroom</p> |

Table 4. Professional Responsibilities

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|---|---|--|---|
| Adhering to School and District Policies and Procedures | The teacher adheres to school and district policies and procedures. | <p>The education of ELs is impacted by policies at the federal, state, and local levels. School staff must know and honor federal, state, district, and school policies such as:</p> <ul style="list-style-type: none"> ▶ EL identification process, ▶ Parents' designation of preferred language and program options, and ▶ Communicating with families in their preferred language. <p>Central to this element is the evidence that teachers demonstrate "personal integrity and ethics" and fully understand "the legal issues related to colleagues, students, and families (e.g., cultural, special needs, equal rights, etc.)" (Marzano Focused Teacher Evaluation Model, page 24) For ELs, it is important to fully understand civil rights protections and school obligations to meet them.</p> | <p>Resources. The <i>NYS Blueprint for ELL Student Success</i> was created by the New York State Education Department "to ensure that all New York State (NYS) students, including English Language Learners/Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency." Additionally, it affirms that "all teachers are teachers of ELL" students. This document serves as a call to action for educators to recognize the challenge and opportunity of engaging ELL students in deep learning aligned to the Common Core Learning Standards" (New York State Education Department, 2014, p.1).</p> <p>http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf</p> <p>California ELA/ELD Framework</p> <p>https://www.cde.ca.gov/ci/ri/cf/documents/elaeldfwchapter2.pdf</p> <p>IES Guide for EL Programs</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/relnw-072518.pdf</p> <p>Education Northwest's Program Resources</p> <p>http://educationnorthwest.org/resources/parent-guide-english-learners-english-and-spanish-versions</p> |

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| <p>Maintaining Expertise in Content and Pedagogy</p> | <p>The teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).</p> | <p>The following criteria are essential when considering a teacher’s pedagogical growth with EL and emergent bilingual students. These criteria are not group in order of priority; rather, they are dispositions for building capacity.</p> <ol style="list-style-type: none"> 1. Demonstrates a growth mind-set and/or seeks feedback 2. Implements a deliberate practice or professional growth plan 3. Seeks innovative ways to improve student achievement 4. Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socioeconomic groups, different ethnic groups) 5. Uses a reflection process to analyze specific strengths and weaknesses 6. Seeks opportunities to develop deeper understanding of cultural responsiveness | <p>Resources. The following resources represent a curated list of high-quality professional learning related to language learner students.</p> <p>Adobe Spark Video Task—Growth Mindset (Gudenas, 2018) https://educationnorthwest.org/sites/default/files/adobe-spark-planning-page.pdf</p> <p>Self-Assessment—Presentation Rubric (Gudenas, 2018) https://educationnorthwest.org/sites/default/files/pvlegs-public-speaking-rubric.pdf</p> <p>Massive Open Online Courses http://ell.stanford.edu/courses</p> <p>Understanding Language Articles http://ell.stanford.edu/papers/practice</p> <p>Guidelines for English Language Development https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf</p> <p>ELL Research Synthesis https://www.aft.org/sites/default/files/periodicals/Goldenberg.pdf</p> <p>A Review of the Latest Research https://www.aft.org/ae/fall2018/august</p> <p>Academic Language Development Network (Jeff Zwiers) http://jeffzwiers.org/tools</p> <p>WestEd Topic Briefs http://www.nysed.gov/bilingual-ed/news/wested-topic-briefs-now-available</p> <p>Twitter—ELL Chat https://twitter.com/hashtag/ellchat?lang=en</p> <p>Teaching Channel</p> |
|--|---|--|--|

| Element | Focus Statement | EL Critical Attributes | Examples, Resources, and Exhibits |
|--|---|--|--|
| | | | <p>https://www.teachingchannel.org/videos?page=1&categories=topics_english-language-learners&load=1</p> <p>Colorín Colorado http://www.colorincolorado.org/</p> <p>NABE http://www.nabe.org/</p> <p>TESOL http://www.tesol.org/</p> <p>State TESOL Organization http://www.tesol.org/connect/tesol-affiliate-network/worldwide-affiliate-directory/worldwide-affiliate-directory—u-s-affiliates</p> |
| Promoting Teacher Leadership and Collaboration | The teacher promotes teacher leadership and a culture of collaboration. | Meaningful collaboration is an overlooked professional development opportunity. Schools that prioritize collaboration focus teachers' energy on supporting student learning. In collaborative schools, colleagues seek a role "in Professional Learning Community meetings" (Marzano Focused Teacher Evaluation Model, page 26) with a focus on improving outcomes for all students, irrespective of their language proficiency. | <p>Resources. The following resources speak to collaboration in support of EL and emergent bilingual students.</p> <p>Colorín Colorado http://www.colorincolorado.org/blog/ells-are-everyone%E2%80%99s-kids-role-collaboration-ccss</p> <p>Collaboration and Coteaching: Strategies for English Learners (Honigsfeld & Dove, 2010) https://us.sagepub.com/en-us/nam/collaboration-and-coteaching/book234030</p> <p>Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards (Valdés, Kibler, & Walqui, 2014) http://www.tesol.org/docs/default-source/papers-and-briefs/professional-paper-26-march-2014.pdf?sfvrsn=4</p> |

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