



Promoting Success for Teachers of English Learners

Tool Aligned With the
Danielson Framework
for Teaching

April 2019

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Diane August

American Institutes for Research

Timothy Blackburn

Education Northwest

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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202.403.5000

www.air.org



101 SW Main, Ste. 500
Portland, OR 97204-3213
800.547.6339

educationnorthwest.org

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Introduction

Overview

This document presents a tool designed to support classroom teachers of English learners (ELs) who are using the Danielson Framework for Teaching (Danielson, 2013). This tool also supports other educators (such as principals, supervisors, coordinators, and coaches) whose job is to support these teachers. This tool can serve as a valuable addition to teacher and administrator pre-service preparation programs as well as in-service professional development initiatives for principals, teachers, and other personnel responsible for educating ELs. This document begins with an overview that provides context for the tool; describes the process used to develop the tool; presents general attributes of the tool; and then offers the tool itself.

ELs are in classrooms in every region of the country, and this population of students has dramatically increased in the past decade. According to the U.S. Department of Education's National Center for Education Statistics (2017), the percentage of public school students in the United States who were ELs was higher in school year 2014–15 (9.4%, or an estimated 4.6 million students) than in 2004–05 (9.1%, or an estimated 4.3 million students).

Many teachers with ELs in their classrooms, and the other professionals who support them, have received insufficient training in how to provide designated and integrated support to develop ELs' language proficiency; scaffold core content so that it is comprehensible for ELs; capitalize on ELs' home cultures, knowledge, and skills; and create supportive learning environments. As recently reported (National Academies of Sciences, Engineering, and Medicine, 2017), although all 50 states plus the District of Columbia offer a certificate in teaching English as a second language, 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).

The lack of preparation of educators to serve ELs presents a challenge. One way to address this challenge is to use teaching frameworks, such as the Danielson Framework (Fft), supplemented with critical attributes and exemplars of best practices for teaching ELs, to support educators whose responsibility it is to help all students, including ELs, meet high standards.

Among other things, educators need to learn how to do the following:

- ▶ Plan instruction that sets high expectations for ELs, concurrently develops their language proficiency and content area knowledge and skills, takes into consideration their levels of first- and second-language proficiency, and draws on their home language skills and knowledge.
- ▶ Create an environment in which ELs are respected by their classmates and respect their classmates and 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—from those ELs who have only recently arrived in the country, to those ELs who have been in the United States for several years and have succeeded in mastering the basics of communicating in English, to those ELs 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, contributing to school initiatives and projects that support ELs and their families, and advocating 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

A working group was convened by the Council of Chief State School Officers' (CCSSO's) English Learners State Collaborative on Assessment and Student Standards (ELL SCASS). The ELL SCASS¹ is the only national, sustained forum among state education agencies (SEAs), researchers, and policy experts on issues of standards and assessment for ELs. The ELL SCASS also explores state policies that affect instruction, curriculum, professional supports, and leadership for ELs.

The working group that developed this tool included staff supporting SCASS, staff from the American Institutes for Research (AIR) and Education Northwest, the Maryland and Idaho State Departments of Education, and Prince George's County Public Schools.² The working group developed this tool through multiple in-person meetings during and outside of ELL SCASS meetings and through conference calls during 2015–18. During the same period, the tool was reviewed multiple times by 36 SCASS SEA directors with oversight of ELs. Finally, the working group has greatly benefited from the expertise of Charlotte Danielson and other members of The Danielson Group as well as from staff and reviewers associated with the National Education Association and the American Federation of Teachers, who have provided guidance and advice throughout the development process.

The Education Northwest website at <https://educationnorthwest.org/resources/promoting-success-teachers-english-learners-coaching-tool> displays a tool that supports educators who are using the Marzano Framework (*Promoting Success for Teachers of English Learners: Tool Aligned With the Marzano Focused Teacher Evaluation Model*). An overview report available on the CCSSO website at <https://ccsso.org/resource-library/promoting-success-teachers-english-learners-through-structured-observations-0> provides context for the two tools. The two tools and overview report were jointly developed by CCSSO, AIR, and Education Northwest. All three of these documents are also available at <https://www.air.org/ELTeacherSuccess>.

¹ 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.

² Prince George's County Public Schools is located in Prince George's County, Maryland.

Attributes of the EL Tool

The Danielson FFT (Danielson, 2013) describes good teaching in a way that applies to all instructional contexts: all grade levels (K–12), all subjects, and all settings (urban, rural, and suburban). The tool displayed in this document does not alter the domains, components, and critical attributes that constitute the Danielson Framework. However, it adds critical attributes for effective teaching of ELs and exemplars in the form of examples, resources, and exhibits to guide educators in supporting ELs. Examples are brief descriptions of what the critical attributes might look like in practice. Exhibits are tools that can be used to collect and enter data and support ELs' learning. Resources provide information to help teachers put into practice the EL critical attributes.

It also should be noted that for Domain 3—Instruction, the EL critical attributes and examples are intended for second-language learning environments. Students learning core content in their home languages do not need the supports because their learning experiences are similar to those experiences of English-proficient students learning in English.

Unlike the Danielson Framework, this tool is not used for evaluative purposes. Rather, it is a coaching tool for teachers and other educators (such as principals, supervisors, coordinators, and coaches) whose job is to support these teachers. As such, the tool does not describe critical attributes and exemplars for the four levels of performance (i.e., unsatisfactory, basic, proficient, and distinguished). Rather, the tool focuses on expectations for teachers who are at the proficient level.

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 of 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. 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

Domain 1. Planning and Preparation

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits ³
1a: Demonstrating Knowledge of Content and Content-Specific Pedagogy	Teachers must have a deep understanding of the content they teach and how to help students learn that content.	<ul style="list-style-type: none"> ▶ Unit and lesson plans reflect teachers' knowledge of second-language development and how language development is shaped by social factors. ▶ Unit and lesson plans reflect teachers' knowledge of how to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills. 	<p>Resources:</p> <p>National Academies of Sciences, Engineering, and Medicine report for information about second-language acquisition https://www.nap.edu/read/24677/chapter/1#iii</p> <p>IES Educator's Practice Guide about research-based pedagogies for ELs https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</p>
1b: Demonstrating Knowledge of Students	Knowing one's students permits teachers to plan instruction and interact with students in appropriate and personalized ways. They are sensitive to students' levels of knowledge and skill in the curriculum, their particular interests, and their family backgrounds and special needs (where appropriate).	<ul style="list-style-type: none"> ▶ The teacher has collected information from the district about each student's cultural heritage, levels of first- and second- language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status). ▶ Teachers know the indicators that might signal a disability in an EL, intervention methods to support ELs who are struggling, the individualized education program (IEP) referral process for ELs, the ELs in their class who are dually identified, and the content of each student's IEP. 	<p>Exhibit 1. Assessment Log https://www.air.org/sites/default/files/Danielson-Exhibit-1-Assessment-Log.pdf</p> <p>Exhibit 2. Student Education History, Home Language Use, and Home Computer Access https://www.air.org/sites/default/files/Danielson-Exhibit-2-Student-Education-History.pdf</p> <p>Resource:</p> <p>The U.S. Department of Education toolkit to help educators identify ELs with disabilities, <i>Tools and Resources for Addressing English Learners with Disabilities</i> https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf</p> <p>Exhibit 3. Special Education Referral Form https://www.air.org/sites/default/files/Danielson-Exhibit-3-Special-Education-Referral-Form.pdf</p>

³ Note that exhibits have been updated. The most recent versions are not in Google Drive (as referenced in this document) but saved as pdfs until a new host has been designated.

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits ³
1c: Selecting Instructional Goals	Teachers must be able to specify, in a given lesson or unit, not only what the students will <i>do</i> but what they will <i>learn</i> . Ideally, these goals should reflect the state's or district's standards and should represent a range of types of outcomes, knowledge, and skills (reasoning skills, collaboration skills, and communication skills).	<ul style="list-style-type: none"> ▶ Content area outcomes for ELs represent all levels of cognitive demand, regardless of levels of language proficiency. For ELs, there also are outcomes related to language proficiency. 	<p>Resources:</p> <p>Instructional outcomes related to the development of English language proficiency and Spanish language arts</p> <p><i>Teaching with Standards: The Role of Standards in Instruction</i></p> <p>https://www.wida.us/standards/eld.aspx</p> <p>Council of Chief State School Officers <i>English Language Proficiency Standards</i>. (URL must be entered into the browser.)</p> <p>https://www.ccsso.org/resource-library/english-language-proficiency-elp-standards</p> <p><i>California Common Core State Standards in Spanish Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i></p> <p>https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy</p> <p>Exhibit 4. Standards and Objectives Scaffolded for English Learners</p> <p>https://www.air.org/sites/default/files/Danielson-Exhibit-4-Standards-Objectives-Scaffolded-for-ELs.pdf</p>
1d: Demonstrating Knowledge of Resources	Teachers must be able to locate appropriate resources to bring the content to life for their students. Some of these resources may be provided by the school or district; teachers locate other resources from colleagues or on the Internet.	<ul style="list-style-type: none"> ▶ The teacher locates resources related to the instruction and assessment of ELs. ▶ Texts and other classroom resources for ELs are aligned to outcomes and take into consideration ELs' levels of first- and second-language proficiency as well as content area skills and knowledge. 	<p>Resources:</p> <p>Newsela, free news articles for five adaptive reading levels</p> <p>https://newsela.com/</p> <p>Resources for English language learners from Colorín Colorado, organized by grade</p> <p>http://www.colorincolorado.org/ell-basics/ell-resources-grade</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits ³
1e: Designing Coherent Instruction	In this component, teachers integrate the different aspects of planning into a coherent approach to engaging their students with the content of a lesson or unit.	<ul style="list-style-type: none"> ▶ Resources and lesson plans attend to ELs’ speaking, listening, reading, and writing proficiency. ▶ Resources and lesson plans also engage students, advance them through the core academic content, and develop ELs’ language proficiency in the context of content area instruction. ▶ The teacher’s lesson plans and resources demonstrate that lesson activities provide opportunities for ELs at different levels of proficiency and background knowledge to participate in classroom activities. ▶ For ELs, grouping will differ depending on the goals of the lesson. 	<p>Examples:</p> <p>Instructional tools to support ELs at different levels of proficiency include native-language texts on the same topics as English texts, English dictionaries and glossaries with comprehensible definitions, nonlinguistic representations of text (e.g., audio recordings and visuals), graphic organizers tailored to specific content, realia and manipulatives, and peers who can provide native-language support and serve as English models.</p> <p>The teacher’s lesson plan organizes instructional groups differently depending on the learning goals of the group. If the goal of a lesson is English language development, then ELs have access to instruction that is at their proficiency level but also are grouped so that they have opportunities to interact with English-proficient peers in English. If the goal of the lesson is the acquisition of foundational reading skills, then the teacher groups ELs by reading level and assesses them frequently to determine whether regrouping is necessary.</p> <p>Exhibit 5. Glossary to Support Text Comprehension https://www.air.org/sites/default/files/Danielson-Exhibit-5-Glossary-to-Support-Text-Comprehension.pdf</p> <p>Exhibit 6. Prompt and Response Frames for Supporting Academic Conversations https://www.air.org/sites/default/files/Danielson-Exhibit-6-Prompt-and-Response-Frames.pdf</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits ³
1f: Designing Student Assessments	This component encompasses the teacher's design of both summative assessments (to ascertain the extent to which students have mastered the content of the unit or lesson) and formative assessments (for use during instruction).	<ul style="list-style-type: none"> ▶ For ELs, language development as well as content are assessed. ▶ Assessment designs take into consideration universal design for learning principles. ▶ The design of formative and summative assessments also takes into consideration the goals of the lesson, the nature of the task, and English proficiency and content area knowledge of the ELs. ▶ Lesson plans indicate possible adjustments based on the results of formative assessment of EL language proficiency and content area knowledge. 	<p>Example:</p> <p>The teacher asks questions related to a source (e.g., text, visual, multimedia), records students' responses, and uses a speaking and listening rubric to rate ELs' oral language proficiency.</p> <p>Resources:</p> <p>Obtaining Necessary Parity through Academic Rigor (ONPAR) is an online assessment system for science and mathematics content that is designed to be accessible to students of all cultures and proficiency levels. It aligns to the curriculum, allowing teachers to incorporate it as needed.</p> <p>http://iiassessment.wceruw.org/</p> <p>FAME is an online resource that shares tools related to formative assessment, including professional learning and sentence starters to use with ELs.</p> <p>http://msde-fame.blogspot.com/p/visuals.html</p>

Domain 2. The Classroom Environment

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
2a: Creating an Environment of Respect and Rapport	In order for a classroom to promote learning, all students must feel valued and safe (both physically and psychologically). The environment must be a safe place for intellectual risk taking, as students learn the skills for treating their classmates' views with respect.	<ul style="list-style-type: none"> ▶ The teacher's interactions with students reflect an interest in, understanding of, and respect for their home cultures. ELs receive the message that their native languages are valued. ▶ In addition, the teacher monitors students' treatment of each other and creates an environment of respect for students from diverse cultural, religious, and linguistic backgrounds through modeling and teaching students how to engage in respectful interactions. 	<p>Example: Classroom posters and rules encourage respect for all linguistic, religious, and cultural backgrounds.</p> <p>Resource: The My Name, My Identity campaign is a national campaign that supports pronouncing students' names correctly and valuing diversity. https://www.mynamemyidentity.org/</p>
2b: Establishing a Culture of Learning	In establishing and maintaining a culture for learning, teachers convey the importance of the work; students accept that importance, demonstrate pride in their efforts, and develop increasing resilience in accepting new challenges.	<ul style="list-style-type: none"> ▶ The teacher communicates the message that ELs will acquire high levels of English proficiency and meet grade-level content standards over time and with hard work. ▶ The teacher expects precise language from ELs, but expectations take into consideration ELs' levels of language proficiency. 	<p>Examples: The teacher works with individual ELs to help them set goals for language development and content area learning that are realistic but aspirational. The teacher showcases the work of ELs at all proficiency levels who are working hard to master core content delivered in English. The teacher meets on a regular basis with long-term ELs and commends them on the positive attributes of their work and use of precise language.</p>
2c: Managing Classroom Procedures	In this aspect of teaching, the classroom procedures are established to maximize the time available for important learning.	<ul style="list-style-type: none"> ▶ The teacher ensures that ELs understand the language and signals related to transitions. ▶ The teacher intentionally uses language and signals to clearly mark transitions between classroom activities. 	<p>Example: The teacher instructs ELs on transition vocabulary and signals and provides opportunities for ELs to practice transitioning in response to the transition vocabulary and signals.</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
2d: Managing Student Behavior	<p>An orderly classroom is a prerequisite for student intellectual engagement. Students must know the teacher’s behavioral expectations and have ideally contributed to those expectations and know what they can expect of their classmates. A skilled teacher masterfully responds to students’ infractions and addresses many challenges in a preventive manner.</p>	<ul style="list-style-type: none"> ▶ The teacher presents expectations for student behavior in multiple forms (e.g., oral, written, and visual) and in students’ native languages if necessary, with ongoing modeling and practice to ensure that ELs understand expectations. ▶ The teacher’s responses take into consideration students’ language proficiency, culture, and previous experiences. Different cultures have different norms related to school and classroom behavior. In addition, ELs may have experienced or be experiencing trauma because of events in their home country, the process of immigrating to the United States, and experiences in the United States related to immigration because of the current climate regarding immigrants. 	<p>Examples:</p> <p>The teacher presents classroom expectations orally and in writing with visual supports, if necessary. The teacher also reinforces expectations through additional modeling and practice.</p> <p>When the teacher sees inappropriate classroom behavior, the teacher tries to determine whether it is related to differences in cultural norms or trauma associated with experiences in the student’s native country and/or in the United States. If the inappropriate behavior is related to cultural differences, then the teacher helps the student understand what constitutes the appropriate behavior in the student’s new setting. If the behavior is related to trauma, the teacher seeks professional support (e.g., counseling) for the student.</p>
2e: Organizing Physical Space	<p>The physical environment is an important part of the environment for learning, with a room arrangement that supports the learning activities, whether those involve students in physical activity, group work, or discussion.</p>	<ul style="list-style-type: none"> ▶ The teacher makes use of visuals and scaffolded language to ensure that ELs understand safety rules. 	<p>Example:</p> <p>In science class, the teacher ensures that ELs understand safety rules related to using various equipment during lab work.</p>

Domain 3. Instruction

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
<p>3a: Communicating With Students</p>	<p>Teachers' use of language to explain concepts to students is clear and the content is accurate. Furthermore, teachers model expressive language with their students, thus contributing to their expanding vocabularies and use of academic language.</p>	<ul style="list-style-type: none"> ▶ As necessary, the teacher uses verbal (use of students' home language, plain English, examples) and visual supports (e.g., graphic organizers, multimedia, and pictures) to ensure that ELs understand the concepts presented in discourse and text ▶ Teacher scaffolding is adjusted for ELs at different levels of language proficiency and varied levels of background knowledge. ▶ The teacher makes connections to ELs' lives beyond school, including connections to students' home cultures and funds of knowledge. ▶ The teacher organizes instruction to ensure that ELs have as many opportunities as possible to interact with teacher(s) or teacher assistants. 	<p>Examples:</p> <p>The teacher posts learning goals in writing in a version comprehensible to ELs. The teacher uses a variety of supports, including sensory, graphic, and interactive supports, and, if necessary, home language supports to clearly communicate the expectations of the lesson.</p> <p>The teacher uses scaffolding, including language that is comprehensible to ELs at varying levels of proficiency, modeling, and student examples of completed work, to help students understand what they are to do.</p> <p>With ELs at beginning levels of proficiency, the teacher avoids the use of idiomatic expressions if students have not learned these expressions. The teacher finds alternative ways of saying things if students appear confused. The teacher uses visuals and graphic organizers to support understanding of written and oral language.</p> <p>The teacher defines words and phrases in context that may be challenging for ELs and elaborates on their meanings as necessary. Examples and nonexamples are one way to elaborate on word meanings.</p> <p>Exhibit 7. Scaffolded Math Learning Goals https://www.air.org/sites/default/files/Danielson-Exhibit-7-Scaffolded-Math-Learning-Goals.pdf</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
<p>3b: Using Questioning and Discussion Techniques</p>	<p>Questioning and discussion i are the only specific instructional skills identified in the FFT, illustrating their importance in teachers’ repertoires for engaging students in learning important content. When done skillfully, teachers ask higher-order and thoughtful questions and engage all students in rich discussion in which the students assume considerable responsibility for formulating questions and discussing issues directly with their classmates.</p>	<ul style="list-style-type: none"> ▶ The teacher ensures that questions posed to students are comprehensible to ELs; methods include breaking complex questions into less complex questions and avoiding unnecessary challenging words and phrases. Translating questions into ELs’ home languages also supports ELs at the beginning stages of proficiency. ▶ ELs at all levels of proficiency are asked questions designed to promote thinking and understanding. For ELs, some of these questions are “right there” questions to help them understand classroom texts and discourse and engage in classroom discussion. ▶ The teacher provides supports to ensure that ELs at varying levels of proficiency can respond to questions. Supports for ELs with lower levels of proficiency might be sentence frames to help them respond. Supports for ELs with intermediate levels of proficiency might be sentence starters. Word or phrase banks that include target words can support ELs at all levels of proficiency. ▶ The teacher uses techniques to help ELs engage in classroom discussions. Techniques include strategic peer-partnering, allowing ELs who are at the beginning stages of English acquisition to converse in their home language, and use of sufficient wait time. 	<p>Example:</p> <p>The teacher makes use of think-pair-shares and think-write-pair-shares so that all ELs have an opportunity to share and practice with a partner.</p> <p>For examples of questions that support ELs in comprehending complex text, see Exhibit 8.</p> <p>Exhibit 8. Differentiated Dialogic Reading https://www.air.org/sites/default/files/Danielson-Exhibit-8-Differentiated-Dialogic-Reading.pdf</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
<p>3c: Engaging Students in Learning</p>	<p>Engaging students in learning is the “heart” of the FFT because it is the principal mechanism by which students learn new content. Also, it is essential that although learning activities might be “hands-on,” they are always “minds-on.” School is not, after all, a “spectator sport” for students; skilled teachers know this and design learning experiences that are interesting and challenging for students and from which they can learn the essential concepts of the curriculum.</p>	<ul style="list-style-type: none"> ▶ The teacher uses scaffolds that enable ELs at different levels of proficiency to engage in activities and assignments that require deep thinking and encourage students to explain their thinking. The scaffolds are adjusted to correspond to ELs’ levels of language proficiency. Examples of scaffolds include providing (1) core content in students’ native language as well as English and opportunities for students to discuss core content with a partner in their native language; (2) supplementary (“right there”) questions; (3) customized glossaries, word banks, sentence starters, and sentence frames to help students respond to questions; (4) visuals and graphic organizers; (5) background information required to understand grade-level content; (6) modeling that prepares ELs to engage in activities and assignments; and (7) teaching ELs learning strategies to help make them more independent learners. ▶ In grouping students, the teacher takes into consideration ELs’ knowledge of content matter as well as levels of first- and second-language proficiency. The teacher intentionally organizes instructional groups to provide ELs with opportunities to interact in meaningful ways with other ELs and English-proficient students. ELs are grouped in different ways depending on the task (e.g., homogeneously for targeted support and heterogeneously for collaborative group 	<p>Examples:</p> <p>If the goal of the lesson is developing foundational reading skills, ELs are grouped with students (both ELs and English-proficient students) who are reading more or less at the same levels (e.g., Lexile, Degrees of Reading Power levels). In a middle school science class, ELs are grouped with English-proficient students to enable interaction.</p> <p>For ELs at beginning levels of proficiency, the teacher shortens the assignment length while adhering to grade-level expectations and maintaining high expectations for performance.</p> <p>Exhibits 9 and 10 present methods to build background knowledge that is important for understanding the lesson at hand.</p> <p>Exhibit 9. Enhancing Background Knowledge Through Introductory Text https://www.air.org/sites/default/files/Danielson-Exhibit-9-Enhancing-Background-Knowledge-Introductory-Text.pdf</p> <p>Exhibit 10. Enhancing Background Knowledge Using Text, Visuals, and Multimedia https://www.air.org/sites/default/files/Danielson-Exhibit-10-Enhancing-Background-Knowledge-Text-Visuals-Multimedia.pdf</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
		<p>projects, with designated roles appropriate for students' levels of proficiency).</p> <ul style="list-style-type: none"> ▶ In addition to the materials used for general education students, the teacher provides supplementary materials on similar topics appropriate for different levels of proficiency and background knowledge. The intent of the materials and resources is to support ELs' language, literacy, and knowledge acquisition. Supplementary materials may include translations that students can read first or use side by side with the classroom texts, background material at ELs' proficiency levels aligned with course content, customized glossaries, and visuals and graphic organizers, ▶ The teacher provides appropriate pacing for ELs at different levels of proficiency, taking into consideration that some ELs may need more time to learn, process, reflect, and respond when instruction takes place in a second language. . 	
<p>3d: Using Assessment in Instruction</p>	<p>It is now recognized that assessment does not signal the <i>end</i> of instruction; rather, it is an integral part of instruction. Skillful teachers design formative assessment strategies that identify students' misconceptions so that these can be remedied.</p>	<ul style="list-style-type: none"> ▶ The teacher provides models of student work that meet assessment criteria and additional scaffolding, if necessary, to ensure that ELs understand the criteria for assessment. ▶ In monitoring ELs' content area knowledge, the teacher considers ELs' levels of proficiency and background knowledge and provides tasks and formats that enable ELs with limited 	<p>Examples:</p> <p>The teacher provides a model of student work that meets assessment criteria and asks students to paraphrase assessment criteria with a partner and then share with the class. The teacher monitors responses for accuracy and rephrases assessment criteria as necessary.</p> <p>Scaffolds, such as word banks, sentence frames, sentence starters, and graphic organizers, are provided to enable</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
		<p>proficiency and grade-level knowledge to demonstrate what they know and can do. ELs with lower levels of proficiency may use their home language or response frames to demonstrate their learning.</p> <ul style="list-style-type: none"> ▶ The teacher provides feedback on ELs' academic language as well as content knowledge. Feedback for ELs is provided in a form that is comprehensible and in a manner that does not embarrass students. ▶ The teacher directly teaches and supports ELs in monitoring their language and content knowledge development. 	<p>ELs to demonstrate their knowledge and skills. Scaffolds are adjusted for ELs' levels of proficiency.</p> <p>For students at beginning and intermediate levels of English proficiency, the teacher provides feedback on a writing assignment during an individual coaching session. The feedback is presented orally as well as in writing. The feedback directly relates to the instructional goals of the lesson. The teacher finds ways to correct ELs' grammar and pronunciation that do not embarrass students.</p> <p>After ELs learn a new grammatical structure (e.g., past tense of an irregular verb), they are given opportunities to correct a piece of writing that has used this grammatical structure improperly.</p> <p>Resource:</p> <p>The teacher uses tools such ONPAR, technology-interactive classroom-embedded modules for measuring challenging math and science skills of ELs, to monitor student learning. Go to http://iassessment.wceruw.org/projects/index.html#stella to view dynamic and interactive tasks that reduce the use of English while still maintaining the content rigor and cognitive complexity of parallel items on traditional tests.</p> <p>Exhibit 11. Developing ELs' Meta-Cognitive Skills (Note: After students have been supported in understanding a section of text, they read the section, underline words they do not know, and write questions for sections of text they do not understand.)</p> <p>https://www.air.org/sites/default/files/Danielson-Exhibit-11-Developing-ELs-Meta-Cognitive-Skills.pdf</p>

<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>Skilled teachers are alert to when their lessons are not going according to plan, and they make necessary adjustments, sometimes “on the fly” and other times at a more measured pace (such as by making a change to the next day’s plan).</p>	<ul style="list-style-type: none"> ▶ The teacher adjusts instruction for ELs, when necessary, to make core content comprehensible and develop ELs’ language proficiency. ▶ The teacher demonstrates high levels of flexibility and responsiveness when working with ELs by applying alternative approaches to meet their varied needs. ELs face challenges that English-proficient students do not: (a) ELs are learning English and content delivered in English at the same time; (b) some ELs are going through a period of cultural adjustment; and (c) some ELs may be hesitant to express their confusion related to course content because of their English proficiency level and cultural norms. The teacher seeks alternative approaches that are calibrated to the learning difficulties that ELs face. 	<p>Examples:</p> <p>The teacher incorporates more questions into a lesson for ELs who are at the beginning and intermediate levels of proficiency to help them understand challenging classroom discourse or texts.</p> <p>The teacher uses routines and scaffolds that are tailored to the individual needs of ELs. For example, the teacher uses graphic supports with explanations for students who are struggling with the lesson’s content.</p> <p>Exhibit 12. Scaffolded Dialogic Reading https://www.air.org/sites/default/files/Danielson-Exhibit-12-Scaffolded-Dialogic-Reading.pdf</p>
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Domain 4. Professional Responsibilities

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
4a: Reflecting on Teaching	Skilled teachers can learn from their experiences, reflecting on those aspects of a lesson that went well and which could be improved. Such reflection, and self-directed improvement, is the mark of a true professional.	<ul style="list-style-type: none"> ▶ The teacher’s reflections on the effectiveness of instructional practices for ELs are consistent with other measures of student progress and attainment; the teacher provides examples to justify reflections and uses reflections to adjust practices for ELs, considering their levels of proficiency and content area knowledge. 	<p>Example:</p> <p>The teacher determines that instructional methods in several lessons did not sufficiently support ELs at beginning and intermediate levels of proficiency in mastering academic language associated with the lessons. The teacher notes these reflections in a journal as well as additional supports that were implemented and how well they worked to support EL learning.</p>
4b: Maintaining Accurate Records	Teaching, including dealing with many students over the course of an academic year, entails careful record keeping of both instructional matters (e.g., how students are progressing in the curriculum or which students have turned in their homework assignments) and noninstructional matters (e.g., which students have returned their permission slips for a field trip). Skilled teachers develop systems to address these challenges.	<ul style="list-style-type: none"> ▶ To better support ELs, the teacher accesses district information about ELs’ language acquisition and core content learning as well as other information that may impact learning, such as age of entry into U.S. schools, home language use, home country schooling histories, and native language and English proficiency levels. 	<p>Resources:</p> <p>To learn more about formative assessment related to language proficiency, go to:</p> <p>A WIDA bulletin on the formative assessment of academic language for ELs https://www.wida.us/get.aspx?id=215</p> <p>A Sonoma County Office of Education resource on using formative assessment to monitor language proficiency https://www.scoe.org/files/ah-formative-assess.pdf</p> <p>This Education Testing Service English Learner Formative Assessment Project webpage, which has a classroom-based, academic reading comprehension assessment tool that teachers can use with their ELs for formative purposes https://www.ets.org/research/topics/ella/elifa</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
<p>4c: Communicating With Families</p>	<p>Parents and guardians care deeply about the progress their children are making in school; thus, an important responsibility for every teacher is communicating clearly and sensitively with the other adults in their students' lives.</p>	<ul style="list-style-type: none"> ▶ Information for families is provided in a language and form that is accessible for parents and guardians of ELs. Interpreters are available to support parents in participating in engagement activities. ▶ Information includes the following: student progress and how it compares with school, district, and state expectations; the types of language instructional education programs and curricular and extracurricular programs that are available, including advanced courses and gifted and talented programs; and future educational and career opportunities. 	<p>Example:</p> <p>The teacher arranges for conferences and conversations with the parents and guardians of ELs to share strengths and areas in need of improvement related to language development and achievement. If the teacher is unable to communicate with parents and guardians of ELs in a language and form that is accessible, the teacher finds interpreters or other school personnel who can. Meetings are held bilingually and at times when the parents are available.</p> <p>Resources:</p> <p>The U.S. Department of Education published a toolkit to help address the communication needs of parents who have limited proficiency in English, <i>Tools and Resources for Ensuring Meaningful Communication With Limited English Proficient Parents</i>.</p> <p>https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf</p> <p>Learning Parties are interactive, hands-on, parent/child “parties” that promote young children’s development of school readiness skills. Based on the belief that parents are their child’s first teacher, Learning Parties teach parents how to make everyday moments learning moments through playing, singing, talking, reading, and engaging in fun activities.</p> <p>http://www.readyatfive.org/programs/learning-parties.html</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
4d: Participating in the Professional Community	Schools are home to many professional educators; it is part of their responsibility to work with colleagues to strengthen the experiences of their students. Most schools have multiple opportunities for such collaboration (e.g., joint planning, coordinating curriculum offerings).	<ul style="list-style-type: none"> ▶ Content⁴ and English for speakers of other languages (ESOL) teachers collaborate through sharing, planning, and working together to meet the content and language development needs of ELs. ▶ If ELs have special education needs, ESOL, content, and special education teachers collaborate with each other. ▶ Content and ESOL teachers contribute to school initiatives and projects beyond the classroom that specifically support ELs and their families (e.g., field trips to build background knowledge of American culture and history, bilingual family nights focused on helping parents support ELs in specific content areas). 	<p>Examples:</p> <p>The content teacher shares lesson plans with the ESOL teacher and solicits feedback for supporting the language development of ELs in content area classrooms.</p> <p>Content and ESOL teachers collaboratively participate in district training on helping ELs master core content in dual-language programs.</p> <p>Content and ESOL teachers participate in family school events for ELs, such as migrant family math literacy night, or clubs for ELs (e.g., Future Hispanic Leaders of America).</p> <p>A content teacher and an ESOL teacher volunteer to partner and review the school’s or district’s improvement or strategic plan to help ensure that it provides appropriate supports for ELs.</p>

⁴ Content teachers include teachers in dual-language programs teaching in ELs’ home language.

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
4e: Growing and Developing Professionally	Teaching is highly demanding work, and every teacher knows that it is never perfect. Thus, an important responsibility of every teacher is to be constantly striving to acquire new techniques and approaches that will improve their students' experiences and success.	<ul style="list-style-type: none"> ▶ Content teachers with ELs in their classrooms and the ESOL teacher remain current by taking courses, reading professional literature, and participating in professional learning communities. Topics of study include second-language acquisition, teaching core content to ELs, programmatic efforts to serve ELs with different levels of proficiency and circumstances (e.g., newcomers, migrant ELs, ELs who are gifted and talented, ELs with interrupted schooling), and social-emotional well-being. They also learn how to assess the effectiveness of instructional programming as required by Every Student Succeeds Act (ESSA) provisions related to evidence-based programming. ▶ Content teachers with ELs in their classrooms and ESOL teachers identify training needs for the district and participate in training organized by the district as well as in an ongoing teacher-learning community to provide support and feedback to each other to promote ELs' language learning, academic success, and well-being. This training and participation in teacher learning communities also enables teachers to better coordinate programming for ELs. ▶ Teachers access and make use of materials, texts, resources, education courses, and guest speakers to further their professional knowledge and pedagogy related to the instruction and assessment of ELs. 	<p>Examples:</p> <p>The ESOL teacher participates in a content area certificate program to better support ELs in learning core content in English or their native language. The content teacher participates in a Teaching English to Speakers of Other Languages (TESOL) Core Certificate Program that provides a foundation of theory and approaches in teaching ELs.</p> <p>The content teacher invites the ESOL teacher to observe high-quality content area teaching. The content area teacher invites the ESOL teacher to provide feedback on appropriate scaffolding for ELs at different levels of English proficiency. The teachers collaborate with each other to improve their respective lessons or, if they are coteaching, to identify goals for a lesson, develop appropriate scaffolding for ELs at different levels of proficiency, and choose assessments that enable ELs to demonstrate their knowledge and skills.</p> <p>The content teacher joins a local organization for bilingual or ESOL teachers, such as state associations for bilingual education or TESOL. The ESOL teacher providing core content instruction joins a professional organization, such as the National Council of Teachers of English or the National Council of Teachers of Mathematics.</p> <p>Resources:</p> <p>For more information about TESOL online and in-person certification courses, go to https://americantesol.com/tesol-register.html</p> <p>The Stanford University Graduate School of Education's set of free online professional development courses for educators http://ell.stanford.edu/moocs</p>

Component	FFT Summary	EL Critical Attributes	Examples, Resources, and Exhibits
4f: Showing Professionalism	Teachers, like other professionals, make hundreds of decisions each day; therefore, it is essential that these decisions are consistent with the highest ethical standards and serve the interests of students.	<ul style="list-style-type: none"> ▶ Content and ESOL teachers advocate for ELs by working with school administrators to ensure that ELs have the same instructional opportunities as other students (e.g., access to gifted and talented classes and International Baccalaureate programs as well as honors and Advanced Placement [AP] classes) and instructional resources and support (e.g., counseling and college and career preparatory services). ▶ The EL teacher reminds colleagues that ELs' needs are a priority, including those related to English language development, native language development in programs where native language development is a goal, and content area learning. EL needs also include those related to individual circumstances, such as interrupted formal education, stress associated with immigration, and special education needs (including the need for gifted and talented services). ▶ Content and ESOL teachers with ELs in their classrooms comply with district guidelines related to identification, placement, and reclassification of ELs as well as federal and state requirements related to the education of ELs. 	<p>Examples:</p> <p>The teacher recommends ELs with appropriate qualifications for district or school special programs, such as gifted and talented programs; AP classes; art, music, and college preparatory courses; and so on.</p> <p>The teacher works with guidance counselors to ensure that ELs accrue the credits needed to graduate and to receive a Seal of Biliteracy, if applicable.</p> <p>Content and ESOL teachers adhere to the U.S. Department of Justice/Civil Rights Division guidance issued on January 7, 2015, reminding states, districts, and schools of their obligations under federal law to ensure that ELs have equal access to a high-quality education and the opportunity to achieve their full academic potential.</p> <p>https://www.justice.gov/crt/guidance-ensure-equal-opportunities-english-learner-students</p>

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