

CITE 2013 - ESL Teacher

Standard 1 – OUTCOMES: ESL Teacher selects World Class Outcomes.
1.1 ESL Teacher collaboratively selects World Class Outcomes from the Douglas County Guaranteed & Viable Curriculum and ELD Standards including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
④ 91- 100% of the time ③ 80-90% ② 51-79% ① < 50%
1.2 ESL Teacher collaboratively selects World Class Outcomes that integrate content with other disciplines.
4 Point Matrix
HE: ESL Teacher demonstrates a thorough application of the developmentally appropriate World Class Outcomes from the GVC and the linguistically appropriate ELD standards by incorporating World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i>
E: ESL Teacher demonstrates knowledge of the developmentally appropriate World Class Outcomes from the GVC and linguistically appropriate ELD standards by selecting World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.
PE: ESL Teacher selects World Class Outcomes that have connections to other disciplines.
I: ESL Teacher selects outcomes that include minimal connections to other disciplines.
1.3 ESL Teacher collaboratively selects differentiated World Class Outcomes.
4 Point Matrix
HE: ESL Teacher collaborates with students and/or teachers to select personalized, developmentally appropriate (based on age, cognitive and/or social/emotional abilities) World Class Outcomes identified in stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP. <i>* World Class Target Prerequisite: Backward Planning (2 of 3)</i>
E: ESL Teacher collaborates with teacher to plan personalized, differentiated learning that is developmentally appropriate (based on age, cognitive and/or social/emotional abilities) during stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.
PE: ESL Teacher collaborates with the teacher to plan learning that addresses specific learning needs of some students.
I: ESL Teacher uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes.
1.4 ESL Teacher evaluates assessment data to select (or refine) World Class Outcomes.
4 Point Matrix
HE: ESL Teacher collaborates with students and/or teachers to evaluate their data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes identified in stage 1 of backward planning. These outcomes may be part of the student's personal learning plan.
E: ESL Teacher evaluates data from the Balanced Assessment System (BAS) and collaborates with teachers to select or refine World Class Outcomes during stage 1 of backward planning.
PE: ESL Teacher uses data from the Balanced Assessment System (BAS) to select World Class Outcomes.
I: ESL Teacher does not consider data to select outcomes.
1.5 ESL Teacher integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher collaborates with students and/or teachers to select one or more 21 st century skills that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: 21st Century Skills (1 of 4)</i>
E: ESL Teacher plans for the natural integration of one or more 21 st century skills during stage 1 of backward planning, where authentic.
PE: ESL Teacher selects 21 st century skills during stage 1 of backward planning.
I: ESL Teacher makes no effort to select 21 st century skills.
Standard 2 – ASSESSMENT: ESL Teacher uses performance assessments that require students to demonstrate World Class Outcomes.
2.1 ESL Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher supports teacher collaboration with students to use quality formative assessments/tasks that monitor student progress toward English language proficiency and mastery of World Class Outcomes.
E: ESL Teacher creates or selects formative assessments/tasks and collaborates with teachers to monitor the progress of students toward English language proficiency and mastery of World Class Outcomes.
PE: ESL Teacher uses formative assessments/tasks, at grading periods and other periodic check points, and collaborates with teachers to monitor student progress toward English language proficiency and mastery of World Class Outcomes.
I: ESL Teacher uses limited formative assessments/tasks to monitor student progress toward English language proficiency and World Class Outcomes.

2.2 ESL Teacher uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ESL Teacher supports teacher collaboration with students to use quality interim assessments/tasks that provide an appraisal at benchmarks to monitor student progress toward English language proficiency and mastery of World Class Outcomes.
E: ESL Teacher creates or selects interim assessments/tasks that provide an appraisal at benchmarks and collaborates with teachers to monitor the progress of students toward English language proficiency and mastery of World Class Outcomes.
PE: ESL Teacher uses interim assessments/tasks, at grading periods and other required reporting periods, and collaborates with teachers to monitor student progress toward English language proficiency and mastery of World Class Outcomes.
I: ESL Teacher uses limited interim assessments/tasks to monitor student progress toward English language proficiency and World Class Outcomes.
2.3 ESL Teacher uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes at the end of the learning process.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ESL Teacher supports teacher collaboration with students to use quality summative assessments/tasks that provide a comprehensive performance demonstration of progress toward English language proficiency and mastery of World Class Outcomes during stage 2. <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4)</i>
E: ESL Teacher collaborates with teachers to create or select summative assessments/tasks that provide a comprehensive performance demonstration of progress toward English language proficiency and mastery of World Class Outcomes.
PE: ESL Teacher uses summative assessments/tasks, at grading periods and other periodic check points, and collaborates with teachers to evaluate student progress toward English language proficiency and mastery of World Class Outcomes.
I: ESL Teacher uses limited summative assessments/tasks to evaluate student progress toward English language proficiency and World Class Outcomes.
2.4 ESL Teacher provides each student with specific, timely, and personalized feedback on World Class Outcomes.
4 Point Matrix
HE: ESL Teacher supports teacher collaboration with students to facilitate personalized feedback that provides the learner with actionable information on progress toward English language proficiency and mastery of World Class Outcomes through analysis of balanced assessment data from formative, interim, and summative assessments. <i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i>
E: ESL Teacher collaborates with teachers to facilitate feedback to students on their progress toward English language proficiency and mastery of World Class Outcomes from formative, interim, and summative assessments.
PE: ESL Teacher collaborates with teachers to provide feedback to student, at grading periods and other periodic check points, on progress toward English language proficiency and mastery of World Class Outcomes.
I: ESL Teacher provides minimal, generic, or no feedback to students.
2.5 ESL Teacher uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
4 Point Matrix
HE: ESL Teacher supports teacher collaboration with students to develop/identify personalized, performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics, and evident through student-determined demonstrations of learning. <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i>
E: ESL Teacher collaborates with teachers to create or select performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.
PE: ESL Teacher collaborates with teachers to create or select performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.
I: ESL Teacher does not measure student understanding of the 4 Cs.
2.6 ESL Teacher uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ESL Teacher supports teacher collaboration with students to develop/identify personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21 st century skills by establishing measurement standards that include specific criteria for each level of performance. <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21st Century Skills (2 of 4)</i>
E: ESL Teacher collaborates with teachers to create or select performance assessments/tasks that measure all relevant 21 st century skills by establishing measurement standards that include specific criteria for each level of performance.
PE: ESL Teacher collaborates with teachers to create or select performance assessments/tasks that measure some of the relevant 21 st century skills with measurement standards that include specific criteria for each level of performance.
I: ESL Teacher does not measure student understanding of the 21 st century skills.
2.7 ESL Teacher uses a balanced assessment approach and body of evidence to identify students for targeted programming to address their learning needs.
(4) Always (1) Not always
Standard 3 – INSTRUCTION: ESL Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.

3.1 ESL Teacher uses backward planning to facilitate student mastery of World Class Outcomes.
4 Point Matrix
<p>HE: ESL Teacher supports teachers to personalize the planning process in the selection of enduring understandings, essential questions, and World Class Outcomes based on students' individual needs. Next, in stage 2, the ESL Teacher supports teachers in the selection of differentiated performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the ESL Teacher supports teachers in constructing personalized learning opportunities that facilitate student progress toward English language proficiency and mastery of the World Class Outcomes identified in stage 1. All GVCs (World Class Outcomes) are taught in backward planned units.</p> <p><i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i></p>
<p>E: ESL Teacher supports teachers with the planning process in the selection of enduring understandings, essential questions, and World Class Outcomes. Next, in stage 2, the ESL Teacher supports teachers in the selection of performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the ESL Teacher supports teachers in constructing learning opportunities that facilitate student progress toward English language proficiency and mastery of the World Class Outcomes identified in stage 1.</p>
<p>PE: ESL Teacher's planning process includes some components of backward planning.</p>
<p>I: ESL Teacher begins the planning process by selecting a learning activity.</p>
3.2 ESL Teacher uses balanced assessment data to plan World Class Learning Opportunities.
4 Point Matrix
<p>HE: ESL Teacher supports teacher collaboration with students to review previous summative and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate progress toward English language proficiency and mastery of World Class Outcomes, and improve teacher practice.</p>
<p>E: ESL Teacher collaborates with teachers to use previous summative data and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate progress toward English language proficiency and mastery of World Class Outcomes, and improve teacher practice.</p>
<p>PE: ESL Teacher collaborates with teachers to use previous summative data and current formative and interim data (BAS) to construct learning opportunities that facilitate progress toward English language proficiency and mastery of World Class Outcomes.</p>
<p>I: ESL Teacher uses limited data to drive learning opportunities.</p>
3.3 ESL Teacher facilitates differentiated learning opportunities for all students to master World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: ESL Teacher supports teacher collaboration with students to develop personalized, sustainable learning opportunities that facilitate progress toward English language proficiency and mastery of World Class Outcomes based on the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice.</p> <p><i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i></p>
<p>E: ESL Teacher collaborates with teachers to offer students more than one personalized, sustainable learning opportunity to facilitate progress toward English language proficiency and mastery of World Class Outcomes. Evidence of differentiation in instruction for all students is observed in classroom practice.</p>
<p>PE: ESL Teacher collaborates with teachers to offer students more than one learning opportunity.</p>
<p>I: ESL Teacher offers one learning opportunity for all students.</p>
3.4 ESL Teacher facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: ESL Teacher supports teacher collaboration with students to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product.</p> <p><i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i></p>
<p>E: ESL Teacher collaborates with teachers to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.</p>
<p>PE: ESL Teacher collaborates with teachers to facilitate learning opportunities that require students to know, understand, and apply information and skills.</p>
<p>I: ESL Teacher facilitates learning opportunities that require students to memorize and recall information.</p>
3.5 ESL Teacher facilitates learning opportunities that engage all students.
4 Point Matrix
<p>HE: ESL Teacher supports teacher collaboration with students to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.</p> <p><i>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</i></p>
<p>E: ESL Teacher collaborates with teachers to facilitate challenging, relevant (connected to students' interests and/or backgrounds,) and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.</p>
<p>PE: ESL Teacher collaborates with teachers to facilitate sustainable learning opportunities for students.</p>
<p>I: ESL Teacher facilitates activities</p>
3.6 ESL Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.

4 Point Matrix
<p>HE: ESL Teacher collaborates with students to develop/identify learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes. <i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i></p>
E: ESL Teacher facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes.
PE: ESL Teacher uses technology to facilitate instruction and provides opportunities for students to use technology in the learning environment.
I: ESL Teacher and student use of technology is limited.
3.7 ESL Teacher facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
4 Point Matrix
<p>HE: ESL Teacher supports teacher collaboration with students to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills). <i>* World Class Target Prerequisite: 21st Century Skills (3 of 4)</i></p>
E: ESL Teacher collaborates with teachers to naturally integrate differentiated learning opportunities with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
PE: ESL Teacher collaborates with teachers to provide learning opportunities for students to develop the 4 Cs (creativity, collaboration communication, and critical thinking skills).
I: ESL Teacher provides isolated events or activities on the 4 Cs.
3.8 ESL Teacher facilitates learning opportunities that require students to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: ESL Teacher supports teacher collaboration with students to facilitate differentiated learning opportunities that require students to use 21st century skills. <i>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</i></p>
E: ESL Teacher collaborates with teachers to naturally integrate learning opportunities for students to develop 21 st century skills.
PE: ESL Teacher collaborates with teachers to provide learning opportunities for students to develop 21 st century skills, where authentic.
I: ESL Teacher provides isolated events or activities on 21 st century skills that are not connected to other learning.
3.9 ESL Teacher demonstrates content area expertise while facilitating student mastery of World Class Outcomes.
4 Point Matrix
<p>HE: ESL Teacher demonstrates strong English language Development (ELD) knowledge (including literacy and numeracy) aligned to the GVC and ELD Standards, by accurately responding to student questions, anticipating common student misconceptions and misunderstandings, connecting it to other content areas, and knowing where the current learning is in the learning progression. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i></p>
E: ESL Teacher demonstrates ELD knowledge (including literacy and numeracy) aligned with the GVC and ELD Standards.
PE: ESL Teacher demonstrates a superficial understanding of ELD aligned with GVC and ELD Standards.
I: ESL Teacher demonstrates a lack of ELD knowledge aligned with the GVC and ELD Standards.
Standard 4 – CULTURE & CLIMATE: ESL Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 ESL Teacher models and collaborates with students to create an environment that is safe.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: ESL Teacher collaborates with students to construct and maintain a learning environment that is both physically and emotionally safe for all students. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i></p>
E: ESL Teacher facilitates an environment that is both physically and emotionally safe for all students.
PE: ESL Teacher presents rules to achieve a learning environment that is physically and emotionally safe.
I: The learning environment is not physically and/or emotionally safe.
4.2 ESL Teacher facilitates opportunities for students to construct, understand, and practice a restorative learning environment.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: ESL Teacher collaborates with classroom teacher and students to support and maintain a restorative learning community. ESL Teacher supports positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed. <i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i></p>
E: ESL Teacher supports opportunities for students to develop a restorative learning community. ESL Teacher supports positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
PE: ESL Teacher provides the opportunity for students to give input into the rules of the learning environment. ESL Teacher treats all students in a fair and equitable manner.
I: ESL Teacher shares the rules of the learning environment with all students and rules are not uniformly applied to all students.

4.3 ESL Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment. <i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: ESL Teacher facilitates an environment where students express different points of view in a safe and respectful environment.
PE: ESL Teacher promotes an environment where some students feel safe to express different points of view.
I: ESL Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 ESL Teacher models and establishes positive relationships with all students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom. <i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: ESL Teacher respectfully interacts with all students.
PE: ESL Teacher creates a learning environment that encourages and builds positive relationships with most students.
I: ESL Teacher creates a learning environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: ESL Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 ESL Teacher works collaboratively with colleagues for the benefit of students.
4 Point Matrix
HE: ESL Teacher initiates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: ESL Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: ESL Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: ESL Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 ESL Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. <i>* World Class Target Prerequisite: Professional Growth & Development (1 of 2)</i>
E: ESL Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: ESL Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: ESL Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 ESL Teacher demonstrates application of professional learning to practice.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice. <i>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)</i>
E: ESL Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: ESL Teacher implements new knowledge or skills learned through professional development.
I: ESL Teacher participates in low-level or limited professional development. Specialist links professional development to professional practice on a limited basis.
5.4 ESL Teacher differentiates communication with families based on the individual needs of the student.
4 Point Matrix
HE: ESL Teacher fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students master World Class Outcomes. <i>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: ESL Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and

advocates for students in order to help students master World Class Outcomes.
PE: ESL Teacher differentiates communication with families to help students meet education goals.
I: ESL Teacher communicates with families regarding student progress and educational goals as required.
5.5 ESL Teacher demonstrates professional and ethical conduct including following all laws, district policies and procedures.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ESL Teacher leads and models professional behavior within the building and throughout the district and community.
<i>* World Class Target Prerequisite: Leadership (4 of 4)</i>
E: ESL Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: ESL Teacher is compliant with legal and school/district expectations.
I: ESL Teacher does not meet legal and school/district expectations.