

# CITE 2014-2015 – ESL Teacher

8.1.14

<b>Standard 1 – Outcomes: ESL Teacher purposefully plans (and/or collaborates to purposefully plan) outcomes using the District GVC in stage 1 of backward planning.</b>
<b>1.1 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of World Class Outcomes and ELD Standards in stage 1 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently plan for students to master all World Class Outcomes and ELD Standards that are integrated in stage 1 of backward planning.
E: ESL Teacher consistently plans for students to master all World Class Outcomes and ELD Standards that are integrated in stage 1 of backward planning.
PE: ESL Teacher plans for students to master most World Class Outcomes and ELD Standards that are integrated in stage 1 of backward planning.
I: ESL Teacher rarely plans for students to master World Class Outcomes and ELD Standards that are integrated in stage 1 of backward planning.
<b>1.2 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of content in stage 1 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently select content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
E: ESL Teacher consistently selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: ESL Teacher selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: ESL Teacher rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
<b>1.3 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of the 4Cs in stage 1 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently integrate the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
E: ESL Teacher consistently integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
PE: ESL Teacher integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
I: ESL Teacher rarely integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
<b>1.4 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of 21<sup>st</sup> century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently integrate 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
E: ESL Teacher consistently integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
PE: ESL Teacher integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
I: ESL Teacher rarely integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
<b>1.5 ESL Teacher evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) for differentiation in stage 1 of backwards planning.</b>
HE: ESL Teacher collaborates with students and/or teachers using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
E: ESL Teacher uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: ESL Teacher uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: ESL Teacher rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning..
<b>Standard 2 – ASSESSMENT: ESL Teacher uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of</b>

**backward planning.**

**2.1 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of World Class Outcomes and ELD Standards as identified in stage 1 of backward planning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently develop/identify (and/or modify) performance assessments that require students to demonstrate mastery of all World Class Outcomes and ELD Standards as identified in stage 1 of backward planning.

E: ESL Teacher consistently develops/identifies (and/or modifies) quality assessments that require students to demonstrate mastery of all World Class Outcomes and ELD Standards as identified in stage 1 of backward planning.

PE: ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of World Class Outcomes and ELD Standards as identified in stage 1 of backward planning.

I: ESL Teacher rarely develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.

**2.2 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently develop/identify (and/or modify) performance assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.

E: ESL Teacher consistently develops/identifies (and/or modifies) quality assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.

PE: ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.

I: ESL Teacher rarely develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.

**2.3 ESL Teacher develops/identifies (and/or modifies) assessments that allow students to demonstrate the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently develop/identify (and/or modify) performance assessments that require students to demonstrate expertise in all 4Cs as identified in stage 1 of backward planning, as aligned with the 4Cs rubrics.

E: ESL Teacher consistently develops/identifies (and/or modifies) quality assessments that require students to demonstrate expertise in all 4Cs as identified in stage 1 of backward planning, as aligned with the 4Cs rubrics.

PE: ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate expertise in 4Cs as identified in stage 1 of backward planning, as aligned with the 4Cs rubrics.

I: ESL Teacher rarely develops/identifies (and/or modifies) assessments that require students to demonstrate expertise in the 4Cs as identified in stage 1 of backward planning, as aligned with the 4Cs rubrics.

**2.4 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.**

HE: ESL Teacher collaborates with students and/or teachers to consistently develop/identify and/or modify performance assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.

E: ESL Teacher consistently develops/identifies (and/or modifies) quality assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.

PE: ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.

I: ESL Teacher rarely develops/identifies (and/or modifies) assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.

**2.5 ESL Teacher uses (and/or supports teachers in the use of) quality formative assessments to assess the GVC and ELD Standards.**

HE: ESL Teacher collaborates with students and/or teachers to consistently use performance based formative assessments that continuously monitor student progress on

the GVC and ELD Standards, as identified in stage 1 of backward planning.
E: ESL Teacher consistently uses (and/or supports teachers in the use of) quality formative assessments that continuously monitor student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
PE: ESL Teacher uses (and/or supports teachers in the use of) formative assessments that continuously monitor student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
I: ESL Teacher rarely uses (and/or supports teachers in the use of) formative assessments to monitor student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
<b>2.6 ESL Teacher uses (and/or supports teachers in the use of) quality interim assessments to assess the GVC and ELD Standards.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently use performance based interim assessments that benchmark student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
E: ESL Teacher consistently uses (and/or supports teachers in the use of) quality interim assessments that benchmark student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
PE: ESL Teacher uses (and/or supports teachers in the use of) interim assessments that benchmark student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
I: ESL Teacher rarely uses (and/or supports teachers in the use of) interim assessments to benchmark student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
<b>2.7 ESL Teacher uses (and/or supports teachers in the use of) quality summative assessments to assess the GVC and ELD Standards.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently use performance based summative assessments that measure student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
E: ESL Teacher consistently uses (and/or supports teachers in the use of) quality summative assessments that measure student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
PE: ESL Teacher uses (and/or supports teachers in the use of) summative assessments that measure student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
I: ESL Teacher rarely uses (and/or supports teachers in the use of) summative assessments to monitor student progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
<b>2.8 ESL Teacher provides (and/or supports teachers to provide) each student with specific, timely, and personalized feedback.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently provide actionable feedback to students regarding their progress on the GVC and ELD Standards, as identified in stage 1 of backward planning.
E: ESL Teacher consistently provides (and/or supports teachers to provide) actionable feedback to students regarding their progress on the GVC and ELD Standards as identified in stage 1 of backward planning.
PE: ESL Teacher provides (and/or supports teachers to provide) actionable feedback to students regarding their progress on the GVC and ELD Standards as identified in stage 1 of backward planning.
I: ESL Teacher provides (and/or supports teachers to provide) minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
<b>Standard -3 INSTRUCTION: ESL Teacher facilitates learning opportunities for students to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.</b>
<b>3.1. ESL Teacher facilitates student mastery of the World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) and progress toward mastery of ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently implement opportunities for students to master all World Class Outcomes and ELD Standards that are identified in stage 1 and assessed in stage 2 of backward planning.
E: ESL Teacher consistently implements (and/or supports teachers to implement) opportunities for students to master all World Class Outcomes and ELD Standards that are identified in stage 1 and assessed in stage 2 of backward planning.

PE: ESL Teacher implements (and/or supports teachers to implement) opportunities for students to master most World Class Outcomes and ELD Standards that are identified in stage 1 and assessed in stage 2 of backward planning.
I: ESL Teacher rarely implements (and/or supports teachers to implement) opportunities for students to master World Class Outcomes and ELD Standards that are identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.2 ESL Teacher facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently implement opportunities that utilize suitable content as a vehicle to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
E: ESL Teacher consistently implements (and/or supports teachers to implement) opportunities that utilize suitable content as a vehicle to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
PE: ESL Teacher implements (and/or supports teachers to implement) opportunities that utilize suitable content as a vehicle to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
I: ESL Teacher rarely implements (and/or supports teachers to implement) opportunities that utilize suitable content as a vehicle to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.3 ESL Teacher facilitates opportunities for students to develop, demonstrate expertise, and use the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: ESL Teacher consistently implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: ESL Teacher implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: ESL Teacher rarely implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.4 ESL Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently implement opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: ESL Teacher consistently implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: ESL Teacher implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: ESL Teacher rarely implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.5 ESL Teacher uses and/or supports teachers' use of balanced assessment data to implement, deliver and refine learning opportunities.</b>
HE: ESL Teacher collaborates with students and/or teachers to consistently review and use formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ESL Teacher practice.
E: ESL Teacher consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement (and/or support teachers to implement) personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ESL Teacher practice.
PE: ESL Teacher reviews and uses formative, interim, and summative data from the balanced assessment system to implement (and/or support teachers to implement) personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ESL Teacher practice.

I: ESL Teacher rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement (and/or support teachers to implement) personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ESL Teacher practice.

**3.6 ESL Teacher facilitates differentiated learning opportunities for students to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently implement differentiated opportunities for students to develop mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

E: ESL Teacher consistently implements (and/or supports teachers to implement) differentiated opportunities for students to develop mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

PE: ESL Teacher implements (and/or supports teachers to implement) differentiated opportunities for students to develop mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

I: ESL Teacher rarely implements (and/or supports teachers to implement) differentiated opportunities for students to develop mastery of the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

**3.7 ESL Teacher facilitates learning opportunities that empower students to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 to create sustainable learning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently create and implement sustainable learning opportunities to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

E: ESL Teacher consistently creates and implements (and/or supports teachers to create and implement) sustainable learning opportunities to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

PE: ESL Teacher creates and implements (and/or supports teachers to create and implement) sustainable learning opportunities to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

I: ESL Teacher rarely creates and implements (and/or supports teachers to create and implement) sustainable learning opportunities to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.

**3.8 ESL Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.**

HE: ESL Teacher collaborates with students and/or teachers to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

E: ESL Teacher consistently creates and implements (and/or supports teachers to create and implement) challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

PE: ESL Teacher creates and implements (and/or supports teachers to create and implement) challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

I: ESL Teacher rarely creates and implements (and/or supports teachers to create and implement) challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

**3.9 ESL Teacher facilitates learning opportunities for all students to use World Class Tools to master the GVC and progress toward mastery of ELD Standards.**

HE: ESL Teacher collaborates with students and/or teachers to consistently create and implement learning experiences that utilize technology to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

E: ESL Teacher consistently creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

PE: ESL Teacher creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.

I: ESL Teacher rarely creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning

**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.**

HE: ESL Teacher collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.

E: ESL Teacher facilitates an environment that is both physically and emotionally safe for all students.

PE: ESL Teacher presents rules to achieve a classroom environment that is physically and emotionally safe.

I: The classroom is not physically and/or emotionally safe.

**4.2 ESL Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.**

HE: ESL Teacher collaborates with all students to form and maintain a restorative classroom community. ESL Teacher facilitates 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.

E: ESL Teacher facilitates the opportunity for students to develop a restorative classroom community. ESL Teacher facilitates 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 classroom rules. ESL Teacher treats all students in a fair and equitable manner.

I: ESL Teacher posts class rules where they are readily available to 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.**

HE: ESL Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.

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.**

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.

E: ESL Teacher respectfully interacts with all students.

PE: ESL Teacher creates a classroom environment that encourages and builds positive relationships with most students.

I: ESL Teacher creates a classroom 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.**

HE: ESL Teacher creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. ESL Teacher works with school teams/administration to provide enriched opportunities for students.

E: ESL Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. ESL 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.**

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.
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.
<b>5.3 ESL Teacher demonstrates application of professional learning to practice.</b>
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.
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. Teacher links professional development to professional practice on a limited basis.
<b>5.4 ESL Teacher differentiates communication with families based on the individual needs of the student.</b>
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.
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.
<b>5.5 ESL Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</b>
HE: ESL Teacher leads and models professional behavior within the building and throughout the district and community.
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.