



Promoting Success for Teachers of English Learners Through Structured Observations

April 2019

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, Bureau of Indian Education, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Promoting Success for Teachers of English Learners Through Structured Observations

Suggested citation: August, D., & Blackburn, T. (2019). *Promoting success for teachers of English learners through structured observations*. Washington, DC: Council of Chief State School Officers.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Pedro Rivera (Pennsylvania), President
Carissa Moffat Miller, Executive Director

One Massachusetts Avenue, NW, Suite 700 Washington, DC 20001-1431
Phone (202) 336-7000 Fax (202) 408-8072
www.ccsso.org

We are grateful to our partners at **American Institutes of Research (AIR) and Education Northwest** for their help in developing this guide.



© 2019 by the Council of Chief State School Officers, *Promoting Success for Teachers of English Learners Through Structured Observations*, except where otherwise noted, is licensed under a Creative Commons Attribution 4.0 International License <http://creativecommons.org/licenses/by/4.0> it is available at <https://ccsso.org/resource-library/promoting-success-teachers-english-learners-through-structured-observations>

Contents

- Introduction 1
- Important Role That Observations Play in Supporting Teachers 3
- The Need to Provide Specialized Support for Teachers of English Learners..... 5
- Process Used to Developed the Observation Protocols Aligned With Danielson Framework and Marzano Focused Teacher Evaluation System..... 8
- Competencies That Well-Prepared Teachers of ELs Demonstrate..... 9
- Conclusion 11
- References 12
- Appendix A. CCSSO EL Working Group Members 16
- Appendix B. Domains Assessed in the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model..... 17
- Appendix C. Examples of EL Critical Attributes and Exemplars 19
- Appendix D. Survey Results..... 27

Introduction

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) in 2015, recognizes the important role educators play in improving education outcomes for students of color and students from low-income families—groups that historically have included large numbers of English learners (ELs). ESSA requires state education agencies (SEAs) to have a plan to ensure that these students are not served disproportionately by “ineffective, out-of-field, or inexperienced” teachers.

One way to ensure that all students have equitable access to well-prepared, effective teachers is to establish evidence-based systems that clearly articulate the competencies a teacher must possess to be successful in educating all students to high standards and that encourage, guide, and support teachers as they work to improve their knowledge base and instructional practices.

In particular, there is a need to provide teachers with the tools they need to support ELs, including teachers who specialize in educating ELs as well as general education teachers. More than 55% of teachers in the United States have at least one EL in the classroom (Qunitero & Hansen, 2017). Among districts with high school grades, 61% of the districts provide instruction in which ELs were pushed into mainstream content classes with English as a second language (ESL) teacher support (U.S. Department of Education, 2016), making it critical that both general education teachers as well as EL specialists know how to support these students in learning core academic content.

This document reports on a three-year collaboration among three organizations—the American Institutes for Research (AIR), Education Northwest, and the Council of Chief State School Officers (CCSSO) English Language Learner State Collaborative on Assessment and Student Standards (ELL SCASS).¹ The ELL SCASS empaneled two working groups composed of SEA leaders, district leaders, and staff representing these organizations. The two widely used teacher evaluation and support systems are the Danielson Group’s Framework for Teaching² and the Marzano Focused Teacher Evaluation Model.³

The goal of the collaboration was to integrate attributes that are characteristic of effective teachers of ELs (i.e., critical attributes) and exemplars of effective instructional practices (i.e., examples, resources, and exhibits) for ELs into two widely used teacher evaluation and support systems. These two teacher systems were selected because of their relevance to all K–12 teaching disciplines, their validation in large-scale independent research studies (Garet et al., 2017; Kane & Staiger, 2012; Steinberg & Sartain, 2015), and their widespread use nationwide. Tables B1 and B2 in Appendix B list the domains and core components of each of the two teaching systems.

The attributes that are characteristic of effective teachers and exemplars of effective instructional practices for ELs appear in two tools: one intended to be used in conjunction with the Danielson

¹ ELL SCASS constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for ELs. It currently consists of 34 member states plus the Department of Defense Education Activity (DODEA). EL leads from these states and DODEA represent their respective states at these meetings that take place three times a year.

² <https://www.danielsongroup.org/framework/>

³ http://www.marzanoevaluation.com/evaluation/four_domains_2014_Protocol/

Framework for Teaching (Promoting Success for Teachers of English Learners: Tool Aligned With the Danielson Framework for Teaching) and the other with the Marzano Focused Teacher Evaluation Model (Promoting Success for Teachers of English Learners: Tool Aligned With the Marzano Focused Teacher Evaluation Model). The tools are designed to support teachers with ELs in their classrooms as well as other educators (e.g., principals, supervisors, coordinators, and coaches) who are tasked with supporting these teachers. The tools do not alter the domains, components, or critical attributes that constitute the Danielson Framework and Marzano Focused Evaluation Model; however, they add critical attributes for ELs and exemplars of effective practice for ELs in the form of resources, examples, and exhibits. These tools are located on the AIR website at www.air.org/ELTeacherSuccess and the Northwest Education website at <https://educationnorthwest.org/resources/promoting-success-teachers-english-learners-coaching-tool>. Appendix C displays examples of competencies in the form of critical attributes and exemplars.

The authors wish to extend their thanks to a number of individuals and organizations in the three collaborating organizations as well as outside of these organizations who supported the writing of this report and production of the associated tools. These individuals and organizations include Fen Chou, Kenji Hakuta, and Magda Chia, and State members of the Council of Chief State School Officers' English Language Learner State Collaborative on Assessment and Student Standards. We especially appreciate of the support of the following ELL SCASS members: Laura Hook, Veronica Aguila, Christina Nava, Fran Herbert and Sarah Seamount and of their district partners—Anabel Ortiz-Chavolla, Antonio Mora, and Melissa Kochanowski. Appendix A lists the members of the organizations. We also acknowledge the substantial support we received from Charlotte Danielson, Shirley Hall, and Cindy Tocci of the Danielson Group; Beverly Carbaugh from the Learning Sciences Marzano Center and Michael Toth from Learning Science International. We appreciate the very helpful feedback we received from Luis-Gustavo Martinez, Senior Policy Analyst at the National Education Association and Giselle Lundy-Ponce, Special Assistant to the Vice President at the American Federation for Teachers (AFT) and teacher leaders affiliated with AFT Areli Schermerhorn, Becky Corr, and Susan Lafond.

This document begins with an overview highlighting the transformational impact that targeted, iterative, and regular observation and feedback can have on improving teaching practice. It also highlights the need to provide specialized support for teachers with ELs in their classrooms. It then turns to a description of the process that the two working groups engaged in to produce the tools and concludes with the competencies that well-prepared teachers of ELs should demonstrate.

Important Role That Observations Play in Supporting Teachers

There is little dispute that teacher quality is an important determinant of student learning (Loeb, Soland, & Fox, 2014; Samson & Collins, 2012; Steinberg & Sartain, 2015). For this reason, there has been considerable effort to investigate the factors that lead to better teaching.

Teacher background information, including level and type of education, certification, and years of teaching, has been used as a predictor of teaching quality, but research findings about the relationship between these variables and student achievement are mixed (see Gitomer & Bell, 2013, and Taylor & Tyler, 2012, for reviews). Moreover, these measures cannot, on their own, provide teachers with useful information to improve their practice (Gitomer & Bell, 2013; Steinberg & Sartain, 2015). As such, observations have been used to measure teacher effectiveness as well as to provide an opportunity (and sometimes the sole opportunity) for teachers to receive direct feedback and support from a teaching professional (Ho & Kane, 2013).

However, there are challenges associated with using observations to assess teaching quality. For example, some studies have shown that observers have the most difficulty in accurately scoring the classroom domains most in need of attention (e.g., instructional support being difficult to score compared with classrooms organization which is relatively easier to score; Gitomer et al., 2014) or reliably identifying specific areas for improvement (Garet et al., 2017). In addition, contextual factors can influence what gets taught and how it gets taught, potentially affecting the quality of teaching, but are beyond the teacher's locus of control (Gitomer & Bell, 2013). Examples of such factors include district-selected curricula (e.g., heavy emphasis on test preparation that may not be judged as effective by the evaluation system), teaching assignments (e.g., assignments to classrooms that consist of students less likely to show growth because of demographic factors such as levels of English proficiency), or level of resources, particularly those targeted at instruction.

There are also challenges related to using observations to support teachers. For example, in one study (Steinberg & Sartain, 2015), a lack of a widespread effect of the evaluation system on teacher performance was attributed to principals' lack of capacity to provide targeted instructional guidance, teachers' inability to act on feedback, and budgetary and administrative changes that limited the district office support for implementation

However, recent rigorous research studies focused on exploring teacher performance feedback in mainstream classrooms (e.g., Allen, Pianta, Gregory, Mikami, & Lun, 2011; Gitomer et al., 2014; Taylor & Tyler, 2012) suggest that targeted teacher performance feedback based on structured classroom observations has the potential to improve teacher practice and student achievement under certain circumstances. These circumstances include protocols that distinguish between various aspects of practice and consider how aspects of practice take into consideration learning contexts and the needs of diverse learners; observers with the qualifications and training that enable them to agree across time on how specific instantiations of teaching and learning should be scored by a protocol; teachers who have had the opportunity to become familiar with the observation protocols prior to being observed; and the presence of ongoing, well-informed mentoring for teachers on specific aspects of teaching that need improvement (Gitomer et al., 2014; Kane & Staiger, 2012).

Because of the potential for structured classroom observations to improve practice, recent reports urge the field to use teacher observations to assess teacher effectiveness and as tools for professional growth (e.g., Connally & Tooley, 2016; Council of Chief State School Officers, 2016; Goe, Wylie, Bosso, & Olson, 2017).

Consistent with the principles of these reports, the goal of the collaborative work reported in this document is to integrate best practices for teaching ELs into these broader efforts that use structured observations to measure teacher effectiveness and improve teacher practice. Integrating best practices for ELs into these broader systems also communicates a systemic commitment to providing ELs with high-quality core instruction as well as more targeted specialized support that addresses their second-language learning needs.

The next section describes the rationale for providing specialized support for teachers of ELs.

The Need to Provide Specialized Support for Teachers of English Learners

Both the Danielson Group and Marzano Research⁴ acknowledge that one of the most important endeavors for educators is to create learning experiences that address the diversity of needs in every classroom. Students increasingly come to the classroom with diverse backgrounds, cultures, native languages, and varying levels of knowledge and skill sets. The motivation for adding EL critical attributes and exemplars into teaching frameworks is the likelihood that the skills that educators need to be effective with ELs are more likely to be incorporated into classroom practices if they are clearly articulated, formally assessed, and linked to resources for improvement. This section describes the pressing need for observation systems that help educators effectively support a growing population of ELs.

The rationale for adding indicators specifically for ELs to observation systems is fivefold: (1) the large number of ELs in U.S. classrooms; (2) the challenges that some ELs have in mastering grade-level core content in English and graduating from high school; (3) shortcomings with regard to the preparation and professional development of teachers of ELs, including mainstream teachers and EL specialists; (4) the evidence that effective teaching practices for English-proficient learners are necessary but not sufficient to enable ELs to meet high academic standards when instruction is delivered in English; and (5) legal precedent: U.S. law⁵ requires education agencies to take *appropriate action* to help ELs overcome language barriers that impede their equal participation in instructional programs.

First, ELs are a large and growing student demographic in U.S. schools. Recent national estimates indicate that 4.6 million students, or just less than 10% of U.S. students, are ELs (McFarland et al., 2017). ELs comprise more than 10% of the student body in seven states and the District of Columbia, and between 6% and 10% of the student body in an additional 18 states. In California and Nevada, roughly one in five students is an EL (22% of California's students are ELs and 17% of Nevada's students are ELs; McFarland et al., 2017).

Second, although there is great diversity in levels of English proficiency and core content knowledge among the growing population of EL students, as a group they fare worse than their non-EL peers on national achievement measures delivered in English. Results from a recent administration of the National Assessment of Educational Progress (NAEP) quantify the discrepancies in performance when measured in English between ELs and English-proficient students. Whereas 39% and 43% of Grade 4 non-ELs scored at or above proficient on the NAEP reading and mathematics tests, respectively, only 8% and 4% of their EL peers did the same on those respective subject tests, even with testing accommodations designed for ELs. In Grade 8, 36% and 35% of non-ELs scored at or above proficient on NAEP reading and mathematics tests, respectively, whereas only 4% and 6% of their EL peers performed at that level on the respective tests (U.S. Department of Education, 2015).

ELs who do not attain English proficiency and meet grade-level reading and mathematics achievement standards by the middle grades are unlikely to have the requisite skills to enroll in

⁴ Marzano Research is a research and professional development organization that translates research into strategies educators can use to significantly advance student achievement.

⁵ Civil Rights Act of 1964, P.L. 88-352, 78 Stat. 241 (1964); *Lau v. Nichols*, 414 U.S. 563 (1974); Equal Educational Opportunities Act of 1974, P. L. 93-380, 88 Stat. 515 (1974)

courses required for high school graduation (Callahan, 2005; Slama, 2012), placing them at greater risk of dropping out of school before graduation (Greenberg Motamedi, Singh, & Thompson, 2016; Suárez-Orozco & Suárez-Orozco, 2001; White & Kaufman, 1997). Although the graduation rates for ELs in the class of 2016 rose to 66.9%, a 4-percentage-point increase over the past 2 years (McFarland et al., 2017), the percentage of ELs graduating high school within 4 years still trails most other subgroups, including students from low-income families (Mitchell, 2017). Taken together, the growing EL population and the need to improve academic outcomes for these learners call for a teaching force that is prepared to accelerate their learning outcomes.

The challenge that ELs face is not only a personal challenge, related to learning academic content in a second language, but also it is an equity challenge. In general, ELs have access to fewer resources than their more privileged peers. In fact, the U.S. education system is one of the most unequal in the industrialized world; students routinely receive dramatically different learning opportunities based on their social status (Darling-Hammond, 2001).

Third, to support a growing EL population, states and districts must ensure that both EL specialists and general education teachers have the preservice and in-service training they need to effectively teach ELs. However, a recent survey administered to 50 states (Wixom, 2014) found that more than 30 states do not require EL training for general classroom teachers beyond the federal requirements, and only slightly more than 20 states explicitly require EL teachers to have a specialist certification. Five states require EL specialist certification in department guidelines rather than in state policies. Another 14 states reference EL specialist certification in state policy, but it is unclear whether such certification is required.

Other reports have documented persistent shortcomings related to the preparation and professional development of both EL specialists and general education teachers with ELs in their classrooms. For example, lack of staffing strategies to improve teacher capacity to serve ELs was documented in a National Center for Education Evaluation and Regional Assistance report of teacher capacity in a purposive sample of schools with large EL populations receiving School Improvement Grants (Boyle, Golden, Carlson Le Floch, & O'Day, 2014). Although ELs account for 10% of the U.S. student population, EL specialists (including ESL and bilingual education teachers) make up only 2% of K–12 teachers nationwide (National Center for Education Statistics, 2013). Therefore, it falls to general education teachers to support ELs.

Fourth, because ELs are developing language proficiency while they are acquiring content area knowledge in a second language, research indicates that teachers need specialized knowledge and skills to help these students acquire proficiency and content area knowledge in English (Baker et al., 2014; National Academies of Sciences, Engineering, and Medicine, 2017). Examples of specialized knowledge include how to: use visual and verbal supports to make core content in English comprehensible; provide opportunities for ELs to interact with peers in English; and capitalize on ELs' home language, knowledge, and cultural assets to support their learning. Other skills include those related to instructing students bilingually. Evaluation research documents the effectiveness of bilingual instructional approaches in supporting ELs' language and content area development (National Academies of Sciences, Engineering, and Medicine, 2017).

Finally, under federal education and civil rights laws, students who speak a language other than English at home and who do not demonstrate sufficient academic English to participate meaningfully in mainstream classrooms at school entry must be provided access to specialized language supports (see U.S. Department of Education, 2017, and U.S. Department of Justice & Office of Civil Rights, 2015, for reviews).

Process Used to Develop the Observation Protocols Aligned With Danielson Framework and Marzano Focused Teacher Evaluation System

As noted throughout this document, one way for states and districts to ensure that all teachers are better prepared to meet the needs of ELs is to incorporate critical attributes and exemplars related to EL teaching into current teacher evaluation and support systems. This section describes the process used to add such critical attributes and exemplars into the two widely used frameworks.

The process of developing the EL critical attributes and exemplars of effective practice began in February 2015 and continued into 2018. Between February 2015 and November 2017, two working groups composed of staff with expertise in EL teaching and learning from AIR and Education Northwest, state members of the ELL SCASS, and ELL SCASS advisors worked collaboratively to develop critical attributes for ELs aligned to two widely used frameworks for teaching.

The work took place during regularly scheduled ELL SCASS meetings, through other in-person meetings, and during conference calls. Over the course of 3 years of work, all ELL SCASS member states provided feedback on the work. During this time, representatives from the working groups also met in person with members of the Danielson and Marzano groups to share drafts and get feedback on the EL critical attributes and exemplars. For the Marzano Focused Teacher Evaluation Model, the tool was piloted in a school district in Oregon. Feedback from this pilot and guidance from staff representing the Marzano group (Learning Sciences Marzano Center and Learning Science International) was used to revise the original version to the Teacher Evaluation Model. The working groups also solicited and incorporated feedback from national experts on teacher evaluation research and policy and from national staff and teacher representatives affiliated with the American Federation of Teachers and the National Education Association.

The working groups also drew on the work of another CCSSO initiative: the Interstate Teacher Assessment and Support Consortium (InTASC) that produced Model Core Teaching Standards and the InTASC Learning Progressions for Teachers. The Model Core Teaching Standards outline what teachers should know and be able to do to ensure that PK–12 students are ready to enter college or the workforce in today’s world. A key theme of the standards is the need for personalized learning for diverse learners.

Competencies That Well-Prepared Teachers of ELs Demonstrate

This section briefly describes attributes of effective instruction for all teachers that appear in the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model. For each attribute of effective teaching for all students, there are exemplars of critical attributes for ELs. Additional examples of critical attributes of effective practice for ELs and associated exemplars are found in Tables C1 and C2 in Appendix C.

Planning and Preparation/Standards-Based Planning. All effective teachers demonstrate knowledge of content and content-specific pedagogy, their students, and resources; select instructional goals that reflect important learning; and design coherent instruction and student assessments that reflect the full range of learning outcomes. Examples of critical attributes for teachers of ELs include teachers who prepare unit and lesson plans that:

- ▶ Reflect knowledge of second-language development, how language development is shaped by social factors, and methods to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills; and
- ▶ Include content area outcomes for ELs that are aligned to grade-level standards, regardless of levels of language proficiency.

Classroom Environment/Conditions for Learning. All effective teachers create environments of respect and rapport, establish cultures of learning in their classrooms, manage classroom procedures and student behaviors in ways that enable smooth operation and efficient use of time in the classroom, and organize physical space in ways that promote student learning. Examples of critical attributes for teachers of ELs include teachers who:

- ▶ Interact with students in ways that reflect an interest in, understanding of, and respect for students' home cultures;
- ▶ Provide the message that ELs' native languages are valued;
- ▶ Monitor students' treatment of each other; and
- ▶ Create school and classroom environments of respect for students from diverse cultural, religious, and linguistic backgrounds through modeling and teaching students how to engage in respectful interactions.

Instruction/Standards-based Instruction. All effective teachers convey that teaching and learning are purposeful activities and provide clear directions for classroom activities; use questioning and discussion techniques that deepen student understanding; use techniques that engage students in learning; assess student learning; and demonstrate flexibility in responding to changing classroom conditions.

Examples of critical attributes for teachers of ELs include teachers who:

- ▶ Present learning goals and directions; provide explanations using verbal supports (e.g., students' home language and plain English), and use visual supports (e.g., graphic organizers, multimedia, and pictures);

-
- ▶ Adjust support for ELs at different levels of language proficiency and varied levels of background knowledge; and
 - ▶ Make connections to ELs' lives beyond school, including connections to students' home cultures and funds of knowledge.

Professionalism/Professional Responsibilities. All effective teachers reflect on teaching, maintain accurate records, communicate with families to help them understand both the instructional program and their child's progress, participate in professional communities, grow and develop professionally, and show professionalism in service to students and the profession. Examples of critical attributes for teachers of ELs include teachers who:

- ▶ Access information about ELs that may impact their learning, such as age of entry into U.S. schools; home language use; home country schooling histories; native language and English proficiency levels and growth; and content matter knowledge and skills.
- ▶ Collaborate with other relevant staff, including EL specialists, general education teachers, and special education teachers, if applicable, through sharing, planning, and working together to meet the content and language development needs of ELs.

Conclusion

ESSA requires states to ensure that students are not more likely to be taught by an “ineffective” teacher based on factors such as their race, ethnicity, socioeconomic status, or whether they have a disability. Although districts and schools should always aim to ensure equitable educational opportunities for all students, this policy provides leaders with the opportunity to closely examine the support they offer teachers who teach historically underserved populations such as ELs.

Structured observations hold promise for improving teaching practices and, ultimately, student engagement and outcomes. Given the need for observers and teachers to have the right tools to effectively support all learners and the complexities involved in effectively teaching the diverse EL population, we have added critical that index quality teaching of ELs into two widely used teacher evaluation and observation systems. We have also added exemplars in the form of resources, examples, and exhibits that display promising teaching practices for ELs.

An additional next step for policymakers and foundations with an interest in improving educational outcomes for ELs is providing support for researcher-practitioner partnerships to (a) gather and incorporate into the tools additional exemplars that illustrate promising practices for ELs in a variety of contexts (e.g., integrated versus designated English language development (ELD), bilingual versus monolingual settings) and with students who differ in first and second language backgrounds and schooling experience (e.g., newcomers, students with interrupted formal education, students with special education needs) and (b) iteratively refine the tools based on observations of their use. In a recent survey of SEA EL leads affiliated with the ELL SCASS, 95% of respondents ($n = 21$) reported that the tools referenced in this document would be useful and indicated that additional exemplars of effective practices in the form of video clips, vignettes, and exhibits would be helpful in guiding observers, teacher educators, and teachers in the use of the tools. Appendix D reports on the results of this survey. A fruitful next step for states and districts is additional pilot testing of the tools, followed by revisions that seem warranted based on observations of their use in multiple contexts.

References

- Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034–1037.
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Boyle, A., Golden, A., Carlson Le Floch, K., & O'Day, J. (2014). *Building teacher capacity to support English language learners in schools receiving School Improvement Grants* (NCEE Evaluation Brief). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <http://ies.ed.gov/ncee/pubs/20154004/pdf/20154004.pdf>
- Callahan, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal*, 42(2), 305–328.
- Connally, K., & Tooley, M. (2016, March). *Beyond ratings: Re-envisioning state teacher evaluation systems as tools for professional growth*. Washington, DC: New America.
- Council of Chief State School Officers. (2016). *Principles for teacher support and evaluation systems*. Washington, DC: <https://ccsso.org/resource-library/principles-teacher-support-and-evaluation-systems-0>
- Darling-Hammond, L. (2001). Inequality in teaching and schooling: How opportunity is rationed to students of color in America. In *The right thing to do, the smart thing to do: Enhancing diversity in health professions—Summary of the Symposium on Diversity in Health Professions in Honor of Herbert W. Nickens, M.D.* Washington, DC: The National Academies Press.
- Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). *The impact of providing performance feedback to teachers and principals* (NCEE 2018-4001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <https://ies.ed.gov/ncee/pubs/20184001/pdf/20184001.pdf>
- Gitomer, D. H., & Bell, C. A. (2013). Evaluating teaching and teachers. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology* (Vol. 3). Washington, DC: American Psychological Association.
- Gitomer, D., Bell, C., Qi, Y., Mccaffrey, D., Hamre, B., & Pianta, R. (2014). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record*, 116.

-
- Goe, L., Wylie, E. C., Bosso, D., & Olson, D. (2017). *State of the states' teacher evaluation and support systems: A perspective from exemplary teachers* (Research Report No. RR-17-30). Princeton, NJ: Educational Testing Service. Retrieved from <https://doi.org/10.1002/ets2.12156>
- Greenberg Motamedi, J., Singh, M., & Thompson, K. D. (2016). *English learner student characteristics and time to reclassification: An example from Washington state* (REL2016-128). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2016128.pdf<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=434>
- Ho, A. D., & Kane, T. J. (2013). *The reliability of classroom observations by school personnel*. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED540957.pdf>
- Kane, T. J., & Staiger, D. O. (2012). *Gathering feedback for teaching*. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED540960.pdf>.
- Kennedy, M. M. (2010). Approaches to annual performance assessment. In M. M. Kennedy (Ed.), *Teacher assessment and the quest for teacher quality: A handbook* (pp. 225–250). San Francisco, CA: Jossey-Bass.
- Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis*, 36(4), 457–475.
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... Hinz, S. (2017). *The condition of education 2017* (NCES 2017-144). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>
- Mitchell, C. (2017, December 7). *What's behind rising graduation rates for English-learners and Native-American students?* [Blog post]. Retrieved from http://blogs.edweek.org/edweek/learning-the-language/2017/12/graduation_rates_for_english-l.html
- National Academies of Sciences, Engineering, and Medicine (NASSEM). (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/24677>
- National Center for Education Statistics. (2013). 2013 Tables and Figures, Tables 209.1, 209.2, and 210.10. Retrieved from http://nces.ed.gov/programs/digest/2013menu_tables.asp
- Norris, M. & Blackburn, T. (2018). *US History unit map*. Unpublished instructional tools. Retrieved from <https://educationnorthwest.org/sites/default/files/unit-map-american-dream.pdf>
-

-
- Quintero, D., & Hansen, M. (2017). *English learners and the growing need for qualified teachers*. Washington, DC: Rand Corporation.
- Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners*. Washington, DC: Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/education-k-12/reports/2012/04/30/11372/preparing-all-teachers-to-meet-the-needs-of-english-language-learners/>
- Slama, R. B. (2012). A longitudinal analysis of academic English proficiency outcomes for adolescent English language learners in the United States. *Journal of Educational Psychology, 104*(2), 265–285.
- Steinberg, M. P., & Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. *Education Finance and Policy, 10*(4), 535–572. Retrieved from https://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00173?journalCode=edfp
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.
- Tanenbaum, C., Boyle, A., Soga, K., Carlson Le Floch, K., Golden, L., Petroccia, M., ... O'Day, J. (2012). *National evaluation of Title III implementation—Report on state and local implementation*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. Retrieved from <https://www2.ed.gov/rschstat/eval/title-iii/state-local-implementation-report.pdf>
- Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review, 102*(7), 3628–3651. Retrieved from <https://www.aeaweb.org/articles?id=10.1257/aer.102.7.3628>
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). (2015). *2015 Reading Assessment*. Retrieved from https://www.nationsreportcard.gov/reading_math_2015/#?grade=4
- U.S. Department of Education, National Center for Education Statistics. (2016). Common Core of Data (CCD), Local Education Agency Universe Survey, 2014–15. See Digest of Education Statistics 2016, table 204.20. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp
- U.S. Department of Education, Office of English Language Acquisition. (2017). *English learner tool kit for state and local education agencies (SEAs and LEAs)* (2nd Rev. ed.). Washington, DC:
-

Author. Retrieved from

https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

U.S. Department of Justice & Office of Civil Rights. (2015). *Dear colleague letter: English learner students and limited English proficient parents*. Washington, DC: Authors. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

White, M. J., & Kaufman, G. (1997). Language usage, social capital, and school completion among immigrants and native-born ethnic groups. *Social Science Quarterly*, 78(2), 385–398.

Wixom, M. A. (2014). *50-state comparison English language learners*. Denver, CO: Education Commission of the States.

Appendix A. CCSSO EL Working Group Members

Two working groups that developed the tools associated with the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model were composed of EL leads from SEAs in five states and four school districts as well as ELL SCASS leadership, AIR staff, and consultants. All 36 ELL SCASS members were involved in iteratively reviewing the documents produced through this three- year endeavor.

Name	Title, Organization
State Education Agencies	
Veronica Aguila	Division Director, English Language Support Services, California Department of Education
Christina Nava	Director, English Learner & Migrant Education, Idaho State Department of Education
Fran Herbert	RDA Supervisor, Colorado Department of Education
Laura Hook	Specialist, Title III/EL, Maryland State Department of Education
Timothy Blackburn	Originally Oregon Department of Education, now Education Northwest
Local Education Agencies	
Anabel Ortiz-Chavolla	Director of Federal Programs and School Improvement, Ontario School District
Antonio Mora	Director of Assessment Accountability & Evaluation Unit, San Diego County Office of Education
Melissa Kochanowski	Elementary ESOL Instructional Specialist, Prince George’s County Public Schools
Sarah Seamount	Originally District Specialist, currently Migrant Education Coordinator, English Learner & Migrant Education, Idaho State Department of Education
ELL SCASS Support Staff	
Kenji Hakuta	Co-Advisor, ELL SCASS; Lee L. Jacks Professor of Education, Emeritus, Stanford University
Magda Chia	Co-Advisor, ELL SCASS; Director for Strategy, Impact and Policy at the Understanding Language Initiative, Stanford University
Fen Chou	Program Director for Assessment, Council of Chief State School Officers
American Institutes for Research	
Diane August	Managing Researcher
Rachel Slama	Principal Researcher
Consultants	
Theodora Predaris	Senior Consultant, SupportEd

Note. The table displays affiliations at the start of the project.

Appendix B. Domains Assessed in the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model

Table B1. The Danielson Framework for Teaching Domains and Core Competencies

Domain
Domain 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1d. Demonstrating Knowledge of Resources
1e. Designing Coherent Instruction
1f. Designing Student Assessments
Domain 2: Classroom Environment
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior
2e. Organizing Physical Space
Domain 3: Instruction
3a. Communicating With Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
3e. Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities
4a. Reflecting on Teaching
4b. Maintaining Accurate Records
4c. Communicating With Families
4d. Participating in the Professional Community
4e. Growing and Developing Professionally
4f. Showing Professionalism

Source: <https://www.danielsongroup.org/framework/>

Table B2. Marzano Focused Teacher Evaluation Model Domains and Core Competencies

Domain
Standards-Based Planning
Planning Standards-Based Lessons/Units
Aligning Resources to Standards
Planning to Close the Achievement Gap Using Data
Standards-Based Instruction
Identifying Critical Content from the Standards (required evidence in every lesson)
Previewing New Content
Helping Students Process New Content
Using Questions to Help Students Elaborate on Content
Reviewing Content
Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences
Helping Students Examine their Reasoning
Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks
Conditions for Learning
Using Formative Assessment to Track Progress
Providing Feedback and Celebrating Success
Organizing Students to Interact with Content
Establishing and Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
Communicating High Expectations for Each Student to Close the Achievement Gap
Professional Responsibilities
Adhering to School and District Policies and Procedures
Maintaining Expertise in Content and Pedagogy
Promoting Teacher Leadership and Collaboration

Source: <https://www.learningsciences.com/wp/wp-content/uploads/2017/06/Focus-Eval-Model-Overview-2017.pdf>

Appendix C. Examples of EL Critical Attributes and Exemplars

The following tables display examples of components and domains associated with the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model; EL critical attributes that should be considered when teaching ELs; and examples, resources, and exhibits associated with these attributes.

Table C1. The Framework for Teaching (FFT) (The Danielson Group): EL Considerations and Exemplars of Effective Practice

For each domain and selected component of the Danielson Framework and Marzano Focused Teacher Evaluation Model (column 1), there are examples of critical attributes that define proficient teachers of ELs (column 2) and exemplars of effective teaching practices (column 3).

Components and Domains	Focus Statement	EL Critical Attributes	Exemplars: Examples, Resources, and Exhibits
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-1-Assessment-Log.pdf</p> <p>Resource: 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>

Components and Domains	Focus Statement	EL Critical Attributes	Exemplars: 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. ▶ Additionally, 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>

Components and Domains	Focus Statement	EL Critical Attributes	Exemplars: Examples, Resources, and Exhibits
<p>3b: Using Questioning and Discussion Techniques</p>	<p>Questioning and discussion are the only specific instructional skills identified in the Framework for Teaching, 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: 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>Exhibit: 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>

Components and Domains	Focus Statement	EL Critical Attributes	Exemplars: Examples, Resources, and Exhibits
<p>4d: Participating in the Professional Community</p>	<p>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).</p>	<ul style="list-style-type: none"> ▶ The content 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, the ESOL, content, and special education teachers collaborate with each other. ▶ The 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>The content and ESOL teachers collaboratively participate in district training on helping ELs master core content in dual-language programs.</p> <p>The 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 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>

Table C2. The Marzano Focused Teacher Evaluation Model: EL Considerations and Exemplars of Effective Practice

Domain 1. Standards-Based Planning

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

Domain 2. Standards-Based Instruction

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

Domain 3. Conditions for Learning

Element	Focus Statement	EL Critical Attributes	Examples, Resources, and Exhibits
Using Formative Assessment to Track Progress	The teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	<p>Communicating clear intended learning and progress toward that learning are essential parts of a teacher’s daily practice. For ELs, teachers should communicate progress in class concepts, analytical practices, and disciplinary language (Heritage, Walqui, & Linqunti, 2015). Example evidence of this practice can include a system to update students on their status on the learning targets (Carbaugh et al., 2017, p. 17) relative to a learning scale.</p> <p>Teachers might consider using the proficiency descriptors from their state’s ELD standards to inform their proficiency scales.</p>	<p>Exhibit 1. Note the learning targets and proficiency scales detailed on page 2 of the unit plan shared in the link below. Encourage students to reflect on their progress using the scales to describe their growth in the unit content, skills, and language.</p> <p>https://educationnorthwest.org/sites/default/files/sample-lessons-progression-meet-the-mets.pdf</p> <p>Resources. State language proficiency standards provide helpful tools for defining learning scales. The rubric in the link below was modified for adolescent newcomers based on the ELPA 21 Standards.</p> <p>http://bit.ly/newcomer-rubric</p> <p>Consult pages 20–24 of the California ELD Standards for descriptions of content area tasks and knowledge of how students are using language.</p> <p>https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p> <p>The rubric in the link below was modified for adolescent newcomer students based on the California ELD Standards.</p> <p>http://bit.ly/eld-rubric-valley-high-school</p>

Domain 4. Professional Responsibilities

Element	Focus Statement	EL Critical Attributes	Examples, Resources, and Exhibits
Adhering to School and District Policies and Procedures	The teacher adheres to school and district policies and procedures.	<p>The education of ELs is impacted by policies at the federal, state, and local levels. School staff must know and honor federal, state, district, and school policies such as:</p> <ul style="list-style-type: none"> ▶ EL identification process, ▶ Parents' designation of preferred language and program options, and ▶ Communicating with families in their preferred language. <p>Central to this element is the evidence that teachers demonstrate "personal integrity and ethics" and fully understand "the legal issues related to colleagues, students, and families (e.g., cultural, special needs, equal rights, etc.)" (Carbaugh et al., 2017, p. 24) For ELs, it is important to fully understand civil rights protections and school obligations to meet them.</p>	<p>Resources. The <i>NYS Blueprint for ELL Student Success</i> was created by the New York State Education Department "to ensure that all New York State (NYS) students, including English Language Learners/Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency." Additionally, it affirms that "all teachers are teachers of ELL" students. This document serves as a call to action for educators to recognize the challenge and opportunity of engaging ELL students in deep learning aligned to the Common Core Learning Standards" (New York State Education Department, 2014, p.1).</p> <p>http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf</p> <p>California ELA/ELD Framework https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf</p> <p>IES Guide for EL Programs https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/relnw-072518.pdf</p> <p>Education Northwest's Program Resources http://educationnorthwest.org/resources/parent-guide-english-learners-english-and-spanish-versions</p>

Appendix D. Survey Results

The following table displays results of a survey that queried SEA EL leads affiliated with the CCSSO English Language Learner State Collaborative on Assessment and Student Standards (EL SCASS) about the usefulness of the tools developed by AIR and EL SCASS members.

Survey Question 1	Survey Question 2
Do you think this tool will help support educators teaching ELs?	Do you think additional exemplars (e.g., video clips, vignettes, exhibits) would be beneficial?
Yes, as it gives specific guidance for those who teach ELs.	Absolutely! This is my suggestion written on page after page.
Yes, I think this will be useful for pre-service and in-service general education teachers and EL specialists.	Yes, more exemplars that illustrate different scenarios and roles would increase the comprehensibility and usefulness of the tool.
I do believe that a differentiated framework for teachers of ELs is very valuable.	I believe that exemplars are essential to make this a meaningful tool. This could start with a bulleted list of examples or "look fors." Video clips would add emphasis.
Yes, I do. I agree with comments shared about more bulleted formatting to make it more visually appealing and easy to scan.	Absolutely! Maybe not shared within this tool since it's already text-heavy, but maybe a bank of examples for each domain posted to a website?
I think a version of this will be good, but it needs some work to perfect as a tool (rubric)	Yes, any additional support would work
Yes. It will give educators a baseline of best practice in working with ELs.	The tools included are great. Videos of some of the examples would be beneficial but may not be applicable to all.
Yes, in fact, we are piloting an ELD Coaching model in Missouri and plan to use this tool. As is, it is very difficult, but an adapted version with bullet points or even the indicators being broken down into "sub-indicators" is needed.	Yes, any examples, especially video clips, will be well-received.
I think this is a good, high level beginning.	Yes
Yes - It grounds the Danielson Framework in an EL-specific context.	Yes, but only if each exemplar is unique.
Yes, with some modifications that make the tool more explicit and concise	Yes
Yes. I think that when teachers can clearly read expectations, they will try to meet those expectations. When these are clearly spelled out, this will make teachers more confident and more effective.	Absolutely. It offers modeling for what is best for students and therefore reinforces what is needed/expected of teachers. when teachers know what they need to do, by and large, they will do it.
Yes	Yes, anytime direct examples are linked, I have found educators are more engaged.
Yes. This tool will offer descriptions of important practices all teachers need to know and be able to implement in the classroom to support ELs.	Yes. Video clips and examples would be beneficial

Survey Question 1	Survey Question 2
Do you think this tool will help support educators teaching ELs?	Do you think additional exemplars (e.g., video clips, vignettes, exhibits) would be beneficial?
This tool will be instrumental in supporting LEAs to plan and prepare PD for teachers related to the Danielson Framework.	Yes, I like the list of resources and any additional examples and concrete examples would be amazing.
I am not familiar with the Danielson Framework, but this is a rich document. I can see it spawning other documents such as an outline for teacher preparation and development (PD), an observation rubric and checklist.	I did not review the exemplars. But these are important.
Yes, it condenses the Danielson Frameworks to a manageable tool for those observing/evaluating teachers with a focus on ELs.	Yes, my experience is that people like to look at examples of "how" to implement strategies. The Marzano work group included many vignettes that perhaps can be included in the Danielson document as well.
There does not seem to be any differentiation between the roles and responsibilities of the English language development teacher and the content teacher of ELs. I don't think a one-size fits all approach will help build the knowledge and understanding needed by the teachers or by the administrators who are supervising and evaluating those teachers.	Yes. Videos, vignettes of EL teachers providing direct, overt, language development instruction would be beneficial. Provide examples across various EL program models: ESL pull-out, ESL push-in, dual language, etc. The fidelity of implementation of any model is lacking and a visual would help to demonstrate what effective instruction looks like within those models. Exemplars of content teachers providing instruction to ELs using intentional strategies for ELs would also be beneficial.
Potentially. Folks are very familiar with the framework so have an EL lens will be helpful. The samples need to be clearly aligned to the objectives Yes, it will help content teachers have an idea of the challenges ELs face in their classrooms.	Yes, explicitly -- a model for how this framework can be used. Sure, examples are what teacher request from me the most: See CPALMS. Org website
Yes, I would like to see bullet point examples of what to look for.	Teaching Channel has good examples. [important for higher education preparation of teachers; suggests we look at UDL cross walk for Danielson]
I don't know. I don't think you can really understand or engage with it without implementing it. It's too massive and sprawling.	No

