

## The EL Coaching Rubric: Collaborative Planning and The Reflective Teaching Process

**Planning Domain:** The EL coach and classroom teachers plan lessons together to develop appropriate and meaningful instruction and activities. The EL coaches and classroom teachers collaborate to create an articulated program that builds both language and content.

Performance Indicators:

- The lesson and unit plans include content and language objectives and build concepts and skills.
- The selected materials, texts, and resources support the language and content objectives by increasing comprehensible input, allowing for meaningful language interactions, creating appropriate scaffolding, and building background.
- The EL coach and classroom teacher work together to select the most effective materials and resources to scaffold instruction for both language and content.

Component	Ineffective	Effective - Emerging	Highly Effective
Lessons include content and language objectives <sup>1</sup>	<ul style="list-style-type: none"> <li>• Lessons do not contain either content or language objectives.</li> <li>• The objectives do not build on previous objectives to create an articulated program regarding both content and language.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons may include one or both content and language objectives.</li> <li>• The objectives may build on previous objectives to create an articulated program regarding both content and language.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons contain both content and language objectives.</li> <li>• The objectives clearly build on previous objectives to create an articulated program regarding both content and language.</li> </ul>
Lesson activities and instruction reflect content and language objectives. <sup>1</sup>	<ul style="list-style-type: none"> <li>• Learning activities and lesson instruction do not align with content and language objectives.</li> <li>• Students are not able to link the lesson's activities and materials to achieving the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities and lesson instruction somewhat align with content and language objectives.</li> <li>• Students are able to some degree link the lesson's activities and materials to achieving the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities and lesson instruction align with content and language objectives.</li> <li>• Students are able to clearly link the lesson's activities and materials to achieving the objectives.</li> </ul>
EL coaches and classroom teachers review texts and learning materials to best meet the needs of ELs. <sup>2</sup>	<ul style="list-style-type: none"> <li>• The EL coach and classroom teacher do not work together to incorporate text and materials that meet the needs of ELs and support both content and language objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The EL coach and classroom teachers occasionally evaluate text that best align with the content and language objectives.</li> <li>• Some texts and materials consider ELs previous knowledge and/or vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• The EL coach and classroom teachers evaluate text and materials that best align with the content and language objectives.</li> </ul>

<sup>1</sup> Echevarría, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn and Bacon.

<sup>2</sup> Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*.

	<ul style="list-style-type: none"> <li>The text and materials do not consider students' previous knowledge and/or vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>The text links and builds the students' knowledge/vocabulary.</li> </ul>
Learning activities are meaningful, allow for language practice, and include all four language skills over a day(s)/week. <sup>1</sup>	<ul style="list-style-type: none"> <li>Activities do not integrate all language skills (Across a lesson/days/week).</li> <li>Language/Concept objectives are not (or somewhat) meaningfully supported by the activities and do not (or somewhat) allow for language practice.</li> </ul>	<ul style="list-style-type: none"> <li>Activities integrate some language skills (Across a lesson/days/week).</li> <li>Language/Concept objectives are meaningfully supported by the activities but allow for little language practice.</li> </ul>	<ul style="list-style-type: none"> <li>Activities integrate all language skills (Across a lesson/days/week).</li> <li>Language/Concept objectives are meaningfully supported by the activities and allow for language practice.</li> </ul>
Instruction is scaffolded to ELs' language proficiency levels to help students progressively acquire both language and content simultaneously.	<ul style="list-style-type: none"> <li>Very few to no techniques to assist students to progressively understand language/content.</li> <li>The lesson does not differentiate or are not suitable according to the individual needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques to occasionally assist students to progressively understand language/content.</li> <li>The lesson somewhat differentiates according to the individual needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques to consistently assist students to progressively understand language/content.</li> <li>The lesson differentiates according to the individual needs of the students.</li> </ul>
Various cooperative learning group configurations are included along with scaffolded responses for increased participation. <sup>1</sup>	<ul style="list-style-type: none"> <li>Grouping not used frequently or haphazardly.</li> <li>Language is not supported to allow ELs to participate at their proficiency levels. There is not allowance for differentiation of responses.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping used occasionally and somewhat strategically to support students' learning.</li> <li>Language is sometimes supported, so ELs can participate at their proficiency levels. The differentiation of groupings and activities may not be completely planned and/or not fully developed to allow for full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping used frequently and strategically to support students' learning.</li> <li>Language is fully supported, so ELs can participate at their proficiency levels. This may mean that teachers allow for nonverbal response, provide sentence frames, or differentiate questions.</li> </ul>
ELs' background knowledge and vocabulary (content, cultural, language) are considered when selecting content and developing lessons. <sup>3</sup>	<ul style="list-style-type: none"> <li>Students' culture, previous experiences, past learning, and language are not considered when lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>EL coaches and classroom teachers occasionally consider students' culture, previous experiences, past learning, and language when linking new concepts and language or sporadically include.</li> </ul>	<ul style="list-style-type: none"> <li>EL coaches and classroom teachers consider students' culture, previous experiences, past learning, and language when linking new concepts and language.</li> </ul>

<sup>3</sup> Singer, T. W. (2018). *EL Excellence Excellence Everyday*. Thousand Oack, CA:Corwin.

**Teaching Domain:** As part of the coaching process, classroom teachers need to include appropriately scaffold and comprehensible instruction and learning activities.

Performance Indicators:

- The language and content objectives are clear, and the expected outcomes align with the planned activities.
- The directions and procedures of the lesson are modeled and include learning strategies, so students are able to successfully complete the activities.
- The classroom teacher’s speech is clear, well-paced, and free of jargon or idioms during lesson delivery.
- There is a high-level of student participation in various interactive groups.
- The activities and questions are challenging and require higher order thinking skills.
- The students are provided a variety of modes of communication to respond that align with students’ proficiency levels.

	<b>Component</b>	<b>Ineffective</b>	<b>Effective - Emerging</b>	<b>Highly Effective</b>
<b>Lesson Delivery</b>	Language and content objectives are clearly communicated to students. <sup>1</sup>	<ul style="list-style-type: none"> <li>• Neither language nor content objectives are reviewed or posted for students.</li> <li>• The classroom teacher may not have a clear, specific objectives even on the lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Only one objective may have been reviewed and/or posted. It is possible that the teacher may have only indirectly referenced the objectives.</li> <li>• The activities may align with both objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Both language and content objectives are reviewed and posted for students.</li> <li>• The activities clearly align with both objectives.</li> </ul>
	The classroom teacher allows for sufficient wait time for students to respond and/or complete tasks. <sup>1</sup>	<ul style="list-style-type: none"> <li>• The classroom teacher may not allow for a sufficient amount of time for students to respond, quickly moving on to another student.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher seldomly allows time for students to respond and/or provides the scaffolding to assist in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher allows time for students to respond and/or provides the scaffolding to assist in communication.</li> </ul>
	Students are provided a variety of ways to respond and opportunities to work with peers to discuss responses. <sup>4</sup>	<ul style="list-style-type: none"> <li>• The classroom teacher does not allow for a variety of responses both verbal and nonverbal and are not appropriately aligned to the students’ proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher occasionally creates opportunities for a variety of responses both verbal and nonverbal and may be appropriately aligned to the students’ proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher allows for a variety of responses both verbal and nonverbal and are appropriately aligned to the students’ proficiency levels.</li> </ul>
	Classroom teachers offer various tasks/activities to practice language and content while	<ul style="list-style-type: none"> <li>• The classroom teacher does not incorporate multiple learning styles to create a variety of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher may occasionally incorporate multiple learning styles to create a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher incorporates multiple learning styles to create a variety of</li> </ul>

<sup>4</sup> Peregoy, S. F., & Boyle, O. F. (2016). *Reading, writing and learning in ESL* (7th ed.). Pearson.

	considering students' learning styles.	opportunities independently and in cooperative groups.	learning opportunities independently and in cooperative groups.	learning opportunities independently and in cooperative groups.
	Classroom teachers build background and contextualize new concepts by connecting them to students' past life or learning experiences from other units of instruction. <sup>5</sup>	<ul style="list-style-type: none"> <li>The classroom teacher does not or rarely create lessons that builds background and links previous life and learning experiences to acquire new concepts in an articulated</li> </ul>	<ul style="list-style-type: none"> <li>The classroom teacher may not regularly create lessons that builds background and links previous life and learning experiences to acquire new concepts in an articulated</li> </ul>	<ul style="list-style-type: none"> <li>The classroom teacher creates lessons that builds background and links previous life and learning experiences to acquire new concepts in an articulated</li> </ul>
<b>Comprehensible Input</b>	Classroom teachers make content and language comprehensible through various input strategies. <sup>1</sup>	<ul style="list-style-type: none"> <li>The classroom teacher does not plan specific comprehensible input and strategies for language and content.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom teacher occasionally plans specific comprehensible input and strategies for language and content.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom teacher plans specific comprehensible input and strategies for language and content.</li> </ul>
	Materials, resources, and texts are scaffolded, so students can access the content. <sup>3</sup>	<ul style="list-style-type: none"> <li>Classroom teachers do not or seldomly assess the language and content (vocabulary, background knowledge, etc.) of the materials, resources, and texts to be used during the lesson.</li> <li>Classroom teachers do not or rarely create appropriate scaffolds or annotate depending on students' proficiency levels, so students can access the content.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers assess, but not consistently, the language and content (vocabulary, background knowledge, etc.) of the materials, resources, and texts to be used during the lesson.</li> <li>Teachers may not create appropriate scaffolds or annotate depending on students' proficiency levels consistently or implement methodically, so students can access the content.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers assess the language and content (vocabulary, background knowledge, etc.) of the materials, resources, and texts to be used during the lesson.</li> <li>Classroom teachers create appropriate scaffolds or annotate depending on students' proficiency levels, so students can access the content.</li> </ul>
	The classroom teacher clearly models and makes directions comprehensible, so students are	<ul style="list-style-type: none"> <li>Classroom teachers do not integrate modeling or only use sporadically for all tasks to make directions,</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers occasionally integrate modeling for all tasks to</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers integrate modeling for all tasks to make</li> </ul>

<sup>5</sup> Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*.

	able to follow the language and content and complete the tasks. <sup>1</sup>	language, and content comprehensible.	make directions, language, and content comprehensible.	directions, language, and content comprehensible.
	The classroom teacher's speech rate is clear and appropriate. It is does not include idioms unless they are explicitly taught. <sup>1</sup>	<ul style="list-style-type: none"> <li>• The classroom teacher is NOT aware of the pacing of instructional speech nor uses caretaker's speech to adapt language to the ELs' proficiency levels.</li> <li>• The classroom teacher uses idioms without any context or explanation</li> <li>• The pacing of the lesson and speech rate are not considered when carrying out instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher occasionally paces instructional speech and uses caretaker's speech to adapt language to the ELs' proficiency levels.</li> <li>• The classroom teacher may occasionally use idioms without any context or explanation</li> <li>• The pacing of the lesson and speech are occasionally considered when carrying out instruction or addressed only when there is a breakdown in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher is aware of the pacing of instructional speech and uses caretaker's speech to adapt language to the ELs' proficiency levels.</li> <li>• If idioms are used, they are placed in context and/or explained.</li> <li>• The pacing of the lesson is considered when carrying out instruction.</li> </ul>
<b>Instructional Conversation</b>	Higher order thinking questions are included in academic tasks and instructional conversation. <sup>6</sup>	<ul style="list-style-type: none"> <li>• The objectives and expectations are lowered for ELs. They are not held to the same rigorous standards as their native English peers.</li> <li>• Little to no questions/tasks to promote higher-order thinking skills are implemented in lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The objectives and expectations may not be lowered for ELs and are still held to rigorous standards as their native English peers. However, there may be some over scaffolding that does not advance ELs' language or content knowledge.</li> <li>• Sporadic use of questions/tasks to promote higher-order thinking skills are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• The objectives and expectations are not lowered for ELs. They are still held to rigorous standards as their native English peers.</li> <li>• A variety of questions/tasks are used to promote higher-order thinking skills.</li> </ul>
	The classroom teacher provides frequent opportunities for students to interact with each other through purposeful guided activities that are scaffold appropriately. <sup>6</sup>	<ul style="list-style-type: none"> <li>• Students are not able to clarify meaning and elaborate and explain their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are occasionally provided tasks where they are able to clarify meaning and elaborate and explain their ideas while working in the collaborative groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to clarify meaning and elaborate and explain their ideas while working in the collaborative groups.</li> </ul>

<sup>6</sup> Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

Student Engagement

<p>Students actively participate at least 90% of the time.<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• Students are on task less than half the time due to lack of motivation, interest, or language comprehension or task directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are a close to being on task at 90% the students may get off task more due to lack of language comprehension or task directions. The teacher may have to scaffold the language in the moment rather than it being planned ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are on task 90% of the time. If students do not comprehend language or task directions, a preplanned scaffold is implemented to allow them to participate effectively. The activities are meaningful and engaging.</li> </ul>
<p>Students participate in peer conversations in their collaborative groups.<sup>3</sup></p>	<ul style="list-style-type: none"> <li>• Students have few or no opportunities to interact with students in small and large groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have opportunities to interact with students in small and large groups. However, they may be implemented irregularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have many opportunities to interact with students in small and large groups.</li> </ul>
<p>Students take responsibility for their own learning experience.<sup>6</sup></p>	<ul style="list-style-type: none"> <li>• Students have no interest in exploring content and/or seeking to improve language skills beyond the requirements of the task.</li> <li>• Students do not seek additional information regarding content and/or language.</li> <li>• Students are not encouraged to express their interests and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students occasionally attempt to explore content and seek to improve language skills beyond the requirements of the task.</li> <li>• Students sometimes seek additional information regarding content and/or language.</li> <li>• Students are seldomly encouraged to express their interests and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students further explore content and seek to improve language skills beyond the requirements of the task.</li> <li>• Students actively seek additional information regarding content and/or language.</li> <li>• Students are encouraged to express their interests and ideas, so the teacher can link them to the lesson.</li> </ul>
<p>Students take risks with language and content.<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• The environment is not conducive for students to take risks with language or content.</li> <li>• Students may be continually corrected in front of their peers thus creating a high affective filter.</li> </ul>	<ul style="list-style-type: none"> <li>• The environment is somewhat conducive for students to take risks with language or content. Some students will take risks in answering questions even if not grammatically correct.</li> <li>• There is sporadic focus on communication and making meaning rather than grammar accuracy.</li> <li>• Students may be corrected in front of their peer and are occasionally encouraged to use negotiation of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• The environment is highly conducive for students to take risks with language or content. Students will take risks in answering questions even if not grammatically correct.</li> <li>• The focus is on communication and making meaning rather than grammar accuracy.</li> <li>• Students are not corrected in front of their peer, rather they often use negotiation of meaning.</li> </ul>

<p><b>Assessment Domain: Frequent assessment of content, language, and student engagement is key to understand students’ strengths and needs.</b></p> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• The students’ behaviors are consistently monitored. These behaviors are key in determining if there is a breakdown in communication, the content has become too challenging, and/or the activities may not be clear.</li> <li>• The classroom teacher (with EL coach input) creates purposeful and systematic assessments to evaluate language and content throughout the lesson.</li> <li>• Students are provided opportunities to reflect and assess their own learning and performance.</li> <li>• The assessments are aligned with content and language objectives while considering students’ proficiency levels.</li> <li>• The classroom teacher (with EL coach input) evaluates all scaffolds/strategies for assessments and activities to identify where students may have struggled or excelled.</li> <li>• The classroom teacher creates cooperative learning groups to optimize language practice and content achievement.</li> </ul>					
		<b>Component</b>	<b>Ineffective</b>	<b>Effective - Emerging</b>	<b>Highly Effective</b>
<b>Student Assessment</b>		Classroom teachers monitor students’ behavior during the lesson. <sup>6</sup>	<ul style="list-style-type: none"> <li>• The classroom teacher never or only sometimes monitors students’ behaviors throughout instruction and while they are working in cooperative learning groups.</li> <li>• The classroom teacher rarely redirects students when they are off-task.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher sometimes monitors students’ behaviors throughout instruction and while they are working in cooperative learning groups.</li> <li>• The classroom teacher occasionally redirects students when they are off-task.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher monitors students’ behaviors throughout instruction and while they are working in cooperative learning groups.</li> <li>• The classroom teacher redirects students when they are off-task.</li> </ul>
		Classroom teachers monitor students’ comprehension of content and language through frequent formative assessments. <sup>6</sup>	<ul style="list-style-type: none"> <li>• The classroom teacher may create some or few formative assessments at key points in the lesson to evaluate ELs’ comprehension of content.</li> <li>• The classroom teacher rarely provides systematic formative assessments that are appropriately aligned with students’ proficiency to monitor language comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher creates some formative assessments at key points in the lesson to evaluate ELs’ comprehension of content.</li> <li>• There are few systematic formative assessments and/or somewhat appropriately aligned with students’ proficiency to monitor language comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher creates frequent formative assessments at key points in the lesson to evaluate ELs’ comprehension of content.</li> <li>• The classroom teacher provides systematic formative assessments that are appropriately aligned with students’ proficiency to monitor language comprehension.</li> </ul>
		Classroom teachers circulate the class to provide feedback while	<ul style="list-style-type: none"> <li>• The classroom teacher never or hardly ever circulates throughout</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher occasionally circulates throughout the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom teacher purposefully and frequently</li> </ul>

	students are in cooperative learning groups. <sup>6</sup>	the classroom to provide timely and meaningful feedback. Furthermore, the feedback provided may be impromptu and unprepared	to provide timely and meaningful feedback; however, this feedback may be impromptu and unprepared.	circulates throughout the classroom to provide timely and meaningful feedback.
	Students assess their knowledge and own performance. <sup>6</sup>	<ul style="list-style-type: none"> <li>• Students are rarely or never provided opportunities to self-assess their knowledge and performance appropriately during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are occasionally provided opportunities to self-assess their knowledge and performance appropriately during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are provided opportunities to self-assess their knowledge and performance appropriately during the lesson.</li> </ul>
<b>Instruction and Classroom Teacher Assessment</b>	Formative and summative assessments evaluate content, align with language and content objectives, and are scaffold appropriately.	<ul style="list-style-type: none"> <li>• Classroom teachers never or hardly ever reevaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers sometimes evaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers frequently evaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them.</li> </ul>
	Classroom teachers created cooperative learning groups to provide meaningful opportunities to practice language. <sup>1</sup>	<ul style="list-style-type: none"> <li>• There is no or little variation of language practice or optimizing of language use during cooperative learning groups.</li> <li>• There is none or little consideration of students' affective filters when creating cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The cooperative learning groups are sometimes created to optimize language practice.</li> <li>• At times, the cooperative learning groups are created, so students' affective filters are not increased.</li> </ul>	<ul style="list-style-type: none"> <li>• The cooperative learning groups are always created to optimize language practice.</li> <li>• The cooperative learning groups are created, so students' affective filters are not increased.</li> </ul>
	Classroom teachers identify the activities where ELs struggle and why. Classroom teachers adjust activities accordingly and include or remove strategies/scaffolds. <sup>3</sup>	<ul style="list-style-type: none"> <li>• Classroom teachers do not make a daily assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Only when clearly necessary or sometimes will classroom teachers make an assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers make a daily assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies.</li> </ul>



	<p><b>Reflection Domain: Collaborating EL coaches and classroom teachers benefit from opportunities from critical reflection of the teaching and lesson preparation process. These components are in question form allowing coaches and teachers to delve and reflect on their lesson development, instruction, and assessment.</b></p> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• The classroom teacher has high expectations for all students and includes strategies and processes, so students can successfully meet these expectations.</li> <li>• The EL coaches and classroom teachers create a community of learning and collaboration to improve their instruction and students' learning.</li> </ul>			
	<b>Component</b>	<b>Ineffective</b>	<b>Effective - Emerging</b>	<b>Highly Effective</b>
<b>High Expectations of Students</b>	<p>Are higher order thinking skills included in the lesson? Are tasks and topics appropriate for grade levels and content areas?<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• Instruction does not include activities that require higher order thinking skills while considering students' language proficiency or is considered as an afterthought.</li> <li>• The classroom teacher does not evaluate tasks and topics to assure that they suitable for grade and content.</li> <li>• The classroom teacher does not assess tasks to meet the content objectives and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction occasionally includes activities that require higher order thinking skills while considering students' language proficiency.</li> <li>• The classroom teacher may evaluate tasks and topics to assure that they suitable for grade and content.</li> <li>• The teacher sometimes assesses tasks to meet the content objectives and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction includes activities that require higher order thinking skills while considering students' language proficiency.</li> <li>• The classroom teacher frequently evaluates tasks and topics to assure that they suitable for grade and content.</li> <li>• The classroom teacher assesses tasks to consistently meet the content objectives and state standards.</li> </ul>
	<p>Are ELs responsible for their own learning?<sup>4</sup></p>	<ul style="list-style-type: none"> <li>• The students are not or hardly ever provided opportunities to become responsible for their own learning.</li> <li>• The classroom teacher does not encourage students to explore and seek out knowledge that is of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are occasionally provided opportunities to become responsible for their own learning.</li> <li>• The classroom teacher may encourage students to explore and seek out knowledge that is of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are consistently provided opportunities to become responsible for their own learning.</li> <li>• The classroom teacher consistently encourages students to explore and seek out knowledge that is of interest to them.</li> </ul>

**EL Coaches and Classroom Teachers Co-reflect**

<p>Do classroom teachers actively identify challenges in the classroom (instruction, language, content, engagement, scaffolds, etc.)?<sup>6</sup></p>	<ul style="list-style-type: none"> <li>• There is no strategy with identified challenges that must be addressed for ELs to be successful in both content and language.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a haphazard strategy or impromptu plan with identified challenges that must be addressed for ELs to be successful in both content and language.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strategy with identified challenges that must be addressed for ELs to be successful in both content and language.</li> </ul>
<p>Were the instructional tools and scaffolds used appropriate? Should additional scaffolding be included to assist ELs comprehension of either or both language and content? Should scaffolding be removed or altered as not to be relied on and hinder acquisition of language and content?<sup>5</sup></p>	<ul style="list-style-type: none"> <li>• The teacher does not evaluate the individual tools, strategies, and scaffolds for each activity.</li> <li>• The teacher does not assess the scaffolds for optimal content and language comprehension.</li> <li>• There is no organization of the scaffolds/strategies used and as to why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher occasionally evaluates the individual tools, strategies, and scaffolds for each activity.</li> <li>• The teacher may evaluate the scaffolds for optimal content and language comprehension.</li> <li>• The teacher has a haphazard organization of the scaffolds used and why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher frequently evaluates the individual tools, strategies, and scaffolds for each activity.</li> <li>• The teacher frequently assesses the scaffolds for optimal content and language comprehension.</li> <li>• The teacher categorizes the scaffolds as to why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment.</li> </ul>
<p>Is students' cultural information shared between EL coaches and classroom teachers to inform instruction and become sensitized to students' background experiences?<sup>3</sup></p>	<ul style="list-style-type: none"> <li>• Relevant cultural information and background experiences of students that would impact instructional practice are not considered and/or discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• There are sporadic meetings to discuss relevant cultural information and background experiences that would impact instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• There are regular meetings to discuss relevant cultural information and background experiences that would impact instructional practice.</li> </ul>
<p>Do EL coaches and classroom teachers hold regular meeting to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities?(This may not be feasible for you.)<sup>5</sup></p>	<ul style="list-style-type: none"> <li>• EL coaches and classroom teachers do not meet to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• EL coaches and classroom teachers occasionally meet to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• EL coaches and classroom teachers meet regularly to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities.</li> </ul>

	<p>Do EL coaches and classroom teachers observe each other's teaching and provide evaluative feedback?<sup>5</sup></p>	<ul style="list-style-type: none"><li>• There is no plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback.</li></ul>	<ul style="list-style-type: none"><li>• There is an uncoordinated plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback.</li></ul>	<ul style="list-style-type: none"><li>• There is a systematic and recurring plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback.</li></ul>
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