

English Language Development Specialist Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, the ELD Specialist makes content errors or does not correct errors made by students. The ELD Specialist displays little understanding of prerequisite knowledge important to student learning of the content. The ELD Specialist displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The ELD Specialist is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The ELD Specialist indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The ELD Specialist's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The ELD Specialist displays solid knowledge of the important concepts in the discipline and how these relate to one another. The ELD Specialist demonstrates accurate understanding of prerequisite relationships among topics. The ELD Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The ELD Specialist displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The ELD Specialist demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The ELD Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

Domain 1: Planning and Preparation *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b: <i>Demonstrating Knowledge of Students</i>	The ELD Specialist displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The ELD Specialist displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The ELD Specialist understands the active nature of student learning and attains information about levels of development for groups of students. The ELD Specialist also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The ELD Specialist understands the active nature of student learning and acquires information about levels of development for individual students. The ELD Specialist also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: <i>Setting Instructional Outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the ELD Specialist has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

Domain 1: Planning and Preparation (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: <i>Demonstrating Knowledge of Resources</i>	The ELD Specialist is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the ELD Specialist aware of resources for expanding one's own professional skill.	The ELD Specialist displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The ELD Specialist displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The ELD Specialist's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: <i>Designing Coherent Instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

Domain 1: Planning and Preparation (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>1f: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The ELD Specialist has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The ELD Specialist's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The ELD Specialist has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as ELD Specialist use of the assessment information.

Domain 2: The Classroom Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Creating an Environment of Respect and Rapport</i>	Patterns of classroom interactions, both between ELD Specialist and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The ELD Specialist does not deal with disrespectful behavior.	Patterns of classroom interactions, both between ELD Specialist and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The ELD Specialist attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	ELD Specialist-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the ELD Specialist. The ELD Specialist responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between ELD Specialist and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the ELD Specialist and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Domain 2: The Classroom Environment *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2b: <i>Establishing a Culture for Learning</i>	The classroom culture is characterized by a lack of ELD Specialist or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the ELD Specialist or students. The ELD Specialist appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The ELD Specialist conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The ELD Specialist conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

Domain 2: The Classroom Environment *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c: <i>Managing Classroom Procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the ELD Specialist's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The ELD Specialist's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The ELD Specialist's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d: <i>Managing Student Behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no ELD Specialist monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The ELD Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The ELD Specialist monitors student behavior against established standards of conduct. ELD Specialist response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. ELD Specialist monitoring of student behavior is subtle and preventive. The ELD Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Domain 2: The Classroom Environment (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e: <i>Organizing Physical Space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The ELD Specialist makes modest use of physical resources, including computer technology. The ELD Specialist attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the ELD Specialist ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The ELD Specialist makes effective use of physical resources, including computer technology. The ELD Specialist ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Communicating with Students</i>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The ELD Specialist's explanation of the content contains major errors and does not include any explanation of strategies students might use. The ELD Specialist's spoken or written language contains errors of grammar or syntax. The ELD Specialist's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The ELD Specialist's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The ELD Specialist's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The ELD Specialist's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The ELD Specialist's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The ELD Specialist rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The ELD Specialist's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the ELD Specialist focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The ELD Specialist's spoken and written language is clear and correct and is suitable to students' ages and interests. The ELD Specialist's use of academic vocabulary is precise and serves to extend student understanding.	The ELD Specialist links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The ELD Specialist's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The ELD Specialist's spoken and written language is expressive, and the ELD Specialist finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Domain 3: Instruction *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b: <i>Using Questioning and Discussion Techniques</i>	The ELD Specialist's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the ELD Specialist and students is predominantly recitation style, with the ELD Specialist mediating all questions and answers; the ELD Specialist accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The ELD Specialist's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the ELD Specialist attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The ELD Specialist attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the ELD Specialist may use some low-level questions, he poses questions designed to promote student thinking and understanding. The ELD Specialist creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The ELD Specialist challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The ELD Specialist uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c: <i>Engaging Students in Learning</i>	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with ELD Specialist scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The ELD Specialist provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Domain 3: Instruction (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: <i>Using Assessment in Instruction</i>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the ELD Specialist monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the ELD Specialist monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. ELD Specialist feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both ELD Specialist and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The ELD Specialist successfully differentiates instruction to address individual students' misunderstandings.

Domain 3: Instruction (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3e: <i>Demonstrating Flexibility and Responsiveness</i>	The ELD Specialist ignores students' questions; when students have difficulty learning, the ELD Specialist blames them or their home environment for their lack of success. The ELD Specialist makes no attempt to adjust the lesson even when students don't understand the content.	The ELD Specialist accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The ELD Specialist successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the ELD Specialist persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the ELD Specialist makes a minor adjustment to the lesson and does so smoothly.	The ELD Specialist seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the ELD Specialist persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Reflecting on Teaching</i>	The ELD Specialist does not know whether a lesson was effective or achieved its instructional outcomes, or the ELD Specialist profoundly misjudges the success of a lesson. The ELD Specialist has no suggestions for how a lesson could be improved.	The ELD Specialist has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The ELD Specialist makes general suggestions about how a lesson could be improved.	The ELD Specialist makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The ELD Specialist makes a few specific suggestions of what could be tried another time the lesson is taught.	The ELD Specialist makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the ELD Specialist offers specific alternative actions, complete with the probable success of different courses of action.
4b: <i>Maintaining Accurate Records</i>	The ELD Specialist's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The ELD Specialist's records for noninstructional activities are in disarray, the result being errors and confusion.	The ELD Specialist's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The ELD Specialist's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the ELD Specialist, prone to errors.	The ELD Specialist's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The ELD Specialist's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c: <i>Communicating with Families</i>	The ELD Specialist provides little information about the instructional program to families; the ELD Specialist's communication about students' progress is minimal. The ELD Specialist does not respond, or responds insensitively, to parental concerns.	The ELD Specialist makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The ELD Specialist provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The ELD Specialist makes some attempts to engage families in the instructional program.	The ELD Specialist communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The ELD Specialist responds to family concerns with professional and cultural sensitivity. The ELD Specialist's efforts to engage families in the instructional program are frequent and successful.
4d: <i>Participating in the Professional Community</i>	The ELD Specialist's relationships with colleagues are negative or self-serving. The ELD Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The ELD Specialist avoids becoming involved in school events or school and district projects.	The ELD Specialist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The ELD Specialist participates in the school's culture of professional inquiry when invited to do so. The ELD Specialist participates in school events and school and district projects when specifically asked.	The ELD Specialist's relationships with colleagues are characterized by mutual support and cooperation; the ELD Specialist actively participates in a culture of professional inquiry. The ELD Specialist volunteers to participate in school events and in school and district projects, making a substantial contribution.	The ELD Specialist's relationships with colleagues are characterized by mutual support and cooperation, with the ELD Specialist taking initiative in assuming leadership among the faculty. The ELD Specialist takes a leadership role in promoting a culture of professional inquiry. The ELD Specialist volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect

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Domain 4: Professional Responsibilities (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e: <i>Growing and Developing Professionally</i>	The ELD Specialist engages in no professional development activities to enhance knowledge or skill. The ELD Specialist resists feedback on teaching performance from either supervisors or more experienced colleagues. The ELD Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	The ELD Specialist participates to a limited extent in professional activities when they are convenient. The ELD Specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The ELD Specialist finds limited ways to assist other ELD Specialists and contribute to the profession.	The ELD Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The ELD Specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The ELD Specialist participates actively in assisting other educators and looks for ways to contribute to the profession.	The ELD Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. The ELD Specialist solicits feedback on practice from both supervisors and colleagues. The ELD Specialist initiates important activities to contribute to the profession.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4f: <i>Showing Professionalism</i>	The ELD Specialist displays dishonesty in interactions with colleagues, students, and the public. The ELD Specialist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The ELD Specialist makes decisions and recommendations that are based on self-serving interests. The ELD Specialist does not comply with school and district regulations.	The ELD Specialist is honest in interactions with colleagues, students, and the public. The ELD Specialist's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The ELD Specialist's decisions and recommendations are based on limited though genuinely professional considerations. The ELD Specialist must be reminded by supervisors about complying with school and district regulations.	The ELD Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The ELD Specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The ELD Specialist maintains an open mind in team or departmental decision making. The ELD Specialist complies fully with school and district regulations.	The ELD Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The ELD Specialist is highly proactive in serving students, seeking out resources when needed. The ELD Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The ELD Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The ELD Specialist complies fully with school and district regulations, taking a leadership role with colleagues.

Domain 4: Professional Responsibilities (*continued*)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4g: <i>Contributing to School and District Goals</i>	Specialist declines to participate or contribute toward school/district goals and initiatives.	Specialist intermittently participates and contributes toward school and district goals and initiatives.	Specialist consistently participates and contributes toward school/district goals and initiatives.	Specialist consistently provides leadership, ideas and expertise that further school/district goals and initiatives.

Domain 5: Delivery of Service/Program

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a: Promotes ELD within the building Examples: co-teaching, unit planning, professional development, attend PLC meetings, RTI meetings, IEP meetings	Specialist rarely, or never, promotes sheltered instruction within the building. Specialist rarely, or never, advocates for English-learner students within the building. Specialist rarely, or never, collaborates with ELD Specialists to promote access to content for English learners.	Specialist occasionally promotes sheltered instruction within the building. Specialist occasionally advocates for English-learner students within the building. Specialist occasionally collaborates with ELD Specialists to promote access to content for English learners.	Specialist consistently promotes sheltered instruction within the building. Specialist consistently advocates for English-learner students within the building. Specialist consistently collaborates with ELD Specialists to promote access to content for English learners.	Specialist provides a strong voice to actively promote sheltered instruction within the building. Specialist actively advocates for English-learner students within the building. Specialist collaborates with ELD Specialists to promote access to content for English learners on a regular basis.
5b: Program Compliance	Specialist does not maintain ELD records, such as purple folders, waivers, etc. Specialist does not comply with state and eligibility testing requirements within state/district guidelines.	Specialist maintains most ELD records, such as purple folders, waivers, etc. Specialist complies with almost all state and eligibility testing requirements within state/district guidelines.	Specialist maintains accurate ELD records, such as purple folders, waivers, etc. Specialist complies with all state and eligibility testing requirements within state/district guidelines.	Specialist efficiently maintains all ELD records accurately, such as purple folders, waivers, etc. Specialist efficiently complies with all state and eligibility testing requirements within state/district guidelines.

Domain 5: Delivery of Service/Program

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5c: <i>Service and Communication with Families</i>	Specialist provides little or no information about students' progress to families. Specialist communicates and responds insensitively and/or in an untimely manner to parents. Specialist makes little or no attempt to engage families in instructional programs.	Specialist provides basic information to parents about student progress only as needed. Specialist communicates and responds to parents minimally and occasionally in an untimely manner. Specialist makes modest attempts to engage families in instructional programs.	Specialist provides pertinent information to parents about student progress. Specialist communicates and responds to parents in a timely and appropriate manner. Specialist makes efforts to engage families in instructional programs on a regular basis.	Specialist consistently provides pertinent information to parents about student progress. Specialist communicates and responds to parents with sensitivity and cultural competence in a timely and appropriate manner. Specialist successfully makes efforts to engage families in instructional programs on a regular basis.
5d: <i>ELD Service Model Implementation</i>	Specialist does not assist in creating schedules/service delivery for students, Bilingual IA schedule, master schedule for ELD, etc.	Specialist provides some feedback in creating schedules/service delivery for students, Bilingual IA schedule, a master schedule for ELD, etc.	Specialist assists in the creation of schedules/service delivery for students, Bilingual IA schedule, master ELD schedule, etc.	Specialist is a strong voice and advocate for the creation of schedules/service delivery for students, Bilingual IA schedule, master ELD schedule, etc.