

DOMAIN 1 FOR ESL TEACHER: PLANNING AND PREPARATION				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of current trends in ESL and professional development	The ESL Teacher plans and practice demonstrate little knowledge of the content, instructional practices specific to the area, or trends in professional development.	The ESL Teacher plans and practice demonstrate basic familiarity of the content, instructional practices specific to the area, and trends in professional development.	The ESL Teacher plans and practice demonstrate sufficient knowledge of the content, instructional practices specific to the area, and trends in professional development.	The ESL Teacher plans and practice demonstrate extensive knowledge of the content, instructional practices specific to the area, and trends in professional development. Teacher is regarded as an expert by colleagues.
1b Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.	The ESL Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	The ESL Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	The ESL Teacher demonstrates sufficient knowledge of the school's program and of teacher skill in delivering that program.	The ESL Teacher is thoroughly familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c Establishing goals for the ELS appropriate to the setting and the students served	The ESL Teacher has no clear goals for the EL program, or they are inappropriate to either the situation in the school, or the age of the students.	The ESL Teacher goals for the EL program are rudimentary and are partially suitable to the situation in the school and the age of the students.	The ESL Teacher goals for the EL program are clear and appropriate to the situation to the situation in the school and the age of the students.	The ESL Teacher goals for the EL program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students and colleagues.
1d Establishing goals for ELS appropriate to the setting and teachers served	The ESL Teacher has no clear goals for the program, or they are inappropriate to either the situation or the staff needs.	The ESL Teacher goals for the program are rudimentary and are partially suitable to the situation and the staff needs.	The ESL Teacher goals are clear and are suitable to the situation and staff needs.	The ESL Teacher goals are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1e Demonstrating knowledge of resources, both within and beyond the school and district	The ESL Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	The ESL Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills	The ESL Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	The ESL Teacher actively seeks new resources from a wide range of resources to enrich teachers' skills in implementing the school's program.
1f Designing coherent instruction	The lessons have little recognizable structure. Day-to-day instruction is loosely linked and there may be little connection between activities. The series of learning experiences is poorly aligned with the instructional goals and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional goals, and some of the experiences are likely to engage students in significant learning. Lessons have a recognizable structure and reflect partial knowledge of students and resources.	The ESL Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional goals and differentiated where appropriate for all students. Lessons have a clear structure and are likely to engage students in significant learning.	The ESL Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional goals, differentiated where appropriate for all students to engage in significant learning. The lesson's structures are clear and allows for different learning pathways according to student needs.
1g Designing student assessments	The ESL Teacher plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The ESL Teacher plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction and/or program improvement.	The ESL Teacher plan for student assessment is aligned with the instructional goals, uses clear criteria, and is appropriate to the needs of students. Teacher actively uses assessment results to plan for future instruction for groups of students and program improvement.	The ESL Teacher plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards. Assessment methodologies may have been adapted for individuals, and Teacher uses results to positively impact individual students and program.

DOMAIN 2 FOR ESL TEACHER: THE ENVIRONMENT				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport with teachers	Teachers are reluctant to request assistance from the ESL Teacher fearing that such a request will be treated as a sign of deficiency.	Relationships with the ESL Teacher are cordial; teachers do not resist initiatives established by the ESL Teacher.	Relationships with ESL Teacher are respectful, with some contacts initiated by teachers.	Relationships with the ESL Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b Creating an environment of respect and rapport with students	Classroom interactions between the ESL Teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, levels of development, or individuality, and are characterized by sarcasm, put-downs, displays of disrespect, or conflict.	Classroom interactions, both between the ESL Teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural, developmental, or individual differences among students.	Classroom interactions between the ESL Teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural, developmental, or individual differences among groups of students.	Classroom interactions between the ESL Teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures, levels of development, and individuality. Students themselves ensure high levels of civility among members of the class.
2c Establishing a culture for ongoing instructional improvement	The ESL Teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the ESL Teacher.	The ESL Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	The ESL Teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2d Managing classroom procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions and handling of supplies.	Some instructional time is lost because classroom routines and procedures for transitions, and handling of supplies are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, and handling of supplies which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, and handling of supplies.
2e Establishing clear procedures for teachers to gain access to ESL support	When teachers want to access assistance from the ESL Teacher, they are not sure how to go about it.	Some procedures are clear to teachers, whereas others (for example, receiving informal support) are not.	The ESL Teacher has established clear procedures for teachers to use in gaining access to support.	Procedures for access to ESL support are clear to all teachers and have been developed following consultation with administrators and teachers.
2f Managing student behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the ESL Teacher has made an effort to establish standards of conduct for students. The ESL Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	The ESL Teacher is aware of student behavior, has established clear standard of conduct, and responds to student misbehavior in ways that are appropriate and respectful of all students.	Standards of conduct are clear, with evidence of student participation in setting them. ESL Teacher monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

DOMAIN 3 FOR ESL TEACHER: DELIVERY OF SERVICE				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Collaborating with teachers in the design of instructional units and lessons	The ESL Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	The ESL Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	The ESL Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	The ESL Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside school.
3b Engaging teachers in learning new skills	The ESL Teacher declines opportunities to engage in professional learning.	The ESL Teacher efforts to engage teachers in professional learning are partially successful, with some participating.	Most teachers are engaged in acquiring new instructional skills related to the program.	The ESL Teacher are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c Sharing expertise with staff	The ESL Teacher model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served	The quality of the ESL Teacher model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the ESL Teacher model lesson and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the ESL Teacher model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The ESL Teacher conducts extensive follow-up work with teachers.
3d Locating resources for teachers to support instructional improvement	The ESL Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	The ESL Teacher efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	The ESL Teacher locates resources for instructional improvement for teaches when asked to do so.	The ESL Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e Demonstrating flexibility and responsiveness	The ESL Teacher adheres to their plan, in spite of evidence of its inadequacy.	The ESL Teacher makes modest changes in the support program when confronted with evidence of the needs for change.	The ESL Teacher makes revisions to the support program when it is needed.	The ESL Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR ESL TEACHER: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	ESL Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	ESL Teacher reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	ESL Teacher reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The ESL Teacher makes some specific suggestions as to how the support program might be improved.	ESL Teacher reflection is highly accurate and perceptive, citing specific examples. ESL Teacher draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b Preparing and submitting budgets and reports	ESL Teacher does not follow established procedures for preparing budget recommendations and submitting reports. Reports are routinely late.	ESL Teacher efforts to prepare budget recommendations are partially complete. Reports are sometimes submitted on time.	Budget recommendations are complete. Reports are always submitted on time.	ESL Teacher anticipates and responds to teacher needs when preparing budget recommendations. Reports are submitted on time.
4c Coordinating work with other ESL/Specialists	ESL Teacher makes no effort to collaborate with other instructional specialists within the district	ESL Teacher responds positively to the efforts of other instructional specialists within the district to collaborate.	ESL Teacher initiates efforts to collaborate with other instructional specialists within the district.	ESL Teacher takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d Communicating with families	ESL Teacher communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. ESL Teacher makes no attempt to engage families in the instructional program.	ESL Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	ESL Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	ESL Teacher communication with families is frequent and sensitive to cultural traditions; students participate in the communication. RS successfully engages families in the instructional program, as appropriate.
4e Participating in a Professional Community	ESL Teacher relationships with colleagues are negative or self-serving; and the specialist avoids being involved in school and districts events/projects	ESL Teacher relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	ESL Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	ESL Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4f Engaging in professional development	ESL Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	ESL Teacher participating in professional development activities is limited to those that are convenient or are required.	ESL Teacher seeks opportunities for professional development based on an individual needs assessment.	ESL Teacher actively pursues professional development opportunities and makes a substantial contribution to the professional through such activities as participating in local or state activities.
4g Showing professionalism	ESL Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	ESL Teacher is honest in interactions with colleagues and respects norms of confidentiality.	ESL Teacher displays high standards of honesty and integrity in interactions with colleagues and respect norms of confidentiality.	ESL Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.