

Criterion 1

Centering instruction on high expectations for student achievement

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Purpose P1 - Connections to Standards, Broader Purpose and Transferable Skill	P3 - Content concepts appropriate for age and educational background level of students B8 - Links explicitly made between past learning and new concepts
Purpose P4 - Communication of Learning Targets	P1 - Content objectives clearly defined, displayed and reviewed with students P2 - Language objectives clearly defined, displayed and reviewed with students
Purpose P5 - Success Criteria and Performance Task(s)	C11 - Clear explanation of academic tasks R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Student Engagement SE3 - Work of High Cognitive Demand	S15 - A variety of questions or tasks that promote higher-order thinking skills
Classroom Environment and Culture CEC3 - Discussion, Collaboration and Accountability	I16 - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts I17 - Grouping configurations support language and content objectives of a lesson I19 - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.

Criterion 2

Demonstrating effective teaching practices

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Student Engagement SE1 - Quality of Questioning	S15 - A variety of questions or tasks that promote higher-order thinking skills I16 - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts I19 - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
Student Engagement SE5 - Expectation, Support and Opportunity for Participation and Meaning Making.	P6 – Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking C12 – Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) S14 – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds) I16 - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts I17 - Grouping configurations support language and content objectives of a lesson I19 - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
Student Engagement SE6 – Substance of Student Talk	I16 - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
Curriculum & Pedagogy CP6 – Scaffolds the Task	S14 – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)
Curriculum & Pedagogy CP7 –Gradual Release of Responsibility	S13 - Ample opportunities provided for students to use learning strategies I19 - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text. PA21 - Activities provided for students to apply content and language knowledge in the classroom

Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Purpose P3 – Teaching Point(s) are Based on Students’ Learning Needs	P3 – Content concepts appropriate for age and educational background level of students B7 – Concepts explicitly linked to students’ background experiences
Student Engagement SE2 – Ownership of Learning	S13 - Ample opportunities provided for students to use learning strategies I19 - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
Student Engagement SE4 – Strategies that Capitalize on Learning Needs of Students	B7 – Concepts explicitly linked to students’ background experiences B8 – Links explicitly between past learning and new concepts I17 - Grouping configurations support language and content objectives of a lesson
Curriculum & Pedagogy CP5 – Differentiated Instruction	P5 – Adaption of content (e.g., text, assignment) to all levels of student proficiency C10 – Speech is appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) I18 - Sufficient wait time for student responses consistently provided L26 – Pacing of the lesson appropriate to students’ ability level
Assessment for Student Learning A6 – Teacher use of Formative Assessment Data	R29 - Regular feedback provided to students on their output (e.g. language, content, work) R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Student Growth 3.1 & 3.2	N/A

Criterion 4

Providing clear and intentional focus on subject matter content and curriculum

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Purpose P2 – Connection to Previous and Future Lessons	B8 – Links explicitly between past learning and new concepts
Curriculum & Pedagogy CP1 – Alignment of Instructional Materials and Tasks	P4 – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) P5 – Adaption of content (e.g., text, assignment) to all levels of student proficiency L23 – Content objectives are clearly supported by lesson delivery
Curriculum & Pedagogy CP2 – Discipline-Specific Conceptual Understanding	N/A
Curriculum & Pedagogy CP3 – Pedagogical Content Knowledge	N/A
Curriculum & Pedagogy CP4 – Teacher Knowledge of Content	NA

Criterion 5

Fostering and managing a safe, positive learning environment

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Classroom Environment & Culture CEC1 – Arrangement of Classroom	I17 - Grouping configurations support language and content objectives of a lesson
Classroom Environment & Culture CEC2 – Accessibility and Use of Materials	P4 – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) P5 – Adaption of content (e.g., text, assignment) to all levels of student proficiency PA20 – Hands-on materials/manipulatives are provided for students to practice using new content knowledge
Classroom Environment & Culture CEC4 – Use of Learning Time	L25 – Students are engaged approximately 90% to 100% of the period
Classroom Environment & Culture CEC5 – Managing Student Behavior	N/A
Classroom Environment & Culture CEC6 – Student Status	N/A
Classroom Environment & Culture CEC7 – Norms for Learning	N/A

Criterion 6

Using multiple student data elements to modify instruction and improve student learning

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Assessment for Student Learning A1 – Self-Assessment of Learning Connected to the Success Criteria	N/A
Assessment for Student Learning A2 – Demonstration of Learning	R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Assessment for Student Learning A3 – Formative Assessment Opportunities	P6 – Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
Assessment for Student Learning A4 – Collection Systems for Formative Assessment Data	N/A
Assessment for Student Learning A5 – Student Use of Assessment Data	N/A
Student Growth 6.1 & 6.2	N/A

Criterion 7

Communicating and collaborating with parents and the school community

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Professional Collaboration & Communication PCC3 – Parents and Guardians	N/A
Professional Collaboration & Communication PCC4 – Communication within the School Community about Student Progress	R29 - Regular feedback provided to students on their output (e.g. language, content, work)

Criterion 8

Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
Professional Collaboration & Communication PCC1 – Collaboration with Peers and Administrators to Improve Student Learning	N/A
Professional Collaboration & Communication PCC2 – Professional and Collegial Relationships	N/A
Professional Collaboration & Communication PCC5 – Supports School, District, and State Curriculum, Policy and Initiatives	L26 – Pacing of the lesson appropriate to students' ability level
Professional Collaboration & Communication PCC6 – Ethics and Advocacy	N/A

Student Growth 8.1	N/A
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