

Criterion 1

Centering instruction on high expectations for student achievement

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
2b – Establishing a Culture for Learning	N/A
3a – Communicating with Students	<p>B7 – Concepts explicitly linked to students’ background experiences</p> <p>C11- Clear explanation of academic tasks</p> <p>S14 – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)</p> <p>I16- Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts</p> <p>I19- Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.</p> <p>B9 – Key vocabulary is emphasized (e.g., introduced, written, repeated, and highlighted for students to see)</p>
3c – Engaging Students in Learning	<p>P1 – Content objectives are clearly defined, displayed and reviewed with students</p> <p>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</p> <p>S14 – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)</p> <p>PA21 - Activities provided for students to apply content and language knowledge in the classroom</p>

Criterion 2

Demonstrating effective teaching practices

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
3b – Using Questioning and Discussion Techniques	<p>S15- A variety of questions or tasks that promote higher-order thinking skills</p> <p>I16- Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts</p> <p>I18 - Sufficient wait time for student responses consistently provided</p>
4a – Reflecting on Teaching	N/A

Criterion 3

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

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
1b – Demonstrating Knowledge of Students	R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
3e – Demonstrating Flexibility and Responsiveness	<p>P4 – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)</p> <p>P5 – Adaption of content (e.g., text, assignment) to all levels of student proficiency</p> <p>C12 – Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)</p> <p>I19- Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.</p>
Student Growth	N/A

Criterion 4

Providing clear and intentional focus on subject matter content and curriculum

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
1a - Demonstrating Knowledge of Content and Pedagogy	N/A
1c - Setting Instructional Outcomes	<p>P1 - Content objectives are clearly defined, displayed and reviewed with students</p> <p>P2 - Language objectives are clearly defined, displayed, and reviewed with students</p> <p>P3 - Content concepts are appropriate for age and educational background level of students</p>
1d - Demonstrating Knowledge of Resources	N/A
1e - Designing Coherent Instruction	<p>P5 - Adaption of content (e.g., text, assignment) to all levels of student proficiency</p> <p>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</p> <p>PA21 - Activities provided for students to apply content and language knowledge in the classroom</p> <p>L26 - Pacing of the lesson appropriate to students' ability level</p>

Criterion 5

Fostering and managing a safe, positive learning environment

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
2a – Creating an Environment of Respect and Rapport	N/A
2c – Managing Classroom Procedures	L25 – Students engaged approximately 90% to 100% of the period
2d – Managing Student Behavior	N/A
2e – Organizing Physical Space	N/A

Criterion 6

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

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
1f – Designing Student Assessments	R30 - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
3d – Using Assessment in Instruction	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
4b – Maintaining Accurate Records	N/A
Student Growth	N/A

Criterion 7

Communicating and collaborating with parents and the school community

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
4c – Communicating with Families	N/A

Criterion 8

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

Danielson	Supporting strategies that are particularly effective for your English Learners (from SIOP)
4d – Participating in a Professional Community	N/A
4e – Growing and Developing Professionally	N/A
4f – Showing Professionalism	N/A
Student Growth	N/A