

# Criterion 1

## Centering instruction on high expectations for student achievement

CEL 5D+	Supporting strategies that are particularly effective for your English Learners (from SIOP)
<b>Purpose</b> <b>P1</b> - Connections to Standards, Broader Purpose and Transferable Skill	<b>P3</b> - Content concepts appropriate for age and educational background level of students  <b>B8</b> - Links explicitly made between past learning and new concepts
<b>Purpose</b> <b>P4</b> - Communication of Learning Targets	<b>P1</b> - Content objectives clearly defined, displayed and reviewed with students  <b>P2</b> - Language objectives clearly defined, displayed and reviewed with students
<b>Purpose</b> <b>P5</b> - Success Criteria and Performance Task(s)	<b>C11</b> - Clear explanation of academic tasks  <b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
<b>Student Engagement</b> <b>SE3</b> - Work of High Cognitive Demand	<b>S15</b> - A variety of questions or tasks that promote higher-order thinking skills
<b>Classroom Environment and Culture</b> <b>CEC3</b> - Discussion, Collaboration and Accountability	<b>I16</b> - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  <b>I17</b> - Grouping configurations support language and content objectives of a lesson  <b>I19</b> - 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)
<b>Student Engagement</b> <b>SE1</b> - Quality of Questioning	<b>S15</b> - A variety of questions or tasks that promote higher-order thinking skills  <b>I16</b> - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  <b>I19</b> - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
<b>Student Engagement</b> <b>SE5</b> - Expectation, Support and Opportunity for Participation and Meaning Making.	<b>P6</b> – 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  <b>C12</b> – Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)  <b>S14</b> – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)  <b>I16</b> - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  <b>I17</b> - Grouping configurations support language and content objectives of a lesson  <b>I19</b> - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
<b>Student Engagement</b> <b>SE6</b> – Substance of Student Talk	<b>I16</b> - Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
<b>Curriculum &amp; Pedagogy</b> <b>CP6</b> – Scaffolds the Task	<b>S14</b> – Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)
<b>Curriculum &amp; Pedagogy</b> <b>CP7</b> –Gradual Release of Responsibility	<b>S13</b> - Ample opportunities provided for students to use learning strategies  <b>I19</b> - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.  <b>PA21</b> - 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)
<b>Purpose</b> <b>P3</b> – Teaching Point(s) are Based on Students’ Learning Needs	<b>P3</b> – Content concepts appropriate for age and educational background level of students  <b>B7</b> – Concepts explicitly linked to students’ background experiences
<b>Student Engagement</b> <b>SE2</b> – Ownership of Learning	<b>S13</b> - Ample opportunities provided for students to use learning strategies  <b>I19</b> - Ample opportunities for student(s) to clarify key concepts in L1 as needed with aide, peer or L1 text.
<b>Student Engagement</b> <b>SE4</b> – Strategies that Capitalize on Learning Needs of Students	<b>B7</b> – Concepts explicitly linked to students’ background experiences  <b>B8</b> – Links explicitly between past learning and new concepts  <b>I17</b> - Grouping configurations support language and content objectives of a lesson
<b>Curriculum &amp; Pedagogy</b> <b>CP5</b> – Differentiated Instruction	<b>P5</b> – Adaption of content (e.g., text, assignment) to all levels of student proficiency  <b>C10</b> – Speech is appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)  <b>I18</b> - Sufficient wait time for student responses consistently provided  <b>L26</b> – Pacing of the lesson appropriate to students’ ability level
<b>Assessment for Student Learning</b> <b>A6</b> – Teacher use of Formative Assessment Data	<b>R29</b> - Regular feedback provided to students on their output (e.g. language, content, work)  <b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
<b>Student Growth 3.1 &amp; 3.2</b>	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)
<b>Purpose</b> <b>P2</b> – Connection to Previous and Future Lessons	<b>B8</b> – Links explicitly between past learning and new concepts
<b>Curriculum &amp; Pedagogy</b> <b>CP1</b> – Alignment of Instructional Materials and Tasks	<b>P4</b> – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) <b>P5</b> – Adaption of content (e.g., text, assignment) to all levels of student proficiency <b>L23</b> – Content objectives are clearly supported by lesson delivery
<b>Curriculum &amp; Pedagogy</b> <b>CP2</b> – Discipline-Specific Conceptual Understanding	N/A
<b>Curriculum &amp; Pedagogy</b> <b>CP3</b> – Pedagogical Content Knowledge	N/A
<b>Curriculum &amp; Pedagogy</b> <b>CP4</b> – 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)
<b>Classroom Environment &amp; Culture</b> <b>CEC1</b> – Arrangement of Classroom	<b>I17</b> - Grouping configurations support language and content objectives of a lesson
<b>Classroom Environment &amp; Culture</b> <b>CEC2</b> – Accessibility and Use of Materials	<b>P4</b> – Supplementary materials are used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) <b>P5</b> – Adaption of content (e.g., text, assignment) to all levels of student proficiency <b>PA20</b> – Hands-on materials/manipulatives are provided for students to practice using new content knowledge
<b>Classroom Environment &amp; Culture</b> <b>CEC4</b> – Use of Learning Time	<b>L25</b> – Students are engaged approximately 90% to 100% of the period
<b>Classroom Environment &amp; Culture</b> <b>CEC5</b> – Managing Student Behavior	N/A
<b>Classroom Environment &amp; Culture</b> <b>CEC6</b> – Student Status	N/A
<b>Classroom Environment &amp; Culture</b> <b>CEC7</b> – 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)
<b>Assessment for Student Learning</b> <b>A1</b> – Self-Assessment of Learning Connected to the Success Criteria	N/A
<b>Assessment for Student Learning</b> <b>A2</b> – Demonstration of Learning	<b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
<b>Assessment for Student Learning</b> <b>A3</b> – Formative Assessment Opportunities	<b>P6</b> – 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  <b>R30</b> - Assessment of student comprehension and learning of all lesson objectives throughout the lesson
<b>Assessment for Student Learning</b> <b>A4</b> – Collection Systems for Formative Assessment Data	N/A
<b>Assessment for Student Learning</b> <b>A5</b> – Student Use of Assessment Data	N/A
<b>Student Growth 6.1 &amp; 6.2</b>	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)
<b>Professional Collaboration &amp; Communication</b> <b>PCC3</b> – Parents and Guardians	N/A
<b>Professional Collaboration &amp; Communication</b> <b>PCC4</b> – Communication within the School Community about Student Progress	<b>R29</b> - 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)
<b>Professional Collaboration &amp; Communication</b> <b>PCC1</b> – Collaboration with Peers and Administrators to Improve Student Learning	N/A
<b>Professional Collaboration &amp; Communication</b> <b>PCC2</b> – Professional and Collegial Relationships	N/A
<b>Professional Collaboration &amp; Communication</b> <b>PCC5</b> – Supports School, District, and State Curriculum, Policy and Initiatives	<b>L26</b> – Pacing of the lesson appropriate to students’ ability level
<b>Professional Collaboration &amp; Communication</b> <b>PCC6</b> – Ethics and Advocacy	N/A
<b>Student Growth 8.1</b>	N/A