

English as a Second Language Itinerants

Domain 1: Planning and Preparation

Level of Performance

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
1b. Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning the class as a whole.	Teacher demonstrates knowledge of students' backgrounds, ESL proficiency levels, skills and interests, and uses this knowledge to plan for a student or groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, ESL proficiency levels, skills and interests, and uses this knowledge to plan for a student or groups for individual student learning.
1c. Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect the highest-level learning possible relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d. Demonstrating Knowledge of Resources	Teacher is unaware of school, district and BOCES resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school, district and BOCES resources available either for teaching or for students who need them.	Teacher is fully aware of school, district and BOCES resources available for teaching and knows how to gain access for students who need them.	Teacher seeks out resources for teaching in professional organizations and is aware of resources available for students who need them, in the school, district, BOCES and in the ESL community.

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1e. Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning. The lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of individual student needs. Teacher's lesson or unit is highly coherent and has a clear structure.
1f. Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been effectively communicated to students. Teacher uses the assessment to plan for groups of students and individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are understood by students. Teacher guides students in monitoring their own progress in achieving instructional goals and shows evidence of student participation in the assessment appropriate to skill level.

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Domain 2: The Classroom Environment

Level of Performance

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental difference among individual students.	Classroom interactions are highly respectful of cultural and developmental differences among individual students, reflecting genuine warmth and caring. Students expect and support positive interactions in the classroom.
2b. Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the students, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students contribute to the establishment of a culture for learning by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c. Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume some responsibility for their smooth functioning.

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2d. Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher shows evidence of student participation, at appropriate student skill level, in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2e. Organizing Physical Space	Teacher makes poor use of designated district environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's designated district environment is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's designated district environment is safe, and the teacher uses available district resources and furniture as effectively as possible to support the learning activities.	Teacher's designated district environment is safe, and learning is accessible to all students; teacher uses available district resources and the use of furniture as effectively as possible to support the learning activities.

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Domain 3: Instruction

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Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanation to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b. Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by almost all students.	Students contribute to formulating some of the high-level questions and assume responsibility for the participation of most students in the discussion when appropriate to student skill level.
3c. Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are only partially intellectually engaged, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson using appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make meaningful contributions to the representation of content, the activities, and the materials when appropriate to skill level. The structure and pacing of the lesson allow for student reflection and closure.
3d. Providing Feedback to Students	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e. Demonstrating flexibility and Responsiveness	Teacher adheres to the instruction in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

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Domain 4: Professional Responsibilities

Level of Performance

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflecting on Teaching	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining Accurate Records	Teacher has no system for maintaining accurate records, resulting in errors and confusion	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance if applicable.
4c. Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instruction program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instruction program.	Teacher communicates effectively with families by using available district and community resources to successfully engage them in the instructional program to the extent possible given the cultural and language differences.	Teacher communicates effectively with families by using available district and community resources and successfully engages them in the instructional program to the extent possible given the cultural and language differences. Students participate in communicating with families when appropriate.
4d. Contributing to the School, District and BOCES	Teacher's relationships with colleagues are negative and self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school, district and BOCES events and projects when specifically requested.	Teacher volunteers to participate in school, district and BOCES events or projects, and maintains positive relationships with colleagues.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role within a major school district or BOCES project.
4e. Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.

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Domain 4: Professional Responsibilities

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4f. Showing Professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students are based on the best information and are genuine but inconsistent	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.