

## ***ESL Education***

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### **STANDARD ONE**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

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### **KNOWLEDGE**

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

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### **Evidences**

The teacher has a thorough knowledge of the English language.

The teacher understands specific English as a Second Language (ESL) terminology.

The teacher has knowledge of first and second language acquisition processes.

The teacher knows the differences between social and academic language.

The teacher understands the interrelationships among sociocultural, linguistic, cognitive, and academic dimensions of language acquisition.

The teacher knows how to compare non-English language systems to the English language.

The teacher knows how language skills interrelate with content area skills.

The teacher has knowledge of the stages of literacy development.

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The teacher has knowledge of appropriate teaching methodologies in the area of ESL instruction (reading, writing, listening, and speaking).

The teacher has knowledge of a variety of assessment tools for identifying students of limited English proficiency.

## **DISPOSITIONS**

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

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## **Evidences**

The teacher values the complexity of language development.

The teacher realizes that adequate ESL instruction is necessary for academic achievement.

The teacher accepts and respects all cultures.

The teacher accepts different learning styles.

The teacher supports ESL instruction across the curriculum.

## **PERFORMANCE**

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, ("way of knowing,") methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

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## **Evidences**

The teacher uses knowledge of first and second language acquisition processes to promote achievement of ESL learners.

The teacher encourages literacy development across the content areas for building academic skills in a second language.

The teacher applies English literacy development to accelerate the learning of both English language skills and higher-order thinking skills.

The teacher uses appropriate ESL strategies while teaching subject matter (cooperative learning, Total Physical Response [TPR] sheltered instruction, Cognitive Academic Language Learning Approach [CALLA], etc.)

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The teacher incorporates linguistic principles such as phonemic, syntactic, semantic and pragmatic dimensions of language into content area instruction.

The teacher is able to appropriately identify Limited English Proficient (LEP) students using major theories of language acquisition and is thus able to use appropriate teaching strategies and equitable assessment procedures.

The teacher has knowledge of current trends and issues in general education, ESL education, and special education.

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**STANDARD TWO**

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

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**KNOWLEDGE**

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

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**Evidences**

The teacher knows how to select appropriate strategies for students at varying levels of English proficiency.

The teacher knows how to access and build upon students' prior knowledge.

The teacher knows a variety of methods for teaching English reading/writing and development of oral language skills.

The teacher has knowledge of assessment tools for identifying LEP students.

The teacher knows how to select, administer, and interpret equitable formal and informal assessment tools appropriate to the cognitive, academic, social, and kinesthetic development of students from diverse language backgrounds.

The teacher knows about the various assessment policies and procedures within the school system as they relate to the language of minority students.

The teacher has knowledge of protocols and procedures in the areas of identification, assessment, placement, grading, referral to special programs, and re-evaluation of students in ESL programs.

The teacher has knowledge of student progress measures related to course promotion, grade promotion, and graduation requirements to ensure maximum progress that is sensitive to language developmental stages and success in school.

The teacher knows to use explicit strategies (metacognitive, cognitive, socially effective) with students.

The teacher has knowledge of standardized assessment instruments as well as performance based assessments and their use for different contexts for second language learners.

The teacher has knowledge of approaches for demonstrating curriculum frameworks content mastery by grade level for second language learners.

The teacher knows how to adapt academic, career, and social curricula for all types of second language learners.

The teacher knows how to adapt oral and written communication to the needs of the LEP or language minority student.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans, family service plans, and transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to use assessment information to establish goals and objectives that are appropriate for an individual student.

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The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

## **DISPOSITIONS**

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

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## **Evidences**

The teacher values and is willing to participate in research and practice study for continuous professional development.

The teacher is willing to adapt instruction based on appropriate assessment of students.

The teacher is committed to assist the second language learner in an English speaking environment.

The teacher is willing to adapt instructional approaches to meet the diverse needs of second language learners.

The teacher is willing to disseminate rationale, procedures, and advantages of equitable grading procedures to colleagues and administrators.

The teacher is willing to disseminate new knowledge and best recommended practices for working with speakers of other languages with their colleagues and administrators.

## **PERFORMANCE**

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

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## **Evidences**

The teacher selects, adapts, modifies instructional materials and resources appropriate for LEP students at varying levels of proficiency.

The teacher uses a variety of methods to help students develop competence in academic language (free reading, sheltered subject-matter teaching, CALLA, proper use of students first language, TPR, cooperative learning.)

The teacher models effective communication strategies (e.g., monitoring the effect of messages, being a reflective listener, simplifying and restating, being sensitive to nonverbal cues given and received) and encourages students to communicate effectively in a variety of contexts.

The teacher incorporates technological resources in the classroom as a tool for instruction.

The teacher provides resources for students in their own native languages to assist content learning and concept acquisition.

The teacher uses results of student assessments to plan instruction.

The teacher incorporates strategies with proven positive correlations to academic achievement for second language learners such as metacognitive, phonological, word, semantic, syntactical, and pragmatic awareness development.

The teacher uses assessment approaches for documenting progress in English oral language acquisition, English reading comprehension, and English writing.

The teacher demonstrates skill at modifying assessment activities to ensure equitable and accurate assessment of academic progress of second language learners.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curricular and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with a diverse cognitive, motor, and/or social and behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program or an individualized family service plan or an individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils [e.g., drugs, poverty, guns].

The teacher infuses speech skills into academic areas consistent with mode or philosophy espoused and ability of the student who is deaf or hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information

about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

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**STANDARD THREE**

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

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**KNOWLEDGE**

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

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**Evidences**

The teacher knows the emotional, social and intellectual implications of the process of learning a second language while maintaining the first language.

The teacher knows the stages of language acquisition.

The teacher knows current theories and models of second language acquisition (i.e., Cummins, Krashen, Chomsky, Asher, Chamot).

The teacher knows that individual variation will produce differences in the rate of acquisition of

second language among students due to social and affective factors.

The teacher has a knowledge of how a child's experiences in the home and in the home culture affect values, patterns of language use, and interpersonal style.

The ESL teacher understands the silent period.

The ESL teacher knows how to select, identify, modify and adapt curricular materials appropriate for ESL students.

The teachers knows how to use thematic approaches to teaching.

The teacher has knowledge of using nonverbal communication, such as visuals, real, dramatization, etc., to compliment verbal explanations.

The teacher understands Basic Interpersonal Communication Skills (BICS) competence and promotes learners' abilities in this area.

The teacher understands Cognitive Academic Language Proficiency (CALP) competence and promotes learners' abilities in the area.

The teacher knows techniques for addressing student needs at each stage of language acquisition.

The teacher has knowledge of a variety of methods for monitoring student progress.

The teacher has knowledge of a variety of ESL strategies (i.e., mentoring, peer grouping, cooperative learning, TPR, sheltered instruction, etc.).

The teacher has a sufficient knowledge of school systems/processes to advocate for the language minority/LEP students within the school building and with teachers and administrators in order to ensure progress towards grade completion and graduation.

The teacher has a sufficient knowledge of human development in order to choose and use a variety of methodological approaches and teaching strategies appropriate for second language learners' stage(s) of language acquisition.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows of ethical considerations inherent in classroom behavior management.

The teacher knows techniques for crisis preventions for students with various cultural and linguistic backgrounds, and students with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching children with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

## **DISPOSITIONS**

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

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## **Evidences**

The teacher is sensitive to the developmental stages of second language learners (i.e., the silent period).

The teacher encourages/expects all students to perform to their best potential.

The teacher is willing to use motivational approaches related to personal achievement, parental and peer approval, and future success.

Teachers appreciate and make use of students' cultures so that their cultures permeate all instruction.

The teacher is willing to act as an advocate for second language learners in the school and community.

The teacher is sensitive to the concept that learning a second language and content material is often stressful to the second language student.

The teacher values maintaining the first language and views bilingualism positively.

The teacher is willing to create a supportive classroom environment that values each student and

the individual strengths and resources he or she brings to the learning process.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

## **PERFORMANCE**

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

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## **Evidences**

The teacher uses knowledge of the students' level(s) of language acquisition while providing instruction.

The teacher provides appropriate support for the second language student.

The teacher provides comprehensible input for students at a variety of proficiency levels.

The teacher adjusts instruction based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

The teacher can use cooperative learning as a strategy for classroom management and structuring of curricular materials so that all students are actively involved in learning.

The teacher uses a variety of modalities for providing instruction (i.e., music, technology,

kinesthetics, etc.).

The teacher structures class activities so that all students are involved in intensive learning.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher helps pupils work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

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**STANDARD FOUR**

The teacher exhibits human relations skills which support the development of human potential.

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**KNOWLEDGE**

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

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**Evidences**

The teacher understands how various external factors (e.g., conflict within students' families, peer relationships, etc.) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors.

The teacher knows the differences between surface culture and deep culture and the impact of both of those on the student.

The teacher has knowledge of the influence of culture on perceptions, communication (verbal and non-verbal), behaviors, and learning.

The teacher has knowledge of learning styles and strategies as they relate to the second language learner in a cross-cultural setting.

The teacher knows the difference between acculturation and socialization.

The teacher has a knowledge of cultural context of English users in the United State and cultural context of students from other countries (i.e., kinesics for different cultures).

The teacher knows strategies for advocating and collaborating on behalf of students from diverse language backgrounds.

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The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities, including those of different race, religion, ethnicity or nationality.

The teacher knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The teacher knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

## **DISPOSITIONS**

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

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## **Evidences**

The teacher is willing to maintain a working knowledge of cultural characteristics and background of language minority students and applies it to individual students without stereotyping or generalizing.

The teacher has a willingness to learn and seek information about the cultural backgrounds of students and their families represented in his/her classroom.

The teacher is sensitive to dialectical differences from various geographical areas and different socioeconomic groups.

The teacher is committed to extending the opportunity to learn to all students.

The teacher values, respects, accepts, and supports students with a language other than English.

The teacher exhibits human relations skills which support the development of human potential.

The teacher knows how to incorporate role models representative of the diversity of the student body into the instructional content.

The teacher knows how to communicate with students in a language, level and manner comprehensible to the students.

The teacher knows how to include all students in the learning process by involving them in planning, shared decision making, and responsibility for their education.

## **PERFORMANCE**

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

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## **Evidences**

The teacher uses knowledge of the student's home culture when gathering information for school forms (ie., name, birthdate, prior schooling, etc.).

The teacher will personalize instruction experiences for recognizing strengths of every student and preventing drop-outs.

The teacher seeks ways to validate each student's culture.

The teacher creates an environment that reflects students' cultures within the school (i.e., books in the library, songs, music, pictures, role models, visuals, displays).

The teacher models the role teachers, other professionals, and parents assume in a collaborative relationship.

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

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The teacher interprets education programs of all students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher teaches the students to be their own advocates.

The teacher acts as an advocate for students with special needs.

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**STANDARD FIVE**

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

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**KNOWLEDGE**

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

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**Evidences**

The teacher has knowledge of compliance requirements for national origin/language minority students as required by federal and state civil rights protections.

The teacher has knowledge of resources available in the school and community (i.e., health clinics, legal services, community groups in first language). The teacher knows how to create, enrich, maintain, and alter instructional settings to capture and sustain the interest of his/her students and to make the most effective use of time.

The teacher knows how to engage students and adults in order to assist their teaching.

The teacher has knowledge of various community services, agencies, and professionals whose specific services support language minority families.

The teacher knows assurances and due process rights related to assessment, eligibility, and

placement of students who are culturally and/or linguistically diverse.

The teacher knows how to use stress management skills.

The teacher knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

## **DISPOSITIONS**

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

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## **Evidences**

The teacher values giving support to families who are adapting to the culture of their communities.

The teacher fosters students' self-esteem, motivation, character, and civic responsibility.

The teacher has respect for individual, cultural, religious, and racial differences of students.

The teacher values parent and community involvement in the education of ESL students.

The teacher accepts and values the dynamics, role expectations and family relationships of cultural groups represented by speakers of languages other than English in a classroom.

## **PERFORMANCE**

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

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## **Evidences**

The teacher enlists/uses their colleagues' knowledge and expertise to complement their own.

The teacher enlists parental and community involvement in all areas of instruction.

The teacher demonstrates knowledge of variables that may affect a student's language learning and provides experiences that respond to student's needs and abilities.

The teacher accommodates unique needs of ESL children in policies, programs, procedures, and school services.

The teacher regularly plans activities involving language minority parents in the instructional process.

The teacher recognizes and rewards parent contributions and community sponsorships.

The teacher acts as a liaison to community resources for language minority families.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development (especially for early childhood teachers).

The teacher involves families in assessing planning for individual children, including children with special needs (especially for early childhood teachers).

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns (especially for early childhood teachers).

The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with students needs.

The teacher demonstrates knowledge of the roles and utilizations of paraprofessionals and volunteers in an instructional program.

The teacher demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

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The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of young children and their families (especially for early childhood teachers).