Danielson's 8 Components with Guiding Questions and Resources for D79 Teachers of ELLs

A tool for D79 administrators aiming to support, and teachers wishing to strengthen professional practice.

1a: Demonstrating Knowledge of Content and Pedagogy

Indicators include:
- ❖ Lesson and unit plans that reflect important concepts in the discipline
- ❖ Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- ❖ Clear and accurate classroom explanations
- ❖ Accurate answers to students' questions
- ❖ Feedback to students that furthers learning
- ❖ • Interdisciplinary connections in plans and practice

Guiding Questions for teachers of ELLs:
- ▪ How do the lesson and unit plans reflect knowledge of ESL pedagogy, including native language support?

Resources:
- *TEACH Binder:* Preparing for Learning pg. 2-28
- *Teach Like a Champion:* Technique #5 Without Apology pg. 51-56
- *120 Content Strategies for English Language Learners:* chapter 2 pg. 17-25
- *How to Give Effective Feedback to your Students by S.* Brookhart
- *Links:* (also links listed for Growing and Developing Professionally)
  - *ARIS Video:* https://learn.arisnyc.org/ia/tag.fae86294b75f4a96.render.userLayoutRootNode.target.n10070.uP?$orpath=/empari/learning/course/viewCourse&courseId=136&uP_root=n10070
  - *Linguistic Scaffolds for Writing Effective Language Objectives:* http://www.scoe.org/files/kinsella-handouts.pdf
  - *Multiple Lesson Plan Templates:* http://www.bing.com/images/search?q=ESL+Lesson+Plan+Example&FORM=RESTAB&adlt=strict#a
  - *Common Core Curriculum Rubric:* http://blog.colorincolorado.org/2014/02/27/common-core-curriculum-rubric-meeting-the-needs-of-ells/
  - *Guideline for ELA Instructional Materials Development:* http://ell.stanford.edu/sites/default/files/Guidelines%20for%20ELA%20Instructional%20Materials%20Development.pdf
  - *ELL Considerations for Common Core Aligned Tasks in ELA:* http://www.ode.state.or.us/wma/teachlearn/commoncore/ela-strategies-for-ells.pdf
  - *Six Key Strategies for Teachers of ELLs:* https://uteach.utexas.edu/sites/default/files/files/SixKeyStrategiesELL.pdf
  - *Disciplinary Literacy for ELLs:* http://schools.nyc.gov/NR/rdonlyres/8BD5F6FB-01FC-4AFC-B796-F7BD1FF942A3/0/MichaelKiefferBrief_April2014_OELL.pdf
  - **SIOP Lesson Plans and Activities:** http://www.cal.org/siop/lesson-plans/index.html
  - **Supporting ELLs in the Mainstream Classroom: Language Tips:** http://www.colorincolorado.org/article/33047/
  - **Growth Mindset Feedback:** http://schools.nyc.gov/NR/rdonlyres/8EA47553-FEE3-4753-8BFC-D6688FC2D61F/0/GrowthMindsetFeedbackTool.pdf
  - **Reinforcing Effort and Providing Recognition:** http://ell.nwresd.org/node/41
  - **Scaffolding Learning for English Language Learners:** http://www.engageny.org/resource/scaffolding-learning-for-english-language-learners
  - **Teaching Channel:** https://www.teachingchannel.org/videos?default=1
  - **ESL Resources:** http://www.eslgold.com/
  - **Classroom Resources:** (lesson plans, videos etc) http://www.readwritethink.org/classroom-resources/

1e: Designing Coherent Instruction

Indicators include:

❖ Lessons that support instructional outcomes and reflect important concepts
❖ Instructional maps that indicate relationships to prior learning
❖ Activities that represent high-level thinking
❖ Opportunities for student choice
❖ Use of varied resources
❖ Thoughtfully planned learning groups
❖ Structured lesson plans

Guiding Questions for teachers of ELLs:

- How have you planned activities that incorporate literacy strategies to support ELLs such as:
  - Building on prior knowledge and experiences?
  - Using a variety of interactive reading approaches?
  - Planning purposefully explicit and implicit vocabulary and language instruction to build students' academic language?
  - Allowing students to interact with texts in a variety of ways?
  - Planning activities that are tactile, visual, or involve kinesthetic movement?
- How do you design multiple entry points based upon ELLs' content and language proficiency in planned activities?
- How do you plan for ELLs to experience texts through multiple modalities (e.g., illustrated books, audio books)?
- How do you plan flexible instructional groupings to develop ELLs' language proficiency? For example,
  - When will ELLs have opportunities to practice speaking and listening with English proficient peers?
  - When will students with different English proficiency levels be paired with students who share the same native language to support content and language acquisition?
  - When will ELLs be grouped heterogeneously so they have opportunities to demonstrate content mastery and assist one another?
- How do your lessons and units increase in linguistic and cognitive demand?

Resources:

- **Teaching Teens NYC:**
  https://learn.arisnyc.org/ia/tag.fae86294b75f4a96.render.userLayoutRootNode.target.n10070.uP?$orpath=/empari/learning/course/viewCourse&courseId=136&uP_root=n10070
- **TEACH Binder:** chapter 9 Differentiating Instruction pgs. 396-440
- **Teach Like a Champion: Chapter 2:** Planning That Ensures Academic Achievement Techniques 6-11 pgs. 58-70
- **120 Content Strategies for English Language Learners:** chapters 5 and 6 pgs. 56-84
- **Links:**
  - **ARIS Video:**
    https://learn.arisnyc.org/ia/tag.fae86294b75f4a96.render.userLayoutRootNode.target.n10070.uP?$orpath=/empari/learning/course/viewCourse&courseId=136&uP_root=n10070
  - **The Writing Recipe: Essay Structure for ELLs:** *https://www.teachingchannel.org/videos/ell-essay-structure-lesson*
  - **Graphic Organizers-** *http://www.exploratree.org.uk/-*   **Education Oasis:** http://www.educationoasis.com/curriculum/graphic_organizers.htm
  - **Crossword maker:** http://worksheets.theteacherscorner.net/make-your-own/crossword/ http://www.discoveryeducation.com/free-puzzlemaker/?CFID=44147735&CFTOKEN=13613896 http://www.teach-nology.com/web_tools/crossword/
  - **Understanding Language:** http://ell.stanford.edu/teaching_resources
  - **Primary Sources:** http://www.calisphere.universityofcalifornia.edu/ **History Visuals:** http://teachinghistory.org/system/files/history_visuals_0.pdf
  - **Activating Prior Knowledge:** http://eldstrategies.com/priorknowledge.html
  - **Resources to support building background:** http://free.ed.gov/?keyword_id=303
  - **Supporting ELL's Literacy Development:** (multiple articles from OELL) http://schools.nyc.gov/Academics/ELL/EducatorResources/Supporting+ELLs+Literacy+Development.htm
  - **Differentiated Instruction for ELLs:** http://www.colorincolorado.org/article/41025/
  - **Instructional Grouping in the Classroom:** http://educationnorthwest.org/sites/default/files/instructional-grouping.pdf
  - **Flexible Grouping:** http://www.eduplace.com/science/profdev/articles/valentino.html
  - **SIOP Lesson Plans and Activities:** http://www.cal.org/siop/lesson-plans/index.html or http://siop.pearson.com/about-siop/ **or** http://www.misd.net/bilingual/ELL.pdf
  - **Understanding by Design Resources**(UDL): http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/default.htm
  - **Activities to Promote Interaction and Communication:** http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-41Interaction&Communication.pdf
  - **A Cognitive Strategies Approach to Reading and Writing Instruction for English Language Learners in Secondary School** http://www.colorincolorado.org/research/literacy/adlit/

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2a Creating an Environment of Respect and Rapport

Indicators include:
- ❖ Respectful talk, active listening, and turn-taking
- ❖ Acknowledgment of students' backgrounds and lives outside the classroom
- ❖ Body language indicative of warmth and caring shown by teacher and students
- ❖ Physical proximity
- ❖ Politeness and encouragement
- ❖ Fairness

Guiding Questions for teachers of ELLs:
- ▪ How are ELLs integrated into the classroom, working with other ELLs and English Proficient students?
- ▪ How do you welcome ELLs to use their native language within the classroom and the school community?
- ▪ How do you and your students use a variety of methods to invite ELLs to share their ideas?
- ▪ How do you incorporate activities where the students' cultures are recognized and celebrated?

Resources:
- *TEACH Binder:* Preparing for Learning pg. 2-150 1.4 Creating a Learning Community pg. 15-19
- *Teach Like a Champion:* *chapter 5-* Creating a Strong Classroom Culture pgs. 145-165 and Building Character and Trust pgs. 203-225
- *120 Content Strategies for English Language Learners:* Culture and Content chapter 2 pgs.17-25 chapter 7, 8,9,10 pgs. 104-154
- *Links:*
  - ○ *ARIS Video:* https://learn.arisnyc.org/moodle/course/view.php?id=159
  - ○ *Diversity Resources for Teachers:* https://www.teachervision.com/diversity/teacher-resources/33631.html
  - ○ *A Framework for Culturally Responsive Teaching:* http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx
  - ○ *Culturally Responsive Pedagogy:* http://www.nccrest.org/Briefs/Diversity_Brief.pdf
  - ○ *Social and Emotional Needs of MS and HS ELLs:* http://www.colorincolorado.org/article/35088/
  - ○ *Classroom Activities to teach Tolerance:* http://www.tolerance.org/activities
  - ○ *Information about Countries:* http://www.infoplease.com/countries.html or http://worldfacts.us/
  - ○ *Culture and Ethnic Groups:* http://www.usa.gov/Citizen/Topics/History-Culture.shtml
  - ○ *Growth Mindset Framing:* http://schools.nyc.gov/NR/rdonlyres/272632FD-A058-4C22-B018-663947BEEA45/0/GrowthMindsetFramingTool.pdf

2d Managing Student Behavior

Indicators include:
- ❖ **Clear standards of conduct, possibly posted, and possibly referred to during a lesson**
- ❖ **Absence of acrimony between teacher and students concerning behavior**
- ❖ **Teacher awareness of student conduct**
- ❖ **Preventive action when needed by the teacher**
- ❖ **Absence of misbehavior**
- ❖ **Reinforcement of positive behavior**

Guiding Questions for teachers of ELLs
- ▪ How are rules and routines made available in the students' native languages, when appropriate?
- ▪ When speaking privately with a student about his or her behavior, how do you demonstrate sensitivity to cultural differences in how the student responds (e.g., in some cultures, not making eye contact when being corrected)?

Resources:
- *TEACH Binder:* Preparing for Learning pg. 2-150 1.6 Managing the Classroom pgs. 24-28
- *Teach Like a Champion:* chapter 6: Setting and Maintaining High Behavioral Expectations pgs. 167-201
- *120 Content Strategies for English Language Learners:* Beg of chapter 2 pgs. 17-20
- *Links:*
  - ○ *Translation and Interpretation Services:* http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm
  - ○ *Classroom Management Strategies:* *(article)* https://www.teachervision.com/classroom-management/behavioral-problems/26200.html
  - ○ *Classroom Management* (Power-point) http://www.questar.org/services/rse-tasc-ii/presentations/behavior/Classroom-Management-and-Behavior-Strategies.pdf
  - ○ *Classroom Management Resources:* http://www.the-teachers-lounge.com/blog/2011/10/the-best-classroom-management-ideas-resources/

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3b Using Questioning and Discussion Techniques

Indicators include:

- ❖ Questions of high cognitive challenge, formulated by both students and teacher
- ❖ Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- ❖ Effective use of student responses and ideas
- ❖ Discussion, with the teacher stepping out of the central, mediating role
- ❖ Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- ❖ High levels of student participation in discussion

ELL Guiding Questions for Teachers of ELLs

- How do your questions allow students to respond in a variety of ways depending upon their language proficiency?
- How do you invite Beginner ELLs to respond in a variety of ways at first, including kinesthetically or through visual representations?
- How do your prompts support students to respond to questions that can include:
  - Repeating or rephrasing the question before students respond, if needed?
  - Modeling responses for less proficient students, by you and your more proficient students?
- How do you match ELLs with other students including:
  - With those who share their native language so they can discuss the content more in depth?
  - With more proficient students who can support content acquisition?
- How do you aid students in their responses (e.g., providing sentence stems, sentence frames, and word banks)?

Resources:

- **Depths of Knowledge Video:** http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm
- *TEACH Binder:* chapter 5 Class Discussion pgs. 254-322
- *Teach Like a Champion:* chapter 9 pgs. 235-245
- *120 Content Strategies for English Language Learners:* chapter 7 pgs. 87-98 and chapter 10 pgs. 135-154
- *Links:*
  - *ARIS Video:* https://learn.arisnyc.org/moodle/course/view.php?id=159
  - *Effective Collaboration Norms:* https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms
  - *Interactions:* http://www.jeffzwiers.org/interaction.html
  - *Questioning Techniques in the ESL Classroom:* http://www.ehow.com/info_8468060_questioning-techniques-esl-classroom.html
  - *Interactive Student Generated Questioning Techniques:* http://www.cal.org/caela/esl_resources/questtech.html
  - **Asking Good Questions:** http://www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Asking-Good-Questions.aspx
  - *Three Ways to Ask Better Questions:* http://www.facultyfocus.com/articles/teaching-professor-blog/three-ways-to-ask-better-questions-in-the-classroom/
  - *Depth of Knowledge Question Stems:* http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge/dok_question_stems.pdf and wheel http://static.pdesas.org/content/documents/Instruction_Depth_of_Knowledge.pdf
  - *Supporting ELL's Achievement Oral Language Unpack:* http://schools.nyc.gov/NR/rdonlyres/E4AE4518-BA8A-42E1-89C6-844A95C7B148/0/LesauxandRussHarrisBrief_April2014_OELL.pdf
  - *Collaborative Learning Activities:* http://teachingcommons.depaul.edu/Classroom_Activities/collaborative/activities.html
  - *Cooperative Learning Strategies:* http://www.colorincolorado.org/educators/content/cooperative/
  - *Kagan Strategies (supporting interaction):* http://www.pblearning.com/uploads/4/7/9/6/4796041/kagan_strats.pdf

3c Engaging Students in Learning

Indicators include:

- ❖ Student enthusiasm, interest, thinking, problem solving, etc.
- ❖ Learning tasks that require high-level student thinking and invite students to explain their thinking
- ❖ Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- ❖ Students actively "working," rather than watching while their teacher "works"
- ❖ Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Guiding Questions for Teachers of ELLs:

- ▪ How do the learning task and activities allow students at all language acquisition levels to be cognitively challenged in content and language development (e.g., reading, writing, listening, and speaking)?
- ▪ How do the activities invite students' prior knowledge, and how is the content made relevant to students' lives?
- ▪ How do you group students to offer ELLs linguistic support that can include:
  - o ELLs having opportunities to practice speaking and listening with more proficient peers?
  - o ELLs being grouped heterogeneously (e.g., by home languages, content skills) so they have the opportunity to support and to further develop their linguistics skills?
- ▪ How do you provide materials and resources that will facilitate scaffolding for content and language?
- ▪ How do you include a variety of materials that support learning goals (e.g., visual, physical, auditory and multi-media resources)?
- ▪ How do you make reference tools available for ELLs (e.g., native language content aligned materials, bilingual libraries, bilingual dictionaries, thesauri, glossaries)?
- ▪ How are the learning tasks appropriately differentiated for ELLs (e.g., allow more time)?

Resources:
TEACH Binder: Class Activities pgs. 281-321
Teach Like a Champion: chapter 4 Engaging Students in Your Lessons pgs. 111-144
120 Content Strategies for English Language Learners: chapter 10 pgs. 135-154
Links: (also links provided for 1e as well)
- o *ARIS:* https://learn.arisnyc.org/ia/tag.fae86294b75f4a96.render.userLayoutRootNode.target.n10070.uP?$orpath=/empari/learning/course/viewCourse&courseId=144&uP_root=n10070
- o *Technology and ELLs:* http://www.colorincolorado.org/educators/technology/ells/
- o *Learning Resources:* http://free.ed.gov/?keyword_id=303
- o *Group Activities:* http://www.teachersontarget.com/Classroom%20Activities.htm
- o *ESL Kids Classroom Games and Activities:* http://www.eslkidstuff.com/Gamescontents.htm
- o **10 Strategies to Increase Student Engagement:** http://www.edutopia.org/project-learning-teaching-strategies
- o *5 Things Teachers Can Do To Improve Learning for ELLs in the New Year:* http://www.readingrockets.org/article/29590
- o *Pacing:* https://www.teachingchannel.org/search?utf8=%E2%9C%93&q=pacing&commit=Search
- o **Scaffolding Instruction for ELLs**: (article): http://www.educacion.gob.es/exterior/centros/losangeles/es/series/201003-Scaffolding-Walqui.pdf

3d Using Assessment in Instruction

Indicators include:

- ❖ The teacher paying close attention to evidence of student understanding
- ❖ The teacher posing specifically created questions to elicit evidence of student understanding
- ❖ The teacher circulating to monitor student learning and to offer feedback
- ❖ Students assessing their own work against established criteria

Guiding Questions for Teachers of ELLs:

- ▪ How do you use modeling and visual exemplars to make the expectation of high-quality work clear to students?
- ▪ How do you elicit evidence of learning in a manner appropriate to students' English language proficiency? For instance, when do you invite students to:
  - o Use non-verbal cues (at the initial stages of language development)?
  - o Create and deliver multi-media presentations?
  - o Interact with written text in a variety of ways (e.g., graphic organizer, chunking, and jigsaw)?
  - o Formulate English responses with additional support (e.g., sentence stems, sentence frames)?
  - o Formulate English responses appropriate to their language proficiency (e.g., one or two word answers, using native language responses, accepting some grammatical errors as students approach linguistic accuracy)?
- ▪ How do assessment criteria include outcomes and take into consideration students' language development?
- ▪ How do you share feedback in a variety of ways to individuals and groups?
- ▪ How do you share the strengths in the students' work while providing accurate and specific guidance for improvement?

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Resources:
- ***TEACH Binder:*** Assessment and Reflection pgs. 441-464
- ***Teach Like a Champion:*** chapter 3 Technique 15 pg. 84 and 18 pg. 97
- ***120 Content Strategies for English Language Learners:*** chapter 11 Classroom Assessments: Did They Learn What You Taught? 159-175
- ***Assessing English Language Learners*** by Gottlieb
- ***Links:***
  - ***ARIS:*** *https://learn.arisnyc.org/ia/tag.fae86294b75f4a96.render.userLayoutRootNode.target.n10070.uP?$orpath=/empari/learning/course/viewCourse&courseId=141&uP_root=n10070*
  - ***WIDA Focus on Formative Assessment:*** http://www.wida.us/Resources/focus/Bulletin2.pdf
  - ***Common Core Rubric Creation Tool:*** **http://www.essaytagger.com/commoncore/step1**
  - ***Formative Assessments:*** http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/AdditionalResources/default.htm
  - ***Assessment of ELLs:*** http://www.colorincolorado.org/webcasts/assessment/
  - http://www.colorincolorado.org/educators/assessment/
  - ***Practical Ideas on Alternative Assessments for ESL Students:*** http://www.cal.org/resources/Digest/tannen01.html

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4e Growing and Developing Professionally

Indicators include:
- ❖ **Frequent teacher attendance in courses and workshops; regular academic reading**
- ❖ **Participation in learning networks with colleagues; freely shared insights**
- ❖ **• Participation in professional organizations supporting academic inquiry**

Guiding Questions for Teachers of ELLs:
- How do you ensure participation in professional development of best practices for teaching ELLs?
- How do you gain knowledge of the history, culture, and language of your students?

Resources:
- ***TEACH Binder: Subcategories specific to content ELA pg. 469, Math pg. 559, and science pg. 657, and ss. 747, tech. pgs. 323***
- ***Teach Like a Champion: All strategies***
- ***120 Content Strategies for English Language Learners: Theoretical Considerations chapter 1 pgs. 3-16***
- ***Links:***
  - ***NYS Blueprint for ELL Success:*** http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf
  - ***ENGAGE: Professional Development for Teachers:*** http://www.engageny.org/resource/make-your-own-institute-for-teachers
  - ***NYC DOE Website: Common Core Library:*** http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htmARIS
  - ***Bilingual Common Core Initiative: New and Home Language Progressions:*** http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
  - ***Overview on Common Core State Standards for ELLs:*** *http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf?sfvrsn=6*
  - ***Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards:*** *http://www.tesol.org/docs/default-source/papers-and-briefs/professional-paper-26-march-2014.pdf?sfvrsn=2*
  - ***Teacher Housekeeping:*** http://712educators.about.com/od/teachingstrategies/a/teacher_housekeeping.htm
  - ***TASC Resources:*** http://www.tasctest.com/resources-for-educators.html
  - ***Academic and Personal Behavior Resource:*** (Teachers/Students) http://schools.nyc.gov/NR/rdonlyres/C74CD2AB-B725-4CE9-B4ED-3F9EA71F6BDB/0/APBExamplesandDanielsonCrosswalkv3.pdf
  - ***Resources to Support UDL:*** http://www.cast.org/udl/ http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/default.htm