ELL-Modified Danielson Classroom Teacher Observation Rubric
Domains 2 and 3
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Teacher Name: _____   Date: _____
Observer Name: _____

Component	Unsatisfactory "ELL"	Developing/NI "ELL"	Effective "ELL"	Highly Effective "ELL"
2a: Creating an environment of respect and rapport	Teacher does not create an atmosphere of respect and/or support for ELLs. Examples include not affirming the linguistic and cultural backgrounds of ELLs; not showing respect; lack of general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 is ignored or de-valued as resource for learning.	Teacher infrequently or sometimes creates an atmosphere of respect and/or support for ELLs. Examples include inconsistent and/or ineffective attempts affirming the linguistic and cultural backgrounds of ELLs; inconsistent and/or ineffective show of respect, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 typically not integrated as resource for learning.	Teacher generally and effectively creates an atmosphere of respect and/or support for ELLs. Examples include affirming the linguistic and cultural backgrounds of ELLs; showing respect, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 may be used as a resource for learning.	Teacher consistently and effectively creates an atmosphere of respect and/ or support for ELLs. Examples include affirming the linguistic and cultural backgrounds of ELLs; acknowledging students and families with respect, genuine warmth and caring, and sensitivity to students' cultures; L1 is used as resource for learning.
2b: Establishing a culture for learning	Teacher does not establish a culture for EL learning. Examples include not recognizing or validating differences, challenges, and/or strengths of ELLs.	Teacher infrequently or sometimes establishes a culture for ELL learning. Examples include inconsistent and/or ineffective expectations for ELL achievement and inconsistent and/or ineffective pride in ELL work.	Teacher generally and effectively establishes a culture for ELL learning. Examples include high expectations for ELLs and demonstration that students' L1 interacts with English, which is a natural progression of language learning; linguistic risk-taking; encouragement and/or validation of ELL work.	Teacher consistently and effectively establishes a culture for ELL learning. Examples include teacher passion to create a classroom culture of advancing all language learning (English and students' L1); ELLs are encouraged to communicate and reflect on ideas about their learning; encourages linguistic risk-taking; encouragement and validation of ELL work.

2c: Managing classroom procedures	Teacher does not manage classroom procedures for ELLs. Examples include loss of instructional time with ELLs due to inefficient classroom routines, procedures, and transitions not being modified to assist ELLS.	Teacher infrequently or sometimes demonstrates management of classroom procedure for ELLs. Examples include the loss of instructional time due to inconsistent and/or ineffective classroom routines, procedures, and transitions with little language modification to assist ELLs; little to no use of visual support.	Teacher generally and effectively manages classroom procedures for ELLs. Examples include classroom routines and procedures that are predictable and clear to ELLs and occur smoothly and may have visual support; little instructional time is lost.	Teacher consistently and effectively manages classroom procedures for ELLs. Examples include classroom routines and procedures that are predictable, consistent and clear to ELLs; common rules and procedures are comprehensible with the aid of visuals/posters or the use of L1; teacher explicitly explains behavior expected in an American classroom in a culturally-aware manner.
2d: Managing student behavior	Teacher does not manage student behavior for ELLs. Examples include having no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior; response to ELL misbehavior is disrespectful; appropriate ELL behavior makes ELL invisible or almost ignored.	Teacher infrequently or sometimes demonstrates management of student behavior. Examples include evidence of inconsistent and/or ineffective establishment of standards of conduct, and inconsistent and/or ineffective teacher monitoring of student behavior; response to ELL misbehavior is sometimes disrespectful.	Teacher generally and effectively manages student behavior. Examples include standards of conduct that are generally clear to ELLs (possibly visible/written); teacher uses culturally and linguistically appropriate management strategies.	Teacher consistently and effectively manages student behavior. Examples include standards of conduct are clear (visible/written) to ELLs and culturally and linguistically appropriate. Students, including ELLs, take an active role in classroom organization.
2e: Organizing physical space	Teacher does not organize the physical environment in a safe and inclusive way that fosters learning for ELLs.	Teacher infrequently or sometimes demonstrates organization of the physical space. Examples include safe space but not always inclusive; limited use of technology and physical space, such as desk placement, for ELL learning.	Teacher generally and effectively organizes of the physical space. Examples include a safe and often inclusive classroom for ELL learning; desk placement and visuals supports ELL learning; use of technology appropriate for ELL learning.	Teacher consistently and effectively organizes the physical space. Examples include a classroom that is safe and inclusive; class space that supports ELL practice for English language communication and development; strategic use of desk placement and visuals; hetero/homogeneous grouping.

Component	Unsatisfactory "ELL"	Developing/NI "ELL"	Effective "ELL"	Highly Effective "ELL"
3a: Communicating with students	Teacher does not communicate with ELLs. Examples include unclear communication or no communication of expectations for ELL learning; directions and procedures are unclear, confusing or nonexistent for ELLs; teacher language contains errors and/or is inappropriate or not adapted for ELLs' culture or linguistic background; does not seek out language support so that miscommunication and student misconceptions occur.	Teacher infrequently or sometimes communicates/sometimes communicates effectively with ELLs. Examples include inconsistent and/or ineffective communication of expectations for ELL learning; directions and procedures are limited and/or sometimes unclear; explanations of content are clarified after initial confusion; typically does not seek out language support so that miscommunication and student misconceptions occur.	Teacher generally and effectively communicates with ELLs. Examples include clear expectations for ELL learning, including clear directions, and procedures; explanations are generally clear to ELLs and reflect students' cultures and linguistic development; teacher seeks out language support, which is generally responsive to learner needs/abilities, to ensure smooth communication; r generally seeks to reduce student miscommunication and misconceptions after problems occur.	Teacher consistently and effectively communicates with ELLs. Examples include clear expectations for ELL learning; including clear directions, and procedures for ELLs and the use of multiple languages; teacher seeks out language support to ensure smooth communication and proactively seeks to reduce student miscommunication and misconceptions.
3b: Using questioning and discussion techniques	Teacher does not use appropriate questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include little to no use of questions, wait time, sentence frames or starters, visual aids or grouping strategies.	Teacher infrequently or sometimes uses limited questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include yes/no questions, known answers, one- word answers for all ELLs without considering linguistic proficiency; some/limited use of wait time, sentence frames/starters, visual aids and grouping strategies.	Teacher generally and effectively uses questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include general use of questions across the stages of proficiency, wait time, sentence frames, visual aids, grouping. Techniques may align with WIDA (Can Do Descriptors, ELD levels).	Teacher consistently and effectively uses questioning and/or discussion strategies for ELLs. Examples include consistent use of questions across proficiency levels, wait time, modeling, sentence frames, visual aids, grouping, meta-linguistic and/or meta-cognitive techniques; techniques are aligned with WIDA (Can Do Descriptors, ELD levels).

3c: Engaging students in learning	Teacher does not engage ELLs in learning. Examples include no evidence of activities and assignments, materials, and /or groupings of ELLs.	Teacher infrequently or sometimes engages ELLs in learning. Examples include a lesson that has a recognizable structure and student activity but is not fully maintained and has few or no strategies for eliciting talk/participation/thinking together for ELLs.	Teacher generally and effectively engages ELL students in learning. Examples include activities and assignments, materials, groupings of students appropriate for ELLs' language ability levels and cultural backgrounds; and strategies for eliciting student thinking and interaction.	Teacher consistently and effectively engages ELLs in learning. Examples include ELLs that appear to be engaged throughout the lesson; materials are ready and used to scaffold ELL learning; lessons move from macro to micro to provide specific supports for various ELLs at different language ability levels and backgrounds; and strategies for eliciting student thinking and interaction.
3d: Using Assessment in Instruction	Teacher does not demonstrate use of assessment in instruction for ELLs. Examples include no monitoring of ELL learning; ELLs not made aware of assessment criteria; no feedback to ELLs; no awareness of ELL progress.	Teacher infrequently or sometimes demonstrates use of assessment in instruction for ELLs. Examples include some/little monitoring of ELL learning; some/limited feedback to ELLs; partial awareness of ELL work; one-word feedback; little to no positive and/or constructive feedback.	Teacher generally and effectively demonstrates use of assessment in instruction for ELLs. Examples include regular monitoring of progress and learning; language repair or immediate scaffolding; (immediate scaffolding); wait time in assessment. Generally provides positive and/or constructive feedback in response.	Teacher consistently and effectively demonstrates use of assessment in instruction for ELLs. Examples include assessment that is sophisticated and woven throughout the instruction and lesson; adapted for ELLs' language proficiency levels, and informs ongoing instruction; frequent and regular formal and informal assessments of ELLs' comprehension; identifies instructional needs and provides positive, constructive feedback in response.
3e: Demonstrating flexibility and responsiveness	Teacher does not demonstrate flexibility and responsiveness to the instruction plan for ELLs, even when a change would improve the lesson or interest of ELLs. Examples include the teacher's dismissal of ELL questions when they experience difficulty; No instructional strategies targeting ELLs across stages of language proficiency.	Teacher infrequently or sometimes demonstrates flexibility and responsiveness to the instruction plan for ELLs. Examples include an attempt sometimes to modify the lesson for ELLs when needed; sometimes anticipates or responds to ELL questions with moderate to little success. Few to no instructional strategies targeting ELLs across stages of language proficiency.	Teacher generally and effectively demonstrates flexibility and responsiveness to the instruction plan for ELLs. Examples include promoting successful learning specific to ELLs; modifying tasks to accommodate ELLs' questions, interests, and needs; appropriate repertoire of instructional strategies targeting ELLs across stages of language proficiency.	Teacher consistently and effectively demonstrates flexibility and responsiveness to the instruction for ELLs. Examples include continually identifying opportunities for enhancing ELL learning of language and content; planned and unplanned (micro scaffolded) instruction specific to ELLs' linguistic levels and cultural background; extensive repertoire of instructional strategies targeting ELLs across stages of language proficiency.

Additional Notes: