***EPPING SCHOOL DISTRICT ESOL***

TEACHER EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

ESOL Teacher is responsible for the implementation of district-wide ESOL program.

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| ***Planning and Preparation*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Current Trends in Area**  |  |  | Demonstrates thorough knowledge of current trends, ideas, and research in second-language acquisition and ESOL pedagogy  |  |  | Job description |
| **School Program**  |  |  | Demonstrates thorough knowledge of the school’s curriculum, instruction, and assessment and district’s frameworks |  |  | Job description, District competencies, School instructional program, School grade level summaries, School course syllabi |
| **Resources** |  |  | Demonstrates knowledge of and provides students and teachers with ESOL resources available in the school, other schools, community, and online to advance program goals and student learning |  |  | Job description, ESOL program |
| **Program Goals** |  |  | Establishes ESOL program goals that are clear and appropriate to meet the needs of students and school staff and the mission and vision of the school and district |  |  | Job description, ESOL program plan |
| **Program Plan** |  |  | Provides a well-designed ESOL program plan aligning with district and school goals, integrating with overall school program, and improving teachers’ instruction and students learning  |  |  | Job description, ESOL program plan |
| **Program Evaluation** |  |  | Uses clear goals and evidence to evaluate the degree to which ESOL goals have been met |  |  | Job description, ESOL program plan |
| ***Educational******Environment*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Environment** |  |  | Creates a welcoming, service-oriented environment integrating ESOL students into the mainstream classroom and makes use of physical space to provide quality individual and group learning activities  |  |  | Job description, ESOL program plan |
| **Culture** |  |  | Establishes a culture conveying the importance of ongoing academic language and cultural skills acquisition and understanding of school social norms, rules, and regulations  |  |  | Job description, ESOL program plan |
| **Procedures**  |  |  | Establishes routines and procedures for effective access to and facilitation of student and teacher ESOL instructional support including, but not limited to materials and equipment, technology, consulting services, etc. |  |  | Job description, ESOL program plan |
| **Behavior Norms**  |  |  | Communicates clear norms of mutual respect for professional interactions; communicates expectations for and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully |  |  | Job description, ESOL program plan |
| **Support Staff** |  |  | Trains, supervises, and evaluates support staff so that everyone is clear as to their role |  |  | Job description, ESOL program plan |
| ***Delivery of Services*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Teacher Collaboration** |  |  | Collaborates with classroom teachers in the development and modification of instructional program for ESOL students to attain mastery of grade level curriculum |  |  | Job description, ESOL program plan, School & District curriculum |
| **Student Intervention and Support** |  |  | Transitions ESOL students through the stages of academic language and cultural skills acquisition; oversees student instructional intervention programs and recommends interventions including technological tools |  |  | Job description, ESOL program plan |
| **Student and Staff Engagement** |  |  | Monitors and evaluates that language acquisition is continuous and appropriate; implements ESOL instruction with effective modeling, activities, grouping strategies, and materials |  |  | Job description, ESOL program plan, District curriculum, instruction, and assessment frameworks |
| **Student Assessment and Data** |  |  | Maintains accurate ESOL student files; Assists with standardized testing to provide appropriate accommodations for ESOL students; Collects and analyzes student data from all sources to measure student progress and identify academic needs |  |  | Job description, ESOL program plan |
| **ESOL Surveys and Assessments** |  |  | Coordinate and administer the Home Language Survey, W-APT screener, and ACCESS ELLs testing; Notify administration and parents of students’ entry into ESOL program, progress, and release from program and ACCESS and other test results |  |  | Job description, ESOL program plan |
| **Share Expertise with Parents and Families** |  |  | Helps design and participates in parent and family workshops to enhance language and culture skills; provides supplemental instructional materials to improve student learning |  |  | Job description, ESOL program plan |
| **Resources** |  |  | Selects, develops, and locates and inventories instructional and professional resources in support of ESOL program |  |  | Job description, ESOL program plan |
| **Flexibility and Responsiveness** |  |  | Revises instructional program when needed to meet student, teacher, and school needs |  |  | Job description, ESOL program plan |
| ***Accountability for Student Learning*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Responsibility** |  |  | Engages students in understanding the importance of academic language practices; Helps students to preserve; Encourages student reflection on prior knowledge, link new concepts, and make connections to experiences |  |  | Policy IF & GA, Job description, ESOL program plan |
| **Reflection** |  |  | Reflects on the effectiveness of ESOL instructional program, suggests improvements, and continuously works to improve student learning |  |  | Job description, ESOL program plan |
| **Student Performance** |  |  | Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures:* Classroom assessments (tests, work samples, portfolios, etc.)
* District assessments (common)
* State assessments (ELL)
* National assessments (AP, NAEP, SAT, etc.)
 |  |  | NHDOE Effective Teacher, Policy GA, Job description, ESOL program plan |
| ***Professional Responsibilities*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Attendance** |  |  | Practices good attendance and punctuality habits |  |  | Policy GA & GBE |
| **Reliability** |  |  | Prepares and submits requisitions, budgets, reports, and survey requests; cares for and protects school property; insures the safety and welfare of the students at all times |  |  | Policy GBE |
| **Professionalism** |  |  | Behaves in an appropriate manner considerate of one’s self and community, is accountable for one’s actions and choices, is truthful and courteous, and takes pride in one’s work |  |  | Policy GA |
| **Confidentiality****Judgment** |  |  | Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues |  |  | Policy GBEA |
| **Boundaries** |  |  | Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications |  |  | Policy GBEBB & GBEBD |
| **Ethics** |  |  | Respects the institution and avoids conflicts of interest |  |  | Policy GBEA |
| **Cultural Diversity** |  |  | Respects and exhibits interest in students’ cultural background, race, and religion; Embraces and celebrates cultural diversity |  |  | Job description |
| **Communication** |  |  | Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies; attends parent, teacher, and/or parent meetings as needed |  |  | Policy GBEF & GBEF-R, Job description |
| **Teamwork** |  |  | Shares responsibility for district wide ESOL program; collaborates with families, teachers, and school staff to promote student growth and development in language and culture |  |  | Policy GA, Job description |
| **Openness** |  |  | Keeps administration informed of successes, challenges, and needs of ESOL program; follows school and district chain of command; and is open-minded about change by participating in the process and supporting the end result |  |  | Policy GBD & GBK |
| **Responsibility** |  |  | Supports and enforces policies of the Board and School Administration |  |  | Policy GBE |
| **Technology** |  |  | Keeps abreast of emerging technologies in ESOL program and uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies |  |  | Job description |
| ***Professional Learning*** | **Exceeds Standard** | **Meets****Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet** **Standard** | **Reference** |
| **Responsibility** |  |  | Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.) |  |  | Policy GA and GCI, Job description |
| **Collaboration** |  |  | Collaborates with teachers and staff within the school and district; participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities based on assessment of school staff and student needs |  |  | Policy GA, PD Master Plan, Job description |
| **Self-assessment** |  |  | Reflects on professional practice and seeks areas for growth |  |  | Policy GA, PD Master Plan,Job description |
| **Certification** |  |  | Follows the procedures in the district’s Professional Development Plan to maintain NH certification |  |  | Policy GA, PD Master Plan |