

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 7: SUPPORTING DIVERSE LEARNERS

The teacher effectively and appropriately supports diverse learners by differentiating instruction, maintaining high expectations, and promoting equitable classroom dynamics.

7A. Differentiated instruction and assessment

Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher seems unaware of the need to differentiate instruction according to students' language proficiencies, readiness, exceptionalities, or interests.</p> <p><input type="checkbox"/> The teacher emphasizes ability grouping alone as a way to differentiate instruction.</p> <p><input type="checkbox"/> The teacher is unable to identify or describe appropriate strategies to differentiate instruction and assessment.</p>	<p><input type="checkbox"/> The teacher can explain the importance of differentiating content, instructional processes, and student products according to students' language proficiencies as well as readiness, exceptionalities, and interests.</p> <p><input type="checkbox"/> The teacher occasionally attempts to use some flexible grouping strategies to differentiate instruction (such as pairing students with similar or different proficiency levels, etc.).</p> <p><input type="checkbox"/> The teacher can describe various strategies to differentiate instruction and assessment (e.g., differentiated language objectives, student choice, leveled texts, tiered activities and assessments), but is not able to use them in teaching.</p>	<p><input type="checkbox"/> The teacher sometimes and with varied effectiveness differentiates by content, instructional processes, and/or student products according to students' language proficiencies as well as readiness, exceptionalities, and interests.</p> <p><input type="checkbox"/> The teacher at times and with some skill uses some flexible grouping strategies to differentiate instruction (such as pairing students with similar or different proficiency levels, etc.).</p> <p><input type="checkbox"/> The teacher at times employs appropriate strategies to differentiate instruction and assessment (e.g., differentiated language objectives, student choice, leveled texts, tiered activities and assessments), but not always effectively.</p>	<p><input type="checkbox"/> The teacher consistently and effectively differentiates by content, instructional processes, and student products according to students' language proficiencies as well as readiness, exceptionalities, and interests.</p> <p><input type="checkbox"/> The teacher regularly and capably uses a range of flexible grouping strategies to differentiate instruction (such as pairing students with similar or different proficiency levels, etc.).</p> <p><input type="checkbox"/> The teacher regularly and competently employs appropriate strategies to differentiate instruction and assessment (e.g., differentiated language objectives, student choice, leveled texts, tiered activities and assessments).</p>

Evidence and Notes:

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7B. Maintaining rigor and high expectations for students of all linguistic and cultural backgrounds			
Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher has low learning, language use/development, and/or behavioral expectations for some learners, stemming from a deficit perspective (e.g., having low academic/language expectations for minority-language students and/or low target language use/development expectations for majority-language students).</p> <p><input type="checkbox"/> The teacher has a tendency to view students and families with a deficit perspective and does not see the importance of tapping into students’ “funds of knowledge” or encouraging parent/family involvement or engagement.</p>	<p><input type="checkbox"/> The teacher occasionally attempts to use strategies that reflect high learning, language use/development, and behavioral expectations for <i>all</i> students.</p> <p><input type="checkbox"/> The teacher is at times is effective in supporting students in meeting those expectations.</p> <p><input type="checkbox"/> The teacher understands the importance of leveraging students’ “funds of knowledge” and encouraging parent/family involvement and engagement, but struggles to do so.</p>	<p><input type="checkbox"/> The teacher frequently (but not consistently) and somewhat knowledgeably uses strategies that reflect high learning, language use/development, and behavioral expectations for <i>all</i> students.</p> <p><input type="checkbox"/> The teacher usually (but not regularly) is effective in supporting students in meeting those expectations.</p> <p><input type="checkbox"/> The teacher at times leverages students’ “funds of knowledge” and occasionally encourages parent/family involvement and engagement.</p>	<p><input type="checkbox"/> The teacher consistently and knowledgeably uses a range of strategies that reflect high learning, language use/development, and behavioral expectations for <i>all</i> students.</p> <p><input type="checkbox"/> The teacher regularly and effectively supports students in meeting those expectations.</p> <p><input type="checkbox"/> The teacher regularly and capably leverages students’ “funds of knowledge” and actively works to promote parent/family involvement and engagement.</p>
<p>Evidence and Notes:</p>			

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7C. Equitable classroom dynamics			
Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher does not see the relationship between the societal and institutional dominance of or preference for English (or other majority language) and target language use and development or social status in the classroom.</p> <p><input type="checkbox"/> The teacher cannot describe and does not use inclusive pedagogical practices.</p> <p><input type="checkbox"/> The teacher may employ practices that position some students as more knowledgeable than others or that promote inequities in classroom discourse.</p>	<p><input type="checkbox"/> The teacher occasionally tries to respond to instances in which the societal and institutional dominance of and preference for English (or other majority language) affects target language use and development as well as social status in the classroom, but lacks knowledge and confidence in doing so.</p> <p><input type="checkbox"/> The teacher at times attempts to employ inclusive pedagogical practices that position <i>all</i> students as knowledgeable and capable in the classroom and that promote equitable classroom discourse, but is rarely effective.</p>	<p><input type="checkbox"/> The teacher sometimes and somewhat capably responds to instances in which the societal and institutional dominance of and preference for English (or other majority language) affects target language use and development as well as social status in the classroom.</p> <p><input type="checkbox"/> The teacher is somewhat effective at employing inclusive pedagogical practices that position <i>all</i> students as knowledgeable and capable in the classroom and that promote equitable classroom discourse.</p>	<p><input type="checkbox"/> The teacher actively, capably, and regularly responds to instances in which the societal and institutional dominance of and preference for English (or other majority language) affects target language use and development as well as social status in the classroom.</p> <p><input type="checkbox"/> The teacher intentionally and effectively employs inclusive pedagogical practices that position <i>all</i> students as knowledgeable and capable in the classroom and that promote equitable classroom discourse.</p>
<p>Evidence and Notes:</p>			