

## English Learner Teacher Evaluation

**Credential Candidate:**

Please complete only the top portion of this form, then give the form to your principal or designated administrator.

\_\_\_\_\_  
Candidate's Name (*Print Full Name*)

\_\_\_\_\_  
Credential Emphasis (ECSE, MM, MS)

\_\_\_\_\_  
Your Current Position/Role

\_\_\_\_\_  
Subjects You Teach

Instructional Level: \_\_\_ Birth to K \_\_\_ K-6 \_\_\_ K-8 \_\_\_ 6-8/9 \_\_\_ 9-12

*The following assessment rubric must be completed by your principal or designated administrator.*

**Note to the Administrator:**

Because you and/or your designee are the persons working most closely with this candidate, you are in a position to evaluate evidence that this candidate can apply what he/she learned in coursework to their work with English Learners. Using the following scoring rubric, please evaluate this candidate by selecting and checking (✓) ONE of the appropriate assessment rating of the Exemplary (4), Proficient (3), Developing (2) or Unacceptable (1) in each of the nine boxes below; this evaluation continues on the following pages. Please kindly make sure to identify yourself and sign the form where indicated on the last page. **Thank you.**

1. The candidate knows and applies knowledge of the adopted instructional program best for the English Learners (EL).

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Knows <u>all</u> of the purposes, goals and content of as well as applies the adopted instructional program for the effective teaching of and support for English learners.	<u>Knows and applies a few selected</u> purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.	Has gained an awareness of the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.	Does not demonstrate an awareness of the purposes, goals and content of the adopted instruction program for the effective teaching and support for English learners.

2. The candidate demonstrates knowledge of organizational structures and resources for the EL.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Knows <u>all</u> of the <u>essential</u> local and school organizational structures and resources designed to meet the needs of English learners.	<u>Knows a few selected</u> local and school organizational structures and resources designed to meet the needs of English learners.	Has gained an awareness of the local and school organizational structures and resources designed to meet the needs of English learners.	Does not demonstrate an aware of the local and school organizational structures and resources designed to meet the needs of English learners.

3. The candidate demonstrates knowledge of the relevant standards and tests for the EL.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Knows all of the essential purposes, content and uses of California's English Language Development Standards and English Language Development Test. For Early Childhood Special Education (ECSE): Knows the essential purposes, content and uses of the Preschool Foundation (PF), California Early Language Development Assessment Process (CELDAP) and Assessment of Children's Progress towards Acquisition of English (ACAE)	Knows a few relevant purposes, content and uses of California's English Language Development Standards and English Language Development Test. For ECSE Candidate: Knows a few relevant purposes, content and uses of PF, CELDAP and ACAE.	Has gained an awareness of the purposes, content and uses of California's English Language Development Standards and English Language Development Test. For ECSE Candidate: Has gained an awareness of the purposes, content and uses of PF, CELDAP and ACAE.	Does not demonstrate an awareness of the purposes, content and uses of California's English Language Development Standards and English Language Development Test. For ECSE Candidate: Does not demonstrate an awareness of the purposes, content and uses of PF, CELDAP and ACAE.

4. The candidate utilizes resources to enhance EL's comprehension of content.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Utilizes available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Utilizes available resources periodically to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Demonstrates an awareness to utilize available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.	Does not utilize available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services, when available, to support mastery of State-adopted content standards for students.

5. The candidate uses English language development methods and strategies.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Demonstrates the skills and abilities consistently to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Demonstrates the skills and abilities periodically to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Demonstrates an awareness of using English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.	Does not demonstrate the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of early literacy, reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.

6. The candidate uses assessment information to evaluate language acquisition stages and develop appropriate lessons.

Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Demonstrates an ability to consistently use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	Demonstrate an ability to periodically use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	Demonstrates an awareness of the needs to use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	Does not demonstrate an awareness of the needs to use assessment information in order to evaluate language acquisition stages and develop appropriate lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

7. The candidate plans and delivers a variety of culturally responsive teaching strategies.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Plans and delivers consistently regarding appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL's academic language and access to grade level core curriculum.	Plans and delivers periodically regarding appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL's academic language and access to grade level core curriculum.	Demonstrates an awareness of the needs to plan and deliver appropriate instruction and applies understanding of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL's academic language and access to grade level core curriculum.	Does not demonstrate an awareness of the needs to plan and deliver appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development in order to develop EL's academic language and access to grade level core curriculum.

8. The candidate plans and implements appropriate and meaningful learning experiences.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Plans and implements consistently, appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Plans and implements periodically, appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Demonstrates an awareness of the needs to plan and implement appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Does not demonstrate an awareness of the needs to plan and implement appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.

9. The candidate interprets and uses assessment data appropriately for evaluation, placement and instructional planning.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Unacceptable (1)</b>
Demonstrates solid understanding and consistency regarding how to interpret and use assessment data of EL for evaluation, placement, and instructional planning.	Demonstrates an ability to periodically interpret and use assessments data of EL for evaluation, placement and instructional planning.	Demonstrates an awareness of the needs to interpret and use assessments data of EL for evaluation, placement, and instructional planning.	Does not demonstrate an awareness of the needs to interpret and use assessment data of EL for evaluation, placement, and instructional planning.

\_\_\_\_\_  
**Administrator's Name** (*Print Full Name*)

\_\_\_\_\_  
**Title/Position**

\_\_\_\_\_  
**School**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Approval Signature: \_\_\_\_\_

**Chris Hagie, Ph.D., Chair**  
Department of Special Education  
San José State University

\_\_\_\_\_  
**Date**