



Colorado State Model Educator Evaluation System:
Practical Ideas for Evaluating Culturally and
Linguistically Diverse Education Specialists

Turn and Talk

- What is going well in your district around teacher evaluations?
- What are the challenges you are facing?
- Are there particular issues with evaluating CLDE specialists/Bilingual Teachers?

Purpose

To highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating culturally and linguistically diverse education specialists.

CDE will be collecting on-going feedback to improve this guidance. To submit your feedback, email

educator_effectiveness@cde.state.co.us



Features

- Introduction
- The Colorado State Model Educator Evaluation System
- Who Should Use this Brief
- How to Interpret the State Model Teacher Rubric Components for CLDE Specialists
- An Example of the Goal Setting Conference for a CLDE Specialist
- Additional Evidence/Artifacts
- Teacher Quality Standards and Physical Evidence/Demonstration: CLDE Specialists
- Conclusion
- Resources



Who Should Use this Brief?

The brief is intended for:

- English as a Second Language and bilingual teacher who hold;
 - The Culturally and Linguistically Diverse Education endorsement,
 - The CLDE Bilingual Education Specialists Endorsement (or similar), or
 - A Master's degree in CLDE (or a similar area).
- Evaluators who are responsible for evaluating these language specialists (termed CLDE Specialists herein to also signify both ESL and bilingual education specialists)



How to Interpret the State Model Teacher Rubric Components for CLDE Specialists

- Bilingualism is a strength, not a limitation, and should be valued.
- Expertise required to work well with bilingual students at the intersection of bilingualism and disability



Guiding Principles

- 5-7 years to develop academic language
- L1s are valuable for developing academic language skills in English
- A body of evidence overtime can illustrate more about bilingual learners' learning than snapshot summative assessments



Guiding Principles

- Evaluators should have the same expertise as the teachers they are evaluating (CLDE Specialists, etc.)
- Evaluators need to know the context of the classroom they are evaluating
- Literacy development for monolingual learners is different than literacy development for bilingual learners
- Language and culture are intertwined



Goal Setting Conference for a CLDE Specialist

- Look over this
- Any questions or concerns?
- Ideas for improvement?



Exhibit 1

- WIDA
- Documentation of:
- Culturally and linguistically relevant outreach and engagement efforts:
- Lesson Plan demonstrating:
- Student work:
- Monitoring Student Progress:
- Classroom Environment Featuring:
- Etc.



Exhibit 2

- Quality Standard 1
- Quality Standard 2
- Quality Standard 3

- Conclusion
- Resources





Turn and Talk

- What should be our next steps with this brief?
- What other supports need to be created to ensure fair evaluations?



Thank you!

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