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| --- | --- | --- |
| **What is this tool about and what is it for?**  The Blueprint for English Learner (EL) Success expands on a vision for the experiences and outcomes all ELs deserve. This tool is designed to help individuals and/or teams of educators assess Blueprint practices they have (or do not have). The results of the self-assessment will highlight strengths and areas for growth that can be used to plan for improvement. This tool can also be used to promote equity for students from different racial and ethnic backgrounds. Blueprint practices advocate for meaningful access to rigorous, culturally responsive instruction, programming, educators, and tailored supports for ELs, many of whom identify as Latino/ Hispanic, Black/African American, and Asian students. In this way, identifying areas of improvement connected to the Blueprint will help highlight persisting inequities for traditionally marginalized students and ideas for addressing them.  **How is this tool organized?**  This tool is part of a robust planning process outlined in the Blueprint professional learning Module 2. [Part 1](#SelfAssess) provides guiding questions for self-assessment. It includes guiding questions connected to each Blueprint criteria, space to indicate whether practices related to the criteria are present or not, and space for notes and planning implications. [Part 2](#IdentifyAreas) provides a space for summarizing areas of strength and areas that need improvement.    **How do I make the most out of this tool?**  Start by identifying areas of the Blueprint that are present or missing from current practice:   * Read the *Guiding Questions* and *Sample “Look Fors”* to understand each criterion better. Put a check mark by each *Guiding Question* you think is fully present. * Use this information to determine whether each criterion is evident on the fourth column. Circle **Yes** if you checked most of the *Guiding Questions* for the criteria, **No** if most of the *Guiding Questions* are missing, and **Partial** if you are working towards the *Guiding Questions* but some components are missing or not fully in place. * Write down notes about your thinking and potential implications for planning in the last column.   Then, use these ratings to identify Blueprint criteria that are strongly in place and those that you and/or your team can work towards on the second part of the tool. |  | **Using this Tool**  **District administrators** can use this tool to self-assess, review district practices, and support development of school and district plans.  **Teams** can use this tool to prioritize common areas for improvement.  **Want More?**  Quick Reference Guides (QRGs) in the [Interactive Blueprint](https://www.doe.mass.edu/ele/blueprint/dashboard.html) give you additional information and resources about Blueprint criteria.      **Navigation** [Pillar 1: School Culture](#Pillar1)[Pillar 2: Access to Educators](#Pillar2)[Pillar 3: Opportunity and Support](#Pillar3)[Pillar 4: A Plan for Future Success](#Pillar4) [Glossary](#GlossaryCombined) |

**Part 1. Self-Assess**

Consider critical elements that should be present as evidence that classroom practice reflects the goal of Pillar 1. Identify elements you think are strongly represented at the classroom level and those in which you think improvement is needed.

**Building Block 1: Shared Responsibility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The district has English language education programs that meet the varied needs of its EL population. District leaders and the school committee ensure that each program is sufficiently resourced (e.g., all staff have proper language development training, administration hires a sufficient number of ESL teachers). | * Can we describe our English language education programs? Do we share this information with all [key stakeholders](#Key21)? * Do we regularly evaluate our language programs in collaboration with [key stakeholders](#Key21)? * Do we use data about our ELs’ strengths, needs, and performance and relevant community trends? Do we separate this data to see patterns by race, ethnicity, and other groups? * Do our internal language program reviews consider whether we have enough resources to support them? * Do we use what we learn from our internal language program reviews to inform our budget and plans? | Descriptions of our programs include the educational theory they are based on, resources needed to implement them well, and how we expect them to promote EL student language development and academic achievement (the [Castañeda test.](#Castaneda8))  Established ways to gather and analyze EL and program data like projected increases or declines in enrollment, percentages of ELs at each grade level, projected number [SLIFE](#SLIFE30), [long-term ELs](#LTEL22), [newcomers](#Newcomers24), staff numbers, training plans, materials, schedules, etc.  Budget and improvement plans include goals and strategies to address results from language program evaluations. | Yes/No/Partial |  |
| The district clearly communicates that collaborative planning time for general education, bilingual education, ESL, and, where appropriate, special education teachers is a districtwide priority and provides districtwide opportunities for shared learning. | * Does our district budget include resources allocated to support collaborative planning time for educators of ELs? * Do we monitor and support school schedules to ensure all educators of ELs have collaborative planning time? * Do we provide opportunities for teachers of ELs to learn, share, and report on the effectiveness of collaborative strategies for EL success? | Regular reviews of school schedules.  Plans, monitoring and resources allocated to provide collaborative planning time in schools where it is not in place.  Collaborative strategies like teamwork [protocols](#Protocol26), curriculum co-development, instructional strategies for specific groups of ELs, evidence-based strategies for teaching academic, social, and instructional language collaboratively, culturally sustaining social-emotional learning, addressing barriers to college access, etc.). | Yes/No/Partial |  |
| District administrators regularly consult with school administrators and educators to understand what they need to fulfill their responsibilities to ELs. District leaders and school committees message a clear “no excuses” mentality for adults when it comes to the success of ELs. | * Do we determine resources needed for language programs in collaboration with [key stakeholders](#Key21)? * Do we evaluate EL-related data for individual educators, staff, leaders and schools to celebrate successes, monitor progress, and provide support for improvement when needed? * Do we meet regularly with school administrators and educators to understand needs and address them? * Do job descriptions outline roles and responsibilities for promoting EL success? * Do we include EL success as part of our educator, staff, and administrator evaluations? | Evaluation of data like language and academic assessment results, graduation and dropout rates, attendance, grades, etc. Data separated by race, ethnicity, proficiency level, ELs with disabilities etc. to see patterns of inequity.  Needs conversations include looking at EL outcomes data, language program components, educator roles and responsibilities related to ELs, actions needed to follow up on identified issues, etc.  Budgeting, hiring, staffing and planning cycles incorporate information presented by administrators and educators.  Job descriptions for ESL, content area, special education, and bilingual teachers, administrators, guidance counselors, etc. includes information about expectations given district language programs.  Evaluations include data and goals specific to ELs, ways to support improvement for ELs, and plans for monitoring progress to hold educators accountable for recurring issues. | Yes/No/Partial |  |

**Building Block 2: Effective Family Engagement**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District leaders follow a clear process for identifying parents and guardians who need interpretation and translation services and ensure communication is provided accordingly (e.g., essential educational documents are translated, interpreters are available at key meetings). | * Do our staff and educators know and follow our process for identifying EL families’ preferences? * Do we have ways to gather educator needs related to EL family communication and sharing available resources? * Do we support [authentic interactions](#authentic5) and [reciprocal communication](#RecipComm27) with EL families using a variety of strategies? | Preferences like language, method (email, text, phone or written material), etc.  Ways to gather needs and share resources like web-based system for requesting translators, funding or staffing to support classroom and school document translation, examples and guides for developing culturally responsive, asset-based communication using family-friendly language, etc.  Strategies for EL family communication like translated documents, providing interpreters for events and meetings, family-friendly language in all communications, messaging about topics and resources useful to EL families like EL academic progress, key district processes, and available resources, etc. | Yes/No/Partial |  |
| The district improvement plan and other district plans communicate urgency around building relationships with families of ELs and reflect a commitment to partnering with families of ELs (e.g., the vision for ELs is specific about supports and opportunities for families, support for dual capacity building). | * Did we develop our vision for ELs in collaboration with EL families? * Do we have an EL family engagement [action plan](#ActionPlan3) that promotes [mutual trust](#MutualTrust23) and ways to support EL learning and achievement? * Are school EL family engagement plans aligned with district plans? * Does our budget provide resources to support EL family engagement as described in district and school plans? * Do we provide professional learning for educators, staff, and administrators to develop equal partnerships? * Do we provide learning opportunities for EL families focused on engaging as equal partners? | Plans include ways for EL families can support EL learning like involvement in EL parent leadership groups, opportunities to design and participate in district and school activities, specific actions EL families can take to help ELs develop language and learn content, etc.  Budget includes resources like funding for planned activities, funding for focused professional learning, time for educators and staff to participate in activities with EL families, hiring dedicated family engagement staff, services for EL families like childcare, transportation and interpretation, etc.  Professional learning for staff and educators focused on cultural responsiveness, implicit bias, partnering with or becoming cultural brokers, etc.  Learning opportunities for EL families like training for parent leadership, parent-to-parent mentoring programs, new EL parent orientation developed in collaboration with EL families, training for facilitating ELPAC meetings, etc. |  |  |
| District leaders and school committees effectively engage families, encouraging their contributions to decision-making involving their children’s education and their participation in school/district activities (e.g., English Learner Parent Advisory Council, curriculum nights, parent-teacher conferences) by ensuring ongoing collaboration and providing them with resources in English and their preferred language. | * Do we have [ELPACs](#ELPAC19) or other groups for EL family leadership? * Does our district leadership team and/or school committee represent ELs’ racial, ethnic, linguistic and/or or cultural backgrounds? * Do we include EL families in our decision-making? * Do we recruit EL families for leadership and support their development and voice? * Do we have EL family engagement metrics and processes for monitoring and using this data to address inequities? * Do celebrate what is going well and what needs improvement with EL families and community partners? | Meetings for decision-making are scheduled and facilitated in ways that support EL family participation and input as equal partners: culturally responsive, translated, at dates and times when EL families can participate, etc.  EL families are invited meetings, recruited for leadership positions.  Supports for EL family leadership like parent-to parent mentoring, parent-led trainings for staff, reimbursements for travel, food, and childcare costs related to participating in activities, etc.  Metrics for EL family engagement like participation rates, involvement from key cultural and linguistic groups, reports from EL families that they feel welcomed and included, usefulness of programs to EL families, patterns of participation by race, ethnicity, cultural or language group, etc. | Yes/No/Partial |  |

**Building Block 3: Asset-based Teaching and Learning**

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| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District leaders ensure that schools prioritize culturally responsive instruction that encourages students to share their cultures, families, and experiences in ways that promotes student success with rigorous content. | * Do we have a shared understanding or vision of what [culturally responsive](#CulturallyResponsive12) instruction and [equity](#Equity20) looks like for ELs? * Do we have clear expectations for how educators and staff implement this vision? * Do our district plans support this vision? * Do we provide tools, resources, and professional learning to help educators and staff meet this vision? * Do we evaluate whether instructional practices across the district are culturally responsive and promote equity? | A district-wide shared definition of instruction and equity connected to the language programs we offer (bilingual, SEI, etc.) and the ELs we serve.  Descriptions of culturally responsive and equity practices for ELs for different educators and staff.  School and district strategic, improvement, professional learning and other plans include goals, strategies and metrics for ensuring day to day practice is [culturally responsive instruction](#CulturallyResponsive12) and promotes [equity](#Equity20) ELs?  Tools like EL-focused classroom observation tools, protocols for reviewing content area curriculum for ELs, guides and templates for lesson planning for ELs, etc. Resources like educator and administrator time, funding for professional learning, coaches, etc.  Analysis of educator and staff practice (from observations, walk throughs, education evaluation documents, etc.) and EL performance data (language and academic assessment results, grades, graduation and dropout rates, etc.). | Yes/No/Partial |  |
| District administrators and school committees ensure that all schools cultivate programs and activities that lead to proficiency in English and other languages (e.g., dual language/two-way immersion, language learning support, State Seal of Biliteracy). | * Do we regularly assess EL needs, resources, and opportunities for developing bilingual programs? * Do we allocate resources to ensure programs promoting bilingualism are effective? | Review of EL enrollment, family support, available resources (grant funding, linguistic and cultural resources from EL students and families, community partnerships.  Resources for program effectiveness like enough and well-trained educators and support staff, curricular materials, bilingual libraries, funding for EL parent engagement, etc. | Yes/No/Partial |  |
| District leaders enact policies that communicate a sense of urgency about empowering ELs to use their voice, be active learners, and contribute to the district community. | * Do we have goals, metrics, progress monitoring, and resources to support EL student engagement in this way? * Do we provide opportunities for ELs to participate in decision-making? * Do gather, analyze and use data about ELs’ perception of this topic in our planning? * Do we separate EL engagement data by relevant groups (race, ethnicity, ELs with disabilities, newcomers, etc.) to address inequities? | Goals for ELs’ participation in decision-making groups and EL leadership development reflected in school-level plans and supported by adequate resources (staffing, time for programming, funding for training educators/staff and ELs, etc.).  ELs included in relevant groups ([ELPACs](#ELPAC19), student councils, etc.). Meetings facilitated in a way that encourage ELs’ contribution (in [culturally responsive](#CulturallyResponsive12) ways, with translation/interpretation services when needed, scheduled at a time when ELs can attend, etc.).  Regular school [climate surveys](#climate), focus groups, interviews, etc. | Yes/No/Partial |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas**

Identify areas of strength from Part 1 and note relevant evidence showcasing this area of the Blueprint. Next, choose 1-2 items as potential priority improvement areas to ensure practice is more closely aligned Blueprint criteria. Add actions that you could pursue to improve in each area. This will support future activities to develop improvement goals connected to the Blueprint and aligned to current plans.

**Areas of Strength**

|  |  |
| --- | --- |
| *Area* | *Relevant Evidence* |
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**Priority Improvement Areas**

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| *Area* | *Potential Actions to Pursue* |
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**Next Steps**

Continue to the next section to self-assess in relation to [Pillar 2.](#Pillar2)

**Part 1. Self-Assess in Relation to Pillar 2**

Consider critical elements that should be present as evidence that classroom practice reflects the goal of Pillar 2. Identify elements you think are strongly represented at the district level and those in which you think improvement is needed.

**Building Block 1: Effective, Well-prepared, and Culturally Responsive Educators**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | *Sample “Look Fors”*  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The district’s educator evaluation system supports evaluators and educators to have honest conversations about practice that lead to effective and culturally responsive instructional improvement and enable district leaders to ensure that all ELs have equitable access to effective educators. | * Do we review EL performance and educator data to ensure expectations for EL student growth are being met? * Do we look at separated EL data to identify inequities? * Do we discuss EL performance and effective EL teaching practices, curriculum, assessments with [key stakeholders](#Key21) as part of educator evaluation? * Do we collaborate with school administrators to plan for improvement in EL teaching and learning? | Reviews of EL data separated by groups like newcomers, ELs with disabilities, student growth by language proficiency level, race, ethnicity, etc.  Plans for improvement include goals, strategies, metrics, ways to monitor progress and resources to make it happen.  Plans include attention to key areas like culturally responsive teaching, providing effective professional learning focused on EL instruction, resources to evaluate educators of ELs based on language programs in the district, ways to evaluate and adopt high-quality curriculum for ELs, etc. | Yes/No/Partial |  |
| The district’s hiring and retention policies and procedures include strategies to recruit, train, and support teachers and administrators well prepared to teach culturally and linguistically diverse students (e.g., partnering with institutions of higher education, creating a student-teacher pipeline). School administrators conduct recruitment efforts focused on hiring and retaining educators who are well prepared (e.g., by education, training, and experience) to teach culturally and linguistically diverse students. | * Do we have an [action plan](#ActionPlan3) with strategies for recruiting more diverse educators? * Does our hiring process consider what we need to provide effective educators for ELs? * Do we review candidate data or artifacts to evaluate their ability to teach ELs well? * Do we have an [action plan](#ActionPlan3) for training and supporting teachers and administrators to improve their practice with ELs? | Strategies for recruiting diverse educators like inclusive language in recruitment materials, goals for recruiting educators reflective of the students’ backgrounds, recruiting in more diverse networks, established student-teacher pipelines, partnerships with higher education and teacher residency programs, partnerships with community organizations, etc.  Hiring, retention and training plans consider EL population, language program staffing needs, and educator licensure requirements and performance.  Interviews include questions about [culturally responsive teaching,](#CulturallyResponsive12) promoting racial [equity](#Equity20), and other considerations for supporting EL success. | Yes/No/Partial |  |
| District leaders adopt culturally responsive curricular materials and provide ongoing professional learning opportunities to support educators to meet the unique needs of ELs. | * Do we evaluate [curricular materials](#CurricularMaterials15) to see whether they meet the needs of ELs? * Do we include diverse teams of educators who work with ELs in our curricular review and adoption teams? * Do we provide [effective professional development](#PD18) to help educators meet the needs of ELs? * Do we look at educator and EL data to see if professional development efforts are effective? | Regular evaluations of materials to ensure they incorporate ELs’ assets and address their needs, promote [deep learning](#DeepLearning16), honor the cultures, perspectives, races, ethnicities, and languages of ELs, and are aligned to grade-level standards for content and rigor.  Professional development on [culturally sustaining teaching](#CulturallySustainingPractices13), collaboration and shared responsibility, racial [equity](#Equity20), evaluating, developing and adopting standards aligned curriculum, instruction, and assessment for ELs, etc. | Yes/No/Partial |  |

**Building Block 2: Educators with High Standards for English Learners**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | *Sample “Look Fors”* (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The district’s planning documents and professional learning opportunities communicate urgency about the need to support ELs to meet or exceed grade-level standards. District leaders provide regular feedback to school administrators that reinforces high expectations for ELs. | * Does our vision statement include high expectations and targets for EL achievement? * Do we have common processes and metrics for measuring EL success across instructional areas? * Do we regularly review metrics to identify areas for improvement? * Do we provide professional learning opportunities for educators addressing areas in need of improvement? | District vision, and relevant plans (strategic, improvement, professional learning) include components related to EL achievement. Vision and plan were developed with [key stakeholders.](#Key21)  Regular analysis of EL data to see progress towards achieving established goals and sharing data and feedback on progress or need for improvement with school leaders,  Common metrics for measuring EL success in ESL, sheltered content instruction, bilingual, etc. Metrics include ELs’ content achievement and language development, attendance and behavior patterns, graduation and dropout rates, [early warning](#Earlywarning17) indicators, etc. | Yes/No/Partial |  |
| District administrators monitor schools to ensure that ELs participate in complex academic discourse at the same rates as their non-EL peers. | * Do we have a shared understanding of instructional practices for EL participation in complex academic discourse? * Do we provide professional learning opportunities for school leaders so they can identify effective EL teaching practices and make use of relevant data? * Do we review data to evaluate EL participation in complex academic discourse? | A list of instructional practices like [academic conversations](#AcadConv1) and [cooperative learning](#Coop9) that was developed with educators and staff and is widely shared and understood.  Protocols for gathering data about EL participation in complex academic discourse like indicators in classroom observation, instructional rounds, and/or school walk-through tools; the SEI Smart Card and Bilingual Education What to Look for Tool, etc. Data reviews include school administrators and educators. |  |  |

**Building Block 3: Educators with the Resources they Need**

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| *Blueprint Criteria* | *Guiding Questions* | *Sample “Look Fors”* (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District leaders and school committees use data to develop a budget that includes a predictable adoption cycle for culturally responsive curricular materials that adequately support the needs of ELs. | * Does our adoption cycle include review and selection of culturally responsive [curricular materials](#CurricularMaterials15) for ELs? * Do we use EL-specific criteria in our curriculum reviews? * Does our review include analysis of ELs’ needs an input from key stakeholders? * Do we allocate enough resources in our budget in this area? | Criteria for evaluating materials like representation of ELs’ languages and cultural, racial, and ethnic backgrounds, grade-level and standards aligned activities and assessments, appropriate scaffolds and supports for ELs at different language proficiency levels and backgrounds, etc.  Analysis of ELs’ needs by looking at EL performance data, student work, growth towards benchmarks, enrollment trends in language programs, etc.  ESL, sheltered content, bilingual, special education, and EL families involved in curriculum review, adoption and/or development.  Budget includes enough funding to fund careful review of materials, purchase selected ones, support educator development, revision and/or updating of materials, etc. | Yes/No/Partial |  |
| District leaders provide and monitor intentional and ongoing professional learning that provides educators with the necessary tools and strategies to meet the academic and linguistic needs of ELs. | * Do we provide regular, [effective professional development](#PD18) focused on EL instruction? * Do we offer collaboration opportunities that support improve EL instruction? * Do we support educators to implement what they learn? * Do we assess practices implemented and their impact on EL achievement? | Opportunities for educators of ELs to research strategies to improve EL outcomes, time for peer observations and mentoring, collaborative planning time, training and funding for co-developing curriculum and assessments, etc.  Support for implementation of professional learning through coaching, professional learning communities, time for reflection and [plan-study-do-act](https://nirn.fpg.unc.edu/module-5/introduction) cycles, etc.  Assessment of practices and impact on ELs through classroom observations and walkthroughs, reviewing EL assessment data, changes in [early warning indicators](#Earlywarning17), etc. | Yes/No/Partial |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas in Relation to Pillar 2**

Identify areas of strength from Part 1 and note relevant evidence showcasing this area of the Blueprint. Next, choose 1-2 items as potential priority improvement areas to ensure practice is more closely aligned Blueprint criteria. Add actions that you could pursue to improve in each area. This will support future activities to develop improvement goals connected to the Blueprint and aligned to current plans.

**Areas of Strength**

|  |  |
| --- | --- |
| *Area* | *Relevant Evidence* |
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**Priority Improvement Areas**

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| --- | --- |
| *Area* | *Potential Actions to Pursue* |
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**Next Steps**

Continue to the next section to self-assess in relation to [Pillar 3](#Pillar3).

**Part 1. Self-Assess in Relation to Pillar 3**

Consider critical elements that should be present as evidence that school practice reflects the goal of Pillar 3. Identify elements you think are strongly represented at the district level and those in which you think improvement is needed.

**Building Block 1: Meaningful and Rigorous Learning Opportunities that Build on English Learners’ Assets**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *“Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District leaders monitor ELs’ course-taking patterns and remove barriers that prevent equal participation of ELs in rigorous, grade-appropriate courses, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses. | * Do we review course or program enrollment data to identify barriers for EL participation? * Do we ensure educators who teach advanced coursework are well prepared to support ELs? * Do we review our enrollment processes and policies with [key stakeholders](#Key21) to identify and address barriers for ELs? | Staff teaching advanced coursework have appropriate qualifications.  Reviews of course and program enrollment data separates ELs by relevant categories like culture, language, race, ethnicity, etc. to identify relevant patterns.  Enrollment processes and policies are [culturally responsive](#CulturallyResponsive12): materials, deadlines, and communication mechanisms are available, understandable, and easy to navigate for ELs and their families, etc. | Yes/No/Partial |  |
| The district leader responsible for EL programming (e.g., EL Director) collaborates with school leaders to develop policies and scheduling procedures to ensure that ESL, academic services, and programs provided to ELs cause minimal disruption to core content instruction. | * Do we review district-wide scheduling practices and policies to ensure minimal disruption to core instruction? * Do we review EL schedules with school administrators and educators to ensure they do not miss core content instruction? | Reviews of policies and procedures consider key factors like language program components; ESL, content instruction, specials and other academic services and program schedules; ELs’ backgrounds, strengths, needs, and English language proficiency levels and their implications on time needed for ESL instruction, etc. | Yes/No/Partial |  |
| District leaders use assessment data to evaluate the effectiveness of the district’s English learner education programs and make appropriate adjustments. | * Do we regularly assess the effectiveness of our language programs? * Do we use a variety of data points in our internal evaluations? * Do we regularly review EL outcomes data with [key stakeholders](#Key21)? * Do we collaborate with key stakeholders to identify and implement strategies to improve language programs? | Internal English learner education program reviews using comprehensive criteria like the [Castañeda Test.](#Castaneda8)  Use of multiple data points in reviews like [Access for ELLs](#Access2) reports to evaluate EL progress in attaining academic English language proficiency, student work samples, EL persistence rates in college and careers after graduation, [MCAS](https://www.doe.mass.edu/mcas/) scores for assessing achievement of grade-level content expectations, etc. | Yes/No/Partial |  |

**Building Block 2: Academic and Linguistic Supports**

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| *Blueprint Criteria* | *“Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District leaders provide training and planning support to schools for implementing the Massachusetts Tiered System of Support ([MTSS](https://www.doe.mass.edu/sfss/mtss/)) and monitor the provision of tiered instruction and supports to ELs. | * Can we describe how we use the MTSS to support ELs in our district? * Do we provide [effective professional development](#PD18) on using MTSS to support ELs? * Do we monitor whether the way we implement tiered instruction and supports is effective for our ELs and promotes [equity](#Equity20)? | Professional development focused on what a multi-tier system is, how to implement it alongside the district language program, effective [social and emotional learning](#SEL31) for ELs, etc.  Monitoring of the MTSS system by looking at specific supports and services used, impact of services on EL social and emotional well-being, content learning and language development based on relevant EL data, etc. | Yes/No/Partial |  |
| District leaders align and coordinate fiscal and human resources to ensure that ELs (including SLIFE, ELs with disabilities, and newcomers) receive ESL, native language instructional supports, and services tailored to their unique academic and linguistic needs. | * Do we use relevant EL data in staffing and budget decisions? * Do we look at disaggregated breakdowns of EL data by relevant categories (SLIFE, ELs with disabilities, race, ethnicity, language and cultural backgrounds, etc.) to identify needs and inequities in this area? * Does our budget provide enough funds to address identified resource and staffing needs? | Use of relevant EL data like number of ELs, EL characteristics (English proficiency levels, ELs from different groups like newcomers, [SLIFE](#SLIFE30), etc.), demographic trends in the community, assessment results, schedules of ESL, content, and bilingual instruction, grades, dropout and graduation rates, etc.  Do we have established processes, procedures, and mechanisms for regularly reviewing whether specialized EL programs and supports are effective in promoting EL academic and language growth? Do we have metrics for analyzing EL academic and language growth? | Yes/No/Partial |  |
| District leaders monitor ELs’ achievement in the content areas and progress in acquiring English by reviewing data and establishing policies and procedures to improve outcomes for ELs. | * Do we review relevant data to monitor EL content achievement and language development? * Do we separate data by school, type of EL, etc. to get a better picture? Do we include [key stakeholders](#Key21) in these conversations? * Do our planning policies, procedures, and documents include consideration of EL outcomes and language program needs? | Reviews of EL content and language data from the [EL Data Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9), and other [District Analysis Review Tools](https://www.doe.mass.edu/dart/), reports from standardized testing such as Access for ELLs and MCAS, district-based formative and summative assessments, etc.  Policies and procedures for strategic, improvement, budget, staffing and professional development planning include cycles of looking at EL outcomes overall and by school, language program needs as reported by educators and school administrators, input from EL families, and other relevant factors impacting EL outcomes. | Yes/No/Partial |  |

**Building Block 3: Social and Emotional Supports**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *“Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The district reviews data on each school’s climate to ensure that ELs have safe and collaborative learning environments; the district provides professional learning opportunities to administrators and teachers on developing students’ social and emotional competencies. | * Do we review school climate data related to ELs? * Do we look at data separated by relevant categories to identify issues affecting ELs? * Do we provide [effective professional development](#PD18) on promoting ELs’ social and emotional competencies and safe and collaborative learning environments for them? * Do we collaborate with educators and administrators to identify issues in this area and provide resources (staffing, financial, curricular materials, etc.) to address them? | Surveys, interviews, focus groups etc. to assess ELs, educators, EL families, administrators, and staff perceptions about the learning environment.  Data gathered is separated by relevant categories like ELs, non-ELs, ELs with disabilities, ELs of different races, ethnicities, language backgrounds, etc. to promote [equity](#Equity20).  Use of state or locally developed tools to gather school climate data (state tools like the [Model Feedback Survey](https://www.doe.mass.edu/edeval/evidence/feedback/surveys.html), the [Views of Climate and Learning (VOCAL) Survey](http://www.doe.mass.edu/research/vocal/), and [Views of Instruction, State Standards, Teaching, and Assessment (VISTA)](http://www.doe.mass.edu/research/vista/2019/), etc.).  Professional development on linguistically and [culturally sustaining](#CulturallySustainingPractices13) SEL lessons, implementing common assessments to gauge ELs social and emotion well-being, SEL for special populations of ELs such as [SLFE](#SLIFE30), ELs with disabilities, [newcomers](#Newcomers24), etc. | Yes/No/Partial |  |
| District leaders strategically deploy support staff to schools to provide tiered social and emotional learning supports where they are needed. | * Do we identify needs related to social and emotional learning supports in collaboration with [key stakeholders](#Key21)? * Do we review EL social and emotional learning needs, current services, and staffing qualifications to ensure access to adequate supports? | Revies of data about EL social and emotional learning needs and services like EL enrollment and schedules; EL and EL families school climate surveys; staff assignments, caseloads, and schedules; data about support staff instructional practice and curriculum as used with ELs from classroom observations, curriculum reviews, etc. | Yes/No/Partial |  |
| District leaders communicate urgency around meeting ELs’ social and emotional needs and support collaboration across schools and with families and community-based organizations to maximize available resources. | * Do we communicate our social and emotional learning priorities for ELs to [key stakeholders](#Key21)? * Do we have teams of educators, staff and administrators to implement, support, and monitor initiatives in this area? * Do we support collaboration between district teams, EL families and community organizations in this area? | District plans and messages include explicit references to ELs’ [social and emotional learning](#SEL31) as a district-wide priority, goals and strategies for making improvements in this area, metrics and progress monitoring mechanisms, etc.  Social and emotional learning priorities for ELs are communicated in community forums, district trainings and meetings, new staff and educator induction, etc.  Support for partnerships like space and time for collaborative meetings, funding for joint activities, translation/ interpretation and childcare for EL families, dedicated staff time, etc. | Yes/No/Partial |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas in Relation to Pillar 3**

Identify areas of strength from Part 1 and note relevant evidence showcasing this area of the Blueprint. Next, choose 1-2 items as potential priority improvement areas to ensure practice is more closely aligned Blueprint criteria. Add actions that you could pursue to improve in each area. This will support future activities to develop improvement goals connected to the Blueprint and aligned to current plans.

**Areas of Strength**

|  |  |
| --- | --- |
| *Area* | *Relevant Evidence* |
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**Priority Improvement Areas**

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| *Area* | *Potential Actions to Pursue* |
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**Next Steps**

Continue to the next section to self-assess in relation to [Pillar 4](#Pillar4).

**Part 1. Self-Assess in Relation to Pillar 4**

Consider critical elements that should be present as evidence that classroom practice reflects the goal of Pillar 4. Identify elements you think are strongly represented at the classroom level and those in which you think improvement is needed.

**Building Block 1: Thriving in High School**

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The district has a clear action plan to ensure the inclusion of ELs in all aspects of school life. | * Do we have a vision for what EL inclusion looks like? Is this vision reflected in our plans? * Do we regularly communicate the importance of EL inclusion to all educators, staff, and leaders in the district? Do we share successes and areas still in need of attention? * Do we regularly communicate the importance and benefits of EL participation to EL families? | A vision for EL inclusion that may include EL participation in activities connected to their interests, involvement in student governance and leadership groups, engagement in civic projects, internships, and work-based learning, etc.  District plans include targets for EL participation that mirror district demographics and other key components like strategies for reaching targets, responsibilities for implementing the plan, metrics and resources for carrying out actions and processes for monitoring progress. | Yes/No/Partial |  |
| District leaders are committed to removing linguistic, economic, and social barriers to ELs’ participation in school life. | * Do we systematically review data with [key stakeholders](#Key21) to identify barriers to ELs participation and promote [equity](#Equity20)? How often? * Do we allocate resources to address identified issues and barriers to ELs’ participation? * Do we partner with local organizations to support EL involvement and programming options? * Do we partner with educators, staff, ELs and EL families to clarify and streamline the process for signing up to extracurricular activities? * Do we partner with ELs and EL families to encourage EL participation in school life? | Resources like funding, time, staffing, space, transportation, etc. allocated to support equitable EL participation.  Partnerships focused on expanding offerings, connecting to existing community-based activities, applying for subsidies for activity entry fees, applying for grants to support programming, leveraging transportation and interpretation services available in the community, etc.  Streamlined processes enrollment that provide translated resources for ELs and their families, eliminate or subsidize participation fees, provide technology for participation, etc. | Yes/No/Partial |  |

**Building Block 2: Graduating College and/or Career Ready**

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| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District data teams regularly review students’ attainment of goals as well as post-secondary outcomes for ELs. | * Do we review metrics and data points for evaluating ELs’ graduation and post-secondary outcomes? How often? * Do we use EL graduation and post-secondary data to evaluate the effectiveness of our graduation and post-secondary support strategies and programs? | Definitions and characteristics of EL post-secondary success relevant to our community and related metrics and data points.  Regular analysis of EL graduation and post-secondary data from local measures (e.g., surveys of previous EL graduates) and state systems (the state’s [college readiness tools](https://www.doe.mass.edu/ccte/ccr/resources/data.html), [Early Warning Indicator System – EWIS](https://www.doe.mass.edu/ccte/ccr/ewis/), the [Massachusetts Analysis of Dropout Data](https://www.doe.mass.edu/ccte/ccr/ewis/analysis-tool.html), and the [EL Data Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9)).  Using EL data to evaluate advising/college and career counseling, advanced and college preparatory courses, dual enrollment, etc. | Yes/No/Partial |  |
| The district improvement plan includes actions to track and resolve problems that may be early warning signs for dropout, specifically for ELs. | * Do we know the most common [early warning signs for dropout](#Earlywarning17) our ELs face? * Do we regularly review data to determine ELs who may drop out? How often in a year? * Does our improvement plan include goals and strategies to promote EL graduation and prevent dropout? * Do we support initiatives to improve graduation rates? allocate enough funds for strategies and innovative practices to promote higher EL graduation rates and prevent dropout? | Analysis and reporting of early signs for dropout for ELs and other relevant metrics that can support dropout prevention for ELs like EL trends across academic milestones, barriers to high school graduation cited by ELs, their families and educators, school climate survey data connected to early warning signs, etc.  District and school plans include goals, strategies, and actions to promote EL graduation and prevent dropout. Plans were developed in collaboration with [key stakeholders](#Key21).  Support for initiatives like dedicated staff and educator time focused on implementing innovative practices, [effective professional development](#PD18), technology systems for tracking and analyzing data, etc. | Yes/No/Partial |  |
| The district creates opportunities for ELs to participate in educational opportunities related to career development (e.g., awareness, exploration, and immersion activities, including but not limited to internships and capstones). | * Do we offer relevant programming connecting EL success in high school with success in the workplace? * Do we partner with [key stakeholders](#Key21) to develop create career development opportunities for ELs? * Do we gather feedback from local business leaders and employers of recent graduates about employee readiness and adapt curriculum to meet workplace expectations? * Do we provide resources to support career development programming for ELs? | Programming like work-based learning, career fairs with information about career paths, training on interviewing and resume-writing techniques, connections to vocational technical education, mentorships with community members form similar cultural and linguistic backgrounds, paid internships with local businesses, dual enrollment opportunities focused on courses in specific careers of interest to ELs, etc.  Collaborate to evaluate district career development programs, develop networking events where ELs can connect directly with future employers and gain access to potential internships, develop credit-bearing internships to support ELs’ path to high school graduation and post-secondary career opportunities, access [career planning resources](https://www.mefapathway.org/), etc.  Resources to support career development programming like funding, staffing, time, space, transportation, interpretation services, etc. | Yes/No/Partial |  |

**Building Block 3: Graduating Ready to Contribute to Civic Life in a Global Community**

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| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| District teams have clear plans to address inequities in the inclusion of ELs in civic opportunities. | * Do review data about ELs’ participation in civic learning to identify inequities? * Do our district plans include goals and strategies in this area? * Do we provide resources to support improvement in this area? | Do we have a shared definition of civic engagement for ELs developed with [key stakeholders](#Key21)?  District plans include strategies, actions, responsibilities, timelines, and related metrics for tracking progress in promoting EL engagement in civic opportunities.  Collaboration with educators and school leaders to identify needs and resources needed for improvement. | Yes/No/Partial |  |
| The district supports educators to ensure multiple opportunities for ELs to contribute to civic life in a global community. | * Do we understand how to promote ELs’ civic knowledge, skills and dispositions? * Do we have a system for sharing instructional practices and activities that support ELs in this area? * Do we provide resources to support ELs’ civic engagement? * Do we reward efforts in this area and share benefits to ELs to incentivize future efforts? | Knowledge about strategies and activities for developing ELs’ civic knowledge, skills and decisions outlined in the [Massachusetts History and Social Science Curriculum Framework](https://www.doe.mass.edu/instruction/hss/default.html).  Systems supporting collaboration in this area like shared documents, opportunities for collaboration and shared learning to implement civic projects across schools, professional learning community time dedicated to civic engagement for ELs, etc.  Resources like effective professional development, space and transportation for activities, dedicated time and funding for selecting and/or developing curricular materials for civic projects, dedicated time to develop partnerships with local leaders who can support students in learning about and promoting systemic change, etc. | Yes/No/Partial |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas**

Identify areas of strength from Part 1 and note relevant evidence showcasing this area of the Blueprint. Next, choose 1-2 items as potential priority improvement areas to ensure practice is more closely aligned Blueprint criteria. Add actions that you could pursue to improve in each area. This will support future activities to develop improvement goals connected to the Blueprint and aligned to current plans.

**Areas of Strength**

|  |  |
| --- | --- |
| *Area* | *Relevant Evidence* |
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**Priority Improvement Areas**

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| *Area* | *Potential Actions to Pursue* |
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**Next Steps**

Now that you have identified areas of strength and priority improvement areas in relation to all 4 Pillars, please visit the Blueprint Professional Learning Module 2 online course for a protocol to synthesize ideas and “bring it all together”.

**Glossary**

1. **Academic conversations:** Conversations where students use their knowledge and language to build up valuable ideas in a content area. In practice this means educators help students go from simply choosing answers to posing questions, exploring different points of view, and building meanings with others. (Source: Zwiers, 2019).
2. **ACCESS for ELLs:** The annual statewide assessment of English Learners’ (ELs) English language development and growth. Educators annually assess ELs’ English language skills in the areas of reading, writing, speaking, and listening using the ACCESS for ELLs tests until such time as the student is no longer classified as an EL.
3. **Action plan:** A document that lists what steps must be taken to achieve a specific goal, along with metrics for measuring success and progress. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed, and determine what resources are required *(Source: Strengthening Partnerships, 2020).*
4. **Assets:** Strengths or funds of knowledge of English Learners (ELs) and their families that can contribute to students’ learning. These strengths come from ELs and their families’ cultural and linguistic background, previous academic and life experiences, etc. They include, but are not limited to, knowledge of different cultures and languages, daily routines (budgeting, childcare, maintenance/repairs, etc.), the ability to develop social networks to gather and exchange resources, career-specific skills and knowledge (engineering, plumbing, accountancy, management, etc.), and traditions, moral knowledge, ethics *(Source: Moll et al., 1992)*.
5. **Authentic interactions:** Interactions characterized by consistency, accountability, responsibility, transparency, nurturance, sensitivity, and sincerity *(Source: Strengthening Partnerships, 2020).*
6. **Bias:** A tendency to believe that some people, ideas, etc., are better than others that can result in treating some people unfairly. People may be aware or unaware of their biases. Implicit or unconscious biases refer to those biases a person has that they are not aware of, but that can influence their decisions and behavior.
7. **Can Do Descriptors:** The Can Do Descriptors highlight what ELs can do at various stages of language development as they engage in different instructional contexts (K-12, different content areas, etc.).
8. **Castañeda Test:** A set of criteria for evaluating language programs set by the federal government. According to the test, language programs must meet three criteria to be evaluated as effective: a) be based on sound or research-based educational theory, b) be implemented effectively with the resources it requires for success, and c) demonstrate students are learning language.
9. **Cooperative learning:** Group activities that involve 3-5 students working together to produce a quality piece of work. These activities focus on group performance: “If you win, I win!” so group members help, assist, encourage, and support each other’s efforts to be accountable to one another. The teacher’s role is to observe and intervene when necessary. *(Source: Johnson et al., 2006; SEI Smart Card).*
10. **Cultural and language brokers:** People with access to the knowledge, skills, and language of school who can mediate and help families access school culture and language. Cultural and language brokers can help families by addressing language barriers through interpreting or translating, supporting them in navigating the U.S. school system, introducing families to the role parents are expected to play in the relationship between home and school, and informing families of their rights as parents (Source: WIDA, 2016).
11. **Cultural Proficiency:** Behaving in ways and enacting policies that lead to bias-free environments that are respectful of diverse backgrounds, strengths and challenges.
12. **Culturally Responsive:** Cultural responsiveness means educators and the system actively draw on individuals’ diverse backgrounds, strengths, and challenges to deepen learning. Culturally responsive educators adapt instruction to incorporate strategies that connect to and value each student.
13. **Culturally Sustaining Practices:** Seeking to foster and explicitly support students' diverse backgrounds, identities, strengths and challenges. Connecting present learning to histories of racial, ethnic, and linguistic communities and to the histories of neighborhoods and cities they are a part of. This is the highest level of cultural responsiveness on the Massachusetts Cultural Responsiveness Continuum.
14. **Curriculum:** a sequence or progression of student learning experiences teachers facilitate using curricular materials as a foundation (not a script!); also called enacted or taught curriculum.
15. **Curricular materials:** resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum.
16. **Deep learning:** Learning that happens when students are asked to engage with challenging, standards-aligned curricular materials and assignments, are supported by a strong learning community, and are engaged in tasks that promote mastery, identity and creativity. In this model, students learn content and identify themselves as participants within and contributors to the content area (they practice learning to become historians, mathematicians, etc.). Deep learning is an “apprenticeship model” of teaching and learning that asks students to assume increasing levels of responsibility and prepares them to make their own authentic contributions to the field. (Riley (2019). Our Way Forward; Mehta, Jal and Fine, Sarah, (2019). In Search of Deeper Learning. Cambridge, MA: Harvard University Press).
17. **Early warning signs for dropout:** Indicators such as student attendance, behavioral records, and course failures that can be used to identify students who are at risk of dropping out. Early warning data also includes locally determined indicators and diagnostic data, such as local benchmark assessments and demographic information, that schools and districts use to identify and diagnose the needs of students, provide interventions and supports, and track student progress throughout the year*(Source: Massachusetts Early Warning Implementation Guide).*
18. **Effective Professional Development:** Professional learning that results in changes to educators’ instructional practices. This type of professional learning is sustained and intensive, collaborative and structured, aligned with educators’ roles and school initiatives, and connected to opportunities to see practices modeled, apply what is learned, and receive feedback on what they tried to implement *(Source: Darling-Hammond, Hyler & Gardner, 2017).*
19. **English Learner Parent Advisory Council (ELPAC):** An organization made up of parents and legal guardians of ELs that advises the school district, school committee, and board of trustees on matters related to ELs, meets regularly with school and/or district leaders to participate in the planning and development of programs to improve educational opportunities for ELs, reviews district and school improvement plans as they relate to English learners.
20. **Equity:** Ensuring all students, regardless of racial, ethnic, cultural, linguistic, socioeconomic background or other personal or social circumstances (nationality, religious affiliation, etc.) have meaningful access to high-quality educational experiences and opportunity to achieve at their fullest potential in all relevant areas (academic, social-emotional, linguistic, etc.). Equity reflects current federal and state laws regarding ELs, as well as Massachusetts educational goals. It is also an area of growth, since students from traditionally marginalized racial, ethnic, linguistic, and cultural backgrounds (such as Black/African American, Latino/Hispanic, English Learners, students with disabilities, etc.) currently do not enjoy equal access to the same high-quality experiences as their peers.
21. **Key stakeholders:** Groups of people who are involved in promoting the success of English Learners (ELs) (such as ELs’ families, educators, school staff, school and district leaders, and school committees) and potential partners (community members and organizations, businesses, colleges and universities, professional organizations, advocacy groups, state and federal agencies, etc.).
22. **Long-term ELs:** Students who have been in English Language Education programs for more than 5 years. (Source: US Department of Education).
23. **Mutual trust:** A shared belief that you can depend on each other, in equal measure, to achieve a common purpose. Mutual trust is a crucial building block of a solid relationship *(Source: Strengthening Partnerships, 2020).*

1. **Newcomers:** Recently arrived immigrant ELs at the earliest levels of English language proficiency.
2. **Promising practices:** A promising practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. It is an efficient and effective way to accomplish a desired outcome. (Source: Strengthening Partnerships, 2020
3. **Protocol:** An agreed upon set of guidelines and steps used to structure professional conversations or learning experiences. They help ensure meeting, planning or collaboration time is used more purposefully and productively. When everyone understands and agrees to using a protocol, participants can work more effectively individually and as a team. Protocols hold participants accountable and responsible for their learning and contribution *(Source: Glossary of Education Reform and ELEducation)*.

1. **Reciprocal communication:** Communication that includes sending one’s message clearly to the other while simultaneously taking other participants’ resources into consideration. In reciprocal communication the direction and sequence are not preset or predetermined *(Source: Strengthening Partnerships, 2020).*
2. **Scaffold:** A temporary support given to a student that enables the student to perform a task until such time that the student can perform this task independently. Scaffolding entails changing the quality and quantity of support provided to a student during a teaching cycle. The teacher adjusts the level of guidance to fit the student’s current level of performance. This ties closely to the skill of contingent pedagogy and formative assessment. When scaffolding for ELs, educators must be able to monitor and understand, in the moment of teaching, the process by which students are making meaning of what is being taught, and their development and comprehension of language of learning in the moment.
3. **School climate:** The quality and character of school life. It is based on patterns of experience as reported by students, parents, educators, and staff. It reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures of a given school. Positive school climates promote student development and learning needed for a productive, contributing and satisfying life in a democratic society **(***Source: National School Climate Center).*
4. **SLIFE:** ELs who have experienced interrupted education or have limited formal education prior to enrolling in a district. This term refers to ELs who entered a United States school after grade 2 or exited the United States for six months or more and did not attend school during that time. It also denotes ELs who did not have previous formal education, or for whom formal schooling has been interrupted or limited, or who function 2 or more years below expected grade level in numeracy and literacy.
5. **Social and Emotional Learning (SEL):**SEL is the process of developing students' and adults' social and emotional competencies-the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. Collaborative for Academic, Social, and Emotional Learning *(Source: CASEL)*.
6. **Supports:** Tools, services, or processes used to leverage the strengths English Learners (ELs) and their families bring and meet their needs to promote success. These may include instructional tools, services, and processes such as sketches, charts, and other visual aids, modeling, exemplars, sentence and paragraph frames, wait time, partners, etc. used to scaffold language and content learning. Supports also include tools, services and processes used to remove barriers to access and participation in schooling activities (transportation services, interpretation/translation services, childcare, etc.).