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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 criteria 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**  **State staff** can use this tool to self-assess, review department practices, and support development of new initiatives and 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](#Glossary1) |

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

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 Department regularly provides guidance informed by the latest research and emerging best practices to assist districts in meeting the needs of ELs. | * Do we review and share EL demographic data and current achievement levels? * Do we review publications and updates from relevant organizations and groups? * Do we provide guidance about relevant areas? * Do we consult with educators, staff and school and district leaders about the topics, resources, and type of guidance needed? * Do we share guidance regularly and in a way that is user-friendly and easily accessible to districts and educators? | Reviews of research from organizations and groups like [WIDA](https://wida.wisc.edu/), [CASEL](https://casel.org/), federal agencies, colleges and universities, [Council of Chief State School Officers](https://ccsso.org/), etc.  Guidance about curriculum and instruction, family engagement, assessment, social and emotional support, high school graduation and dropout prevention, college and career preparation, educator preparation, evaluation and licensure, etc.  Guidance shared on the website, through network meetings and webinars, newsletters, social media, etc. | Yes/No/Partial |  |
| The Department convenes forums for districts to share best practices related to scheduling and equitable resource allocation for ELs. | * Do we partner with relevant organizations to share best practices for ELs? * Do we convene best practices forums in ways that are accessible to a wide range of educators? * Do we support the development of new forums, networks, and professional learning communities focused on sharing best practices for ELs? | Partnerships with collaboratives, professional organizations, community groups, educator networks, other government agencies, etc.  Forums convened via virtual meetings and webinars, remote professional learning networks, dedicated website space for forum resources and recorded webinars, opportunities shared to large numbers of educators, etc.  Support partnerships by participating and presenting in forums, inviting leaders of networks to present at Department meetings, collaborating to create new forums and communication pathways, etc. | Yes/No/Partial |  |
| The Department incentivizes districts to develop strategies to promote shared responsibility for EL success within their schools. | * Do we share and promote opportunities for districts to partner with others to expand their capacity for supporting ELs? * Do we provide districts with resources to develop shared responsibility for EL success? | Sharing opportunities to collaborate with community groups, foundations, other states, and outside groups for enrichment activities and extended learning day strategies, grant funding, instructional coaching and research opportunities, successful teacher residency educator preparation programs, etc.  Resources for developing shared responsibility like grant funding, space and structures for collaboration, no-cost leadership training and coaching, recognition for successful efforts, etc. | 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* |
| The Department provides resources for districts and families in multiple languages with the goal of effectively engaging families of ELs to make informed decisions about their children’s education and contribute to the success of their schools. | * Do we provide resources for [culturally responsive](#Culturalresp4) EL family engagement? * Do we provide guidance and resources on the range of topics connected to EL outcomes and experiences? * Are resources and guidance provided in ways that are easy for districts, educators and EL families to access? | Resources for EL family engagement like guidance, translations of key documents into the most spoken languages across the state, database of translation service provides, exemplars of best practices with [ELPACs](#ELPAC9), lists of organizations supporting EL parent leadership and organizing, etc.  Guidance on topics like effective EL graduation pathways, available post-secondary options, language program descriptions and processes, ways to support content and language learning at home, EL parent groups and councils, advocacy for ELs and families, interpreting language and academic assessment results, etc.  Guidance and resources that are translated, using family and educator friendly language, available on the Department’s website, shared through community organizations, collaboratives, and educator networks across the state, etc. | Yes/No/Partial |  |
| The Department identifies resources and strategies districts can use to include and honor students’ cultures in the curriculum and learning environment. | * Do we gather and disseminate data about the strengths and needs of EL families across the state? * Do we provide guidance and resources to promote bilingualism? * Do we provide guidance and resources for including and honoring ELs’ languages, cultures, races and ethnicities? * Are resources and guidance provided in ways that are easy for key stakeholders to access? | Resources to promote bilingualism like funding, professional learning opportunities, EL outcomes data separated for bilingual programs, curriculum development templates and guides, research-based instructional strategies, first language resources and supports, exemplars of programs promoting the Seal of Biliteracy, etc.  Resources and guidance describing how to integrate ELs’ cultures in curriculum in different grade levels, alternative education, language programs, etc. | Yes/No/Partial |  |
| The Department provides guidance, training, and oversight to districts in order to build their capacity to work with families of ELs to support their children’s learning (e.g., guidance on the establishment of an English Learner Parent Advisory Council, best practices including research-based family engagement and dual capacity building). | * Do we gather district needs for supporting EL family engagement? * Does our guidance, training, resources, policies, and oversight systems address EL family engagement? * Do we have a plan for supporting districts in building capacity to work with EL families? * Do we allocate appropriate resources to support districts in this area? | Guidance, trainings, and resources include examples, [promising practices](#PromisingPractices15), and partnership opportunities that support effective EL family engagement.  Oversight systems like program evaluations, turnaround support, compliance requirements, regulations, etc. include EL family engagement criteria and data reviews.  Plans for supporting districts is informed by research-based strategies, EL data, and input from key stakeholders. Plans are aligned with current Department initiatives and strategic directions.  Resources to support districts like funding, professional learning opportunities, dedicated staff, communication mechanisms, 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* |
| The Department provides data to districts on the school climate dimensions of safety, engagement, and school environment disaggregated for ELs to highlight areas of success and areas for growth. | * Do we promote ELs’ participation in the state’s [Views of Climate and Learning (VOCAL)](https://www.doe.mass.edu/research/vocal/) annual survey? * Are our climate surveys developed in ways that are accessible and responsive to ELs? * Do we share school climate survey data results with districts in accessible ways? | School climate surveys translated into languages most spoken by ELs, questions on surveys are [culturally responsive](#Culturalresp4) and free of [bias,](#Bias3) questions address challenges faced by ELs and students from different racial, ethnic, cultural and linguistic backgrounds, etc.  EL-specific and district by district school climate survey data; survey results separated by race, ethnicity, and other groupings to help identify inequities, etc. | Yes/No/Partial |  |
| The Department adopts policies that recognize bilingualism and biliteracy as assets (e.g., guidance and technical support for the State Seal of Biliteracy and the establishment of two-way immersion/dual language programs, training for leaders on bilingual education, grants to support new bilingual education programs). | * Do we have a comprehensive plan for supporting bilingualism? * Do we evaluate the effectiveness of efforts to promote bilingualism using data and input from [key stakeholders](#Key12)? * Do we use what we learn to celebrate successes, disseminate best practices, and improve plans and strategies? * Do we share EL data supporting the benefits of bilingualism? | Plans supporting bilingualism include guidance, technical support, training, grants/funding, strategies for identifying and addressing barriers, etc.  Guidance, policies, communications, strategic priorities, and initiatives consistently communicate the importance and benefits of maintaining ELs’ home language.  Sharing data showcasing benefits of bilingualism like academic achievement and post-secondary outcomes of bilingual students, contributions to development of healthy sense of self and [agency,](#Agency2) etc. | Yes/No/Partial |  |
| The Department provides guidance supporting districts to prioritize empowering ELs to use their voice, be active learners, and contribute to the school and district communities. | * Do have a vision for what ELs using their voice and being contributors looks like? * Do we provide guidance, professional learning and resources on strategies for promoting EL voice and contributions? * Do we celebrate and reward educators whose EL outcomes data and other measures show success in this area? | Reviews of EL assessment data, grades, and other measures like ELs’ self-reporting, high school graduation rates, post-secondary outcomes, EL participation rates in leadership activities, to identify successes and promising strategies. | Yes/No/Partial |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas in Relation to Pillar 1**

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**

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| --- | --- |
| *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-asses 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 1. Identify elements you think are strongly represented at the state 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 Department regularly shares data with districts on ELs’ access to effective educators (e.g., annually updating and sharing the Student Learning Experience report). | * Do we regularly share data about ELs and their educators to support a focus on achievement, [equity](#Equity10), and progress? * Do we use data to inform state guidance, initiatives, and resources? * Do we support educators and districts in using the data we share? | Data is used to update educator qualifications, assessing educator effectiveness, adjusting policies and program review criteria, inform new initiatives, etc.  Published disaggregated data reports about educator effectiveness with ELs and guidance on how to unpack, analyze, and make data-driven decisions for EL success. | Yes/No/Partial |  |
| The Department develops and implements policies intended to assist educator preparation programs in training educators that are effective, well prepared, and culturally responsive to needs of ELs and monitors licensure requirements. | * Do we include specific qualifications for administrators and educators of ELs in our policies and licensure requirements? * Do we have partnerships with institutions of higher education to improve educator preparation programs? * Do we support partnerships between districts, colleges and universities to help recruit and place educators of ELs? | Clear set of criteria outlining what constitutes an effective, well prepared and [culturally responsive](#Culturalresp4) educator and administrator of ELs. | Yes/No/Partial |  |
| The Department convenes forums of district leaders to share best practices related to culturally responsive instruction. | * Do we regularly share [promising practices](#PromisingPractices15)? models and examples of best practices, [supports](#Supports21), and [scaffolds](#Scaffold18) ? * Do we have an [action plan](#ActionPlan1) for disseminating information about best practices to districts and educators? | Using forums, networks, listservs, newsletters, forums, social media, online learning modules, etc. to promote racial [equity](#Equity10) and culturally and linguistically responsive instruction for ELs.  Forums and ways to share information are led by experts or other leaders with experience in this area. Forums and information are accessible to a wide range of educators.  Aligned plans across offices and centers that include goals, strategies, benchmarks, regularly processes to monitor progress, assigned roles and responsibilities for accomplishing goals, 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 Department relentlessly communicates the importance of holding ELs to the same high expectations as their non-EL peers and invites regular conversation with stakeholders to advance instruction for ELs. | * Do we consistently communicate high expectations for ELs across our initiatives, networks, and general messaging? * Do we provide [effective professional development](#EffectivePD8) focused on instruction reflecting high expectations for ELs? * Do we have regular conversations with [key stakeholders](#Key12) to advance instruction for ELs? | Messaging across departments and offices includes expectations for ELs.  Effective professional development available to educators at the classroom, school, district and state levels. | Yes/No/Partial |  |
| The Department shares examples of supports and scaffolds for ELs that cultivate their academic and social language through regular, complex academic discourse. | * Do we share examples of effective [supports](#Supports21) and [scaffolding](#Scaffold18) for ELs? * Do we provide guidance, and effective professional development focused on promoting ELs academic and social language development? | Effective scaffolds and supports are shared via forums, convenings, network meetings and webinars.  Resources and guidance reflect EL needs and effective scaffolds and supports.  Trainings, forums, technical assistance on academic language, pedagogy, strategies for scaffolding content instruction, etc. |  |  |

**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* |
| The Department organizes a review process to identify curricular materials that best meet the needs of ELs (i.e., CURATE) and convenes districts to support adoption and implementation of such materials. | * Do we have a process for identifying and evaluating [curricular materials](#CurricularMaterials7) for ELs? * Do we share information about high-quality curricular materials proven to support ELs? * Do we provide guidance, resources focused on selecting and developing curricular materials for ELs? | Resources like [effective professional development](#EffectivePD8) and technical assistance, sample process and criteria for evaluating curricular materials for content area, bilingual, and ESL instruction for ELs of different  Guidance about the types of curricular materials for ELs (materials in English and first languages, materials that represent ELs’ races, ethnicities, and cultures, bilingual libraries, visuals and manipulatives, useful apps and online resources, etc.). | Yes/No/Partial |  |
| The Department shares models of high-quality, ongoing professional learning opportunities. | * Do we provide models and guidance for [effective professional development](#EffectivePD8) focused on ELs? * Do our professional learning offerings across offices and centers include considerations for ELs? * Do our professional learning incorporate the latest research on best practices for ELs? * Does our staff engage with continuous learning focused on high-quality instruction and [equity](#Equity10) for ELs connected to their role? | Guidance highlights strategies districts can use to develop educators like collaborative planning time, job-embedded coaching, professional learning communities, etc.  State-sponsored opportunities for districts to network and share exemplars of high-quality [curriculum](#Curriculum6) and instruction for ELs in content area, bilingual education, ESL and other relevant contexts. | 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**

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| --- | --- |
| *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* |
| The Department promotes the adoption of MassCore and encourages ELs to take rigorous coursework, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses. | * Do we provide resources and guidance that address districts’ needs on this area? * Do we provide guidance on how to ensure rigor and alignment with college and career expectations in courses ELs participate in? * Do we monitor progress in this area through district support and systems? | Guidance and resources on strategies for promoting equitable access to MassCore, rigorous coursework, and advance courses like [scaffolding](#Scaffold18), differentiation, home language instruction, systemic [supports](#Supports21) (sample policies that promote equal participation, ways to implement tiered systems of support for ELs at the school and district levels, etc.), among others.  Tools and resources for ensuring rigor like guidelines for reviewing courses, criteria for selecting high quality curriculum that meets the needs of ELs, quality indicators for advanced course work, etc.).  District support and compliance systems include review of relevant data points like percentage of ELs engaged in Advanced Placement courses, percentage of ELs who enrolled in dual enrollment courses, percentage of ELs who successfully complete [MassCore](https://www.doe.mass.edu/ccte/ccr/masscore/), etc. Support systems provide technical assistance in this area. | Yes/No/Partial |  |
| The Department provides guidance on developing school schedules that ensure that English language development support, academic services, and programs provided to ELs cause minimal disruption to core content instruction. | * Do we provide guidance and models for designing innovative, [flexible scheduling](#Flexible11) for ELs? * Do we provide networking opportunities for districts and schools to share exemplary and innovative scheduling practices? | Resources and guidance address district needs, provide scheduling criteria, and showcase exemplars for a variety of language programs, instructional delivery models, grade levels, and EL populations. Resources and guidance are accessible, and user-friendly.  Webinars, working groups, forums, etc. focused on scheduling that are open to many participants, regularly scheduled, and planned to include involvement from [key stakeholders.](#Key12) | Yes/No/Partial |  |
| The Department monitors the effectiveness of districts’ English learner education programs in supporting students’ academic and linguistic development (i.e., through Tiered Focused Monitoring). | * Does our we [Tiered Focused Monitoring](https://www.doe.mass.edu/psm/tfm/default.html) support efforts to improve EL outcomes? * Do our compliance policies and processes incorporate relevant data points to assess the effectiveness of language programs? * Do we have processes and mechanisms in place for intervening when ELs in a district are underperforming or when ELs are not being educated or treated equitably? | Monitoring supports improvement planning, identification and actions to incorporate effective practices, and recognition of success with ELs.  Monitoring includes review of data points connected to ELs’ linguistic, academic and social emotional learning.  Monitoring is coupled with resources (technical assistance, [effective professional development](#EffectivePD8) for district and school leaders and educators, etc.) to design and implementing [promising practices](#PromisingPractices15) EL success like collaboration to integrate literacy, language development, and content achievement, curriculum development, high-leverage instructional practices, 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* |
| The Department provides guidance on the implementation of [Massachusetts Tiered System of Support](https://www.doe.mass.edu/sfss/mtss/) (MTSS) and monitors ELs’ access to all academic and linguistic supports available in the district. | * Does we provide guidance about appropriate academic, linguistic, cultural, and socio-emotional supports for ELs and how to implement them? * Do we track data related to EL access to academic and linguistic supports available? * Do we provide resources to support use of the MTSS with ELs? | Resources to support use of the MTSS with ELs like dedicated staff or staff time, [effective professional development](#EffectivePD8), exemplars and collaboration opportunities for districts and educators, etc. | Yes/No/Partial |  |
| The Department provides guidance on best instructional practices for all ELs (including SLIFE, ELs with disabilities, and newcomers). | * Do we provide comprehensive guidance on instructional practices? * Do we provide guidance on programming strategies to support ELs? | Instructional guidance includes description of specific instructional practices, exemplars, effective professional development, etc. for different EL populations ([long-term ELs](#LTELs13), ELs with disabilities, [newcomers](#Newcomers14), etc.) and instructional contexts (ESL, sheltered content instruction, bilingual education, etc.).  Programming guidance includes models and effective professional development on key topics like flexible scheduling, extended time for instruction and support, EL family engagement, community partnerships to coordinate services, etc. | Yes/No/Partial |  |
| The Department provides data reports to assist districts in monitoring ELs’ achievement in the content areas and progress in acquiring English; the Department also shares evidence-based resources designed specifically for teachers of ELs. | * Do our data collection and reporting systems provide valid for ELs? * Do we provide districts with relevant data to evaluate EL language and content learning? * Do we provide opportunities and resources highlighting [promising practices](#PromisingPractices15) for ELs? | Data for ELs connected to key indicators, related to specific programs (Sheltered English Immersion, dual language, etc.), and separated by relevant categories (race, ethnicity, language background, EL population, etc.) to support identifying barriers to [equity](#Equity10).  Forums, network meetings, effective professional development, courses, tools, exemplars that promote practices like data-driven inquiry cycles, active learning instructional practices, collaborative curriculum development, review and refinement of EL instructional programs based on student assets and needs, shared accountability for ELs, etc. | 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 Department monitors statewide data on ELs’ perceptions of their learning environments and supports initiatives designed to improve school climate. | * Do we provide guidance and models for creating positive [school climates](#Climate19)? * Do we develop and share surveys that support gathering EL and their families’ input? * Are our school climate data collection mechanisms supportive of ELs? * Do we support district and educator improvement in this area? | Guidance promotes welcoming diversity and challenge linguistic discrimination, cultural biases, and racism.  Climate surveys in multiple range of languages, in family-friendly language, accessible and promoted among ELs and EL families, etc.  School climate collection mechanisms are user friendly, [culturally responsive](#Culturalresp4), [bias](#Bias3) free, clear to [key stakeholders](#Key12), etc.  Initiatives supporting school climate for ELs like regular sharing survey results and recommendations for improvement taking into consideration EL groups and language programs, guidance on developing local school climate surveys, etc. | Yes/No/Partial |  |
| The Department shares best practices for providing tiered social and emotional learning supports to ELs. | * Do we provide guidance about what best practices are and how to implement them? * Do we regularly share promising practices and the research behind them? | Guidance on practices like helping ELs transition to schools and communities in the United States in ways that affirm their experiences and cultural backgrounds, curriculum and instructional practices for promoting ELs’ social and emotional learning; programming for coordinating tiered supports and services, etc. | Yes/No/Partial |  |
| The Department convenes forums for district leaders to share best practices for meeting ELs’ social and emotional needs. | * Do we have regular and accessible networks and forums focused on this area? * Do our forums promote self-examination and learning about relevant topics? * Do we regularly share best practices around the social and emotional well-being of ELs through guidance, newsletters, professional development offerings, and courses? | Forums, convening, network meetings or webinars focused on practices and strategies that promote ELs’ social and emotional learning, barriers and challenges ELs face in this area, effective professional development opportunities districts can implement, etc.  Forums, networking, and professional development promotes learning and commitment to social justice and racial [equity](#Equity10); addressing inequities, discrimination, and [bias](#Bias3), etc. as foundational understandings for promoting ELs’ social and emotional learning. | 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 Department provides strategies for including ELs in all aspects of school life and monitors districts’ success in this area. | * Do we provide guidance, tools, and resources for including ELs in all aspects of school life? * Do we share strategies and guidance in ways that address district and educator needs? * Do our compliance policies and support systems incorporate relevant data points to monitor district success in this area? | Forums and networking events to discuss the topic and relevant resources, how-to guides, summaries of best practices, look-for tools, exemplars, etc.  Guidance and resources are user-friendly, reflective of the types of language and high school programs in the state and focused on promoting [equity](#Equity10).  Relevant data like percentage of ELs involved in sports, extracurricular activities and leadership opportunities compared to non-ELs; percentage of newcomers, ELs with disabilities, and other EL subgroups who participate in activities, etc. | Yes/No/Partial |  |
| The Department convenes forums for district leaders to share best practices for removing linguistic, economic, and social barriers to ELs’ participation in school life. | * Do we develop and maintain networks, forums, professional learning networks, leadership coalitions, etc. to gather and share best practices for improving ELs’ participation in school life? * Do we promote research about best practices for ELs in this area? * Do we have a coherent communication and professional learning plan for sharing best practices about EL inclusion in school life and how to remove barriers to their participation? | Studies, funding for piloting strategies, working groups and other ways to research barriers and possible solutions, strategies that work best for different EL groups (long-term ELs, newcomers, SLIFE, etc.) and conditions to support their implementation in various instructional contexts, 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* |
| The Department reports data about ELs’ success after high school and convenes a forum to review best practices. | * Do we provide data about EL success after high school in ways that help [key stakeholders](#Key12) evaluate the success of their high school programs? * Do we gather and disseminate best practices for supporting EL success after high school? | Data separated by relevant categories like type of EL (EL with disabilities, newcomers, race, ethnicity, language proficiency level, etc.) and connected to language programs, (SEI, dual language, etc.).  Data provided in ways that are easy to access, understand and use by educators, staff, school committees, and EL families.  Forums, [effective professional development](#EffectivePD8), networks, research studies, dedicated staff time, etc. to gather, celebrate and share best practices for promoting EL post-secondary success. | Yes/No/Partial |  |
| The Department reports data about ELs’ graduation and dropout rates and convenes a forum to review best practices. | * Do we provide data about EL graduation and dropout rates in ways that are useful to key stakeholders? * Do we gather and disseminate best practices for supporting EL high school graduation? | Data separated by relevant categories like type of EL (EL with disabilities, newcomers, race, ethnicity, language proficiency level, etc.) and connected to language programs, (SEI, dual language, etc.).  Data provided in ways that are easy to access, understand and use by educators, staff, school committees, and EL families.  Forums, [effective professional development](#EffectivePD8), networks, research studies, dedicated staff time, etc. to gather, celebrate and share best practices for dropout prevention and high school graduation. | Yes/No/Partial |  |
| The Department incentivizes partnerships with business, workforce development agencies, and institutions of higher education to develop career awareness and participation. | * Do we communicate best practices for developing partnerships that promote ELs’ career awareness and participation? * Do we provide districts with incentives for developing partnerships in this area? * Do we provide resources to support current partnerships in this area? | Incentives like grant funding, opportunities to share best practices in state forums and networks, awards and recognition, etc.  Incentives for partnerships like dual enrollment arrangements with colleges and universities, internships and mentorship programs with local businesses, work-based and service-learning opportunities, etc.  Resources to support partnerships like dedicated staff time, online platforms for forums and networks for sharing best practices, no-cost [effective professional development](#EffectivePD8), etc.? | Yes/No/Partial |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| The Department regularly provides guidance informed by the latest research and emerging best practices and provides opportunities to promote ELs’ civic participation within and beyond their schools. | * Do we provide guidance on strategies focused on EL participation in civic activities? * Do we support districts in their efforts to help ELs engage in civic learning activities? | How-to guides, summaries of best practices, look-for tools, exemplars, etc. focused on strategies for promoting EL participation in civic activities.  Guidance and resources are user-friendly, reflective of the types of ELs and language programs the state and focused on promoting [equity](#Equity10).  Resources for districts like grants funding, effective professional development, dedicated staff time, etc. |  |  |
| The Department convenes forums for district leaders to share best practices related to engaging ELs in civic opportunities. | * Do we provide resources to develop and maintain forums in this area? * Do we regularly engage organizations that conduct research and curate best practices in this area? * Do we have a coherent communication plan for sharing best practices about EL engagement in civic opportunities? | Initiatives, projects, dedicated staff time, professional learning networks, partnerships with higher education and community organizations, leadership coalitions, etc. to gather and share best practices for engaging ELs in civic opportunities.  Communication plan that connects department offices and centers who have responsibilities in related areas (curriculum and instructional support, language acquisition, college and career readiness, statewide system of support, etc.). |  |  |

**Part 2. Identify Areas of Strength and Select Priority Improvement Areas in Relation to Pillar 4**

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* |
|  |  |
|  |  |
|  |  |

**Priority Improvement Areas**

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

**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 for a protocol to synthesize ideas and “bring it all together”.

**Glossary**

1. **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).*
2. **Agency:** A student’s ability to make choices about and take an active role in one’s life. It requires being able to set a course of action based on one’s identity, knowledge, skills, values, and being able to adjust this course as needed. Students who act with agency set goals based on this course of action, initiate action toward those goals, reflect on and regulate progress toward those goals. These skills may be based on a student’s belief that they can act with agency (self-efficacy) (Source: Nagaoka, Fargington, Ehrlrich et al, 2015).
3. **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.
4. **Cultural Responsiveness:** Cultural responsiveness means educators and the system actively draw on diverse backgrounds, strengths and challenges to deepen learning. Educators adapt instruction to incorporate strategies that connect to and value each student.
5. **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.
6. **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.
7. **Curricular materials:** resources teachers use to facilitate sequences of learning experiences (lesson and unit plans, texts, etc.); also called adopted or written curriculum.
8. **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).*
9. **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.
10. **Equity:** Equity in education refers to ensuring all students, regardless of personal or social circumstances, 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 English Learners (ELs), as well as Massachusetts educational goals.
11. **Flexible scheduling:** Schedules that allows ELs to participate equitably in the course work they need, including in the content area classrooms, ESL instruction, and electives. These schedules capitalize on staffing resources as well as research-based practices such as common planning time for educators of ELs and inclusive practices.
12. **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.).
13. **Long-term ELs:** Students who have been in English Language Education programs for more than 5 years *(Source: US Department of Education).*
14. **Newcomers:** Recently arrived immigrant ELs at the earliest levels of English language proficiency.
15. **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)*.
16. **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)*.
17. **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).*
18. **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.
19. **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).
20. **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)*.
21. **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.).