## GAP AREA: English learners (ELs) are more likely to be assigned to teachers rated Needs Improvement/Unsatisfactory (NI/U)

## 

By meeting Massachusetts’s moral imperative to provide **all students with equitable access** to excellent educators, schools can also close gaps in educational outcomes.

## I. [Use additional data](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-otherdata.docx)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing rates of:
  + ELs’ assignment to lower rated teachers, by subject taught and by rating in each educator effectiveness standard; and
  + ELs’ and non-ELs’ assignment to teachers with different SGP levels.
* Compare distribution of evaluation ratings across [schools](http://profiles.doe.mass.edu/statereport/educatorevaluationperformance.aspx) .
* Compare distribution of evaluation ratings for ESL teachers or other teachers of ELs to the distribution for all other teachers, at the school and district levels.

## II. [Ask self-assessment/ stakeholder engagement questions to explore root causes](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-rootcauseanalysis.docx)

* Are ELs more likely to be enrolled in certain courses? Are there differences in teacher ratings in such courses?
* How well do all evaluators understand what good instruction looks like in SEI, ESL, or bilingual education? Is this uniform across schools/departments? Could this be a root cause of differences in evaluation ratings?
* Are teachers trained to succeed in family and community engagement (Standard III) with families of ELs?
* Do the district’s induction and mentoring program and other training approaches provide sufficient support for teachers serving ELs?
* How can the district promote collaboration among teachers who share ELs, to improve teacher effectiveness?

## Resources

* The [SEI Smart Card](http://www.doe.mass.edu/retell/sei-smart-card.docx), [ESL Curriculum Resource Guide](http://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide), and other [curriculum resources](http://www.doe.mass.edu/ele/guidance/) can develop educators’ capacity to serve ELs
* [Extending the Learning courses](http://www.doe.mass.edu/retell/courses.html) are DESE-approved professional development for working with ELs
* The Educator Evaluation Rating District Summary in Edwin Analytics (EV319) shows district- and school-level data on the distribution of evaluation ratings and on student demographics, and can be sorted by standard
* To better predict the number of ELs for the next year, you can connect with your family engagement program, local preschools, and the [MA Office for Refugees and Immigrants](https://www.mass.gov/orgs/office-for-refugees-and-immigrants); this can allow districts to project the numbers of ESL teachers needed, and move up their hiring timeline to find quality candidates rated E/P
* The [Online Calibration Training Tool](http://www.doe.mass.edu/edeval/resources/calibration/tool/) helps evaluators come to a common understanding of what quality instruction looks like; users can select from a [calibration video library](http://www.doe.mass.edu/edeffectiveness/prof-learning/calibration/)
* [Profiles](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) and Edwin Analytics (EV901) reports on the preparation programs that supply your novice teachers
* The [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.docx), a tool from the [Guidebook for Inclusive Practice,](http://www.doe.mass.edu/edeval/guidebook/) supports scheduling to meet the needs of diverse learners

## III. [Develop strategy starting points](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) & [monitor progress](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-progress.docx)

* Strategically screen and assign student teachers to develop their skills in working with ELs in your district.
* Involve teachers of ELs, administrators, and community stakeholders in evaluating and enhancing training and supports for lower rated teachers of ELs.
* Work to improve cultural proficiency, so that educators are more effective in teaching diverse learners.
* Train all school/district evaluators in how to uniformly evaluate instruction of ELs, to calibrate educator evaluations.
  + This provides an opportunity for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) among teachers of ELs, which can support retention.
* Provide leadership/advancement opportunities to effective teachers of ELs to retain them in SEI classrooms.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

**Guides for other gap areas**