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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**  **Educators** can use this tool to self-assess their teaching practice and to develop educator evaluation goals. **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 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* |
| Educators create classrooms that are inclusive learning environments; with necessary supports, educators provide English learners (ELs) with opportunities to participate in classroom activities and cooperative learning experiences alongside their non-EL peers. | * Are [supports](#2bn6wsx) tailored to ELs’ and lesson objectives? * Do I include rigorous activities where ELs make meaning, inquire, and solve problems with others? * Do I draw from ELs’ cultures, languages, experiences, race and/or ethnicity and achievement in a positive way? * Do I ask ELs’ about their perceptions of belonging, feeling welcome and supported? | Activities like [cooperative learning](#qsh70q), [collaborative learning](#_tyjcwt), [academic conversations](#3dy6vkm), etc.  Gathering data about ELs’ perceptions of classroom climate through surveys, class discussions, one-on-one conversations, etc. | Yes/No/Partial |  |
| All teachers, including general education, bilingual education and ESL teachers, communicate and collaborate regularly to provide effective instruction for ELs. | * Do I have common planning time with other educators of ELs? * Do we use structures for collaboration and data analysis focused on ELs to build shared understanding of what rigorous instruction for the ELs we serve looks like and related instructional practices that support it? * Do I collaborate with other educators to improve EL instruction and promote [equity](#_tyjcwt)? | Structures for collaboration like [Professional Learning Communities](#2jxsxqh), collaboration norms and [protocols](#z337ya), peer observations.  Structured opportunities focused on EL improvement like co-planning, analyzing EL work, adapting assessments without compromising rigor/grade level expectations, sharing instructional practices, reviewing student work. | Yes/No/Partial |  |
| All teachers including general education, bilingual education and ESL teachers are clear about their respective responsibilities for the language development of ELs: general education and bilingual education teachers scaffold language to support ELs to learn the grade-level content and ESL teachers provide systematic, explicit, and sustained language development instruction in the context of the content. | * Do my lessons as an ESL teacher focus on language and literacy development? * Do my lessons as a general education or TBE teacher focus on ensuring ELs ca master grade level content? * Do my lessons as a dual language teacher in a teacher team focus on language development, literacy and content, in target or the partner language? * Can I explain how I support ELs in my role? * Do I include goals for improving rigor, my teaching for ELs, and related team goals in my educator evaluation plan? | ESL lessons include objectives and [deep learning](#lnxbz9) tasks for developing academic, instructional, and social language functions, key uses, and features.  Content area lessons include objectives (content and language, objectives that integrate content and language) and [deep learning](#lnxbz9) tasks that [scaffold](#1y810tw) language and help master grade-level content standards. | 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* |
| Educators use culturally responsive practices and strategies to engage in two-way communication with families of ELs (e.g., providing interpreters/ translators for parent-teacher conferences, promoting participation of EL family organizations such as English Learner Parent Advisory Councils, empowering families of ELs to communicate in the language of their choice and using their preferred method of communication. | * Do I use strategies to promote [reciprocal communication](#3j2qqm3) and [authentic interactions](#2s8eyo1) with EL families? * Do I use [culturally responsive](#26in1rg) practices and strategies to promote [equity](#1ksv4uv)? * Do I encourage all EL families to participate in parent organizations and connect them to EL parent leaders? * Can I describe resources for parents at my school, district, and/or community? Do I share them with EL families? | Asking EL families whether they feel respected, included, and valued and whether engagement methods I use work for them.  Using EL families’ preferred method, time of day, and language to communicate; co-planning activities and setting goals for learning together with families, etc.  Family-friendly language, messaging free of [bias](#17dp8vu), interpreters/translators for parent-teacher conferences; checking to see if how we are communicating works, etc.  Resources like translation/ interpretation, transportation, family liaisons, social services, etc. | Yes/No/Partial |  |
| Educators regularly invite families of ELs to participate in their children’s education in an intentional, systematic and sustained manner, while demonstrating respect for different home languages, cultures, and values. | * Do I support EL family engagement opportunities at my school? * Do I have an [action plan](#1t3h5sf) for communicating with EL families that develops [mutual trust](#44sinio) and treats them as equal partners? * Do I ask families for their input about teaching and learning practices I can incorporate to make my lessons more relevant for students? | Calendar with regular activities and a process for inviting EL families.  Classroom activities geared to supporting EL family engagement in their children’s education such as opportunities to speak/showcase linguistic and cultural connections between EL families’ backgrounds and learning at school and opportunities for parents to observe instruction and provide input for how to incorporate cultural and linguistic practices and feedback on how instruction and family engagement are going.  A parent communication log showcasing encouragement to participate and information about opportunities to participate in parent leadership opportunities (PTA, ELPAC, school board/committee meetings), etc.  A plan co-developed with ELs and their parents that describes students’ goals for academic, social-emotional, and language development.  Records indicating relevant data gathered from EL families (through conversations, events, etc.), such as EL families’ definitions of good education for their children, their role in their children’s education, students’ roles and responsibilities at home, classroom activities that EL families would be interested in participating in and find beneficial, obstacles for engaging with the school/supporting their children’s learning, etc. | Yes/No/Partial |  |
| Educators engage in ongoing conversations with families of ELs about grade-level standards and their children’s learning throughout the year and work together to identify strategies for supporting learning in and out of school, including appropriate supports for ELs. | * Do I share standards and student progress regularly? * Do I share strategies for supporting ELs’ learning at home? * Do I invite EL families to contribute their ideas for supporting ELs’ learning to draw from their cultural wealth and values? * Do I adjust strategies based on how ELs are doing and/or new opportunities to ensure all ELs make strong sustained academic progress? | Strategies for [supporting learning at home](https://www.doe.mass.edu/highstandards/) like literacy activities in ELs’ first language, activities for EL parents to promote content learning, examples of academic and linguistic supports for ELs at home and school, etc.  Collaborating with EL families as partners by co-developing strategies and plans to implement them, getting feedback about what is working/not working, etc.  Adjusting plans based on new programs (bilingual education, after school opportunities, etc.), [early warning signs](#35nkun2) for dropout, 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* |
| Educators know their students and deliver instruction that reflects their cultures, families, and experiences, such that it promotes student success with rigorous content. | * Do I regularly gather and document background information about my ELs? * Do I use information about my ELs’ to plan lessons, select [scaffolds](#1y810tw) and [supports](#4i7ojhp), and make adjustments? * Do I evaluate how well I am using my EL’s strengths to promote their success? | Gathering EL information through surveys or interviews of new EL families; student files with [WIDA Can Do Descriptors](https://wida.wisc.edu/teach/can-do/descriptors) and teacher notes from conversations with EL families about cultural expectations, background and experiences; research from school and district level databases and/or community organizations, etc.  EL information for planning like prior experiences, cultural backgrounds, first language and other [assets](#4d34og8).  Regularly reviewing EL student work, assessments, and perceptions for clues that what I am doing in this area is promoting success with content, etc. | Yes/No/Partial |  |
| Educators value bilingualism, biliteracy, and programs in their school that lead to proficiency in English and other languages. | * Do I discuss the benefits of bilingualism? * Do I share strategies for promoting bilingualism with EL families? * Do my lessons include activities where ELs use their multiple languages? | Raising awareness about all languages spoken in the school and community; sharing available opportunities to become bilingual, etc.  Strategies for promoting bilingualism at home like reading in the first language, reading bilingual books, oral storytelling, etc.  Collaborative work with peers who speak the same home language; multilingual texts; teaching strategies for using one’s home language to learn English, supporting translanguaging, etc. | Yes/No/Partial |  |
| Educators empower ELs by providing instruction that leverages their cultures, families, and experiences and that supports them to take academic and linguistic risks (e.g., reducing teacher talk and increasing student conversation, leadership opportunities, and cooperative learning). | * Do my lessons make explicit connections to ELs’ home language, cultures, race/ethnicities, and experiences? * Do my lessons include time for ELs to speak and engage in authentic student-to-student conversations? * Do I create EL leadership opportunities or connect ELs to existing ones? * Do I coach ELs on skills for successfully taking risks and dealing with potential cultural or racial barriers? * Do I promote social justice by teaching students about relevant sociocultural issues (developing awareness), helping them develop a critical lens to understand issues, and taking action to promote equity? | Lessons address identity development, social justice, and sociocultural awareness topics and provide opportunities to explore cultural and linguistic funds of knowledge as assets for identity, academic, and language growth.  Explicit teaching of skills for making sense of one’s identity, evaluating personal interactions and current events using a sociocultural and critical lens, and confronting inequity.  Ample opportunities for quality interactions with peers around topics of interest and ELs’ cultures and languages.  Promoting and coaching ELs to grow as leaders (ELs as class assistants, sponsoring and supporting clubs and organizations led by ELs, incorporating civic projects and internships, etc.).  Instruction prepares ELs for taking risks (teaching them how to develop relationships with people of diverse backgrounds and how to argue one’s viewpoint civilly); and taking action (community organizing, civic projects, etc.). | 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**

|  |  |
| --- | --- |
| *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 classroom 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* |
| Educators differentiate instruction to respond to the educational backgrounds and English proficiency levels of their ELs. | * Do I use EL data to inform and evaluate instruction? * Are lessons differentiated and/or tailored to individual ELs’ assets and needs, and standards being taught? * Do lessons provide opportunities for students to monitor their own learning and advocate for their needs? | Use of multiple sources of data like student work samples, learning and interest inventories, observational data, etc. Separating data to see patterns by race, ethnicity, EL groups (ELs with disabilities, newcomers), etc.  Lessons differentiated for content, product, and/or process to create multiple entry points ([multiple means of engagement, representation, and expression](http://udlguidelines.cast.org/)).  Lessons attend to ELs’ language proficiency levels, characteristics as newcomers, long-terms ELs, etc. | Yes/No/Partial |  |
| Educators draw upon their training and preparation to teach culturally and linguistically diverse students using research-based best practices (e.g., using specific content and pedagogical knowledge learned in the SEI endorsement course and other EL-related professional development). | * Do I engage in on-going professional learning focused on supporting ELs? * Do my lessons incorporate [culturally sustaining](#Culturallysustaining12) practices that promote [equity](#equity18)? * Do I try new [promising practices](#PP23) and reflect on their impact on EL achievement? | Reflection on instructional practices by looking at lesson plans, student work samples, classroom climate surveys, data from language and content assessments, etc. | Yes/No/Partial |  |
| Educators create classroom spaces in which ELs of all cultures feel supported to learn and succeed (e.g., choosing content that reflects and respects various cultures; displaying pictures, books, labels, and other information from various cultures; encouraging all students to learn languages commonly spoken by their EL peers). | * Do my classroom images, objects, and displays reflect EL’s positively? * Do I use instructional materials that reflect the cultures of my students, and a variety of cultures? * Do I provide students opportunities to gain appreciation for multiple perspectives, languages, cultures, races, ethnicities, and experiences? * Do I highlight the value of bilingualism in class? | Classrooms show ELs’ cultures, languages, experiences, races, ethnicities, and achievement in a positive way.  Highlight bilingualism by raising *all* students’ awareness of the different languages in our community, present available opportunities that promote bilingualism (Seal of Biliteracy, world language, bilingual, and heritage language programs), 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* |
| Educators hold the same expectations for all students and demonstrate the belief that all ELs can meet or exceed grade-level standards with the right supports and scaffolds in place. Educators assume responsibility for developing ELs’ academic and social language. | * Do I tailor [supports](#supports29) and [scaffolds](#scaffold26) to individual ELs’ assets and needs based on standards being taught? * Do my lesson objectives, tasks, assessments, and texts showcase a [can-do](#Cando6) philosophy? * Do I collaborate with colleagues to discuss EL progress and adjust instruction? | Lesson objectives, tasks, assessments, and texts ensure ELs engage with and master grade-level language, concepts and practices needed for success based on specific role (ESL teacher, bilingual or content teacher, etc.).  Scaffolds and supports displayed on walls, student desks, and/or the board; and evidenced in grouping arrangements, differentiated materials, etc.  Regular conversations with other educators about EL progress and instruction plans. | Yes/No/Partial |  |
| Educators provide instruction and active practice opportunities for ELs that build their linguistic and academic skills continually. | * Do my lessons provide appropriate entry points for ELs so they can learn new language and academic skills? * Do my lessons include opportunities for ELs to learn and use language across language domains (listening, speaking, reading, writing)? * Do I incorporate active learning strategies and monitor skills development to plan instruction? | Lessons include [multiple means of engagement, representation, and expression](http://udlguidelines.cast.org/) based on ELs’ characteristics (language proficiency levels, etc.) and expected benchmarks.  Active learning strategies such as the [Teaching and Learning Cycle](https://www.wested.org/resources/scaffolding-writing-through-the-teaching-and-learning-cycle/), [academic conversations](#AcadConvo1), and [cooperative learning experiences.](#Cooplearning9) |  |  |

**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* |
| Educators have and use curricular materials that advance ELs’ academic and linguistic development simultaneously and align fully to the content and rigor of grade-level standards. | * Do I use or advocate for [curriculum](#Curriculum13) that helps ELs master knowledge, skills, and analytic practices essential for their success? * Are [curricular materials](#CurricularMaterials14) rigorous, appropriate to grade level standards, and aligned to ELs’ learning needs? * Do I evaluate whether curriculum materials help ELs reach language and content objectives? | Advocacy for appropriate curriculum by participating in curriculum review activities, sharing experiences with specific curriculum with other school and district educators, etc.  Notes reflecting how different curricular materials promoted EL learning or challenges faced, and/or examples of curriculum adaptations. | Yes/No/Partial |  |
| Educators engage in intentional and ongoing professional learning that provides them with the necessary tools and strategies to meet the academic and linguistic needs of ELs. | * Do I reflect on my practice with ELs and use it to plan professional learning? * Do I intentionally select and attend [effective professional learning](#PD17) focused on improving EL instruction? | Reflections of teaching practice with ELs include analysis of student work samples, data from assessments, records of ELs’ strengths and needs, etc.  Professional learning based on role (ESL, content area, bilingual teacher, etc.) on topics like culturally sustaining pedagogy, contingent pedagogy, understanding language uses, functions and features in each content area, formative assessment, 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**

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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 classroom practice reflects the goal of Pillar 3. Identify elements you think are strongly represented at the classroom 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* |
| Educators encourage ELs at all English proficiency levels to participate in rigorous, grade-appropriate courses that build on their cultural and linguistic assets. ELs should have equal opportunity to meaningfully participate in all programs and activities, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses. | * Do I collaborate with ELs, other educators, staff and EL families to develop appropriate schedules? * Do I discuss information about available opportunities that may be of interest or useful to my ELs? | EL schedules reflect their strengths, meet their needs, and connect to their goals and interests.    Conversations with ELs and their families to discuss scheduling (when applicable) and key topics such as their skills, knowledge, experiences, personal goals and interests, and activities and opportunities (like extracurriculars, Chapter 74 vocational and technical programs, innovation pathways, gifted and talented programs, etc.). | Yes/No/Partial |  |
| Educators collaborate with school administrators to create and adhere to ELs’ schedules that ensure no disruption to core content instruction or ESL, two mandated instructional components in ELE programs. | * Do I collaborate with relevant educators to create and review appropriate EL schedules? * Do I offer recommendations for improving programs (language, academic, etc.) as needed? | Reviews of ELs’ schedules with guidance counselors; school administrators; content area, bilingual, ESL teachers, etc. that consider language program components and EL student characteristics (language proficiency level, status as a [SLIFE](#SLIFE27) student, goals and interests, etc.). | Yes/No/Partial |  |
| Educators use appropriate formative and summative assessments to provide rigorous learning experiences to ELs that accelerate their progress toward mastery of content standards and English language proficiency. | * Does my curriculum include intentional sequencing of formative and summative assessments connected to standards and unit goals? * Do I use effective strategies to adjust instruction based on assessment results? * Do I use the right kind of assessments depending on what I want to measure? * Do I teach ELs how to use assessment data to improve (to monitor their own progress, identify areas for improvement, etc.)? | Lessons and units include a multiple assessments (diagnostic, formative, lesson level and unit level, [interim](#Interim19), and summative, etc.) with evaluative criteria aligned unit goals and lesson objectives.  Strategies like [contingent pedagogy](#ContingentPed8), offering ELs clear, actionable feedback connected to standards and/or unit and lesson objectives, authentic performance-based assessments to determine ability to transfer knowledge and skills to new contexts, etc.  Assessments used are connected to specific purpose (language, content learning, bilingual development, standards being taught, 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* |
| Educators provide targeted supports to ELs in addition to English language development and other core content instruction. | * Do I identify ELs’ individual strengths and needs? * Do my lessons include tailored [supports](#supports29) and [scaffolds](#scaffold26) to help ELs meet learning objectives? * Do I review EL progress regularly and adjust [supports](#supports29) based it? * Do I provide ELs feedback to help them master content and language standards? | Individual EL student records with strengths and needs; records adjusted regularly based on student progress.  Supports and scaffolds are related to ELs’ strengths and needs; linguistic, cultural, racial, ethnic and educational backgrounds; learning styles; content standards, lesson tasks, texts and assessments, and/or other relevant factors.  Feedback is timely, actionable, and connected to language and content objectives. | Yes/No/Partial |  |
| Educators provide all ELs (including SLIFE, ELs with disabilities, and newcomers) with instructional supports and services tailored to their unique academic and linguistic needs. | * Do I know the types of supports and services needed by different ELs? * Do I regularly evaluate whether the instructional supports and services I provide ELs are helping them improve? * Do I coordinate supports and services with other educators of ELs? | Notes evaluating supports and services using individual EL work samples, formative and summative assessment results, student self-evaluation reports, etc.  Adjustment of supports and services based on progress or lack of progress. | Yes/No/Partial |  |
| Educators identify areas in which ELs need improvement and establish personalized goals for attaining English proficiency. | * Do I use data to identify improvement areas and develop plans? * Do I have a plan for my ELs that includes areas for improvement, goals and possible interventions? * Do I collaborate with educators and key [stakeholders](#Key20) to carefully select and evaluate interventions, when needed? * Do I look at data separated by EL background (race, ethnicity, language, educational background) to identify any barriers to [equity](#equity18)? | Student files include plans with analysis of data (growth percentiles, comparison to benchmarks, etc.), areas for improvement, goals and benchmarks for attaining language proficiency, interventions (supports, scaffolds, services) parent input, etc. (as recommended in [EL Success Template](https://www.doe.mass.edu/ele/resources/benchmarks/)).  Conversations with EL families about learning goals, progress in relation to benchmarks, changes to the curriculum, instruction, and assessment, 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* |
| Educators actively create and maintain a safe and collaborative learning environment in which they intentionally integrate knowledge of students’ cultures, languages, prior experiences, and goals into social and emotional learning. | * Do my lessons incorporate [social and emotional learning](#SEL28)? * Do my social emotional learning activities integrate ELs’ backgrounds and experiences? * Do I gather data from my ELs about whether they feel safe and supported in my classroom? | Classroom climate surveys and/or students reports indicate they feel welcomed, able to speak and be heard, a place where they gain appreciation for multiple perspectives, languages, cultures, and experiences, etc.  Activities to help ELs develop social and emotional learning competencies and integrate ELs’ backgrounds and experiences by using materials that reflect ELs’ cultural, racial, ethnic and linguistic backgrounds, classroom norms that promote community building and empathy, etc. |  |  |
| Educators and support staff provide supplemental or intensive social and emotional supports to ELs whose needs are urgent or severe. | * Do I know triggers and/or behaviors that reflect urgent and severe social and emotional learning needs of ELs? * Do I monitor my ELs’ social and emotional status to identify urgent or severe needs for support? * Do I collaborate with others to identify and provide coordinated supplemental or intensive social and emotional supports as needed? | Participation in teams (ESL teachers, sheltered content teachers, guidance, administrators, etc.) who identify and implement appropriate supplemental supports and/or interventions by collecting and analyzing evidence of EL academic performance, behaviors, experiences and attitudes, etc. |  |  |
| Educators are aware of linguistic and cultural supports available in the district and community to address the social and emotional needs of ELs; information about such resources is provided to ELs and their families in a language they can understand. | * Do I know what linguistic and cultural supports are available in for ELs in my district and the community? * Do I communicate and collaborate with ELs’ families, district staff and leaders, and community organizations to meet ELs’ social and emotional needs? | Knowledge of services and supports available and how they can be used to meet the needs of ELs.  Established ways for [reciprocal communication](#reciprocalcomm25) with EL families (knowledge of preferred language and method of communication; information about social and emotional learning needs and resources in family-friendly language, etc.) |  |  |

**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.

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**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 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* |
| Educators encourage ELs to participate fully in school life (e.g., in athletic teams, student government, clubs, and academic enrichment activities in addition to meaningful and rigorous classroom learning experiences). | * Do I share all available opportunities with ELs? * Do I help ELs identify activities and connect them to services that will support their participation? * Do I collaborate with others to identify and remove barriers to ELs’ participation? * Do I connect ELs with peers who can share experience and strategies for involvement? | Flyers, translated posters, conversations with interested students, and other ways to share about clubs, sports, activities, organizations, internships, etc.  Helping ELs identify activities related to to their interests, skills, and plans after graduation. Connecting ELs with services like transportation, translation/interpretation, sport fee subsidies, etc.  Collaboration with educators, staff, and school and district leaders to remove barriers like cultural and family issues, financial and transportation issues, language barriers, etc. | Yes/No/Partial |  |
| Educators nurture self-confidence and ensure that ELs participate in classroom and school activities; educators help to coordinate available school resources. | * Do I help ELs get involved? * Do I coach ELs on self-confidence strategies? (Socio-emotional learning aspects of school life.) * Do I prepare ELs to confront [bias](#bias5), racism and other potentially negative experiences in ways that support healthy concepts of self? | Supporting ELs by discussing how to join, figuring out logistics, connecting to available resources or peer mentors, etc.  Coaching on strategies for connecting with ELs and non-EL peers, making choices, following up on requirements to participate in activities on their own to gradually increase self-confidence and agency, etc. | Yes/No/Partial |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| Educators ensure that classroom learning prepares ELs for enrollment in college and access to other post-secondary opportunities and honors the hopes and dreams of ELs for post-secondary life. | * Do I support ELs’ preparation for graduation and post-secondary opportunities? * Do my lessons help ELs develop skills needed to graduate and succeed afterwards? * Do I connect my lessons to post-secondary opportunities? | Discussions with ELs about plans, hopes, and dreams for after high school; collaborating with educators and staff to learn about my ELs’ [MyCAP](https://www.doe.mass.edu/ccte/ccr/mycap/) plans; etc.  Lessons are engaging and help ELs master grade-level standards, meet [MassCore](https://www.doe.mass.edu/ccte/ccr/masscore/) graduation requirements, and develop skills for future success (self-identification of strengths and weaknesses, setting goals, self-advocacy, etc.).  Lessons incorporate topics related to post-secondary options ELs are interested in, assignments develop relevant skills like financial literacy, reflections about plans and dreams, opportunities for work-based learning, discussions connecting learning to career fields, etc. | Yes/No/Partial |  |
| Educators believe that all ELs are candidates for graduation and motivate students by cultivating relationships with them, engaging, and collaborating with families, and responding to early warning signs for dropout. | * Have I examined by beliefs and [biases](#bias5) towards ELs? * Do I recognize [early warning signs for dropout](#EWIS16) and how to respond? * Do I support ELs’ graduation and post-secondary success using a variety of relational strategies? * Do I partner with ELs and their families to discuss graduation requirements and pathways, post-secondary options, and goals? | [Effective professional development](#PD17) and reflection to identify potential biases regarding ELs’ ability to graduate high school, ways these biases may be impacting instructional practice, specific values to embrace, and strategies for developing positive relationships and [culturally sustaining](#Culturallysustaining12) teaching practices for ELs.  Knowledge of early signs of dropout for different EL students (SLIFE, long-term ELs, etc.) and whom to collaborate with to support ELs who are struggling.  Use of relational strategies like mentoring, tutoring, connecting current students to ELs who have graduated and are successful at college or career, home visits, supporting ELs through the college selection and application process, connecting ELs with known contacts at colleges and universities, helping ELs navigate financial aid, etc. | Yes/No/Partial |  |
| Educators who support students with career development activities act without bias and push ELs to reach their highest potential. | * Do I support career planning for ELs in ways appropriate to my role? * Do I partner with community, college, and business stakeholders to support ELs’ career development? * Do I support ELs in participating meaningfully in career development activities? | Supporting career planning by collaborating with guidance counselors to do skills and strengths inventories as a bilingual education teacher; supporting guidance counselors in identifying language demands within materials and [scaffolding](#scaffold26) lessons as an ESL teacher; displaying career and post-secondary options materials in content area classrooms; connecting ELs with former ELs, EL family members, community members, and/or other educators and staff in college and career fields of interest, etc.  Inviting community, college, and career partners to discuss expectations, skills, and knowledge to class.  Supporting the development of work-based or service-learning opportunities for ELs in collaboration with key stakeholders. | 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* |
| Educators regularly communicate with families and focus on ensuring that ELs participate successfully in civic opportunities. | * Do I discuss ideas and benefits of active, meaningful, civic engagement with ELs and their families? * Do I support development of opportunities for civic engagement? * Do I collaborate with key stakeholders to remove or address barriers to EL participation in civic life? * Do I provide ELs with [scaffolds](#scaffold26) and [supports](#supports29) so they can participate successfully? | Participation in educator teams to develop civic learning projects and partnerships with community organizations, etc.  Support ELs by developing strategies to address barriers like lack of understanding about civic engagement, cultural differences, transportation issues, interpretation services, financial concerns, etc. | Yes/No/Partial |  |
| Teachers engage ELs in classroom activities focused on civic participation that provide them with authentic opportunities for leadership. | * Do my lessons support ELs’ civic participation and leadership development? * Do I partner with key stakeholders to promote EL civic engagement? * Do I promote EL leadership by coaching them on relevant skills? | Lessons provide opportunities for ELs to apply what they learn in the real world, make and support arguments using logical reasoning, explore different perspectives, learn about how to use the political process to take informed action, learn values, virtues, and behaviors (respect for others, commitment to equality, capacity for listening, etc.), learn to communicate in ways accessible to others, learn to engage in civil discourse, etc.  Lessons incorporate activities like EL-led [civics projects](https://www.doe.mass.edu/instruction/hss/default.html), connections to service-learning, opportunities to gather support for ELs’ own ideas, opportunities to engage relevant decision makers who can act in ways recommended by students, etc. | Yes/No/Partial |  |

**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 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. **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).*
3. **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)*.
4. **Authentic interactions:** Interactions characterized by consistency, accountability, responsibility, transparency, nurturance, sensitivity, and sincerity *(Source: Strengthening Partnerships, 2020).*
5. **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.
6. **Can-Do Philosophy:** An approach for teaching ELs that focuses on what they can do. It is based on the belief that everyone brings valuable resources to the education community and that linguistically and culturally diverse learners bring a unique set of assets that can enrich the experiences of all learners and educators. A can-do philosophy focuses on these strengths and uses them to benefit of both the learners and everyone in the community *(Source: WIDA, 2019).*
7. **Collaborative learning:** Active learning group activities where students creating new knowledge together. In these activities, students progress individually while working towards a common goal with other students. Success depends on students’ individual strengths (everyone doing their part) and the ability of the group to bring those parts together *(Source: ResourceEd and WIDA, 2014).*
8. **Contingent Pedagogy:** In the moment, responsive action (such as scaffolding or feedback) to support ELs’ learning. It requires educators understanding of formative assessment, content knowledge, and pedagogy (both in general and in relation to the area they teach). When employing contingent pedagogy, educators get feedback from formative assessments while learning is happening and use that information to make changes in teaching and to provide feedback to students about how they can move their own learning forward *(Source: Heritage, Linquanti, & Walqui, 2013)*.
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 Proficiency:** Behaving in ways and enacting policies that lead to bias-free environments that are respectful of diverse backgrounds, strengths and challenges.
11. **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.
12. **Culturally Sustaining:** Practices, actions, and policies that foster and support individuals' diverse backgrounds, identities, strengths, and challenges. For instruction, this means connecting learning to histories of racial, ethnic, and linguistic communities and to the histories of neighborhoods and cities ELs are a part of. This is the highest level of cultural responsiveness on the [Massachusetts Cultural Responsiveness Continuum](https://www.doe.mass.edu/instruction/culturally-responsive/default.html).
13. **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.
14. **Curricular materials:** resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum.
15. **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 *(Source: Riley, 2019; Mehta & Fine, 2019).*
16. **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).*
17. **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).*
18. **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.
19. **Interim Assessment:** Periodic assessment of language growth and/or academic learning, typically at the unit level. Curriculum-Embedded Performance Assessment (CEPA) is a unit-level, interim performance assessment for students to demonstrate their attainment of the learning goals against specific evaluative criteria for a unit of instruction, and to apply their learning to new real-world contexts and scenarios.
20. **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.).
21. **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).*
22. **Professional Learning Community:** A structured, sustained collaborative process where groups of educators regularly meet to share expertise and work collaboratively to improve teaching skills and the academic performance of students (*Source: Glossary of Education Reform*).
23. **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)*.
24. **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)*.
25. **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).*
26. **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.
27. **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.
28. **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)*.
29. **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.).