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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**  **Building administrators** can use this tool to self-assess, review school practices, and support development of educator and school plans.  **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.  **Teams** can use this tool to prioritize common areas for improvement.    **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**

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| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| School administrators maximize academic and non-academic opportunities for ELs to engage in learning alongside their non-EL peers. | * Do we have enough qualified educators and staff to support EL participation? * Does our regular scheduling process take into consideration ELs’ needs? * Do we review ELs’ schedules to maximize the time they spend learning alongside non-ELs? * Do we regularly review EL participation data to identify and address inequities? | Data about EL participation like percentage of ELs in each activity, patterns of participation across racial, ethnic, language and cultural groups, etc. | Yes/No/Partial |  |
| School administrators ensure that general education, bilingual education, ESL, and, where appropriate, special education teachers have regular, collaborative planning time to review student data, analyze student work, and design instruction, including appropriate scaffolds. | * Does our schedule provide teachers of ELs collaborative planning time? * Do we use processes and structures that support collaboration? * Do we spend time focused on improving EL instruction and outcomes? | Educators who teach the same ELs have collaborative planning time.  Processes and structures that support collaboration like key EL instructional data points reviewed together, professional learning communities focused on EL instructional practices, shared norms for collaboration outlining roles and responsibilities of different educators of ELs, [protocols](#Protocol23) for discussing EL performance data and co-plan instruction, etc.  Time spent reviewing EL assessment data, analyzing EL student work across classrooms, identifying EL [scaffolds](#Scaffold25) and [supports](#Supports29), etc. | Yes/No/Partial |  |
| School administrators reinforce clear expectations for general education, bilingual education and ESL teachers and provide regular, actionable feedback to improve instruction for ELs. | * Do our school values, norms, and job descriptions support shared responsibility for ELs? * Do we discuss EL performance as part of educator evaluation conversations? * Do we use tools developed with ELs in mind to provide better feedback to educators? * Does feedback include specific actions educators can implement? * Do we follow up on recommendations to see if they improved ELs’ experiences and outcomes? * Do we publicly celebrate educators who improved their instruction of ELs? | School norms, values, job descriptions describe shared responsibility for ELs and are included in relevant documents (school improvement plans, staff handbooks, etc.) and processes (hiring, induction, mentoring, evaluation, etc.).  Educator evaluation conversations incorporate EL-specific data like language assessment results, disaggregated graduation and dropout data, etc.  Observation protocols developed for ELs, Look For tools connected to ESL, Sheltered English Instruction and/or bilingual programs, checklists of best practices for [SLIFE](#SLIFE27) or gifted and talented ELs, 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* |
| School administrators partner with families, staff and community partners to develop culturally responsive strategies that remove cultural, linguistic and other barriers to engagement with families of ELs. (e.g., provision of translation/interpretation services, racial, ethnic, cultural and linguistic biases). | * Do we have an [ELPAC](#ELPAC16) or other groups that bring together EL families, community partners, educators, and staff? * Do EL family and community groups provide input? Do we implement their suggestions? * Do we understand the current barriers to EL family engagement? Do we have [asset-based](#assetbased4) approaches to address them? | EL families and community groups provide input on language programming, ways to welcome new EL families, developing EL parent leadership, school improvement planning, etc.  Strategies are developed with EL families, recognize EL families want the best for their children, incorporate families’ languages, cultures, languages, invite parents to help address issues, etc. | Yes/No/Partial |  |
| School administrators support family-school partnerships by providing resources to educators and families to ensure that families of ELs feel welcome, interact as equal partners and contribute their cultures to the life of the school. | * Do we provide resources to support [authentic interactions](#authentic6) and [reciprocal communication](#Reciprocal24) with EL families? * Do we provide training for both educators/staff and EL families to support equal partnerships? * Do we have strategies and resources for building [mutual trust](#MutualTrust20) and positive relationships? * Do we connect EL families to community resources? * Do we provide multiple pathways for EL families to be engaged and contribute? * Do we gather EL families’ input and evaluate the quality of our partnerships? | Resources like interpretation/ translation services, family liaisons, time for interaction focused on EL families and school goals related to ELs education, space to meet and discuss goals and strategies to improve EL family engagement and EL student outcomes, transportation, etc.  Strategies and resources for building trust like dedicated space, family liaisons, staff and educator time, a vision for collaboration with EL families, etc.  Pathways for EL family engagement like parent leadership programs, opportunities to plan for improvement with us, invitations to classroom and school activities that promote EL learning, co-planed cultural and linguistic celebrations, etc.  Training on becoming [cultural brokers](#Broker9) and promoting [equity;](#equity17) learning about [bias](#bias7) and [cultural responsiveness](#culturallyresponsive10); strategies for effective communication; EL parent leadership and peer-to-peer mentorship, etc. | Yes/No/Partial |  |
| School administrators hold themselves and staff accountable for using asset-based approaches to regularly engage with families of ELs about their children’s academic and linguistic progress. | * Do we review data about ELs’ progress and EL family engagement with [key stakeholders](#Key18)? * Do we have an EL family engagement plan? Was it developed with their input? * Do we incorporate [promising practices](#PromisingPractices22) for EL family engagement into relevant school processes? | An EL family engagement plan with culturally responsive, asset-based approaches, goals, strategies, metrics, and progress monitoring for addressing barriers and inequities.  Metrics for EL family engagement like participation rates, involvement from key cultural and linguistic groups, reports from EL families that they feel welcomed and included, usefulness of programs to EL families, etc.  Scheduling, family engagement planning, educator professional learning, improvement planning, instruction, incorporate EL family engagement promising practices. | 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* |
| School leaders support and train educators to implement instruction that encourages students to share their cultures, families, and experiences in ways that promotes student success with rigorous content. | * Do we regularly consult with educators and staff about specific training they need? * Do we provide professional learning on this area and resources to help educators put in practice what they learn? * Do we evaluate the effectiveness of our professional learning using relevant data? * Do we have processes and structures for learning about and sharing ELs’ backgrounds, cultures, prior experiences, and [assets?](#assets5) | Support for trying out strategies like coaching, time for professional learning communities and/or peer observations, stipends, funding for collaborative projects, etc.  Evaluations using reports from educators about trying out strategies from training improved their teaching practice, EL academic and language assessment data, and grades connected to individual educators, graduation and dropout rates, etc.  Processes and structures like EL family interviews during initial enrollment, educator home visits, events where EL families discuss their background and children’s experiences with school staff and educators, internal websites with EL student profiles, etc. | Yes/No/Partial |  |
| School leaders implement programs and activities that promote bilingualism and biliteracy (e.g., State Seal of Biliteracy, dual language/two-way immersion programs, world language classes). | * Do we regularly assess EL needs, resources, and opportunities for developing bilingual programs? * Do we review our programs to evaluate whether they help students become bilingual and biliterate? * Do we regularly determine needs and advocate for resources to support bilingual programs? | Review of EL enrollment, family support, available resources (grant funding, linguistic and cultural resources from EL students and families, community partnerships.  Program reviews that consider relevant student outcomes data (number of students attaining Seal of Biliteracy, number of students who meet bilingual requirements in language assessments, etc.) and needs (educator and staff needs, materials, funding for EL parent engagement, etc.). |  |  |
| School leaders provide a safe learning environment where ELs are empowered to have a voice, be active learners, and contribute to the school community. | * Do we regularly gather ELs’ input about [school climate](#Climate26)? * Do our school plans include goals and strategies to address identified issues? * Do we monitor progress towards these goals regularly and communicate results to ELs and their families? * Do we include ELs in school decision-making and implement their suggestions? * Do we provide ELs with resources and opportunities to develop their leadership skills and [agency](#agency3) ? | School climate surveys that are [bias](#bias7)-free, [culturally responsive](#culturallyresponsive10) and written in ways ELs can understand.  ELs included in decision-making groups. Meetings are facilitated in a way that promote ELs’ contribution (culturally responsive, interpretation/ translation services if needed, etc.).  Opportunities and support for ELs’ development of leadership and voice like student councils, peer-mentoring programs, coaching, schedules that allow participation in leadership activities, language [scaffolds](#Scaffold25) to ensure participation in opportunities is meaningful, 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 school 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* |
| School administrators ensure that ELs have equitable access to effective educators (e.g., using DESE’s Student Learning Experience report). | * Can we explain how each educator role (ESL, content, bilingual, etc.) supports EL success? * Do we analyze program components and EL population to determine staffing and EL placement needs? * Do we assign ELs to educators who have demonstrated effectiveness? * Do we reassign ELs to more effective educators when support and learning opportunities do not result in improved practice? | Reviews of key information for placement needs like number of educators needed to support ELs at each grade level, specific needs of differing groups of ELs, data from educators [Edwin](https://www.doe.mass.edu/edwin/reporttool.html) reports, etc. | Yes/No/Partial |  |
| School administrators conduct recruitment efforts focused on hiring and retaining educators who are well prepared (e.g., by education, training, and experience) to teach culturally and linguistically diverse students. | * Do we have an [action plan](#actionplan1) with strategies for recruiting more diverse educators? * Does our hiring process consider what we need to provide effective educators for ELs? * Do we review candidate data or artifacts to evaluate their ability to teach ELs well? * Do we pay attention to and strengthen our [school climate](#Climate26) to support educator retention? * Do we have an [action plan](#actionplan1) for retaining and developing effective educators of ELs? | Strategies for recruiting diverse educators like goals for recruiting educators reflective of the students’ backgrounds, partnering with community organizations and others to recruit more diverse candidates, partnerships with higher education for student teaching and teacher residency programs, etc.  Hiring, retention and training plans consider EL population, language program staffing needs, and educator licensure requirements and performance.  Interviews include questions about [culturally responsive teaching,](#culturallyresponsive10) promoting racial [equity](#equity17), and other considerations for supporting EL success.  Regular campus climate surveys, forums, and/or focus groups to gauge educators’, ELs’, and EL families’ perceptions. Efforts to ensure ELs and their families participate like [culturally responsive](#culturallyresponsive10), free of [bias](#bias7), and family-friendly language in survey questions, etc. | Yes/No/Partial |  |
| School administrators ensure that all educators have access to curricular materials, professional learning opportunities and other resources that support them in delivering culturally responsive instruction. | * Do we regularly discuss educator needs for EL [curricular materials](#CurricularMaterials14), professional learning, and other resources? * Do we allocate or advocate for funds to purchase or develop effective curricular materials for ELs? * Do we provide resources focused on identifying or developing high quality curricular materials for ELs? | Resources for identifying or developing high-quality curriculum for ELs like time and professional learning for co-developing curriculum, guidance on criteria for evaluating materials for ELs (like representation of ELs’ languages and cultural, racial, and ethnic backgrounds, grade-level and standards aligned activities and assessments, appropriate scaffolds and supports for ELs at different language proficiency levels and backgrounds, etc.) | 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* |
| School leaders hold the same expectations for all students and are vocal about their belief that all ELs can meet or exceed grade-level standards with the right supports and scaffolds in place. School administrators provide regular feedback to educators to reinforce high expectations for ELs. | * Do we have shared values, norms, and goals promoting high standards and [equity](#equity17) for ELs? * Do we have shared understanding of what effective instruction for ELs looks like? * Do we provide educators feedback with specific actions for improving EL practice? | School strategic and improvement plans and other documents include high expectations for ELs and related goals and targets for achievement.  Checklists or toolkits with describe effective strategies, can-do philosophy, equity, and other relevant topics.  New educator and staff induction process includes discussions of expectations and shared vision of effective instruction for ELs.  Shared metrics and tools for evaluating effective practice with ELs like indicators of effective practice in classroom observation and walk-through tools, EL data to review to evaluate improvements in teacher practice and high expectations for ELs (like number of ELs participating in gifted and talented, Advanced Placement, honors, concurrent enrollment, clubs and organizations), etc. | Yes/No/Partial |  |
| School administrators hold educators accountable for developing EL students’ academic and social language. Classroom observations and feedback emphasize opportunities for ELs to engage in complex academic discourse at the same rates as their non-EL peers. | * Do we have shared classroom observation tools that help evaluate good instruction for ELs? * Do we review data related to ELs participation in complex academic discourse? * Does our feedback include specific actions for ensuring ELs engage in complex academic discourse? | Classroom observation tools with indicators related to effective teaching practice for ELs like engagement in complex academic discourse, strategies for language development and scaffolding instruction, etc.  Data showcasing ELs participation in complex academic discourse like amount of teacher talk versus opportunities for students to authentically use language, use of structured [academic conversations](#acadconv2), [cooperative learning](#Cooperative8) opportunities, etc. | Yes/No/Partial |  |

**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* |
| School administrators procure curricular materials that advance ELs’ academic and linguistic development simultaneously and align fully to the content and rigor of grade-level standards. | * Do we have a shared understanding of what effective curricular materials for ELs look like? * Do we provide time and guidance for educators to evaluate curricular materials for ELs? * Do we provide funding to purchase or develop high-quality [curricular materials](#CurricularMaterials14) for ELs? | Professional learning, shared criteria, and a process for evaluating existing curricular materials for ELs.  Regular review of curricular materials by teams of educators (content area, ESL, special education) that look at EL data, educator reports of ease of use and quality of resources, fit with language program, and other relevant criteria.  Professional learning, collaboration time and a process for educators to co-develop curricular materials based on student and program needs. | Yes/No/Partial |  |
| School leaders ensure that educators implement tools and strategies learned through ongoing professional learning opportunities to meet the academic and linguistic needs of ELs. | * Do we provide [effective professional development](#PD15) on tools and strategies to improve EL instruction? * Do we provide resources for educators to try what they learn? * Do we review EL data and observe educators to evaluate the results and impact of professional learning? | Professional learning includes opportunities for engaging with questions and problems of practice, looking at student work to identify needs, trying what is learned, reflecting on implementation, getting feedback from peers and/or administrators, etc.  Resources to support educators trying new ideas that work like coaching, gathering educator input about strategies that were effective, regular collaborative planning time, class release time for peer observations, trainings led by teachers, etc. | Yes/No/Partial |  |

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

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

**Areas of Strength**

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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 [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 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* |
| School leaders communicate to all staff, including guidance counselors, that students’ status as English learners, or their English language proficiency levels, cannot be used as an excuse to deny them access to courses they desire, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses. | * Can all educators explain the importance of EL engagement in advanced courses? * Do we review our advanced courses enrollment policies and processes to promote EL participation? * Do we have goals for EL participation in advanced courses based on our student population? * Do we monitor EL enrollment and outcomes in advanced courses to identify barriers and/or inequities? | Documents like high school catalog of courses, school improvement plans, and course informational materials for ELs and families highlight importance of EL participation advanced courses.  Processes like advanced course or program referral, screening, entrance, and evaluation criteria for specific programs and activities, do not pose a barrier to EL enrollment. | Yes/No/Partial |  |
| School administrators balance student schedules to make sure that English language development support, academic services, and programs provided to ELs cause minimal disruption to core content instruction. | * Do we review master schedules to identify potential disruptions to ELs’ access? * Do we have and use established processes to guide EL scheduling decisions? | Regular collaborative planning times for educators and educator teams (like Language Assessment Teams (LATs) and Student Support Teams) to discuss ELs schedules.  Scheduling process takes into consideration ELs’ strengths, needs, and progress; language programs, supports and services; EL educator schedules, effectiveness, etc. | Yes/No/Partial |  |
| School leaders establish processes to ensure that 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. | * Do we provide effective professional development focused on assessment for ELs? * Do we support educator collaboration for better assessment of ELs? * Do we incorporate EL assessment-related goals and metrics into school improvement and educator evaluation plans? * Do we review EL assessment results to ensure instruction and assessment supports EL progress in learning English and content? | Professional development about types of assessments for ELs, when and how to use them, effective strategies for giving EL feedback after assessment, analyzing and using assessment results to inform instructional practice in different contexts (ESL, content area classrooms, bilingual education) and for different EL populations ([long-term ELs](#LTELs19), [newcomers](#Newcomers21), [SLIFE](#SLIFE27), etc.  Resources to support educators like common planning time for selecting or developing, implementing and using effective assessments for ELs, aligning assessment practices across classrooms, 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* |
| School administrators create a master schedule that provides targeted supports to ELs in addition to English language development and other core content instruction. | * Do we review our offering each year to ensure it meets ELs needs? * Do we update the master schedule if current offerings to do not appropriately meet EL needs and promote [equity](#equity17)? | Reviews look at whether master schedule and offering meets the needs of ELs’ served (needs based on enrollment growth or decline of SLIFE, newcomers, or ELs from a specific language background, etc.).  Changes to offerings include planning and considerations for ELs (language programs offered or needed, staffing levels, addressing inequities and barriers for EL participation in certain courses or programs, etc.). | Yes/No/Partial |  |
| School administrators allocate resources to provide instructional supports and services tailored to the unique academic and linguistic needs of all ELs (including SLIFE, ELs with disabilities, and newcomers). | * Do all school leaders, educators, and staff have a clear picture of the population of ELs we serve and how we to serve them? * Are all our supports and services for ELs aligned? * Do we support educators to provide coordinated supports and services? | Educators, leaders and staff can describe the school’s EL population as well as language programs, support services and resources for ELs.  Academic, linguistic, social and emotional supports are aligned to the ELs served (gifted and talented ELs, [SLIFE](#SLIFE27), etc.). Supports and services are tailored to ELs’ strengths and needs and coordinated among different educators of ELs as evidenced by schedules, roles and responsibilities, etc.  Resources supporting coordination like time and space for educator collaboration, enough staff to implement supports and services, funding for appropriate materials, etc. | Yes/No/Partial |  |
| School leaders track the progress of ELs who do not meet English language proficiency benchmarks and support teachers in establishing processes to ensure ELs are on track to attain English language proficiency (e.g. identifying the areas in which identified ELs need improvement, establishing personalized goals for attaining English proficiency; assessing and tracking the progress of ELs who did not meet benchmarks and other benchmark requirements). | * Do we monitor overall EL progress towards [benchmarks](https://www.doe.mass.edu/ele/resources/benchmarks/) and expectations? * Do we consider relevant program and instruction data when monitoring EL progress? * Do we monitor individual EL progress to ensure personalized support? * Do we provide time, space, data, and other supports for educators to collaboratively reflect on programming and instruction? | Educators knowledgeable about benchmarks and expectations for ELs, systems for collecting data, stakeholder teams that regularly analyze data, and other structures focused on EL student progress towards benchmarks and expectations.  Overall monitoring includes review of programming data (schedules, effectiveness of educators and staff, services available, etc.) and instruction (curriculum materials, instructional practice, assessment, etc.), among other key factors.  Individual EL monitoring includes data of each ELs’ progress towards benchmarks, using data to create personalized goals for ELs who did not meet benchmarks and/or to promote additional growth for those who did, 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* |
| School leaders prioritize a school climate in which all ELs have safe and collaborative learning environments and all teachers embrace responsibility for developing students’ social and emotional competencies. | * Do have vision and [action plan](#actionplan1) for promoting a safe, collaborative, and effective learning environment for ELs? * Can our educators and staff describe their responsibility in promoting safe, collaborative, and effective learning environment for ELs? * Do we monitor our [school climate](#Climate26) and instructional practices to ensure a safe and collaborative learning environment for ELs? * Do our operations and programming support the teamwork and coordination needed for safe, bias free, and supportive climates for ELs? | Vision and action plan are communicated via key documents and meetings. They attend to key factors like meaningful access to instruction, high levels of student engagement, academic achievement, development of positive relationships with other students and school members, and social emotional competencies, etc.  Educators and staff can explain what social and emotional learning for ELs looks like and ways to promote a safe and collaborative learning environments (like [culturally and linguistically sustaining](#Culturallysustaining12) lessons focused on [social and emotional learning](#SEL28), identifying the various supports and services offered in the school community, and [culturally responsive](#culturallyresponsive10) ways to assess an ELs’ social and emotional well-being, etc.).  Monitoring climate through surveys where ELs, educators, families, and staff share perceptions about the school learning environment; classroom observations, etc. | Yes/No/Partial |  |
| School staff respond to a range of social and emotional needs using a tiered approach. | * Do we have a tiered support system for identifying EL strengths and addressing needs in this area? * Do we implement effective social and emotional supports for ELs? * Do we evaluate our support system and interventions to ensure they are meeting the needs of ELs? | Processes, protocols, and structures supporting tiered support systems focused on ELs’ social and emotional needs like established teams, common [social and emotional learning](#SEL28) assessments and measures to collect data, regular collaboration time to review data and plan interventions, etc.  Supports that are differentiated based on ELs’ characteristics (language proficiency level, educational background, subgroup- [long-term ELs](#LTELs19), [newcomers](#Newcomers21), etc.) [culturally responsive](#culturallyresponsive10), promoting racial [equity](#equity17), and flexible (changing as ELs progress or need more support), etc. | Yes/No/Partial |  |
| School leaders are aware of linguistic and cultural supports available in the district and build partnerships with families and community-based organizations to address the social and emotional needs of ELs. | * Do we partner with [key stakeholders](#Key18) to support ELs’ social and emotional learning? * Do we have established relationships with relevant community-based individuals and organizations? | Partnerships focused on identifying ELs’ [assets](#assets5) and needs, coordinate existing services and supports, and promote the development of new ones when needed.  Relationships with organizations that provide mental health, food and shelter, and other services to support ELs and their families’ well-being and sense of belonging in the community. Partnerships that help provide wrap-around services in key areas. | 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**

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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 1. 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* |
| School administrators prioritize ELs’ participation in all aspects of school life and regularly communicate this priority to school staff. | * Do we have a vision for what EL inclusion looks like? Is this vision reflected in our plans? * Do we discuss ways in which educators and staff can promote EL engagement based on their roles? How often? * Do we provide [effective professional learning](#PD15) focused on supporting meaningful participation for ELs? * Do we regularly review EL participation trends in activities to identify issues and promote [equity](#equity17)? How often? | A vision for EL inclusion that may include EL participation in activities connected to their interests, involvement in student governance and leadership groups, engagement in civic projects, internships, and work-based learning, etc.  School plans include targets for EL participation that mirror district demographics and other key components like strategies for reaching targets, responsibilities for implementing the plan, metrics and resources for carrying out actions and processes for monitoring progress.  Professional development focused on [culturally responsive](#culturallyresponsive10) practices, identifying and addressing [bias](#bias7), EL-appropriate [supports](#Supports29) and [scaffolding](#Scaffold25) language in a variety of school life areas, etc.  Reviews of EL participation data like activities where ELs are underrepresented and potential root causes, activities with overrepresentation of ELs, ELs and EL families reports about barriers to participation, etc. | Yes/No/Partial |  |
| School leaders cultivate partnerships and organize resources to address linguistic, economic, and social barriers to ELs’ participation in school life (e.g., provide support for extracurricular activities, transportation support, native language communications, assemblies on implicit [bias](#bias7)). | * Do our school processes and available resources facilitate EL participation? * Do we recruit ELs for leadership roles and include them in decision-making? How? How often? * Do we evaluate our offerings based on input from ELs, their families, and EL graduates? * Do we partner with local organizations to support EL involvement and programming options? | Processes and available resources like schedules, transportation services, assemblies and special events, enrollment and sign-up procedures, and materials advertising activities support EL participation (translated materials, streamlined enrollment, subsidies for activity fees, etc.).  Surveys, focus groups, conversations to gather ELs and their families input about activities offered, resources, supports, barriers, etc.  Partnerships to expand offerings, connect to existing community-based activities, tap into subsidies for activity entry fees, apply for grants to support programming, leverage transportation and interpretation services available in the community, 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* |
| School administrators design a range of courses appropriate for a variety of post-secondary options; prerequisites do not serve as unnecessary obstacles to ELs’ pursuing courses of interest. | * Do we have partnerships with key stakeholders to support ELs’ prep for post-secondary life? * Do we review data to ensure equitable access and identify obstacles? How often? * Do we have an [action plan](#actionplan1) for removing barriers and increasing EL participation in these types of opportunities? * Do we gather and analyze information from EL graduates to fine-tune our courses based on what has worked for EL success in specific college and career pathways? How? How often? | Partnerships with local colleges and universities to increase dual enrollment opportunities and improve college and career advising for ELs; partnerships with state agencies to expand and improve courses, activities and programs that promote EL college and career readiness; partnerships with community organizations to expand resources like transportation, childcare, and interpretation/translation services, etc.  Reviews of EL participation patterns, grades, graduation rates, policies and procedures for enrolling in courses ELs are interested in but in which they are underrepresented, focus groups with ELs and families about their experiences navigating course selection and scheduling, etc.  Activities and programs where ELs can develop career and vocational job readiness competencies like figuring out interests and abilities, setting goals and plans for carrying them out, researching requirements for post-secondary options, interviewing and resume writing skills, teamwork and other soft skills, etc. | Yes/No/Partial |  |
| School leaders celebrate educators who successfully support ELs to graduate and pursue their desired post-secondary options. | * Do we have a clear picture of what effective counseling/ post-secondary support looks like for ELs? * Do we evaluate our counseling and planning support programs using relevant data? * Do we celebrate educators who successfully supported ELs? Do we share their strategies and figure out ways to scale them up? | Shared vision of effective counseling/post-secondary support developed with educators and staff and included in key documents.  Reviews of EL graduation rates and information about ELs’ career choices, college attendance and graduation rates, enrollment in vocational/technical programs, perceptions about preparedness for college and career, etc. | Yes/No/Partial |  |
| School administrators ensure that educators responsible for advising students on post-secondary options focus on supporting ELs to reach their highest potential and ensure that ELs and their non-EL peers have equal access to counseling/post-secondary planning support. | * Do we have clear, effective pathways toward graduation for ELs? * Do we support educator capacity for supporting ELs in this area? * Do we review career counseling and post-secondary planning curriculum to ensure it is [culturally responsible](#culturallyresponsive10), free of [bias](#bias7), and that it addresses EL-specific issues? * Do we discuss ELs access and success in advising and post-secondary planning as part of educator evaluation, when applicable? * Do we provide time, funding and other resources to support staff and educator collaboration with [key stakeholders](#Key18) in this area? | Graduation pathways for ELs that take into consideration key factors impacting their ability to graduate like [MassCore](https://www.doe.mass.edu/ccte/ccr/masscore/) graduation requirements, language programs offered in the school, number of years in the district, etc. Pathways are shared in key school documents and with ELs and their families.  [Effective professional development](#PD15) for all relevant educators and staff on graduation pathways and ways ELs at in different programs and different entry points (9th grade, 10th grade, etc.) and backgrounds ([newcomers](#Newcomers21), [SLIFE](#SLIFE27), etc.); [asset-based](#assetbased4) strategies, ways to research opportunities and resources for ELs; [cultural responsiveness](#culturallyresponsive10); responding to cultural issues impacting college attendance and graduation; co-developing a plan for post-secondary options with EL families, etc.  Resources for educator and staff collaboration each other, EL families, and external partners (college admissions counselors, community members with successful careers, workforce agencies, etc.). | Yes/No/Partial |  |

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

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| --- | --- | --- | --- | --- |
| *Blueprint Criteria* | *Guiding Questions* | Sample “Look Fors”  (not exhaustive) | *Is criteria evident?* | *Notes & Planning Implications* |
| School leaders identify strategies to engage students in civic opportunities (e.g., outreach and encouragement to specific students). | * Do we understand how to promote ELs’ civic knowledge, skills and dispositions? * Do we use ELs’, their families’ and the community’s [Assets](#assets5) to support all students engagement in civic opportunities? * Do we provide resources and incentives to remove barriers and promote EL civic engagement? | Knowledge about strategies and activities for developing ELs’ civic knowledge, skills and decisions outlined in the [Massachusetts History and Social Science Curriculum Framework](https://www.doe.mass.edu/instruction/hss/default.html).  Conversations about ELs’ strengths, needs, and barriers during staff meetings, professional learning communities, collaborative planning time, etc.  Use of assets like bilingualism, ability to navigate multiple cultures, previous experiences. | Yes/No/Partial |  |
| School administrators sponsor or identify a wide range of opportunities for ELs to engage in civic activities. | * Do we partner with the community organizations and external groups to expand and improve civic activities? * Do we provide resources to support effective civic activities for ELs? * Do we sponsor civic learning activities and connect them to regular classroom and school instruction? | Partnerships with the Department of Education, workforce development, other state agencies, community organizations, college and universities, etc. focused on civic engagement.  Resources like funding, time, staffing, space, etc. for educators and staff to develop and implement civic activities in collaboration with EL families, community members, state, and national groups, etc.  Sponsoring community service projects like school-wide food drives and scholarship fundraising. Sponsoring civics project like the establishment of a school-based food pantry and opportunities for students to advocate and support proposed state laws or regulations. | Yes/No/Partial |  |

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

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

**Areas of Strength**

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

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

Now that you have identified areas of strength and priority improvement areas in relation to all 4 Pillars, please visit the Blueprint Professional Learning Module 2 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. **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)*.
3. **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).
4. **Asset-based:** Approaches that intentionally build on the strengths and capacities that learners and educators bring to school, including their languages, cultures and experiences and leverages them for achievement and success. In contrast, deficit-based approaches highlight problems and inadequacies of students, educators, and systems.
5. **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)*.
6. **Authentic interactions:** Interactions characterized by consistency, accountability, responsibility, transparency, nurturance, sensitivity, and sincerity *(Source: Strengthening Partnerships, 2020).*
7. **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.
8. **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).*
9. **Cultural and language brokers:** People with access to the knowledge, skills, and language of school who can mediate and help families access school culture and language. Cultural and language brokers can help families by addressing language barriers through interpreting or translating, supporting them in navigating the U.S. school system, introducing families to the role parents are expected to play in the relationship between home and school, and informing families of their rights as parents (Source: WIDA, 2016).
10. **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.
11. **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).
12. **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.
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. **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).*

1. **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.
2. **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.
3. **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.).
4. **Long-term ELs:** Students who have been in English Language Education programs for more than 5 years *(Source: US Department of Education)*.
5. **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).*
6. **Newcomers:** Recently arrived immigrant ELs at the earliest levels of English language proficiency.

1. **Promising practices for family engagement:** 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).
2. **Protocol:** An agreed upon set of guidelines and steps used to structure professional conversations or learning experiences. They help ensure meeting, planning or collaboration time is used more purposefully and productively. When everyone understands and agrees to using a protocol, participants can work more effectively individually and as a team. Protocols hold participants accountable and responsible for their learning and contribution *(Source: Glossary of Education Reform and ELEducation)*.

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