Quick Reference Guide: School Level Shared Responsibility

Maximize Opportunities to Learn with Non-EL Peers

School administrators maximize academic and non-academic opportunities for ELs to engage in learning alongside their non-EL peers.

In schools where strong organizational cultures support the success of English Learners (ELs), educators work together. They ensure all students, regardless of language proficiency level or background, have meaningful access to the range of available academic and non-academic opportunities. These opportunities, where ELs and non-EL peers interact and learn together, enrich the whole school community. They help ELs develop academic and social language while also helping non-EL peers learn how to interact with others in a diverse world, an important requisite for civic participation in a global society. Ensuring ELs can learn along with their non-EL peers without missing core instruction requires strategic scheduling. It also requires hiring enough highly qualified and effective educators to implement activities and ensuring educators and staff can collaborate to develop tailored supports so EL participation is meaningful. Instruction and opportunities are meaningful when ELs' strengths are used for learning and their needs are addressed regardless of where instruction happens.

Supporting Educator Collaboration
- School-wide structures (e.g., daily or weekly common planning periods)
- Professional learning or coaching for teamwork
- Shard norms and values about collaboration
- Established processes and protocols to scaffold working together

Regular Opportunities for Collaborative Planning

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.

Shared responsibility is developed and supported by opportunities for teachers to collaborate. Regular collaboration time is needed to get a complete picture of student performance across classrooms and program components. Effective English Learner Education (ELE) programs include English language development (or ESL) and content instruction components taught by endorsed bilingual, and/or SEI core content teachers. They also include special education teachers and other school staff who support ELs as needed. Regular, collaborative planning time can include opportunities to review student data, analyze student work, design curriculum and lessons, evaluate instruction, and make programmatic and placement decisions. This time is in addition to and builds on each educator's individual planning time. Collaborating allows educators to contribute their expertise to support individual EL growth and program improvement.
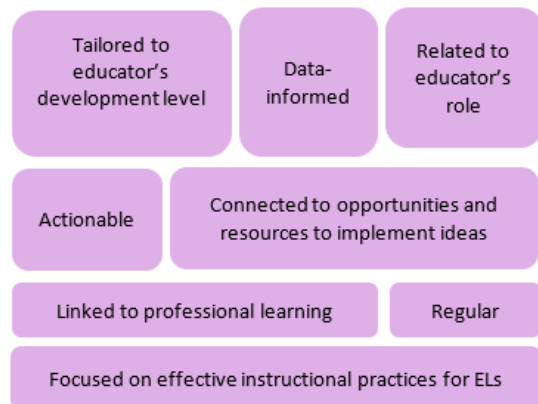
Reinforce Expectations and Provide Regular, Actionable Feedback

School administrators reinforce clear expectations for general education, bilingual education and ESL teachers and provide regular, actionable feedback to improve instruction for ELs.

A strong school culture of shared responsibility is the result of intentional, focused efforts. School leaders can support a culture of shared responsibility by:

- Collaboratively developing school values, norms, behaviors and goals that reflect how all members of the school community support ELs. Goals can be established in school improvement plans, and shared responsibility expectations can be explained and reinforced through educator evaluation processes such as goal-setting, structured observations, educator plans, and data gathering and analysis plans.
- Providing effective feedback to educators ensure expectations outlined in school goals and plans are translated into everyday instruction.
- Aligning key school processes like school improvement planning, professional learning, educator evaluation, hiring and new employee induction, scheduling and curriculum planning to support shared responsibility.

Effective Educator Feedback

- Tailored to educator's development level
- Data-informed
- Related to educator's role
- Actionable
- Connected to opportunities and resources to implement ideas
- Linked to professional learning
- Regular
- Focused on effective instructional practices for ELs

- Tailoring efforts and initiatives to the needs of the specific EL population served by the school, making sure members of the school community know how they contribute towards EL success in their specific role.

🎬 Actions-at-a-Glance : Shared Responsibility

Shared Responsibility: What can educators at the school level do?
- Schedule students strategically so that ELs and non-EL peers interact and learn together in core instruction.   - Hire sufficient highly qualified and effective educators and systematically support educator collaboration   - Schedule opportunities for educators to have individual and common planning time so they can collaboratively develop instruction and supports for ELs, and share responsibility for EL success   - Provide opportunity teachers to review student data, analyze student work, design curriculum and assessments, evaluate instruction, and make placement decisions   - Establish school-wide values, beliefs, norms and goals for supporting EL success   - Provide effective, actionable feedback to educators working with ELs   - Align school processes so that they are coherent and unified in regard to EL instruction

Planning Resources

DESE Practical Tools and Resources

SEI Smart Card provides information about what to look for in a successful Sheltered English Instruction classroom.
Next Generation ESL Project: Curriculum Resource Guide's EL/SWD Information Card 2 (p. 169) outlines Response to Intervention considerations for ELs as part of a tiered system of support and can be used to develop shared understanding of educator roles in supporting ELs with disabilities.
Next Generation ESL Project: Curriculum Resource Guide's Definition of Focus of ESL Instruction (Sections 2.1 and 2.2, p. 17-19) and Scenarios Showcasing ESL Instruction (Section 2.3 and Subsection 2.3.1, p. 19-31) provide guidelines and examples of what to look for in effective ESL classrooms.
Educator Evaluation provides information, strategies and tools for implementing Massachusetts' Model Educator Evaluator System, including resources for goal-setting, evidence collection and analysis, and providing effective feedback.
School Strategic and Improvement Planning provides guidance for developing school-level plans, aligning resources to them, and implementing the plan in a way that creates coherence across multiple initiatives such as educator evaluation and improving instruction for ELs.
Interactive Guide to SLIFE Students provides guidance on practice and procedures for meeting the language and academic needs of Students with Limited or Interrupted Formal Education (SLIFE).

DESE Guidance

Guidance for Sheltered English Immersion (SEI) Programs provides guidelines for structuring SEI programs to support EL success (see Building SEI Program Defined on p. 8, English Language Development Happens All Day on p. 11, Appendix E: Spotlight on Collaboration and Coteaching, and Appendix F: SEI Scenarios).
Guidance for Defining and Implementing Two Way Immersion Programs provides guidelines for structuring Two Way Immersion (TWI) programs to support EL success (see components of TWI Programs on p.11 and TWI Program Checklist in Appendix C).
Students with Limited or Interrupted Formal Education (SLIFE) provides guidelines for supporting this specific subgroup of ELs (see Definition and Guidance p. 7-8 and Appendix E)
Guidance for Supporting English Learners with Disabilities provides guidelines for supporting this specific type of ELs (see Support Systems for Collaboration on p. 5-6 and Providing ELE Programs and Services to ELs with Disabilities and related Educator Spotlight on Collaboration on p. 14-15).
Next Generation ESL Project: Curriculum Resource Guide provides information about EL instruction, including a discussion of different programs for ELs in Massachusetts (Section 1.1.2, p. 4-5), as well as ways to promote shared responsibility through educator collaboration (p. 40-59) and professional learning (Section 6.6, p. 170-175).

Federal Resources

English Learner Toolkit provides information about effective programs and instruction for ELs. Tools provided in Chapter 3 (Tool #1: Professional Development for Teaching ELs on p. 4, Tool #2: Professional Development for General Education Teachers of ELs on p. 6, and Tool #3: Meeting the Needs of ELs on p. 7) provide information about expectations for different

educators of ELs and how professional development may be structured to maximize educator learning to support EL success.

Other Featured Resources

Finding Time for Collaboration presents fifteen examples and additional arrangements for scheduling common planning time as well as guidelines for how to use this time well.

Finding Time for Collaboration and Using it Well discusses ways to design master schedules that provide educators with common planning time and how to use this common time effectively.

Make Time for Collaboration outlines five strategies school leaders can use to make more time for collaboration.

Making Time for Collaboration presents strategies for developing strategic schedules where educators can have individual planning time as well as common planning time.

Promoting Success for Teachers of English Learners Through Structured Observations Project overview report (p. 1-7, and p. 9-10) and related coaching tools (one aligned with the Danielson Framework for Teaching and a second one aligned to Marzano Focused Teacher Evaluation Model) provide information about the transformational impact of regular, effective observation and feedback on improving teaching practice; argue for the need to provide specialized support for educators of Els; and illustrate competencies that well-prepared educators of ELs should demonstrate.