Quick Reference Guide: School Level Effective, Well-Prepared, and Culturally Responsive Educators

Ensuring Equitable Access

School administrators ensure that ELs have equitable access to effective educators (e.g., using DESE's Student Learning Experience report).

Educators and school leaders are the in-school factors with the greatest influence on students' academic and post-secondary success. They affect students' long-term academic and economic outcomes, including high school completion, college attendance, and earnings. Thus, ensuring access to effective educators is one way to support EL success in school and beyond. School leaders play a key role in this process, understanding what high-quality teaching for different groups of ELs looks like and using this knowledge to place ELs at their school with educators who can deliver this kind of instruction.

Educator Hiring and Retention

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.

School leaders support EL access to effective educators

Strategies for Supporting Equitable Access to Effective Educators

- Developing a clear understanding of each educator's specific role in the English Language Education program
- Leveraging available data (such as Edwin reports) and educator evaluation processes to support educators and staff
- Analyzing program components and student population to determine staffing and EL placement needs (number of educators needed to support ELs at each grade level, accounting for specific EL needs and program characteristics to support them, etc.)
- Assigning ELs to educators with demonstrated effectiveness through strategic scheduling and grouping that does not restrict meaningful access to programs and services
- Maintaining stable teaching assignments to help educators specialize and improve instruction
- Developing a plan for reassigning ELs to more effective educators when support and learning opportunities do not result in improved practice

by leveraging recruitment and retention processes. For recruitment, this means having a solid understanding of the EL school population, program staffing needs, and educator licensure and endorsement requirements. Once hired, school leaders can retain effective educators by paying attention to school climate and the relationships between educators, administrators, and students. School climate affects the learning community for all school members and is strengthened by time and structures for collaboration, development of shared purpose in educating ELs, and strong support for educators.

Supporting Delivery of Culturally Responsive Instruction

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.

Access to materials, professional learning, and other resources are vital to support educators as they implement culturally responsive education and grow their expertise in working with ELs. Providing these supports requires purposeful decisions and allocation of resources to maximize strengths and meet needs. In turn, this requires listening to educators about what they need to ensure ELs are successful and monitoring EL performance to identify strengths and improvement areas. High-quality professional learning on culturally-responsive instruction strategies, including opportunities to develop appropriate curriculum for ELs, can also support educator practice with ELs. This type of professional learning requires providing time for collaboration and establishing learning communities focused on key aspects of teaching ELs such as engaging with families and effective assessment practices.

🎬 Actions-at-a-Glance: Effective Educators

Effective Educators: What can educators at the school level do?
- Gather available data on teaching candidate's effectiveness (such as those featured in Edwin Analytics)   - Include questions about culturally-responsive teaching and implications for educating ELs in educator interviews

- Review curriculum samples and ask references about candidates' attitudes and expectations towards ELs and their families to gauge their fit and potential for successfully promoting EL learning and development
- Participate in efforts to recruit more diverse educators across the state
- Partner with educator preparation programs to develop teacher residency programs and/or improve field experiences and develop a pipeline of effective educators for ELs
- Provide leadership opportunities for educators and include teacher voice in decision-making to improve educator retention
- Support upcoming teacher leaders by giving them opportunities to take on new challenges while remaining in the classroom or in their current role
- Reward educators with demonstrated success with ELs
- Develop peer mentoring and instructional coaching programs focused on improving teaching practices for ELs
- Establish regular, collaborative processes for selecting and sharing curriculum and resources that promote EL learning of content, disciplinary practices and language
- Set aside funds to develop and/or acquire effective curriculum and resources for ELs, including materials that affirm the cultural and linguistic backgrounds of students

Planning Resources

DESE Practical Tools and Resources

Edwin is a reporting and data analysis tool that gives authorized users access to new information, reports and perspectives to support improvements in teaching and learning. Edwin Reports that can be used to learn about educator effectiveness and student access to effective teachers include EV319: Educator Evaluation, Student Learning Experience Reports (SE 321 and SE 322) and EL 627: Performance of Students in ACCESS.

MA DESE ESL Model Curriculum Unit: Using the Collaboration Tool to Develop ESL Curriculum highlights how one district supported teachers' initiatives to co-teach ELs through flexible roles and classroom structures that supported all students.

InSPIRED* Fellowship provides information about DESE initiatives to increase diversity in the educator workforce.

Teacher Leadership provides resources about developing effective educators through distributed leadership (see Building a School Culture that Supports Teacher Leadership, a report by DESE's Teacher and Principal Advisory Cabinets on ways school leaders can support educator leadership).

Teacher Equity Gaps in Massachusetts provides information why effective teachers matter, strategies for supporting access to quality teachers, and school policies that show evidence of increasing teachers' effectiveness or increasing equitable access to effective educators (p. 13).

Collaboration Tool can be used by content and language teachers to collaborative plan, drawing on the expertise of each teacher.

Interactive Collaboration Tool Guide describes how to use the Collaboration Tool in curriculum development for ELs.

Extending the Learning professional learning opportunities related to the Rethinking Equity and Teaching for English Language Learners (RETELL) Initiative includes a course for improving collaboration through coaching (EEC 115)

DESE Guidance

Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide provides a wealth of resources around effective instruction for ELs, including the Theory of Action and Key Characteristics of high-quality ESL curriculum (p. 10-12).

Massachusetts Educator Evaluation Framework provides guidelines for effective educator and practice, including indicators for culturally responsive teaching and ways to promote educator practice improvement (see the 5-Step Cycle).

Standards and Indicators of Effective Teaching Practice include Standards 2 and 4, which speak directly to culturally responsive instruction.

Induction and Mentoring provides information about supporting new educators, including examples of district developed mentoring resources (see Supplements from Induction and Mentoring Reports).

Guidelines for Induction & Mentoring Programs describes components of induction and mentoring programs and the role of the principal in supporting beginning teachers (p. 22)

2018 Statewide Induction and Mentoring Report provides information about finding and training mentors (p. 8-10), sample content of mentor training programs (p. 11-12), ideas for funding and operating mentoring programs (p. 14-16) and evaluation of programs (p. 17).

[Text Inventory Handbook](#) provides guidelines for selecting curriculum materials, including ideas for selecting materials with equity and culturally responsive teaching approaches in mind (p. 14-15).

[Educator Licensure](#) provides information about licensure types and requirements, including details about EL-related endorsements such as the Sheltered English Immersion (SEI) and Bilingual Education Endorsements.

Federal Resources

[Educating English language learners: Building teacher capacity](#) provides information about effective professional development to support educators to be more effective in teaching students from diverse linguistic backgrounds and includes a vision for teacher preparation professional development to improve outcomes for ELs.

[English Learner Tool Kit Chapter 3: Staffing and Supporting an English Learner Program](#) focuses on strategies and guidelines for professional development for educators of ELs.

Other Featured Resources

[Living Sociocultural Theory in Classroom Practice](#) describes an instructional coaching model to support instructional practices shown to improve EL language development and academic achievement.

[Culturally Responsive Pedagogy](#) provides an overview of three aspects of culturally relevant pedagogy: student learning, cultural competence, and socio-political consciousness.

[Teacher Leadership to Support English Language Learners](#) provides examples illustrating specific ways teacher leaders can advocate for better instruction and services for ELs.

[The Principal's Guide to Building Culturally Responsive Schools](#) presents recommendations for four leadership competencies that are meant to guide school leaders in their work to ensure equity for all students and includes resources and tools related to each competency.

[Teaching Diverse Learners](#) includes resources on literacy, culturally responsive teaching, Sheltered English Immersion, assessment, language support for students at home and school, and family engagement.

CURRICULUM & INSTRUCTION

EDUCATOR EFFECTIVENESS