



Quick Reference Guide: School Level. Educators with High Standards for English Learners

Vocalizing and Reinforcing High Expectations

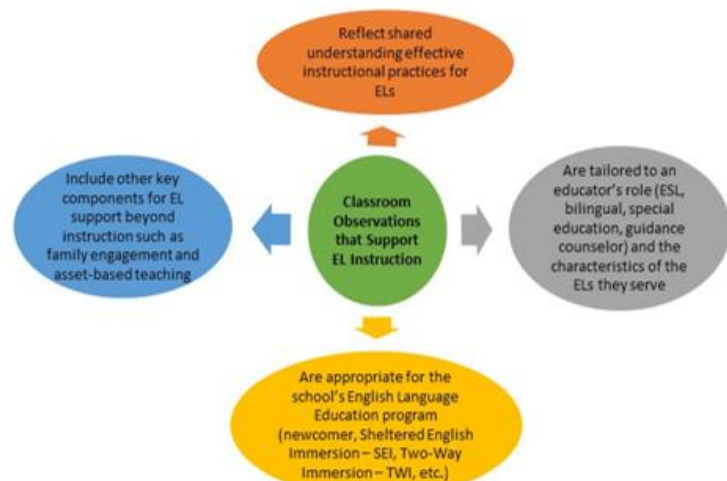
School leaders hold the same expectations for all students and are vocal about their belief that all ELs can meet or exceed grade-level standards with the right supports and scaffolds in place. School administrators provide regular feedback to educators to reinforce high expectations for ELs.

Educator beliefs and expectations of students can [influence instruction and student learning](#), especially for ELs and other students from traditionally stigmatized groups (Hinnant, O'Brien & Ghazarian, 2009). To provide rigorous instruction in line with Massachusetts' [Academic Vision](#) of excellence for all students and the EL vision shared in this blueprint, educators must believe ELs can engage with grade-level standards, academic language, and disciplinary practices like their non-EL peers. School leaders set the tone for school cultures where educators and staff develop and hold these shared values for educational equity of ELs, regardless of their English proficiency level. They promote shared responsibility for EL success among educators so that academic and social language development occurs cohesively throughout the school day, across classrooms and services. School leaders also have a clear vision of what effective instruction for ELs looks like and collaboratively flesh out how high expectations are demonstrated in instructional planning, delivery, and assessment. In addition, they ensure school policies, processes, and plans reflect the same high expectations for ELs as for non-ELs.

Providing Feedback and Holding Educators Accountable

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.

To reinforce high expectations and shared responsibility for EL success, school leaders use a variety of strategies that support improved teacher practice. For example, they leverage educator evaluation processes to develop agreed-upon observation protocols that take into consideration high quality instructional practices for ELs, regularly observe classroom practice based on it, and provide feedback about how educators are developing ELs' ability to engage in complex academic discourse and content learning. This [feedback](#) is frequent and ongoing, grounded on effective principles of EL instruction and individual educator goals for improvement. It is also supported by growth-oriented professional learning, or opportunities to learn how to improve identified areas.



Actions-at-a-Glance: Educators with High Standards for ELs

High Standards for ELs: What can educators at the school level do?

- Help educators learn how to identify learning ELs must engage with, select [appropriate scaffolds and supports to ensure ELs can learn effectively](#), and assess learning fairly
- Articulate and identify linguistically and culturally-responsive teaching in action in a variety of contexts (in ESL, sheltered content, or bilingual classrooms) and for different EL populations (ELs with limited and/or interrupted formal education, ELs with disabilities)
- Develop a coherent plan for educator professional learning related to culturally-responsive teaching
- Establish metrics and data collection and analysis mechanisms for evaluating relevant indicators (EL participation in academically rigorous programs and activities like gifted and talented, Advanced Placement, honors, concurrent enrollment, clubs and organizations)

- Regularly analyze information about EL success in academically rigorous programs and activities (gifted and talented, advanced placement, college prep courses, etc.)
- Use induction process to help new educators and staff learn about and adopt high expectations and collaborative practices adopted by the school
- Pair less experienced teachers with mentors and [instructional coaches trained in effective EL teaching practices](#) to support differentiated EL instruction that promotes increasingly complex academic language and disciplinary practice
- Act on educator evaluation results (place ELs with effective educators, take appropriate action when educators in need of improvement are not making adequate progress to support EL success, etc.)

Planning Resources

DESE Practical Tools and Resources

[SEI Smart Card](#) provides information about what to look for in a successful Sheltered English Instruction classroom.

[English Learner Education Programs](#) provides information about different programs for ELs, including expectations for program components and roles of educators that can help identify what high expectations for ELs look like in different settings.

[Next Generation ESL: Model Curriculum Units](#) showcase high standards and expectations that are grade and language proficiency level appropriate for ELs.

DESE Guidance

[Massachusetts Educator Evaluation Framework](#) provides performance rubrics for educators and other school personnel with 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 of Effective Teaching Practice Standard 1](#) highlights expectations of providing rigorous, grade-level instruction for all students, including ELs.

[Massachusetts Department of Elementary and Secondary Education: Frameworks](#) outline grade-level expectations of what students should know and be able to do in each content.

[Next Generation ESL Project: Curriculum Resource Guide](#) provides recommendations for developing curriculum for ELs that is rigorous, grade-level appropriate, aligned to frameworks, and culturally responsive (Theory of Action on p. 11-12; Definition of the Focus of ESL Instruction, p. 17-19, Scenarios of ESL instruction, p. 19-35). It also provides information about how to structure feedback in Professional Learning Communities (PLCs) to support educator learning (p. 170-171).

Federal Resources

[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide](#) provides evidence-based recommendations including examples for teaching ELs in Elementary grades while supporting content and language acquisition.

[Teaching academic content and literacy to English learners in elementary and middle school](#) provides evidence-based recommendations including examples for teaching ELs in middle school while supporting content and language acquisition.

[EL Toolkit Chapter 4](#) provides tools and resources for providing ELs equal access to curricular and extracurricular programs in keeping with high expectations (see Tool #4: Serving Gifted English Learners, which includes policy recommendations for identifying and serving ELs who are gifted and talented).

[Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#) presents research related to ELs from birth to age 21 and how it can inform policies and practices to improve educational outcomes (Chapters 8, 9 and 10 provide information about effective programs and practices for different EL populations).

Other Featured Resources

[ENL New Arrival High School Students: Encouraging Communication in a New Language](#) showcases standards-based instruction in a high school newcomer classroom.

[Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards](#) provides information about content area and academic language ELs must engage with to be successful.

[A framework for raising expectations and instructional rigor for English language learners](#) provides suggestions for instructional models, guidance on selecting high-quality, rigorous, grade and level appropriate instructional materials that promote language acquisition.

[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.

[Schools to Learn From](#) provides information about six high schools with strong college and career outcomes for ELs, showcases examples of how to hold the same high expectations for ELs as non-ELs, and ways to support ELs to achieve them.

[Toolkit: Connected Professional Learning for Teachers](#) provides research and tools to help school systems accelerate teacher effectiveness and student growth through effective professional learning (see [Frequent, Growth-Oriented Feedback and DC Public Schools](#) and [Artifacts/Protocols for Frequent, Growth-Oriented Feedback](#)).

[WIDA's Standards in Action](#) provides a collection of videos and showcasing examples of instruction that promotes content achievement and language development.

[WIDA's Essential Actions Handbook](#) Essential Actions 8 (p. 37-39) and 12 (p. 49-51) highlight the importance of engaging ELs in higher order thinking and instructional supports and scaffolds for ELs.

[Holding High, Not Hurried, Expectations for ELLs](#) dispels common misconceptions about holding high expectations.

[Principals Supporting Teachers in Providing Language Instruction to English Learners in Elementary School](#) presents strategies, structures, and processes that principals can enact to support educators of ELs.

[Evidence-based practices for English Learners](#) identifies effective practices for ELs in a multi-tiered system of supports (MTSS) framework in three focus areas: academic instruction, progress monitoring, and family-school partnerships.

[Effective interventions for long-term English learners](#) presents effective strategies districts and schools can use to help long-term ELs succeed through dedicated support and interventions.

[Using Sheltered Instruction to Support English Learners](#) provides an overview of sheltered instruction, its fundamental components, and resources to help educators support ELs.

[VirtuEL](#) provides information about teaching ELs from leading experts on topics ranging from digital tools for ELs to schoolwide changes to better support them through recorded presentations available online.