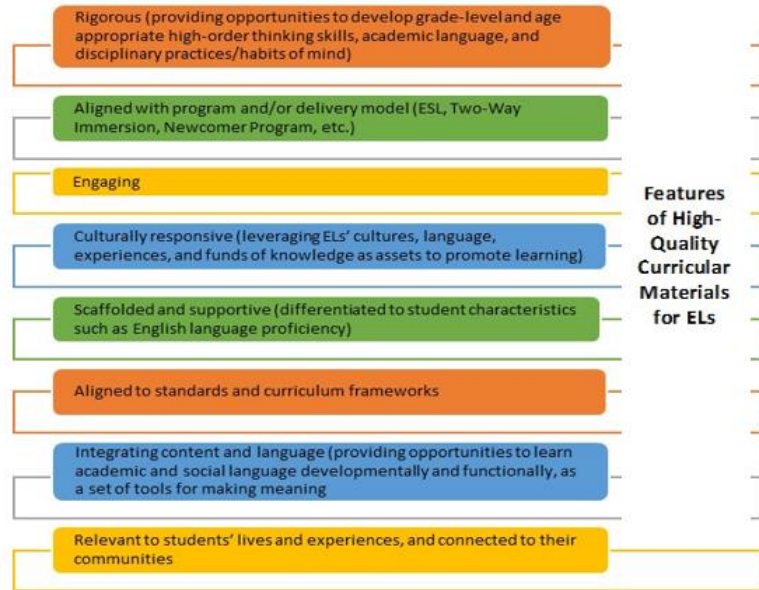# Quick Reference Guide: School Level Educators with the Resources They Need

Standards-Based Curricular Materials

<u>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.</u>

To be successful in school, college, career, and society ELs must develop English language proficiency while learning knowledge, skills, and disciplinary practices in grade-level content standards. In practice this means ELs need access to high-quality standards-based instruction, effective educators who know how to deliver it in classrooms where ELs participate (ESL, Two Way Bilingual, content area classrooms, etc.), and appropriate curricular materials to support learning.

Features of High-Quality Curricular Materials for ELs

- Rigorous (providing opportunities to develop grade-level and age appropriate high-order thinking skills, academic language, and disciplinary practices/habits of mind)
- Aligned with program and/or delivery model (ESL, Two-Way Immersion, Newcomer Program, etc.)
- Engaging
- Culturally responsive (leveraging ELs' cultures, language, experiences, and funds of knowledge as assets to promote learning)
- Scaffolded and supportive (differentiated to student characteristics such as English language proficiency)
- Aligned to standards and curriculum frameworks
- Integrating content and language (providing opportunities to learn academic and social language developmentally and functionally, as a set of tools for making meaning
- Relevant to students' lives and experiences, and connected to their communities

Supporting Implementation of Tools and Strategies from Professional Learning

<u>School leaders ensure that educators implement tools and strategies learned through ongoing professional learning opportunities to meet the academic and linguistic needs of ELs.</u>

Professional learning is another resource that supports improved educator practice to promote EL success. Effective professional learning is sustained and intensive, collaborative, focused on application of tools and strategies learned to improve outcomes for ELs, and aligned with other school and district-level initiatives. It includes opportunities to receive peer feedback and individually reflect on implementation. School leaders can promote this type of professional learning by establishing a growth-oriented school culture, where educators of ELs (ESL, content, bilingual, special education, guidance counselors, etc.) see themselves as explorers and researchers who engage productively and collaboratively with questions and problems of practice. For example, school leaders can develop educator leadership opportunities for professional learning so new knowledge, tools, and approaches are integrated into daily teaching practice. In practice this could include opportunities for effective educators of ELs to facilitate professional learning sessions, mentor and coach less experienced educators, participate in collaborative formats such as structured peer observations, share curricular materials or oversee their development, and monitor the implementation of school-level improvement ideas resulting from professional learning.

🎬 Actions-at-a-Glance: Educators with Resources they Need

Educator Resources: What can educators at the school level do?
• Educators and students set regular classroom norms and engage in collaborative learning structures • Establish processes for educators to collaboratively identify curricular material needs, evaluate options, and select or develop materials that are appropriate for the EL population and English Language Education (ELE) program at the school • Establish teams of educators (content area, ESL, special education) to regularly evaluate the effectiveness of curricular materials in promoting grade-level academic and linguistic development of ELs • Use educator insights to engage district leaders in making curriculum adoption decisions and provide opportunities for parents to participate in these processes

- Allocate funds for procuring, developing, and refining curricular materials that meet identified needs, promote opportunities for academic and linguistic development, and support asset-based teaching
- Provide space and time for collaboration to plan instruction, develop and/or select curriculum, assess EL student work, and evaluate the effectiveness of interventions and supports in promoting ELs language development and academic achievement
- Connect educators with resources to help them implement new ideas and curriculum effectively

Planning Resources

DESE Practical Tools and Resources

Curriculum Ratings by Teachers (Curate) is a resource that educators can use to review the ratings of curricular materials in terms of quality and alignment. Ratings are from other educators in the field. Educators can use this as they make strategic choices about curricular materials for use in the classroom.

How Do We Know Initiative provides resources to help Massachusetts districts locate existing research and to support their ability to measure implementation and impact as part of their improvement strategy.

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).

DESE Guidance

Massachusetts Curriculum Frameworks provides expectations for what all students should know and be able to do at the end of each grade year in each content area and serves as a foundation for evaluating rigorous curriculum for ELs.

Next Generation ESL: Model Curriculum Units illustrate high-quality, rigorous curriculum educators can use and implement in the ESL classroom.

Next Generation ESL Project: Curriculum Resource Guide provides guidance for developing standards-aligned, high-quality ESL curriculum to develop content and language simultaneously.

Identification, Assessment, Placement, & Reclassification of ELs provides information about federal guidelines for developing and evaluating well-resourced English Language Education programs.

Federal Resources

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School provides ideas for implementing evidence-based strategies for supporting EL language development and academic achievement.

Professional Learning Communities Facilitator's Guide provides resources for professional learning communities (PLCs) working to apply evidence-based strategies to support ELs grades K-8 presented in *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*.

Other Featured Resources

A Framework for Raising Expectations and Instructional Rigor for English Language Learners provides guidelines for selecting and developing high-quality rigorous curriculum materials for ELs, including outline a process for evaluating curriculum for ELs based on EL needs and program model (p. 12-26).

Designing Schools that Work: Organizing Resources Strategically for Student Success describes systemic features and ways to promote schools that effectively support student success, including a culture where educators see themselves as learners.

EdReports provides reviews of curricular materials using evaluation rubrics that incorporate criteria related to alignment with state standards, cultural responsiveness, and whether materials address needs of specific groups of students such as ELs.

National Implementation Resource Network provides access to free, self-paced online modules and lessons designed to promote knowledge and expertise in implementing and scaling up education innovations through continuous improvement cycles.

Teacher Leadership to Support English Language Learners provides a pair of examples illustrating specific ways teacher leaders can be effective advocates for better instruction and services for ELs.

Teacher Development to Support English Language Learners in the Context of Common Core State Standards outlines implications of new standards for teacher practice (p. 3 – 5) and recommendations for designing learning opportunities to help educators develop knowledge, skills, and dispositions in line with expectations (p. 5-10).

[Scaffolding Success: Five Principles for Succeeding with Adolescent English Learners: An Interview with Aída Walqui](#) provides an overview of five principles for quality instruction for adolescent ELs. Principle #5: Develop a Quality Curriculum includes key design factors for developing instructional materials for ELs.