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

Educator Evaluation Supports Effective, Culturally Responsive Teaching

The district's educator evaluation system supports evaluators and educators to have honest conversations about practice that lead to effective and culturally responsive instructional improvement and enable district leaders to ensure that all ELs have equitable access to effective educators.

Districts leaders establish and use an effective educator evaluation system like the Massachusetts Educator Evaluation System to structure honest conversations that promote improved teacher practice and English Learner (EL) success. These conversations are focused on individual educator characteristics and evidence of practice but can also draw from English Learner Education (ELE) program assessment, educator performance data, and EL performance data. For example, district leaders can use the Castañeda Three-Pronged Test when assessing how well the ELE program is doing in promoting EL success. If the program evaluation indicates expectations for EL student growth are not being met, and data supports this finding, district leaders can identify patterns and areas of improvement. This type of analysis can be the basis for collaboration between district leaders and school administrators to develop strategies to improve EL learning. For example, district leaders and school administrators can collaboratively identify indicators from the Massachusetts Model Educator Evaluation System Classroom Teacher Rubric to focus on for district wide-improvement in EL learning. Next steps could include including specific goals related to improving culturally responsive teaching for ELs in relationship to these indicators as part of school and district improvement plans, providing related targeted professional learning on EL instruction, and developing a plan for using the Educator Evaluation System's five step process for educator goal-setting and progress monitoring. In addition, district leaders can use tools for collecting student and staff feedback and state developed curricular and program guidance when developing strategies for improving teaching practice and instruction for ELs.

Recruit, Train, and Support Effective Educators and Administrators

The district's hiring and retention policies and procedures include strategies to recruit, train, and support teachers and administrators well prepared to teach culturally and linguistically diverse students (e.g., partnering with institutions of higher education, creating a student-teacher pipeline).

ELs in Massachusetts are more likely than any other identified subgroup to have ineffective or inexperienced (with less than 3 years of experience) educators. District leaders support EL success by developing targeted strategies to identify and retain high quality candidates who can meet the diverse needs of ELs in their schools. These strategies begin with data analysis focused on current and projected EL educator and administrator needs and number of well-prepared educators who can deliver effective instruction for ELs and lead their schools. As a sample strategy, districts can focus on cultivating partnerships with higher education teacher and principal preparation programs, international Consulates and community organizations to improve the number of well-prepared candidates. They can also focus on developing current educators and administrators' capacity to provide culturally and linguistically responsive instruction and leadership that effectively supports ELs. District leaders also make sure that hiring and retention policies and procedures support, rather than hinder, the recruitment and retention of effective EL educators at the classroom and school level. This may entail ensuring hiring and recruitment strategies target a diverse audience and reviewing district hiring policies and procedures for evidence of bias. It could also entail working with community organizations and higher education institutions to develop local leaders and educators who represent ELs' cultures and languages.

> **Recruiting and Supporting Effective EL Educators – Sample District Reflection Questions**
> - How many educators and administrators will we need in the next few years? How many do we currently have?
> - What percentage of our new educators and administrators have more than 3 years of experience with ELs?
> - What do recently hired educators and administrators of diverse cultural and linguistic backgrounds think about our hiring policies and procedures?
> - What is our educator attrition rate? How does it compare between educators of ELs and educators who do not teach or interact much with ELs?
> - Does our current professional development and educator support plans include specific supports for improving teaching and learning for ELs?

Adopt Culturally Responsive, Standards-Aligned Curriculum Materials

District leaders adopt culturally responsive curricular materials and provide ongoing professional learning opportunities to support educators to meet the unique needs of ELs.

District leaders that effectively support EL success regularly organize the review of curricular materials to ensure they capitalize on EL assets, address their needs, and are aligned to state standards for content and rigor. They ensure resources reviewed and adopted reflect a range of voices and opinions that honor the cultures, perspectives, and languages of the students they serve, including ELs. District leaders can use state developed tools for assessing curriculum alignment with state standards and text selection, making sure to add an additional lens of cultural and linguistic responsiveness to their analysis. They can gather diverse teams of educators who work with ELs (ESL, content area, special education, bilingual) to engage in the curriculum review and selection process. District teams can also use guidance such as the Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide to focus on ways to integrate English Language Development Standards and content frameworks keeping in mind important sociocultural and socio-critical considerations for ELs. Additionally, district leaders ensure that once curriculum is adopted, culturally responsive instructional practices are implemented along with materials to maximize EL learning.

🎬 Actions-at-a-Glance: Effective Educators

Effective Educators: What can educators at the district level do?

- Recruit diverse, effective educators who reflect the cultural backgrounds of ELs
- Use the teacher evaluation process to develop educators and target areas for improvement focused on ELs teaching and learning
- Partner with high performing teacher preparation programs with a proven track record of preparing effective educators of ELs to host student teachers and develop a pipeline for prospective hires
- Assign student teachers strategically with effective EL educators to develop their skills working with the ELs served by the district and school
- Place prospective content student teachers in Sheltered English Instruction (SEI) classrooms
- Encouraging existing teachers to pursue ESL licensure
- Diversify hiring teams to include voices that represent the different racial, cultural, and linguistic backgrounds of ELs in the district
- Develop shared interview questions aimed at figuring out candidates' stance and ability in supporting ELs that school leaders to use when recruiting educators
- Strengthen induction and mentoring programs to support new educators by focusing on culturally and linguistically responsive practices that meet ELs' needs
- Develop coaching programs where ESL or SEI coaches provide ongoing, classroom-embedded support to new or veteran educators interested in improving their pedagogy to better support ELs
- Provide multiple professional learning opportunities focused on improving teaching and learning for ELs for educators and school leaders
- Incorporate professional learning focused on EL teaching into district-level plans
- Include EL parents and other community representatives reflective of ELs' cultures and languages in curricular materials selection and adoption processes (e.g., involve English Learner Parent Advisory Council members)

Planning Resources

DESE Practical Tools and Resources

Next Generation ESL Curriculum Resource Guide provides recommendations from an asset-based perspective. It discusses considerations for EL instruction, including developing culturally responsive curriculum. It also provides guidelines and resources for effective professional learning (p. 170 – 175).

Massachusetts Model for Educator Effectiveness: Classroom Teacher Rubric communicates the criteria necessary to be an effective teacher, including indicators specific to culturally responsive instruction (p. 8).

SEI Smartcard offers examples of how Asset Based Teaching and Learning Practices can be embedded into a lesson focused on developing content knowledge and academic language development.

Edwin Analytics is a reporting and data analysis tool that gives authorized users access to new information, reports and perspectives on education and programs that specifically support improvements in teaching and learning. Several Edwin

Report can be used to learn about educator effectiveness and student access to effective teachers, such as EV319: Educator Evaluation, Student Learning Experience Reports (SE 321 and SE 322), EL 637: Performance of Students in ACCESS (EL 627). Massachusetts State Equity Plan Update 2018 collects and communicates data on teacher performance and assignment, highlighting inequities in teacher placement. Statistics on the placement of inexperienced, unlicensed, and low performing educators are highlighted (p. 5).

Equity Roadmap: Potential Next Steps after the Student Learning Experience Report provides tools for examining teacher assignment practices and suggestions for recruiting, retaining, and supporting effective, culturally proficient educators.

Cultural Proficiency: A Strategy to Address Equity Gaps in Students' Achievement and Learning Experiences discusses three ways different communities developed a district wide understanding of Cultural Proficiency and how it shifted the focus of Professional Development (p. 13).

Preparation to Employment Pipeline: District Pipeline Advisory includes suggestions for identifying teacher preparation programs to partner with, advice for creating relationships with student teachers that may result in later employment, and other tips for strengthening the preparation to employment pipeline for your district.

Adoption, Implementation, and Effects of Curriculum Materials provides a summary of recent research focused on how educators use curriculum materials, how their quality is assessed, and how districts can support educators in effective implementation of adopted materials.

Educator Effectiveness Guidebook for Inclusive Practices provides guidance on implementing inclusive practices in the classroom and includes tools and instruments for teacher feedback and entry points for conversations between teachers and evaluators.

Text Inventory Handbook provides a tool for reviewing review curriculum materials for integration of diverse cultures and perspectives.

DESE Guidance

Board Presentation on the LOOK Act outlines the law, presenting how it provides districts with more flexibility regarding English Language Education (ELE) programs they can choose to implement to meet ELs' needs.

Educator Evaluation and Professional Development provides information about leveraging educator evaluation and professional learning to improve instruction.

Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance provides information about the importance of asset-based approaches when teaching SLIFE (see Guiding Principles on p. 8).

Guidance for English Learner Parent Advisory Councils offers guidance in establishing English Learner Parent Advisory Councils to support district initiatives and improve EL outcomes.

Federal Resources

English Learner Tool Kit Chapter 3: Staffing and Supporting an English Learner Program provides information about expectations regarding EL programs and strategies for meeting these expectations.

Other Featured Resources

Living Critical Sociocultural Pedagogy in Classroom Practice outlines the Six Standards of Effective Pedagogy proven to support improving instruction and instructional coaching.

Critical Practices for Anti Biased Education offers practical strategies for creating a space where academic and social-emotional goals that assist with examining and confronting differences are accomplished side by side.

Five Interview Questions to Find Equity Warriors provides district and school leaders with things to consider in the interview and hiring process when working to identify culturally responsive candidates.

The Culturally Responsive Curriculum Scorecard is a tool for supporting parents, teachers, students, and community members determine the extent to which their schools' English Language Arts curricula are (or are not) culturally responsive.

Promoting Success for Teachers of English Learners through Structured Observations Project provides a report and related coaching tools that discuss the transformational impact of regular, effective observation and feedback on improving teaching practice, argue for the need to provide specialized support for teachers with English learners in their classrooms, and illustrate competencies that well-prepared teachers of English learners should demonstrate. The coaching tools integrate attributes and exemplars of effective teaching of English learners into two widely used teacher evaluation and support systems: the Danielson Framework for Teaching and the Marzano Focused Teacher Evaluation Model.

Curriculum as Window and Mirror explores the importance of diverse perspectives in curricular materials.

Leading Equity is a podcast focused on providing educators with the tools and resources necessary to be culturally responsive at their school.