



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

Sharing Data about ELs' Access to Effective Educators

The Department regularly shares data with districts on ELs' access to effective educators (e.g., annually updating and sharing the [Student Learning Experience report](#)).

The Department maintains valid data systems on inputs and outputs of the education system related to ELs, and regularly [shares data](#) about ELs and their educators to support a focus on achievement, equity, and progress (i.e., annually updating and sharing the [Student Learning Experience report](#)).

Shortage of Bilingual Staff

Despite consensus in the field about the use of the home language to bolster EL success, a clear challenge is the lack of bilingual educators. The Department offers guidance that prioritizes the need to hire bilingual teaching staff and encourages districts to establish mechanisms for currently employed bilingual staff to pursue licensure and endorsements via professional development opportunities and career ladders.

The Department compiles data about administrators, teachers, and assistant personnel working with ELs, determines what data points are missing, and embeds analysis of this kind of data into strategic planning. This information can help policymakers and administrators understand the big picture of the qualifications, effectiveness, and availability of the teaching workforce, and then use that information to address professional learning, coaching, hiring, licensing, and endorsement improvements. Having detailed information about where better-prepared teachers are within the Commonwealth can help policymakers and administrators enhance hiring practices, recruitment, and retention in underserved areas.

Developing Strong Educators: Education Preparation Programs and Licensure

The Department develops and implements policies intended to assist educator preparation programs in training educators that are effective, well prepared, and culturally responsive to needs of ELs and monitors licensure requirements.

In order for ELE programs to successfully achieve their educational objectives, it is essential to recruit, develop, and retain [excellent teachers and administrators](#). The Department establishes guidance for [specific qualifications](#) for administrators and educators of ELs to ensure that they are linguistically, culturally, and pedagogically trained to optimally serve ELs. Each level of the school system (state, district, school, classroom) needs resources and tiered supports to ensure strong programs and to develop the professional capacity of educators and administrators to build on the strengths and meet the needs of ELs.



The Department partners with institutions of higher education to strengthen the EL lens and improve educator preparation programs. When engaging a workforce of teachers and administrators who excel at crafting experiences that help ELs thrive, and when supporting the continuous improvement of the depth and quality of their work, the Department advances outcomes for English Learners, one of our most vulnerable and underserved populations.

Forums: Promising Practices in Culturally Responsive Instruction

The Department convenes forums of district leaders to share best practices related to culturally responsive instruction.

The core of culturally and [linguistically responsive teaching](#) lies in academic success. The Department presents an asset-based framework for culturally and linguistically responsive education, positioning it as an integrated, multifaceted approach that links relationships, [social-emotional learning](#), and rigorous teaching and learning to increased student competence and success over time. The Department capitalizes on opportunities to promote culturally and linguistically responsive instruction through [networks](#), listservs, [newsletters](#), and [social media](#), as well as through forums of experts, district leaders, and/or other key education personnel. The Department supports administrators and educators to have honest conversations about effective and culturally and linguistically responsive instructional improvement to ensure that all ELs have equitable access to effective educators and to a world-class education.



Actions-at-a-Glance: Effective Educators

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

- Publish disaggregated data reports and facilitate local data use by providing model processes for districts and schools unpack, analyze, and make data-driven decisions to ensure EL success
- Encourage educators to approach culturally-sustaining education as a practice that is responsive to the individual students in a classroom, rather than as a a-one-size-fits-all approach
- Guide educators to reflect upon and address the ways that inequity has played out in schools, especially for historically underserved groups such as ELs
- Ask educator preparation programs to demonstrate how recruitment and teacher placement efforts are informed by the needs of ELs across the Commonwealth
- Urge institutions of higher education to encourage candidates to seek [bilingual endorsements](#)
- Help districts and degree-granting institutions collaborate to fill voids of licensed bilingual teachers

Planning Resources

DESE Practical Tools and Resources

[DART](#) The District Analysis and Review Tool (DART) is organized by the District Standards and can help district leaders see where similar districts in the state are showing progress in specific areas to identify possible best practice.

- [Statistical Reports](#) This page provides links to downloadable district-level reports on graduation rates, grade retention, dropout rates, educator evaluation data, enrollment, mobility, and other data
- [District Data Team Toolkit](#) This toolkit is a set of resources to help a district establish, grow, and maintain a culture of inquiry and data use through a District Data Team.

[Educator Preparation District/Prep Partnerships](#). DESE is committed to ensuring that every child in Massachusetts, especially students who need the most, have access to effective teachers and leaders. One promising strategy to improve educator preparation is to build close formal partnerships between our preparation programs and districts.

[Educator Evaluation Framework](#) This framework is designed to support and promote educators' continuous growth and professional learning.

[Educator Preparation Partnership Toolkit](#) This Toolkit describes three local partnerships between educator preparation providers and districts to build and strengthen systems for student teaching placement, support, and recruitment.

[Edwin Analytics](#) This powerful reporting and data analysis tool gives authorized districts and state level users access to new information, reports and perspectives on education and programs that specifically support improvements in teaching and learning. Edwin Analytics is unique because it integrates longitudinal data from pre-kindergarten through public post-secondary education. The available tools and reports for this data will help educators make informed decisions about how and where they can improve upon their teaching practices to provide an exceptional learning experience for their students. As part of the Department's continued commitment to improve the quality of education in Massachusetts, we highly recommend and encourage the use of these new Edwin Analytics tools.

[Influence 100 and InSPIRED* Fellowship](#) DESE initiatives to increase diversity in the educator workforce.

[Office of Educator Licensure](#) This webpage offers information on how to become an educator in Massachusetts.

[RADAR](#) DESE's Resource Allocation and District Action Reports provide districts with new ways to analyze use of their resources of people, time, and money. Compare a district to 10 others selected by the user. Five-year trends show the big picture of a district. Visual data makes data analysis more accessible.

DESE Guidance

[Teacher Equity Gaps in Massachusetts](#) Effective teachers make a real difference for student learning. But research shows that both in Massachusetts and nationwide, academically struggling students and those from historically low performing subgroups are less likely to be assigned to the teachers who are most likely to generate strong results. This results in missed opportunities to close achievement gaps and increase educational outcomes for all students. This policy brief provides an overview of how effective teachers are identified, summarizes research from around the nation, and analyzes Massachusetts data to address several important questions. It also provides connections to resources available to Massachusetts schools and districts working to eliminate equity gaps.

Federal Resources

[English Learner Tool Kit](#) (2015) Each chapter of this Toolkit provides explanations of the civil rights and other legal obligations to ELs; checklists schools can use as self-monitoring tools; sample tools that may be used or adapted for use in schools to aid with compliance; and (4) additional resources that may provide further relevant information and assistance. All tools and resources are free and accessible via the Internet.

[Staffing and Supporting an English Learner Program](#) Chapter 3 of the English Learner Tool Kit addresses personnel concerns in English Learner programs.

Other Featured Resources

[WIDA: Creating a Welcoming Classroom](#) This webpage provides resources for creating and promoting a welcoming classroom environment.

[Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations](#). This document provides specific resources and definitions of cultural competency. It also offers specific considerations for making programs responsive to community needs on multiple levels.

[Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#) This center exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture. The number one objective is to sway school communities, professional communities, and the general public to becoming The culturally responsive through three broad strands of development: professional development, community development, and school development. With these three strands, the goal is to influence institutional policies and practices, and inspire changes in behaviors – individually and institutionally.