



Quick Reference Guide: State Level. Educators with the Resources They Need

Identifying Curriculum That Meets the Needs of ELs

The Department organizes a review process to identify curricular materials that best meet the needs of ELs (i.e., CURATE) and convenes districts to support adoption and implementation of such materials.

ELs learning academic matter in a new language must navigate the linguistic, academic, cultural, and social worlds of schooling. Historically, the development of core curricular materials has not been completed with ELs in mind, and EL experts and educators have often not been included in such processes. With the passage of [ESSA](#) and the [LOOK Act](#), the Department has the opportunity to renew the focus on removing barriers that impede ELs, including the lack of appropriate core curricular materials.



As the Department convenes experts to evaluate curricular materials that are aligned to standards (i.e., [CURATE](#)), it also works to increase the supply and accessibility of high-quality materials that address the linguistic, cultural, and academic strengths and needs of ELs. The objective is to provide ELs with full access to grade-level content and rigorous learning.

Source: MA DESE, [CURATE](#)

The Department guides districts in selecting materials that are inclusive and reflect the diversity of the cultures and backgrounds of students in the community. Materials should include the voices and contributions of various groups, and incorporate histories and issues of students' heritage and lives. Instructional materials should be [standards-based](#), up-to-date, and include clear visuals, graphs, and other linguistic supports that help make content comprehensible.

The Department guides districts in ensuring that bilingual, ESL, and SEI classrooms have adequate and equitable materials in target and home languages, including the budget to purchase needed realia, visuals, and other materials that make grade-level content comprehensible and accessible for ELs. Library materials (in print and online) should also be available in ELs' home languages as resources for content studied in classrooms.

High-Quality, Ongoing Professional Learning

The Department shares models of high-quality, ongoing professional learning opportunities.

The Department establishes models and guidance for [high-quality, ongoing professional learning](#) opportunities that best meet the needs of ELs. The pairing of effective professional learning with rigorous, comprehensive, high-quality curricula for ELs is critical to narrowing the EL achievement gap. To this end, the Department enacts a coherent and sustained approach to professional learning to support implementation of effective pedagogy for the simultaneous development of content and language for ELs (i.e., through offering [WIDA](#) and Department-based professional learning offerings focusing on ELs, and by including an EL focus on professional learning offerings from across content areas).

The Department guides district leaders to ensure all teachers of ELs have the time and support to develop their expertise in meeting the needs of ELs, including building in collaborative planning time between core content and ESL or bilingual teachers, and supporting collaborative practice with job-embedded professional learning and coaching. The Department develops and sustains partnerships with EL professional development providers and institutions of higher education, and provides key education leaders across the state with professional learning on research-informed best practices for ELs. Department staff also continues to develop their own expertise regarding EL characteristics, educational programs for ELs, and best instructional practices for ELs.

Actions-at-a-Glance : Educators with Resources They Need

Educator Resources: What can educators at the state level do?

- Evaluate curricular materials that are aligned to the [Massachusetts Curriculum Frameworks](#) and the [WIDA Standards Framework](#)
- Work to increase the supply and accessibility of high-quality materials that address the linguistic, cultural, and academic needs of ELs

- Provide guidance and professional development for educators to adapt curricular materials as necessary for the optimum instruction of ELs, including through the use of home language and multimodal supports, and scaffolding practices
- Provide guidance and professional development for educators to develop curricular materials that are aligned to the [Massachusetts Curriculum Frameworks](#) and the [WIDA Standards Framework](#)
- Create networking opportunities among districts to share exemplars of high-quality curriculum and instruction designed with ELs in mind
- Create a centralized resource library with standards-based, grade-level curricula (model units and lessons, video examples, etc.) to support both SCI and ESL

Planning Resources

DESE Practical Tools and Resources

[Curriculum heat maps](#): These interactive maps show the most frequently used curricular materials in the State.

[Curriculum Ratings by Teachers \(CURATE\)](#) CURATE's goal is to make it easier for schools and districts to lay a foundation of great curricular materials in every classroom.

[The Collaboration Tool](#) is a practical tool to guide content and language teachers in collaborative planning discussions. It draws on the expertise of each teacher and provides prompts for shared responsibility in planning of curriculum, instruction and assessment for their common English learners.

[The Interactive Collaboration Tool Guide](#) This interactive guide introduces curriculum developers to the Collaboration Tool and its role in curriculum development, starting with unit-level Focus Language Goals.

[ESL Model Curriculum Units \(MCUs\) in Action: Instructional Videos](#) showcasing aspects of the ESL MCUs in classroom across the state.

DESE Guidance

[Massachusetts Curriculum Frameworks](#) The Frameworks provide teachers, students and families with clear and shared expectations for what all students should know and be able to do at the end of each year. They represent a promise of equitable education for all students. They formalize the expectation that all students in the Commonwealth have access to the same academic content, regardless of their zip code, background, or abilities.

[Next Generation ESL Project: Curriculum Resource Guide](#) This comprehensive document provides guidance for developing standards-aligned, high quality ESL curriculum with a focus on the simultaneous development of content and language. It includes a curriculum design framework within a continuous improvement cycle; a collection of collaborative templates, tools, processes, protocols, and other resources used in the development of units; resources for professional learning communities (PLCs) to support collaborative ESL curriculum development; and information about other key topics such as text complexity, Universal Design for Learning, guidance related to instruction and assessment of dually identified students (ELs with a disability), critical stance, social justice, and other significant components of effective ESL curricula.

[Next Generation ESL: Model Curriculum Units](#) Exemplars illustrate high-quality, rigorous curriculum units that educators can use and implement in the ESL classroom.

[Instructional Materials and Professional Development: Strengthening Curriculum in Massachusetts](#). Quick reference guides, curriculum heat maps, and other tools to expand educator access to expanding access to high-quality, standards-aligned curricular materials.

[Guidebook for inclusive practice](#) Created by Massachusetts educators, this Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

Federal Resources

[Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) This guide is designed to assist teams of educators in applying the evidence-based strategies presented in the [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School educator's practice guide](#), developed by the What Works Clearinghouse. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply key ideas and strategies to help K–8 English learners acquire the language and literacy skills needed to succeed academically.

Other Featured Resources

[English Learner Success Forum website](#). ELSF collaborates with field-leading researchers, district leaders, teachers, content creators, and education funders to improve the supply and accessibility of high-quality K-12 ELA and mathematics instructional materials that are inclusive of English learner

Students. ELSF has published several guides and tools toward this objective.

- [A How-to Guide for State Leaders: Using the ELSF Guidelines to Improve Instructional Materials for English Learners](#)
- [Guidelines for Improving English Language Arts Materials for English Learners](#).
- [Guidelines for Improving Math Materials for English Learners](#). This document provides pathways for simultaneous development of disciplinary knowledge, language, and literacy for ELs, and guides content developers and educators in developing content materials that are inclusive of ELs through meaningful integration of their backgrounds, explicit attention to language needs, and carefully designed language supports

[Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#) This book (free PDF download) examines how evidence-based research relevant to the development of ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating ELs from birth to grade 12.

[Beyond PD: Teacher Professional Learning in High-Performing Systems](#) This report and accompanying materials are designed as a resource for teachers, school leaders and policymakers wanting to improve teacher professional learning in their schools.

[Practice What You Teach: Connecting Curriculum & Professional Learning in Schools](#) The adoption of college- and career-ready standards raises the bar for student learning, and this publication discusses how systems can support teachers in rising to the challenge by helping them become experts in the curriculum they are using.

[Igniting the Learning Engine: How school systems accelerate teacher effectiveness and student growth through Connected Professional Learning](#) This publication offers ideas on how to organize resources to support collaborative professional learning.