

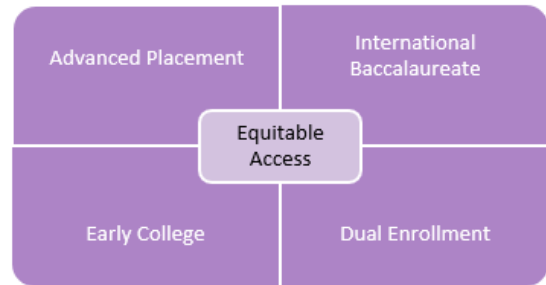


Quick Reference Guide: State Level Meaningful and rigorous learning opportunities that build on English learners' Assets

MassCore and Rigorous Coursework

The Department promotes the adoption of MassCore and encourages ELs to take rigorous coursework, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses.

The Department promotes rigorous coursework that integrates language development and content learning for ELs. ELs deserve equitable access to all educational programs through scaffolding, differentiation, and home language instruction and supports. The course of studies ELs take in high school plays an important role in college readiness, and the rigor of a high school curriculum affects ELs hoping to enter a high-growth career field immediately following high school. Schools that are most successful in improving the academic achievement of diverse populations, such as ELs, open the door to rigorous courses equitably for all students, regardless of prior academic preparation. This means that schools must meet students where they are, and provide an appropriate education based on each student's needs so that all have equitable opportunity to achieve high standards. Furthermore, solely recommending a succession of courses in high school may not be enough to best prepare students for a college or a career. It is essential that the courses taken be rigorous and aligned with the courses that students are expected to take in college.



Student-Centered Scheduling

The Department provides guidance on developing school schedules that ensure that English language development support, academic services, and programs provided to ELs cause minimal disruption to core content instruction.

One of the most challenging pieces of implementing developmentally appropriate curricular and instructional scheduling for ELs has been scheduling. The Department produces guidance to promote and support learner-centered scheduling (see [Guidance for Sheltered English Immersion Programs' scenarios](#) and the [Inclusive Practice Tool: Master Schedule Review](#)). To meet EL needs, the Department encourages districts and schools to design innovative, flexible scheduling. Flexible student-centered scheduling has the following characteristics:

- allows ELs to participate equitably in the course work they need, including in the content areas, ESL, and electives:
 - in ways that are appropriate for their developmental, grade, and language proficiency levels
 - and that allow ELs to have access to all the services they need
- capitalizes on staffing resources as well as research-based practices such as common planning time and inclusive special education practices
- supports structured and sustained collaboration time among content, language, and other specialists as needed

Monitoring Effectiveness

The Department monitors the effectiveness of districts' English learner education programs in supporting students' academic and linguistic development (i.e., through Tiered Focused Monitoring).

The Department partners with school districts and charter schools to promote positive EL outcomes by engaging in Tiered Focused Monitoring to drive reform, sustain effective practices, and recognize high performance. With input from a broad array of stakeholders, the Department also defines the [state accountability system](#) with [features that are specifically related to ELs](#). It intervenes when ELs in a district are underperforming or when ELs are not being educated or treated equitably.

There are four monitoring tiers. These are:



MA DESE [Tiered Focused Monitoring Tiers](#)



MA DESE [Tiered Focused Monitoring ELE Criteria](#)

Actions-at-a-Glance : Meaningful and Rigorous Instruction

Meaningful and Rigorous Instruction: What can educators at the state level do?

- Guide districts to monitor EL completion of MassCore, and to provide appropriate supports and accelerated programs to ensure equity of access and opportunity for ELs to complete MassCore
- Provide models and examples of student-centered and flexible scheduling to meet EL needs
- Create networking opportunities for districts and schools to share exemplary and innovative scheduling practices
- As part of Tiered Focused Monitoring, continue to support districts with user-friendly tools and processes to engage in continuous improvement cycles to optimize EL education
- Provide guidance and professional learning opportunities for district and school leaders and educators on designing and implementing promising practices for EL curriculum and instruction, and monitoring effectiveness.
- Provide guidance and professional learning opportunities to develop the capacities of district and school leaders and teachers to collaborate to integrate literacy, language development, and content in each subject area

Planning Resources

DESE Practical Tools and Resources

Inclusive Practice Tool: [Master Schedule Review](#) Administrators and school-based leadership teams can use this tool to review master schedules for alignment with best practices for inclusion.

[Tiered Focused Monitoring Toolkit](#) An interactive toolkit to support districts in familiarizing themselves with all components of the monitoring process.

DESE Guidance

[Guidance on the Placement, Progress Monitoring, and Reclassification Procedures of English Learners](#) This document offers regulations and guidance to assist district personnel in building and sustaining successful ELE programs that support ELs to learn English, access rigorous academic content, and meet the same challenging expectations for college and career held for all Massachusetts students.

[Next Generation ESL Curriculum Project: Curriculum Resource Guide](#) This document provides guidance and support for developing NGESL Curriculum that is rigorous, authentic, contextualized practice with language development.

[Tiered Focused Monitoring](#) (TFM) A process that allows DESE to align support to each district's level of risk and specific risk factor(s). Reports and corresponding technical assistance support districts in directing time and resources to activities that will improve EL outcomes.

Federal Resources

[English Learner Tool Kit](#) 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 additional resources that may provide further relevant information and assistance. See Chapters 4

([Meaningful Access to Core Curricular, Extra Curricular Programs](#)), 5 ([Creating an Inclusive Environment and Avoiding Unnecessary Segregation](#)), and 9 ([Evaluating the Effectiveness of a Districts EL Program](#)).

Other Featured Resources

[Beyond the Bell: Options for Increased Learning Time and Issue in Brief: Increased Learning Time Summary](#) presents research and resources for extending the school day.

The [Collaborative Teams Toolkit](#) provides a tool to help schools establish productive collaborative teams of teachers and administrators working and learning together to help their student (see Strategy 1.1: Time For Collaboration).

[Elementary School Scheduling: Enhancing Instruction for Student Achievement](#) discusses strategies and options for designing elementary school schedules.

[Finding Time for Collaborative Planning](#) provides detailed descriptions and examples of six strategies for finding enough time for collaboration:

- **Back-to-back:** Stacking two blocks of planning time together
- **Banking time:** Reducing planning time on a few days to increase time on another day
- **Beginning and End of Day:** Reorganizing time that teachers have at the beginning and end of the day into more planning time
- **Recess and Lunch:** Scheduling noninstructional blocks like recess and lunch next to planning time, and cover those activities with other adults
- **Larger Specials:** Creating larger specials classes so that fewer specials classes can cover more core teachers' time
- **Enrichment Periods:** Creating enrichment or intervention periods, covered by other adults, to allow teachers to plan

[School Scheduling Tools](#) presents recommendations for making sure a school's master schedule, which defines which teachers meet with which students, for how long, and about what topics, represents priorities that support EL success. It also provides steps and tools for making the most out of time and building strategic schedules.

[Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready](#) provides profiles of six public schools and contains examples of schedules integrating access to a variety of services for ELs.