

Quick Reference Guide: Classroom Level Graduating College and/or Career Ready



Prepare English Learners for College and Honor Students' Dreams

Educators ensure that classroom learning prepares ELs for enrollment in college and access to other post-secondary opportunities and honors the hopes and dreams of ELs for post-secondary life.

To effectively prepare English learners for college, career readiness, technical preparation, and civic preparation, educators support students with academic and language development, personal and social development, and college and workplace readiness. They provide focused language development and analytical practices integrating the [Massachusetts Frameworks and Standards](#) and [WIDA English Language Development standards](#) to support academic and language development. Effective educators:

- Collaboratively plan standards-based curriculum, instruction, and assessments grounded in the core skills and knowledge needed for [college, career, technical, and civic preparation](#) with other educators of ELs
- Ensure instruction [simultaneously develops language and reaching the rigorous expectations of the grade-level standards](#)
- Collaborate with administrators, grade level teams, guidance staff, students, and EL families to ensure ELs work towards the [Mass Core requirements](#) and other graduation requirements (including [chapter 74](#) requirements where applicable)
- Learn about ELs' personal [future vision and goals](#) and figure out ways to incorporate goals and interest into instruction planning



[Massachusetts Definition of College and Career Readiness and Civic Preparation](#)

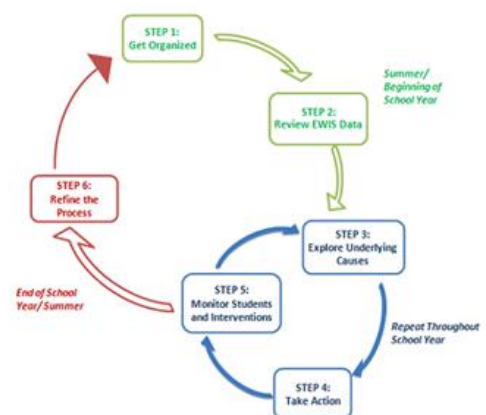
Motivating and Supporting all Students to Graduate

Educators believe that all ELs are candidates for graduation and motivate students by cultivating relationships with them, engaging and collaborating with families, and responding to early warning signs for dropout.

All members of the school community share the belief that all students, including ELs, can master the skills, knowledge, and understandings needed to graduate from high school. They understand that sometimes students need additional motivation and support to reach their highest potential and work in unison to ensure that every student graduates. To support EL graduation, educators also identify and address early warning signs for dropping out. When there is evidence that an EL may drop out, educators:

- [Collaboratively assess the underlying causes](#) by considering student academic performance history, language development and progress in relation to [benchmarks](#), backgrounds, experiences, home/family considerations,
- Develop partnerships and trusting relationships with ELs that communicates care and concern for their success and future,
- Identify potential next steps and interventions in collaboration with the EL and other educators
- Implement chosen strategies based on the analysis of underlying causes that reflect EL voice and capitalize on EL strengths
- Monitor the effectiveness of interventions through on-going data collection
- Establish school-home partnerships for [sharing information with families in a language](#) of their choosing on early warning indicators, interventions implemented, and engaging families in motivating and supporting the student.

Six-Step Early Warning Implementation Process



[Early Warning Implementation Guide](#), Exhibit 4, p. 10

Career Development Activities

Educators who support students with career development activities act without bias and push ELs to reach their highest potential.

Educators actively include opportunities for personal and social development and career and college planning. They work on ensuring these activities happen without bias and focus on supporting EL to reach their highest potential as they pursue individual goals and interests. In practice this involves:

- Collaboratively [planning and implementing stand-alone and integrated lessons that help ELs develop the skills and knowledge needed to apply for colleges and to think about future careers](#)
- Providing ELs [college readiness resources](#) and raising awareness about colleges, careers, and technical programs by partnering with other educators, staff, school and district leaders and community members (inviting speakers from a variety of colleges and career fields, working with guidance counselors to do skills and strengths inventories, etc.)
- Creating shared expectations for success for all students and identifying ways in which bias may be interfering with shared expectations
- Developing a [college-going](#) and/or career focused classroom culture (displaying college and career materials, hosting speakers from colleges, careers, and the armed services, etc.)
- Connecting ELs with role models who can share advise about post-secondary steps (former ELs, EL family members, community members, other educators and staff)
- Partnering with ELs and their families to co-develop post-secondary goals and develop a shared vision of success that can serve as a foundation for planning

PLAN

- Data and evidence collection and analysis informs decisions about next steps students need to take to increase their college and career readiness.
- Meet with ELs to develop, revisit, and update plans in an on-going basis.

PREPARE

- Help students to build confidence in their ability to succeed in college and careers and confidence in their ability to navigate college and career planning and applications.

SUPPORT

- Connect students with accessible resources about college and career
- Share information about schools, career paths, scholarships, financial aid, resumes, and application processes.

Actions-at-a-Glance : Graduating College and/or Career Ready

Graduating College and/or Career Ready: What can educators at the classroom level do?

- Include lessons with a variety of topics and skills essential for college and career planning
- Consider lessons on the skills needed for applications such as how to apply, interviewing skills, writing college essays, soft skills, and delivering presentations
- Partner with community, college, and career stakeholders to discuss college and career expectations, skills, and knowledge
- Collect and analyze data on student performance, behavior, and attitudes to determine if there are early warning indicators
- Consider having a dedicated college and career resources section in the classroom and/or on the class website that is accessible to students
- Include and promote student voice in college and career planning
- Share and translate information about featured colleges, careers, scholarships, or strategies for success
- Host EL family events including college and career awareness and planning events featuring representatives from colleges, employers, scholarships, and financial aid experts
- Virtually host a former student that goes to college a distance away or virtually host a professor to share information about college expectations

- Arrange for classroom visitors, include ELs' family members, from various local industries for career exploration activities tied to classroom standards and arrange for work-based or service-learning opportunities in partnership with their school leadership and local community

Planning Resources

DESE Practical Tools and Resources

[College and Career Readiness Supports and Initiatives](#) provides a series of resources for use to promote college and career readiness.

[My Career and Academic Plan \(MyCAP\) Implementation Guide](#) provides a tool to help support student planning for the future and it has a new forthcoming guide.

Massachusetts Department of Elementary and Secondary Education [College and Career Advising Professional Development Series](#). Provides a variety of professional learning opportunities to increase an educator's ability to support students in college and career planning.

The [Early Warning Indicator System \(EWIS\)](#). This is a large collection of resources to help intervene before a student fails or drops out. The collection includes tools, videos, and resources to inform use of the EWIS and to increase student graduation rate.

DESE Guidance

The Massachusetts Department of Elementary and Secondary Education's [Dropout Reduction](#). This collection provides resources and guidance on preventing students from dropping out.

Federal Resources

The U.S. Department of Education's [Dear Colleague \(2015\) Letter](#). Highlights the importance of ensuring that ELs are college and career ready.

U.S. Department of Education's [English Learner Tool Kit: Chapter 10: Tools and resources for ensuring meaningful communication with Limited English Proficient parents](#). Provides suggestions for bridging families' cultures with school, information around translation, and resources (see p. 7-13).

Other Featured Resources

[Getting Ready for College: What ELL Students Need to Know](#) and [Creating a College-Going Culture for English Language Learners](#) are two resources that look at strategies, suggestions, and resources to help prepare students for college and career and to help create a college and career focused culture.

[Building Educational Success through Collaboration in Los Angeles County: Partnering to Create College Going Cultures: A Resource Guide](#) by Friedman MacDonald and Dorr. Provides practical suggestions for forging partnerships with higher ed. [College Board Supporting a College-Going Culture](#) This resource highlights useful tips for creating a college focused culture. The [Massachusetts Business Alliance for Education](#). Includes information and resources on ensuring students graduate from high school ready for college and career and the benefits of this for the state as a whole.

Skills USA- [Massachusetts](#). The Massachusetts chapter of Skills USA and focuses on skill development, leadership opportunities, and a commitment to service.

[High-leverage principles of effective instruction for English learners](#). This resource looks at evidence-backed practices to support English learners and to build towards college and career readiness.

[Guidelines for Educating Limited English Proficient Students with Interrupted Formal Education](#). This guidance document from the New York State Department of Education provides recommendations on best practices for the education of SLIFE students and features several resources to support instruction.

[How to Support ELL Students with Interrupted Formal Education \(SIFEs\)](#) from Colorín Colorado. Looks at supporting SLIFE students including suggestions for effective practices for classroom instruction to meet the needs of SLIFE students.

[ELLs in Middle & High School](#). A collection of resources to help meet the needs of ELs in middle and high school. This collection contains resources to address a variety of topics.

[Advanced Course Enrollment and Performance Among English Learner Students in Washington State](#). This report looks at the numbers of ELs enrolled in advanced courses in relation to similarly prepared non-ELs and how the rate of ELs enrolled is not proportionate to non-ELs. The research study provides implications and considerations for how to increase the numbers of ELs enrolled in advanced courses.

[Building Capacity to Promote College- and Career-Readiness for Secondary-Level English Language Learners: Policy Brief Featuring Austin, Texas](#). This policy brief looks at promising practices and policies needed to ensure EL college and career readiness. Educators can use this resource to reflect on the practices in place in their school and district.

[How to Support the Social-Emotional Needs of Middle/High School ELLs](#). This practical resource looks at the social-emotional needs of ELs and can inform educators in helping ensure all ELs thrive in high school.

[Best Practices for Adolescent ELLs](#). This resource explores promising practices for using with adolescent English learners including school-wide practices.

[English Language Learner Instruction in Middle and High School](#). This webcast takes a look at effective strategies for teaching ELs in high school.

[Leaders of Their Own Learning: Student-Engaged Assessment Videos](#). This collection of 46 video clips explore ways to promote student self-monitoring of learning.

[Helping English Language Learners Succeed with a Multi-tiered System of Support \(MTSS\)](#). This useful article provides an overview of MTSS systems and explores considerations and guidelines for determining supports for ELs who need additional support.

[Massachusetts Association of Vocational Administrators \(MAVA\)](#). Refer to the MAVA website for information and resources pertaining to chapter 74 programs in Massachusetts.