The Next Generation ESL Glossary showcases definitions of frequently used English Second Language (ESL) terminology. Key terms included are connected to ESL instruction as [defined in Massachusetts](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx), related [ESL instructional delivery approaches](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/), the Massachusetts [Vision for English Learner Education](https://www.doe.mass.edu/ele/blueprint/), and the Massachusetts [Blueprint for EL Success](https://www.doe.mass.edu/ele/blueprint/dashboard.html).

Educators can use this glossary to gain a better understanding of these concepts and as a starting place to learn more about relevant guidance and resources to support teaching and learning of English learners (ELs). Click on each term below to learn more.

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## Act Relative to Language Opportunity for Our Kids (LOOK Act)

A Massachusetts state law signed in 2017 providing districts with more flexibility regarding language acquisition programs that can be implemented to meet the needs of ELs, while maintaining accountability for timely and effective English language acquisition (G.L. c. 71A, § 11).

Visit the Massachusetts [**Look Act webpage**](https://www.doe.mass.edu/ele/look-act.html)



## Academic Conversations

Conversations where students use their knowledge and language to build up valuable ideas in an academic setting. In practice this means educators help students go from simply choosing answers to posing questions, exploring different points of view, and building meanings with others *(Source: Zwiers, 2019)*.

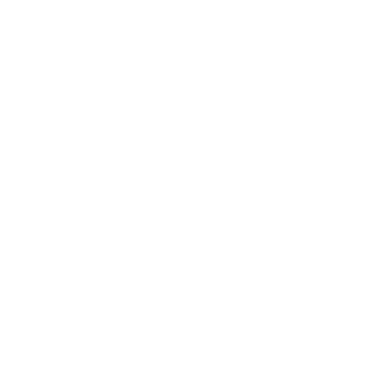


Learn [**strategies**](https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies) for supporting ELs, [**guidelines**](https://www.wested.org/wested-insights/supporting-english-learners-oral-language-development/), and [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices) for providing meaningful oral language development opportunities

Learn about [**ways**](https://jeffzwiers.org/authentic-conversations) to promote academic conversations



Watch a [**video**](https://ies.ed.gov/ncee/edlabs/regions/west/Publications/Details/204) and explore scaffolds, supports, and strategies for rich classroom conversations



## ACCESS for ELLs

The annual statewide assessment of ELs’ English language development and growth. It assesses English language skills in the areas of reading, writing, speaking, and listening. Students are assessed until such time as they are no longer classified as an EL.

Visit the Massachusetts ACCESS for ELLs [**website**](https://www.doe.mass.edu/mcas/access/)



## Action Plan

A document with steps to achieve a specific goal, along with metrics for measuring progress and success. It clarifies what resources are required to reach the goal, formulates a timeline for when specific tasks need to be completed, specific roles and responsibilities for carrying out tasks, and other key considerations *(Source: Strengthening Partnerships, 2020)*.

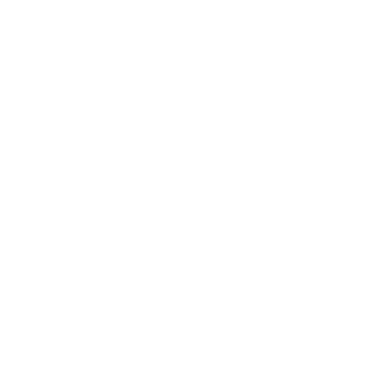


Review an action planning template and example in the Blueprint [**Planning and Implementation**](https://www.doe.mass.edu/ele/blueprint/plan/) webpage

## Agency

An individual’s ability to make choices and take an active role in their life. It requires being able to set a course of action based on one’s identity, knowledge, skills, values, and being able to adjust this course as needed. Students who act with agency set goals based on their chosen course of action, initiate action toward those goals, and reflect on progress. These skills may be based on a student’s belief that they can act with agency or self-efficacy *(Source: Nagaoka, Fargington, Ehrlrich et al, 2015)*.

Listen to this [**EdCast**](https://www.gse.harvard.edu/news/20/12/harvard-edcast-tapping-student-agency) about promoting engagement



Review the  [**school framework**](https://www.hearingyouthvoices.com/schoolsthatworkforus) and [**tips**](https://www.gettingsmart.com/2015/12/201512tips-for-developing-student-agency/) for ways to promote student agency



Learn [**strategies**](https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies) for incorporating student voice, including [**challenges and ways to address them**](https://www.pbis.org/resource/high-school-pbis-implementation-student-voice). meaningful oral language development opportunities

## Antiracist

A person or policy that reflects the belief that racial groups are equals and none need developing. Antiracist policies are those that reduce racial inequity, or differences in access or treatment due to a person’s race or ethnicity. Antiracist people support racial equality by identifying and eliminating racist polices, and actively expressing and promoting racial equity in their words and actions *(Source: Kendi, 2019 – How to be an Antiracist)*.

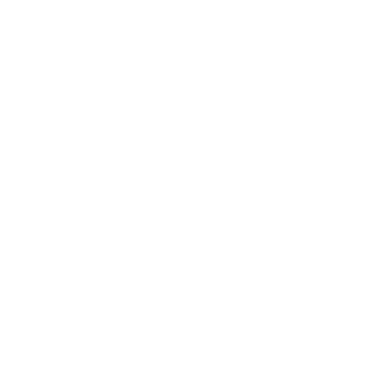


Explore what [**anti-racism work**](https://www.learningforjustice.org/magazine/what-antiracism-really-means-for-educators) means for educators and [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx) to promote racial equity and social justice

Review [**Massachusetts resources**](https://www.doe.mass.edu/federalgrants/resources/equitableaccess/sle-resource.docx) for identifying and addressing equity gaps



Watch for [**strategies**](https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/supporting-black-students-excellence-video.aspx) a district implemented to improve outcomes for Black engagement



## Asset-Based

Approaches that intentionally build on the strengths and capacities that learners and educators bring to school, including their languages, cultures, and experiences, and leverages them for achievement and success. In contrast, deficit-based approaches highlight problems and inadequacies of students and educators.

Review the [**Blueprint for EL Success**](https://www.doe.mass.edu/ele/blueprint/dashboard.html)Pillars 1 and 3, and learn about related [**principles**](https://doi.org/10.2202/1940-1639.1041), [**practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/), and [**strategies**](https://www.edweek.org/teaching-learning/opinion-the-importance-of-focusing-on-students-assets/2019/12)



Explore the Massachusetts’ [**Culturally Relevant** and **Critical Consciousness frameworks**](https://www.doe.mass.edu/instruction/culturally-responsive/)

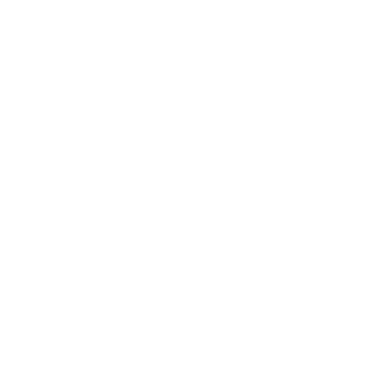


Use these [**asset-based cards**](https://drive.google.com/file/d/1xegiDNsx4uko3AomESzNgIekM35rXweE/view) to incorporate relevant strategies into teaching practice

## Assets

Strengths or funds of knowledge students and their families that can contribute to students’ learning. These strengths come from cultural and linguistic backgrounds, previous academic and life experiences, etc. They include, among others: knowledge of different cultures and languages, daily routines (budgeting, childcare, maintenance/repairs, etc.), skills for developing social networks to gather and exchange resources, career-specific skills and knowledge (engineering, management, etc.), as well as traditions, moral knowledge, and ethics *(Source: Moll et al, 1992).*

Watch Luis Moll describing [**funds of knowledge**](https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video)



Learn strategies for integrating students’ funds of knowledge in this [**toolkit**](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/funds-knowledge-and-home-visits-toolkit/funds-knowledge)



## Authentic Interactions

Interactions characterized by consistency, accountability, responsibility, transparency, nurturance, sensitivity, and sincerity *(Source: Strengthening Partnerships, 2020)*.

Explore [**guidelines**](https://www.aft.org/ae/fall2018/walqui_heritage) for providing ELs opportunities for meaningful talk



Learn about [**strategies**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/) for promoting authentic interactions for ELs

## Bias

A tendency to believe that some people, ideas, etc., are better than others that can result in treating some people unfairly. People may be aware or unaware of their biases. Implicit or unconscious biases refer to those biases a person has that they are not aware of, but that can influence their decisions and behavior.



Learn more about what [implicit bias](https://www.aft.org/ae/winter2015-2016/staats) is and strategies for promoting [**social justice and racial equity**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx) in education

Review [**Social Justice Standards**](https://www.learningforjustice.org/frameworks/social-justice-standards) for ways to support anti-bias education



## Bilingual Education

An umbrella term for many types of English Language Education (ELE) programs in which all students, including ELs, receive instruction in two languages. In Massachusetts, bilingual programs focus on the development of proficiency in English along with a second language. Bilingual programs in Massachusetts include One-Way Immersion, Two-Way Immersion (TWI) or Dual Language Education (DLE) and Transitional Bilingual Education (TBE) programs.

Review [**Massachusetts’ bilingual programs**](https://www.doe.mass.edu/ele/programs/dle.html) webpage for guidance and professional development



## Bilingual Educator Endorsement

Review [**Massachusetts Bilingual Education Endorsement**](https://www.doe.mass.edu/licensure/endorsements/bilingual-ed.html)webpage



A credential required by the LOOK Act for educators teaching within programs that use English and another language for instruction (such as dual language education, transitional bilingual education, etc.).

## Biliteracy

The ability to read, listen, write, and speak in two languages for a range of communication purposes.

## Can Do Philosophy

An approach for teaching ELs that focuses on what they can do. It is based on the belief that everyone brings valuable resources to the education community and that linguistically and culturally diverse learners bring a unique set of assets that can enrich the experiences of all learners and educators. A can do philosophy focuses on these strengths and uses them to benefit all. *(Source: WIDA, 2019)*.



Explore WIDA [**CAN DO Descriptors**](https://wida.wisc.edu/teach/can-do/descriptors) for ELs at different proficiency levels

## Castañeda Test

A set of criteria for evaluating language programs set by the federal government. According to the test, language programs must meet three criteria to be evaluated as effective: a) be based on sound or research-based educational theory, b) be implemented effectively with the resources it requires for success, and c) demonstrate students are learning language.

Explore ways to integrate the [**Castañeda test**](https://www.doe.mass.edu/ele/resources/castaneda-three-pronged-test.docx) into language program development and review



## Collaboration

A systematic, sustained, and structured process for working interdependently to improve teaching practice. This joint work includes analyzing student progress towards learning goals, and other key instructional tasks such as planning instruction, evaluating effectiveness of lessons, etc. Educator collaboration can support inidvidual and group teaching practice improvements as well as better student outcomes. Effective collaboration provides spaces for open and honest conversations about student strengths and needs, and ways to support them. These conversations acknowledge and value the expertise each educator brings. Effective collaboration also has established roles, responsibilities, and expectations for each educator, as well as established co-constructed norms to guide the team’s work. It supports respect for one another’s professional expertise and leverages constructive conflict to facilitate teachers’ growth and ability to promote student learning. It includes working through setbacks and celebrating shared achievements *(Sources: DuFour, DuFour, & Eaker, 2008; Dove & Honigsfeld, 2018; Wink 2013)*.



Explore ways to establish [**school schedules**](https://inclusiveschools.org/finding-time-for-collaboration-and-using-it-well/) with common planning time, [**guidelines**](http://www.ascd.org/publications/educational-leadership/sept93/vol51/num01/Finding-Time-for-Collaboration.aspx) for using it well, and [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/collaboration.docx) for ESL and content/grade level educator collaboration

Review [**tools**](http://www.state.nj.us/education/AchieveNJ/teams/) for establishing productive educator collaboration teams



## Collaborative Learning

Active learning group activities where students create new knowledge together. In these activities, students progress individually while working towards a common goal with other students. Success depends on students’ individual strengths (everyone doing their part) and the ability of the group to bring those parts together (*Source: ResourceEd and WIDA, 2014)*.



Learn [**ways**](https://wida.wisc.edu/sites/default/files/resource/Brief-CollaborativeLearningforELLs.pdf) educators can incorporate collaborative learning and strategies in [**hybrid and socially distanced**](https://oupeltglobalblog.com/2020/07/20/collaborative-learning/)classrooms

## Contingent Pedagogy

In-the-moment, responsive action (such as scaffolding or feedback) to support students’ learning. It requires educators understanding of formative assessment, content knowledge, and pedagogy (both in general and in relation to the area they teach). When employing contingent pedagogy, educators get feedback from formative assessments while learning is happening and use that information to make changes to teaching and to provide feedback to students about how they can move their own learning forward *(Source: Heritage, Linquanti, & Walqui, 2013)*.



Learn how [**contingent pedagogy**](https://ell.stanford.edu/sites/default/files/Assessment%20as%20contingent%20learning%20for%20AERA%202013%20FINAL.pdf) can support students’ language development



Explore [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/formative-assessment.docx) for incorporating formative assessment

## Cooperative Learning

Group activities that involve 3-5 students working together to produce a quality piece of work. These activities focus on group performance: “If you win, I win!”, so group members help, assist, encourage, and support each other’s efforts to be accountable to one another. The teacher’s role is to observe and intervene when necessary *(Source: Johnson et al., 2006; SEI Smart Card)*

Learn about cooperative learning [**strategies**](https://www.colorincolorado.org/article/cooperative-learning-strategies)and[**structures**](https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2018/04/20/cooperative-learning-activities-adapted-for-esl)for ELs, and[**adapted**](https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2018/04/20/cooperative-learning-activities-adapted-for-esl)ones for ESL instruction



Explore effective cooperative practices in the [**SEI SMART Card**](https://www.doe.mass.edu/retell/)

## Cultural and Language Brokers

Individuals with access to the knowledge, skills, and language of school who can mediate and help students and families access it. Cultural and language brokers can help families by addressing language barriers through interpreting or translating, supporting them in navigating the U.S. school system, introducing families to the role parents are expected to play in the relationship between home and school, and informing families of their rights as parents (*Source: WIDA, 2016)*.



Explore the [**ABCs**](https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf) of EL family engagement, the [**Massachusetts family engagement framework**](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf) and strategies for [**language-focused**](https://wida.wisc.edu/sites/default/files/resource/FocusOn-Language-Focused-Family-Engagement.pdf)family engagement

Review Massachusetts [**culturally responsive**](https://www.doe.mass.edu/instruction/culturally-responsive/) teaching webpage for tips



## Cultural Proficiency

Behaving in ways and enacting policies that lead to bias-free environments that are respectful of diverse backgrounds, strengths, and challenges.

Explore [**5 elements**](https://www.naesp.org/resource/5-elements-of-cultural-proficiency/) of cultural proficiency and strategies



Investigate a cultural proficiency [**framework**](http://www.teacherleadershipinstitute.org/wp-content/uploads/2015/03/Cultural-Proficiency-Framework.pdf), related [**tools for school leaders**](https://www.aesa.us/about/Resources/CulturalProficiencyforLeaders.pdf) and [**self-assessment tool**](https://www.presbyterianmission.org/wp-content/uploads/the_cultural_proficiency_continuum_self.pdf)

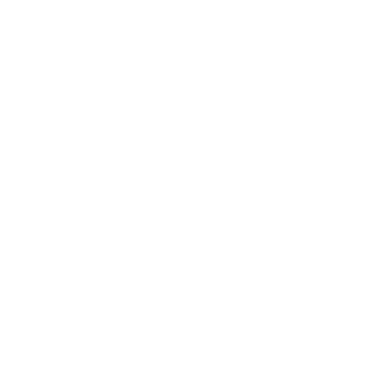
## Culturally Responsive

Practices, policies, policies, and systems that actively draw on individuals’ diverse backgrounds, strengths, and challenges to deepen learning. Culturally responsive educators adapt instruction to incorporate strategies that value, connect and build on students’ strenghts and what they know.

Learn about [**essential characteristics**](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0)of culturally responsive teaching, review Massachusetts culturally responsive [**webpage**](https://www.doe.mass.edu/instruction/culturally-responsive/), and explore relevant [**resources**](https://www.colorincolorado.org/teaching-ells/creating-welcoming-classroom/culturally-responsive-instruction)



Watch for culturally responsive [**school practices for Hispanic learners**](https://vimeo.com/467375892/3befbc5def) (or [review](https://ncela.ed.gov/files/webinars/20201019-CultPractices-OELA-508.pdf) a PDF)



Explore general culturally responsive [**practices for all students**](https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf) anda [**rubric**](https://www.cos.edu/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Rubric_for_Culturally_Responsive_Lessons.pdf)for evaluating lessons/ assignments



Read the Massachusetts [**Culturally Relevant** and **Critical Consciousness**](https://www.doe.mass.edu/instruction/culturally-responsive/) frameworks

## Culturally Sustaining

Practices, actions, policies, and systems that build on and connect to individuals' diverse backgrounds, identities and strengths. For EL instruction, this means connecting learning to histories of racial, ethnic, and linguistic communities and to the histories of neighborhoods and cities students are a part of. This is the highest level of cultural responsiveness on the [Massachusetts Cultural Responsiveness Continuum](https://www.doe.mass.edu/instruction/culturally-responsive/).



Explore [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx) to promote racial equity and social justice in education

Learn about culturally sustaining [**pedagogy**](https://ready.web.unc.edu/section-2-transforming-practice/module-17/) and [**teaching practices**](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Culturally_Sustaining_Teaching_Practices_for_Multilingual_Students.pdf) for multilingual learners



## Curriculum and Curricular Materials

A sequence or progression of student learning experiences teachers facilitate using curricular materials as a foundation (not a script); also called *enacted* or *taught* curriculum. Curriculum can also refer to *curricular materials*, or resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called *adopted* or *written* curriculum.

Review Massachusetts guidance for [**high-quality curriculum and instructional materials**](https://www.doe.mass.edu/federalgrants/resources/equitableaccess/sle-resource.docx)



## Deep Learning

Learning that happens when students are asked to engage with challenging, standards-aligned curricular materials and assignments, are supported by a strong learning community, and are engaged in tasks that promote mastery, identity development, and creativity. In this model, students learn content and identify themselves as participants within and contributors to learning (they are apprenticed to become historians, mathematicians, etc.). Deep learning is an “apprenticeship model” of teaching and learning that asks students to assume increasing levels of responsibility and prepares them to make their own authentic contributions to the field *(Source: Riley, 2019; Mehta & Fine, 2019)*.



Explore what [**anti-racism work**](https://www.learningforjustice.org/magazine/what-antiracism-really-means-for-educators) means for educators and [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx) to promote racial equity and social justice

Review [**Massachusetts webpage**](https://www.doe.mass.edu/kaleidoscope/overview.html) for deeper learning



## Dual Language Education (DLE)

A program model in which instruction occurs in English and another language with the goal of ensuring students are bilingual/biliterate. Students receive the same core curriculum as all other students and the instruction is in two languages throughout the program. DLE may be provided through One-Way Immersion (OWI) or Two-Way Immersion (TWI) programs, depending on the student population served.

Review [**Massachusetts DLE webpage**](https://www.doe.mass.edu/ele/programs/dle.html) for guidance and professional development resources



## Early Warning Signs for Dropout

Indicators such as student attendance, behavioral records, and course failures that can be used to identify students who are at risk of dropping out from school. Early warning data also includes locally determined indicators and diagnostic data, such as local benchmark assessments and demographic information, that schools and districts use to identify and diagnose student needs, develop interventions and supports, and track progress *(Source: Massachusetts Early Warning Implementation Guide).*



Review [**recommendations**](https://www.fordham.edu/download/downloads/id/14636/factors_that_challenge_english_learners_and_increase_their_dropout_rates.pdf) for addressing challenges that contribute to EL dropout

Explore the Massachusetts [**dropout reduction webpage**](https://www.doe.mass.edu/dropout/resources.html),[**early warning indicator system**](https://www.doe.mass.edu/ccte/ccr/ewis/)(EWIS), and [**EL data dashboard**](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9)



Review an EL dropout prevention [**planning tool**](http://www.nysed.gov/bilingual-ed/multilingual-learner-and-english-language-learner-graduation-rate-improvement-and) for strategies



## Effective Professional Development

Professional learning that results in changes to educators’ instructional practices. This type of professional learning is sustained and intensive, collaborative and structured, aligned with educators’ roles and school initiatives. It provides educators opportunities to see practices modeled, apply what is learned, and receive feedback on what they tried to implement *(Source: Darling-Hammond, Hyler & Gardner, 2017).*



Explore [**key features**](https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report) of effective professional development, [**practices**](https://www.edutopia.org/teacher-development-research-keys-success) to support educator growth, [**recommendations**](https://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf) for designing learning opportunities for educators

## English as a Second Language (ESL)

A school subject taught by ESL-licensed teachers who provide systematic, explicit, sustained focus on language and literacy to support EL success. In Massachusetts, ESL is aligned to the [WIDA English Language Development Standards Framework](https://wida.wisc.edu/teach/standards/eld) and the Massachusetts [Curriculum Frameworks](https://www.doe.mass.edu/frameworks/). It occurs during a designated time each day or week, according to student need and as determined by the English Learner Education (ELE) program chosen by the school in collaboration with EL families.

Review the [**Massachusetts definition of ESL**](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx)and relevant terms



## English Language Development (ELD)

The process through which ELs learn the social, instructional, and academic English they need to succeed in school and beyond. ELD describes the language development that takes place throughout the day in content, specialist, and non-core classes and during the time dedicated to English as a Second Language (ESL) instruction.

## English Language Proficiency

The ability to use English for grade-level appropriate social, instructional, and academic purposes across language domains (listening, speaking, reading, and writing). English Learners (ELs) are considered to have attained English language proficiency once they have demonstrated the ability to do regular schoolwork in English. In Massachusetts, the state sets annual [English language proficiency benchmarks](https://www.doe.mass.edu/ele/resources/benchmarks/) for ELs.

Review the [**ACCESS for ELLs webpage**](https://www.doe.mass.edu/mcas/access/) for relevant information



Explore the [Massachusetts English language proficiency benchmarks](https://www.doe.mass.edu/ele/resources/benchmarks/)

## English Language Proficiency Assessment

An assessment used to determine whether an EL can do regular schoolwork in English. Districts must annually assess ELs’ language proficiency and academic achievement to make this determination. ACCESS for ELLs is Massachusetts’ language proficiency assessment, and districts must first consider the results of ACCESS for ELLs when determining an ELs’ ability to perform schoolwork in English. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English.



Explore Massachusetts [**guidance**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html) on EL identification, assessment, placement, and reclassification

## English Language Proficiency Level (ELP)

Outline stages of English language development across a continuum as students acquire English as a second language. The [WIDA English Language Development Standards Framework](https://wida.wisc.edu/teach/standards/eld), adopted by Massachusetts, outlines and describes the following English language proficiency levels:

Review the [**WIDA ELD Proficiency Level Descriptors**](https://wida.wisc.edu/teach/standards/eld) to learn about what ELs at each level can do with scaffolding and support



Level 1: Entering

Level 2: Emerging

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

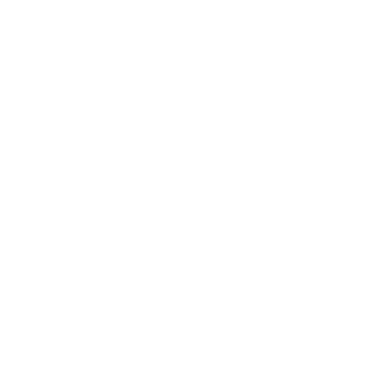
## English Learner (EL)

According to Massachusetts state law, an English Learner (EL) is “a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English” ([G.L. c. 71A, § 2](https://www.mass.gov/info-details/mass-general-laws-c71a-ss-2)). Other terms used to refer to ELs include Limited English Proficient (LEP), English Language Learners (ELLs), and multilingual learners.

## English Learner Education or English Language Education (ELE) Programs

Educational programs developed at the district level to meet the academic and language development needs of ELs. ELE programs must ensure ELs receive meaningful instruction appropriate for their individual English language proficiency level that helps them master academic standards outlined in the Massachusetts Curriculum Frameworks and attain English language proficiency. All ELE programs must provide ELs with systematic, explicit, and sustained [English as a Second Language (ESL)](#_English_as_a) instruction, and meaningful participation in the district's general educational program. Massachusetts recognizes Sheltered English Immersion (SEI), Dual Language Education (DLE) (both One-Way and Two-Way), and Transitional Bilingual Education (TBE) as evidence-based ELE programs. When districts consider providing a program other than SEI, DLE or TBE, they should reference relevant research defining the new program as sound and appropriate for the EL population that it will serve.

Watch for information about the [**Blueprint for EL Success**](https://youtu.be/VvZkjVvp6d8), including criteria for effective EL educational systems and resources to support their implementation



Explore the [**Castañeda Test**](https://www.doe.mass.edu/ele/resources/program-dev-eval.html)for guidance on developing and evaluating ELE programs

Review the [**Massachusetts ELE webpage**](https://www.doe.mass.edu/ele/) to learn about evidenced-based programs



## English Learner Parent Advisory Council (ELPAC)

An organization composed of parents and legal guardians of ELs that advises the school district, school committee, and board of trustees on matters related to ELs. ELPACs meet regularly with school and/or district leaders to participate in strategic planning and program development and improvement to support effective educational opportunities for ELs.

Explore the [**Massachusetts ELPAC webpage**](https://www.doe.mass.edu/ele/families/elpac/?section=spanish) for resources, guidance, and related professional learning opportunities



## English Learner Success Template

A tool developed by the Massachusetts Department of Elementary and Secondary Education that districts can use to document how they support ELs in making progress toward English proficiency and meeting established benchmarks. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks.



Explore the [**Massachusetts EL Success Template and English proficiency benchmarks**](https://www.doe.mass.edu/ele/resources/benchmarks/)

## English Learners with Disabilities (ELSWDs)

Students designated as ELs who may have a disability. ELSWDs, like all other students who have a suspected disability, may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, and must be identified and evaluated for special education services in a timely manner. To avoid inappropriately identifying ELs as students with disabilities because of their limited English proficiency, ELs must be evaluated in an appropriate language based on the student’s needs and language skills. Once appropriately identified, ELSWDs must be provided both special education and [English language development](#_English_Language_Development) services.



Explore [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/elswd.docx) for teaching ELs with disabilities

Review the [**Massachusetts ELSWD webpage**](https://www.doe.mass.edu/ele/disability.html) for guidance and resources



## English Proficiency Benchmarks

Individual targets that outline ELs’ expected annual progress towards English proficiency. Benchmarks are developed by the Massachusetts Department of Elementary and Secondary Education to support EL success and in keeping with state and federal law requirements. Each fall the Department defines individual English language proficiency benchmarks or targets for each EL and disseminates them to districts. Targets are determined based on a student’s current [ACCESS for ELLs](https://www.doe.mass.edu/mcas/access/?section=archive) score, and outline the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the Alternate ACCESS, the Department determines progress toward proficiency by comparing the prior year’s results and the current year’s results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Review the [**Massachusetts English Proficiency Benchmarks webpage**](https://www.doe.mass.edu/ele/resources/benchmarks/) for guidelines, tools, and resources



## Equity

Educational equity means that every student has access to the educational resources and rigor they need to succeed at the right moment in their education, regardless of racial, ethnic, cultural and linguistic background, sexual orientation, family income, or other personal or social circumstances (nationality, religious affiliation, etc.). Equity reflects current federal and state laws regarding ELs, as well as Massachusetts educational goals. It is also an area of growth, since students from traditionally marginalized racial, ethnic, linguistic, and cultural backgrounds (such as Black/African American, Latino/Hispanic, English Learners, students with disabilities, etc.) currently do not enjoy equal access to the same high-quality experiences as their peers *(Source: Council of Chief State School Officers, 2017 - Leading for Equity)*.



Explore the [**Massachusetts district equity templates**](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) and review [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx) for promoting social justice and racial equity for ELs

Review the [**Vision for English Learner Education and Blueprint for EL Success**](https://www.doe.mass.edu/ele/blueprint/) to learn about essential conditions that support equity for ELs



Learn about [**tools**](https://www.nationalequityproject.org/resources/tools) and [**self-paced mini courses**](https://www.equityliteracy.org/equity-literacy) on equity, as well as [**resources for taking action**](https://www.elequity.org/take-action/tools-resources) to promote equity for ELs



Read a conversation about instructional [**equity**](https://www.collaborativeclassroom.org/blog/a-conversation-about-instructional-equity-with-zaretta-hammond/) and investigate curated writings, films and podcasts to support developing an [**equity lens**](https://www.leadershipacademy.org/blog/equityreads-2020/)



## Family Engagement

A process for building strong partnerships with student families to support their success. It involves a commitment to reaching out to engage families in meaningful ways. It also involves families committing to actively supporting their children's learning and development. Effective school-family partnerships are an [essential condition](https://www.doe.mass.edu/ele/blueprint/blueprint.docx) for EL success *(Source:* [*National Association for Family, School and Community Engagement*](https://nafsce.org/page/definition)*)*.



Explore the [**Massachusetts family engagement framework**](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf#search=%22family%20engagement%20framework%22), investigate the [**Blueprint for EL Success Pillar 1 Building Block 2**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) for guidance, and learn about relevant [**resources**](https://www.doe.mass.edu/ele/families/)

Learn about family engagement [**basics**](https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf), strategies for [**language-focused**](https://wida.wisc.edu/sites/default/files/resource/FocusOn-Language-Focused-Family-Engagement.pdf)engagement, information for [**involving EL parents**](https://wida.wisc.edu/teach/learners/engagement) in education, and a [**dual-capacity building framework**](https://www.dualcapacity.org/)for strong partnerships



Learn about [**promising practices**](http://nnps.jhucsos.com/wp-content/uploads/2019/10/PPP-2019-Final-Book-web.pdf) and specific ideas for [**partnering with newcomer families**](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf)

## Flexible Scheduling

Schedules that allows English Learners to participate equitably in the course work they need, including in the content area classrooms, ESL instruction, and electives. These schedules capitalize on staffing resources as well as research-based practices such as common planning time for educators of ELs and inclusive practices.



Explore flexible scheduling [**strategies and examples**](https://cdn.americanprogress.org/content/uploads/2017/02/22121614/022217_InnovativeSchool-brief.pdf?_ga=2.215143447.1851958888.1621308973-1056641012.1621308973)

## Former English Learner (FEL)

A student who used to be designated as an EL but who has been determined to be proficient in English and able to do regular schoolwork in English without significant instructional support. According to Massachusetts guidance, this determination should be made by a school-based team after reviewing relevant student data such as ACCESS for ELLs scores, academic assessments and grades, classroom teacher recommendations, etc.).

Review [**Massachusetts ELE program resources**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html) for guidance on reclassifying ELs



## Future Progress Target

The minimum [ACCESS for ELLs](https://www.doe.mass.edu/mcas/access/) proficiency level score a student needs to reach in the following year’s test to remain on track to reach English proficiency within a total of six years in a Massachusetts school.

## Gifted and Talented English Learners

ELs who have been evaluated and identified as candidates for Gifted and Talented Education (GATE) programs. ELs must have access and equal opportunity to meaningfully participate in all instructional programs and extracurricular activities available within the school for which they qualify, and therefore are expected to be identified, evaluated, and included in GATE programs at the same rate as their non-EL peers. Unless a particular GATE program or advanced course is demonstrated to require proficiency in English for meaningful participation, schools must ensure that evaluation and testing procedures for GATE or other specialized programs do not screen out ELs because of their English language proficiency.



Review [**recommendations**](https://www.doe.mass.edu/research/reports/2019/06review.docx) for addressing inequities in the identification of gifted students of color and other [**Massachusetts resources**](https://www.doe.mass.edu/bese/councils/gifted.html)for gifted and talented education

Explore [**identification guidance for gifted ELs**](https://ncrge.uconn.edu/el-tips/)**,** and relevant [**policies**](http://www.ecs.org/wp-content/uploads/State-and-Federal-Policy-for-Gifted-and-Talented-Youth.pdf) for supporting gifted students



## Home Language Survey

Survey used during a student’s initial enrollment period to identify whether the student should be assessed for English language proficiency. Students whose parents or guardians note that a language other than English is spoken at home should be assessed for English language proficiency to determine whether the student is an EL or not. The Home Language Survey also presents an opportunity to collect other useful information about the student that will help district personnel understand the student's personal and educational history to plan an appropriate educational program.



Explore guidance on [**initial identification**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html), assessment, and placement of ELs

Access the Massachusetts Home Language Survey in [**multiple languages**](https://www.doe.mass.edu/ele/resources/communications.html)



## Interim Assessment

Periodic assessment of language growth and/or academic learning, typically at the unit level. For example, Curriculum-Embedded Performance Assessments (CEPA) are unit-level, interim performance assessments for students to demonstrate their attainment of the learning goals against specific evaluative criteria for a unit of instruction, and to apply their learning to new real-world contexts and scenarios.



Explore [**criteria**](https://wida.wisc.edu/about/news/six-criteria-choosing-effective-interim-english-language-proficiency-assessment) for selecting effective interim English language proficiency assessment

## L1

A student’s first language, also referred to as home language (the language/s spoken at home by members of the household and often referred to as “native language.”). An ELs’ first langauge is an asset that can be leveraged to promote second language development. [Asset-based](#_Asset-Based) instructional approaches promote the development of EL’s language skills in all languages to maximize learning and opportunities for success.

## Language Proficiency Screening Test

A test used to screen every newly enrolled student whose [Home Language Survey](#_Home_Language_Survey) indicates that there is a language other than English spoken at home to determine whether the student is or is not an EL.

Review [**Massachusetts guidance on initial identification**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html) of ELs



## Long-Term English Learners (LTELs)

Students who have been identified as ELs for more than 5 years *(Source: US Department of Education)*.



Explore [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/ltels.docx) for supporting students designated as LTELs

## Making Progress towards Meeting Established Benchmarks

An indicator of whether ELs are on track to attain English proficiency within six years of entering a Massachusetts school. This determination is based on research indicating ELs typically require between four to seven years to attain academic English proficiency. Since some ELs will attain English proficiency before year six, while others may take longer, students are not required to become proficient within a specific period. Districts are required to provide [English Learner Education (ELE)](#_English_Learner_Education) services to ELs until they demonstrate English language proficiency, even in instances where a student needs such services for a period longer than six years.

Review the Massachusetts [**English language proficiency benchmarks webpage**](https://www.doe.mass.edu/ele/resources/benchmarks/) for additional information and guidance



## Massachusetts Blueprint for English Learner Success

A framework and set of resources expanding upon the [Massachusetts Vision for English Learner Education](#_Massachusetts_Vision_for), which outlines expectations for PreK-12 EL experiences and outcomes. It is composed of four pillars representing broad goals that make up the Massachusetts Vision and pillar building blocks that further break down essential conditions for EL success. It also identifies specific building blocks with criteria or actions at the classroom, school, district, and state levels needed to achieve the goals represented by each pillar:

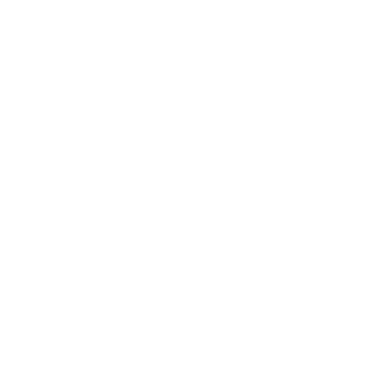
Explore [**Blueprint resources**](https://www.doe.mass.edu/ele/blueprint/plan/): self-assessment tools, professional learning modules, a process and tools for initial implementation and [**quick reference guides**](https://www.doe.mass.edu/ele/blueprint/dashboard.html)



Read the [**Blueprint**](https://www.doe.mass.edu/ele/blueprint/blueprint.docx) and learn about its pillars and building blocks

* Pillar 1: School Culture
* Pillar 2: Effective Educators
* Pillar 3: Opportunity and Support
* Pillar 4: A Plan for Future Success

Watch for information about the [**Blueprint and its interactive dashboard**](https://youtu.be/VvZkjVvp6d8)



## Massachusetts Vision for English Learner Education

A statement describing educational expectations for PreK-12 ELs’ experiences and outcomes in Massachusetts. It encompasses all key areas that impact EL success across the educational system, including school culture; educator preparation and effectiveness; resource allocation; instructional quality and asset-based approaches; access to meaningful and rigorous learning opportunities; appropriate academic, linguistics and social-emotional supports; family engagement; and secondary experiences leading to success in high school and beyond. The Massachusetts Blueprint for English Learner Success expands this vision and outlines criteria and actions needed to achieve it.



Explore the [**Blueprint for English Learner Success**](https://www.doe.mass.edu/ele/blueprint/blueprint.docx) for criteria and actions to bring the Vision to life

Review the [**Massachusetts Vision for ELE**](https://www.doe.mass.edu/ele/blueprint/)



## Multilingual Learners

Students who regularly interact with and use several languages. The term encompasses a variety of student groups including dual-language learners, newcomers, students with interrupted formal schooling, long-term ELs, ELs with disabilities, gifted and talented ELs, heritage language learners, and students who speak non-dominant/non-standard and indigenous varieties of English ([*Source: WIDA English language development standards framework, 2020 edition).*](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf)

## Mutual Trust

A shared belief that you can depend on each other, in equal measure, to achieve a common purpose. Mutual trust is an essential ingredient for effective [family engagement](#_Family_Engagement) and family, community and school partnerships *(Source: Strengthening Partnerships, 2020)*.



Explore the [**Massachusetts family engagement framework**](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf#search=%22family%20engagement%20framework%22), review [**attributes and conditions**](https://eleducation.org/resources/relational-trust-in-schools) that build trust, and learn about strategies for [**building trust with EL families**](https://www.colorincolorado.org/article/building-trust-schools-and-diverse-families)

## Newcomers

Recently arrived immigrant ELs at the earliest levels of English language proficiency.



[Explore **best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/newcomers.docx) for teaching newcomers

## Newcomer Programs

A temporary, transitional language programs for recently arrived immigrant English Learners (ELs) at the earliest levels of English language proficiency, often referred to as newcomers. They are designed to meet the unique needs of this population by providing instruction in core content areas in preparation for participation in general education classrooms and helping students develop basic English language skills, multicultural understanding and intercultural communication, and individual identities that successfully bridge their home and school cultures (*Source: Friedlander, 1991; Short & Boyson, 2012)*.

Review the [**Newcomer Tool Kit**](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html) for legal requirements, guidance, and resources



## Office of Language Acquisition

A department within the Center for Instructional Support at the Massachusetts Department of Elementary and Secondary Education. OLA provides leadership and support designed to increase the capacity of educators in Massachusetts public schools to provide an excellent education to ELs and world language students. OLA also coordinates state EL initiatives and policy development.



Explore the [**OLA webpage**](https://www.doe.mass.edu/ele/) for EL education policies, guidance, tools, and resources

## One-Way Immersion (OWI)

A Dual Language Education (DLE) program enrolling students from only one language group as opposed to two language groups, as in the case of Two-Way Immersion (TWI) programs. OWI typically includes native English-speakers or native speakers of the second language as most of the students enrolled. In OWI classrooms, instruction takes place in two languages, English, and the partner language. Students in this program use both languages to learn content and language simultaneously.

Explore Massachusetts [dual language education webpage](https://www.doe.mass.edu/ele/programs/dle.html) for guidance and resources



## Opt-Out

An EL parent or guardian’s ability to request their child is not enrolled in an [English Learner Education (ELE) program](#_English_Learner_Education).



Explore Massachusetts [**guidance on EL identification, assessment, placement, and reclassification**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html) and review a sample [**opt-out form**](https://www.doe.mass.edu/ele/resources/program-dev-eval.html)

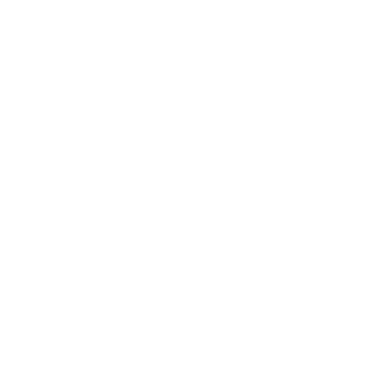
## Professional Learning Community (PLC)

A structured, sustained collaborative process where groups of educators regularly meet to share expertise and work collaboratively to improve teaching skills and the academic performance of students *(Source: Glossary of Education Reform)*.

Learn about [**PLCs**](https://www.allthingsplc.info/about), and explore **protocols and resources** for developing PLCs focused on EL education



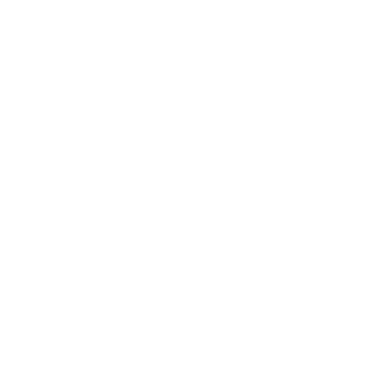
Watch for PLC [**resources to** **support ELs**](https://www.youtube.com/watch?v=lMbKRJtTRYs)



## Protocol

An agreed upon set of guidelines and steps used to structure professional conversations or learning experiences. They help ensure meeting, planning or collaboration time is used more purposefully and productively. When everyone understands and agrees to using a protocol, participants can work more effectively individually and as a team. Protocols hold participants accountable and responsible for their learning and contribution *(Source: Glossary of Education Reform and ELEducation)*.

Watch for an example of how a PLC uses [**data protocols**](https://www.youtube.com/watch?v=OdG7_ggEBlk) to support improvement



Explore useful [**protocols**](https://www.schoolreforminitiative.org/protocols/)for supporting educator growth and collaboration



## Racial Equity



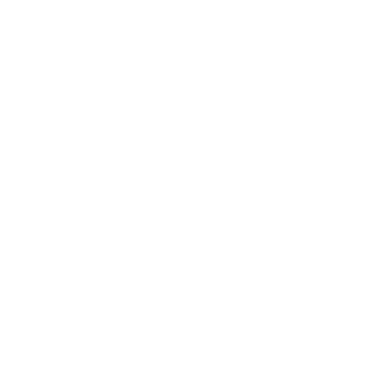
Review [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/racial-equity-social-justice.docx), [**strategies**](https://www.educationpioneers.org/blog/five-strategies-advancing-racial-equity-public-education)**, and** [**resources**](https://minnetesoljournal.org/journal-archive/mtj-2020-2/looking-for-racial-equity-in-english-language-teaching/) for social justice, racial equity, and anti-bias/anti-racist education of ELs

Ensuring all students, regardless of racial background, personal or social circumstances, have meaningful access to high-quality educational experiences and opportunity to achieve at their fullest potential in all relevant areas (academic, social-emotional, linguistic, etc.). Racial equity reflects current federal and state laws regarding ELs, as well as Massachusetts educational goals.

Explore [**tools and resources**](https://www.racialequitytools.org/resources/plan/issues/education) for promoting racial equity in education



Watch for discussions of how to jumpstart anti-bias/anti-racist education in [**schools**](https://unl.zoom.us/rec/share/N6_y0A3o3Q_mjmR3bWyeVEnsI_x7KZr6i4xci_zlrTI0nu7jsUePg1A54poo1p0k.V0dz6ZC6GOebLATL) and [**classrooms**](https://unl.zoom.us/rec/share/PV4GturbaYdLaicQDNeaPhKu95J-1wIFcWY8wzY0xgUr7zuYNnmsaOMrpCDgDXB-.KTN4go4h70Nh7p2E)



## Reclassification

The process through which a student’s EL classification or status is removed because the student has demonstrated the ability to regular schoolwork in English. Reclassified students are considered to be a [Former English Learner](#_Family_Engagement) (FEL). After a decision has been made to remove a student’s EL classification, districts must remove the student’s coding as LEP (Limited English Proficient) on the SIMS report to the Department (i.e., SIMS: DOE025 – record 00 under “LEP”), notify the parent/guardian of the change in the student’s classification, update all school/district records, and design and implement a process for routinely monitoring the students’ academic progress for four years.

Review Massachusetts [**guidance on EL reclassification**](https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html) and explore trend data on the [**performance of FELs**](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9)



## Reciprocal Communication

Communication that includes sending one’s message clearly to the other while simultaneously taking other participants’ resources into consideration. In reciprocal communication the direction and sequence are not preset or predetermined. Reciprocal communication is an essential component of effective EL [family engagement](#_Family_Engagement) *(Source: Strengthening Partnerships, 2020)*.

Explore [**strategies**](https://www.colorincolorado.org/article/ells-families) for communicating with EL families



## Scaffold

A temporary support given to a student that enables the student to perform a task until such time that the student can perform this task independently. Scaffolding entails changing the quality and quantity of support provided to a student during a teaching cycle. The teacher adjusts the level of guidance to fit the student’s current level of performance. This ties closely to the skill of contingent pedagogy and formative assessment. When scaffolding for English Learners, educators must be able to monitor and understand, in the moment of teaching, the process by which students are making meaning of what is being taught, and their development and comprehension of language of learning in the moment.



Explore a [**scaffolding model**](http://www.ameprc.mq.edu.au/__data/assets/pdf_file/0008/229760/20_1_1_Hammond.pdf), [**toolkit**](https://ccsesa.org/?wpfb_dl=7219), [**strategies**](https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies), [**types**](https://tankhuynh.com/scaffolding-instruction/) of scaffolds, and[**sample scaffolds and supports**](https://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf) for ELs

## School Climate

The quality and character of school life, based on patterns of experience as reported by students, parents, educators, and staff. It reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures of a given school. Positive school climates promote student development and learning needed for a productive, contributing and satisfying life in a democratic society *(Source: National School Climate Center)*.

Explore the [**Massachusetts VOCAL Surveys**](https://www.doe.mass.edu/research/vocal/) as a tool for analyzing school climate



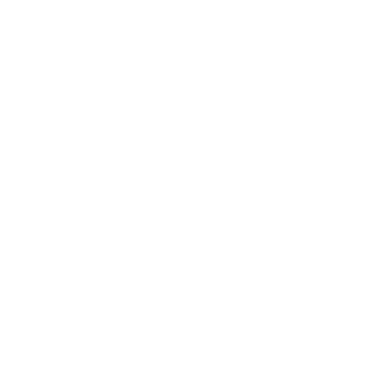
## Sheltered Content Instruction (SCI)

One of two program components of Sheltered English Immersion. SCI is taught by content-area licensed and SEI-endorsed teachers who provide English Learners (ELs) access to grade-level content and promote development of discipline-specific academic language. SCI occurs throughout the day and is designed for optimum EL engagement in content. It includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of conceptual understandings, analytical practices, and language competence students need to successfully master state standards. SCI is based on district-level content area curricula aligned to the Massachusetts Curriculum Frameworks and the [WIDA English Language Development Standards Framework](#WIDA).



Explore strategies for teaching ELs [**math**](https://wida.wisc.edu/resources/scaffolding-learning-multilingual-students-math)**,** [**science**](https://www.colorincolorado.org/blog/seven-steps-using-next-generation-science-standards-ells)**,** [**STEM**](https://wida.wisc.edu/sites/default/files/resource/FocusOn-STEM-Discourse.pdf)**,** [**writing**](https://wida.wisc.edu/sites/default/files/resource/FocusOn-Writing-with-Purpose.pdf)**,** [**reading**](https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners)**,** and[**social studies**](https://www.socialstudies.org/system/files/publications/articles/se_7306271.pdf)

Watch for [**examples**](https://www.colorincolorado.org/content-strategies) of content area instruction strategies for ELs



Explore [**content area instruction strategies**](https://www.colorincolorado.org/content-instruction-ells) for ELs



## Sheltered English Immersion (SEI)

An [English Language Education (ELE) program](#_English_Learner_Education) in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language (G.L. c. 71A, §2). In Massachusetts, instruction for ELs in an SEI program is designed around two main building blocks: Sheltered Content Instruction (SCI) and [English as a Second Language](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/) (ESL). Although each component of the program has a different driving instructional focus, both must incorporate language and content in different ways, informed by the different levels of expertise and qualifications of corresponding educators. As a result, both components of the SEI system in Massachusetts (ESL and SCI) contribute to ELs’ academic success despite having different primary purposes.



Review the [**SEI Smart Card**](https://www.doe.mass.edu/retell/) for effective SEI practices

Review the Massachusetts [**SEI program webpage**](https://www.doe.mass.edu/ele/programs/sei.html)for guidance and resources



## Sheltered English Immersion (SEI) Endorsements

Requirements for initial educator and administrator licensure, license renewal, advancement, or extension in Massachusetts. They include an SEI Teacher Endorsement and an SEI Administrator Endorsement and are key parts of the Rethinking Equity and Teaching for English Language Learners (RETELL) state initiative. RETELL aims to close proficiency gaps for English Learners (ELs) throughout the state, based on the premise that addressing current inequities in access to meaningful opportunities and outcomes for ELs depends on teachers having the skills and knowledge necessary to effectively teach them and for administrators to support teachers in this endeavor. Therefore, to better serve ELs, core academic teachers, vocational teachers, and the administrators who supervise them are required to obtain the appropriate SEI Endorsement.

Review the Massachusetts [**SEI Endorsements webpage**](https://www.doe.mass.edu/retell/2012-1207-sei-endorse.html)



## Students with Limited or Interrupted Formal Education (SLIFE)

ELs who have experienced limited or interrupted prior formal education such as a) ELs who entered a United States school after grade 2 or exited the United States for six months or more and did not attend school during that time, b) ELs who did not have previous formal education, and/or c) who function 2 or more years below their expected grade level in numeracy and literacy.



Review [**best practices**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/qrg-best-practices/slife.docx) for teaching SLIFE

Explore the [**Massachusetts SLIFE webpage**](https://www.doe.mass.edu/ele/slife/)



## Social and Emotional Learning (SEL)

Development of social and emotional competencies, or the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. Effective education systems require students and educators to develop SEL *(Source: Collaborative for Academic, Social, and Emotional Learning - CASEL)*.

Review the [**Massachusetts SEL webpage**](https://www.doe.mass.edu/sfs/sel/), and explore additional [**resources**](https://casel.org/in-action/) and [**tools**](https://casel.org/csi-resources/)for promoting SEL



Learn about [**instructional practices**](https://drive.google.com/file/d/1Np-EZosu2tP7hGCDli9W8MWVMe_inCKw/view) **and an** [**educator coaching toolkit**](https://drive.google.com/file/d/1to3f6YEiNDzUAvEPp9lnG5UF7DMKb1Yu/view) for SEL

## State Seal of Biliteracy

A state award that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language by the time they graduate from high school.

Review the Massachusetts [**state seal of biliteracy webpage**](https://www.doe.mass.edu/scholarships/biliteracy/)



## Student Growth Percentile for ACCESS (SGPA)

An indicator suggesting the amount of progress made by a student on the [ACCESS for ELLs](https://www.doe.mass.edu/mcas/access/) test from one year to the next, relative to other ELs in the same grade level cluster who earned similar ACCESS for ELL scores the prior year.

Review the Massachusetts [ACCESS for ELs](https://www.doe.mass.edu/mcas/access/) webpage for information and guidance



## Supports

Tools, services, or processes used to leverage the strengths ELs and their families bring and meet their needs to promote success. These may include instructional tools, services, and processes such as sketches, charts, and other visual aids, modeling, exemplars, sentence and paragraph frames, wait time, partners, etc. used to scaffold language and content learning. Supports also include tools, services and processes used to remove barriers to access and participation in schooling activities (transportation services, interpretation/translation services, childcare, etc.).



Explore the [**Blueprint for English Learner Success** **Pillar 3** **Quick Reference**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) **Guides** for guidance and resources about EL supports

Explore [**sample instructional supports**](https://www.learnalberta.ca/content/eslapb/organizing_for_instruction_instructional_supports.html) for ELs



## Tiered Focused Monitoring (TFM)

One component of the Massachusetts education accountability system, which includes reviews of district data and practice connected to relevant legislation such as Title IV of the Civil Rights Act of 1964; The Equal Educational Opportunities Act of 1974 (EEOA); the Elementary and Secondary Education Act of 1965 (ESEA); Massachusetts General Laws c. 69, 71A, 71B, and 76; and Chapter 218 of the Massachusetts Acts of 2002. The TFM process allows the state to align district support based on the level of risk and specific risk factor(s) identified as part of the review and to focus support on districts with the greatest demonstrated need. TFM reports and corresponding technical assistance assists districts in directing time and resources improvement activities.

Review the Massachusetts [**ELE Program Monitoring and Compliance webpage**](https://www.doe.mass.edu/ele/cpr/) and [**TFM Toolkit**](https://www.doe.mass.edu/odl/e-learning/TieredFocusedMonitoring/story.html) for additional guidance, published reports, and relevant information



## Tiered Focusing Monitoring English Learner Education (ELE) Criteria

Indicators within the Tiered Focus Monitoring (TFM) process directly related to systems and programs serving English Learners. During TFM, districts complete a self-assessment in relation to ELE criteria prior to their onsite review. In addition to self-assessment data, the Office of Language Acquisition reviews documents and conducts onsite monitoring interviews. These inform TFM results, and when applicable, the related improvement plan. There are 12 ELE criteria that target implementation ELE program requirements under state and federal law and regulations:

Review [**Program Compliance Criteria**](https://www.doe.mass.edu/ele/cpr/) to learn more about these requirements



* ELE 1: Annual English Language Proficiency Assessment
* ELE 2: State Accountability Assessment
* ELE 3: Initial Identification of ELs and FELs
* ELE 5: ELE Programs and Services
* ELE 6: Program Exit and Readiness
* ELE 7: Parent Involvement
* ELE 8: Declining Entry to a Program
* ELE 10: Parental Notification
* ELE 13: Follow- Up Support
* ELE 14: Licensure Requirements
* ELE 15: Professional Development Requirements
* ELE 18: Records of ELs

## Transitional Bilingual Education (TBE)

An education program designed to support ELs’ English language development and achievement of long-term academic success through English-medium instruction and home language use in general education classrooms. In TBE teachers use ELs’ home language for instructional purposes but do not support further development of the students' home language. Districts can initiate TBE programs at any level, including middle and high school.

Review the [**Massachusetts TBE program webpage**](https://www.doe.mass.edu/ele/programs/tbe.html) for guidance and resources



## Translanguaging

The process whereby multilingual speakers, such as ELs, naturally draw from all the languages they know to communicate and learn *(Source: García, Ibarra Johnson & Seltzer, 2016)*.

Explore [**strategies**](https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/) for incorporating translanguaging into instruction for ELs



## Two-Way Immersion (TWI)

A [Dual Language Education](#_Dual_Language_Education) (DLE) program designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and ELs from a single language background. TWI typically include approximately an equal number of students who are monolingual or dominant in English and students who are monolingual or dominant in the partner. In Massachusetts, instruction for ELs in TWI programs should be designed around two main program components: Two-Way Instruction and English as a Second Language (ESL).

Review the [**Massachusetts TWI program webpage**](https://www.doe.mass.edu/ele/programs/dle.html) for guidance and resources

## WIDA English Language Development Standards Framework

A standards framework representing the social, instructional, and academic language ELs need to engage with peers, educators, and the curriculum in schools. Massachusetts adopted these standards as the foundation for EL instruction in all [English Learner Education programs](https://www.doe.mass.edu/ele/resources/) in the state ([Sheltered English Immersion](#_Sheltered_English_Immersion), [Transitional Bilingual Education](#_Transitional_Bilingual_Education) etc.) and their components (ESL, [sheltered content instruction](#_Sheltered_Content_Instruction), etc.).

Explore the [**WIDA ELD Standards Framework, 2020 Edition**](https://wida.wisc.edu/teach/standards/eld) and investigate **ways to develop ESL curriculum aligned to it**

