Multilingual Learner (MLL)/English Language Learner (ELL) Program Quality Review and Reflective Protocol Toolkit

Tools and processes that strengthen the school quality review process for Multilingual Learner/English Language Learner programs and services

Overview of the Process

Overview of the *MLL/ELL Program Quality Review and Reflective Protocol Toolkit* in alignment with the *Blueprint for MLL/ELL Success* and Subpart 154-2 of the Regulations of the Commissioner of Education (CR Part 154-2).

New York State's goal for MLLs/ELLs drives the program quality review process and corresponding resources:

This toolkit is designed to provide teams of leaders in districts, Regional Bilingual Education Resource Networks (RBERNs) and school sites who are charged with assessing the program quality

> **Our goal is to prepare all Multilingual Learners/ English Language Learners (MLLs/ELLs) for success beginning in prekindergarten to lay the foundation for college and career readiness.**

of a school suggested processes and resources as well as an **MLL/ELL Program Quality Review Continuum** for determining a school's current level of implementation of school-wide practices that support MLLs/ELLs towards graduation, college, career, and civic readiness. The continuum is in alignment with New York State's principles, policies and regulations as defined in the following three documents:

- Blueprint for MLL/ELL Success
- Commissioner's Regulations Part 154-2 (CR Part 154)
- Dignity for All Students Act (NYS initiative, effective July 2013)

To prepare all MLLs/ELLs for success beginning in prekindergarten and lay the foundation for college, career and civic readiness all instruction is anchored in the standards:

- NYS Next Generation English Language Arts and Math Learning Standards
- NYS P-12 Science Learning Standards
- NYS Learning Standards for Social Studies
- NYS K-12 Social Studies Framework
- NYS Prekindergarten Foundation for the Common Core, (to be replaced in 2019 by the NYS Pre-Kindergarten Learning Standards Resource: A Foundation for School Success)

The MLL/ELL Program Quality Review Continuum employs the 6 Tenets from the DTSDE to organize what schools need to implement to offer a Quality MLL/ELL Program:

> **Tenet 1—Systems and Organizations:** Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.
>
> **Tenet 2—School Leadership:** Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.
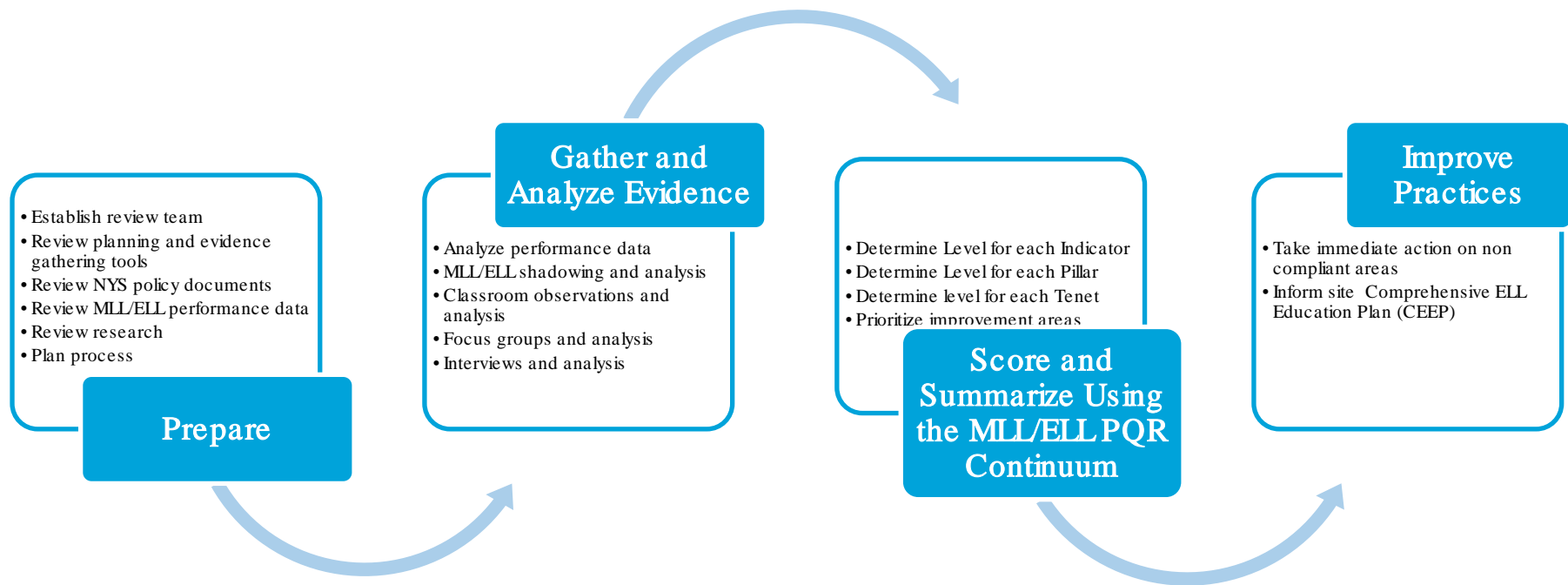>
> **Tenet 3—Curriculum:** Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.
>
> **Tenet 4—Instruction:** Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.
>
> **Tenet 5—Social-Emotional Learning:** Effective schools develop a systematic approach to social-emotional learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.
>
> **Tenet 6—Parent and Community Engagement:** Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Steps in the Process

Prepare
- Establish review team
- Review planning and evidence gathering tools
- Review NYS policy documents
- Review MLL/ELL performance data
- Review research
- Plan process

Gather and Analyze Evidence
- Analyze performance data
- MLL/ELL shadowing and analysis
- Classroom observations and analysis
- Focus groups and analysis
- Interviews and analysis

Score and Summarize Using the MLL/ELL PQR Continuum
- Determine Level for each Indicator
- Determine Level for each Pillar
- Determine level for each Tenet
- Prioritize improvement areas

Improve Practices
- Take immediate action on non compliant areas
- Inform site Comprehensive ELL Education Plan (CEEP)

Step 1: Prepare

✓ Establish an MLL/ELL Program Quality Review Team
   o School Team Composition—Principal, content, bilingual and English to Speakers of Other Language (ESOL) teachers, counselor, family engagement coach, representative parent leaders
   o External Review Team (District or RBERN)—District curriculum and instruction leaders, MLL/ELL specialists, supervisors of principals, Family Engagement Office representatives

✓ Review the Quality MLL/ELL Program indicators for each (DTSDE) tenet carefully using the **MLL/ELL Program Quality Review Continuum**.
   o Determine the evidence needed to be able to evaluate the school's level for each indicator. A variety of tools and processes can be used to secure evidence for multiple indicators. Determine the most effective ways in which evidence will be gathered based on the time and

resources available for the MLL/ELL Program Quality Review Process. The process will require 3-5 days on site, depending on the size of the school.

- ✓ Consider resources, tools and processes as you design the review process include evidence gathering tools and NYS policy documents
    - o Become familiar with the **MLL/ELL Program Quality Review Continuum**
    - o Review the Blueprint for MLL/ELL Success and Commissioner's Regulations Part 154-2 (CR Part 154)
    - o Review other NYS policies, the Next Generation Learning Standards, NYS assessments, and the ESSA accountability system as they relate to the teaching of MLLs/ELLs.
- ✓ Engage in longitudinal analysis of MLL/ELL performance data to include MLL/ELL subgroups and state subgroups comparisons,
- ✓ Facilitate professional learning sessions on current research-based MLL/ELL practices
- ✓ Prepare team for the coding, calibration, and use of the MLL/ELL shadowing, classroom observations, and/or focus groups process

Step 2: Gather and Analyze Evidence

- ✓ Engage in deep examination of current practices via MLL/ELL shadowing, classroom observations, and/or focus groups
- ✓ Gather documentation of critical practices aligned to CR Part 154 using the Documents Review Tool,
- ✓ Identify key constituencies (school administrators, content and ESOL and Bilingual teachers, counselors, parents, students, community members) needed to inform the review, and
- ✓ Establish an inquiry approach using guiding questions for the data to be gathered from constituencies using surveys, interviews and/or focus groups.

Step 3: Score and Summarize Using the MLL/ELL Program Quality Review Continuum

How to **score** and **summarize** the **MLL/ELL Program Quality Review Continuum (See Sample Below)**
- ✓ Complete the continuum only after you have completed classroom observations and document reviews as well as any interviews, focus groups and/or surveys of representative school leaders, teachers, parents, students and community members.
- ✓ Each of the six tenets (e.g., **Systems and Organizations**) is subdivided by **Pillars** (e.g., **Ongoing Evaluation and Continuous Improvement).** Each of the **Pillars** is in turn followed by indicators that describe the level at which sites are performing on a continuum from Level 4-Leading being

the highest to Level 1 signifying Initiating followed by Level O that signals that there is no evidence of alignment to the indicator (in some cases this might be flagging a serious compliance issue). Immediate action on indicators assesses at Level 0 is required.

- ✓ Carefully read through each indicator and assign it the level you believe reflects the reality of how the school is performing, shade or highlight the Level cell that matches your assessment.
- ✓ Enter any evidence you have observed or discussed that provides support for your score in the final column to the right. In addition, the information gathered should also determine if particular practices are not aligned at all. (Those items will need immediate attention from the school community.)
- ✓ Once each indicator has been scored, under a given **Pillar**, you will create an average of all the scores that will summarize the totals for that **Pillar**.
- ✓ Continue the process outlined above for each of the **Pillars** within each tenet.
- ✓ Once all the **Pillars** within a tenet have been scored and averaged, you will look at the average for each **Pillar** and create a summary average for the tenet as a whole.

Sample:

Tenet 1- Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.					
Pillar	**1A. Ongoing Evaluation and Continuous Improvement**				
Level	**Leading Level 4**	**Sustaining Level 3**	**Developing Level 2**	**Initiating Level 1**	**Not Aligned Level 0** / **Evidence to support scale level**
Indicator	School **always** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **regularly** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **occasionally** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	School **rarely** uses state assessments in conjunction with formative assessments to support MLLs/ELLs.	*Interviews with teachers gave evidence that they were not consistently using formative assessments with their students.*

Step 4: Improve Practices

You will now move on to the next tenet and repeat the process outlined above for each of the remaining tenets. At the end of this document there will be a table where you will place the final averages at which you have arrived for each of the six tenets. After the team determines the level for each tenet, you will have a clear picture of the school's readiness to support MLLs/ELLs and can prioritize improvement areas for the year to include in your school improvement plan.

- ✓ Take immediate action on non-compliant areas
- ✓ Inform Comprehensive ELL Education Plan (CEEP)
- ✓ Implement, monitor, and reflect on the impact of new practices