

Quality Indicators for Schools Serving English Language Learners

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Introduction

Quality Indicators for Schools Serving English Language Learners is a set of rubrics designed to help educational personnel reflect about the educational experience of English Language Learners (ELL) in their school. They are based on the eight quality indicators in the document *Quality Indicators: Successful Minnesota Schools (Minnesota Department of Education, 2001)*, which is currently used by support teams working with Title I schools. The eight areas of the quality indicators are:

- Curriculum
- Instruction
- Assessment
- Staff Development
- Family and Community Involvement
- Leadership
- Governance
- Resources

English Language Learners (ELL) likely spend only a portion of their school day in ESL or bilingual education programs. Therefore, the questions for discussion and the accompanying rubrics are not limited to English as a second language (ESL) or bilingual education programs. Nor are the questions and rubrics directed only to ESL and bilingual teachers. Instead, the questions for discussion encompass the entire educational experience of the individual ELL.

No matter how you use the rubrics to frame your discussion of the educational experiences of ELL in your school, we encourage you to include administrators, teachers, paraprofessionals, parents, and other staff. ELL are everyone's students.

Terminology

Contributors to this project included teachers and administrators from several districts, professors from three of Minnesota's institutions of higher education which prepare students for initial licensure in ESL, and personnel at the Department of Education. Agreeing on terminology was not easy, nor unanimously reached. The terms used in the rubrics reflect our compromises. Each term is defined here for clarity – not because the particular terms we chose are better or worse than the terms you have chosen to use in your district.

English Language Learner (ELL)

We use ELL to refer to all *students* who are non-native speakers of English and who have trouble accessing the school's curriculum in English. In Minnesota, ELL are those students who are non-native speakers of English and score significantly below the average of their peers on a nationally normed standardized test for English. Other frequently used terminology includes

limited English proficient (LEP) student, English as a second language (ESL) student, and language minority student.

English as a Second Language (ESL)

We use the term ESL to refer to all *programs* specifically designed for ELL, including pull-out models, newcomer models, team-teaching, sheltered instruction, and bilingual education. This is for the sake of clarity and space – it is not a slight to any specific program model. We have also used ESL as an adjective for those teachers who are certified in teaching ELL and working in any type of program specifically designed for ELL. You will therefore see references to ESL classes and ESL teachers.

Mainstream classes

Mainstream classes are those classes which are not ESL classes; in other words, they weren't designed primarily with the ELL in mind.

Other frequently used terminology includes subject-area classes, content classes, and grade level classes.

Stakeholders

Stakeholders refer to all individuals who have a stake in public education and the children which public education serves.

Minnesota Department of Education (MDE)

The state education agency in Minnesota.

Background

There are many indicators of quality in public schools. We recognize that our eight categories may not be exhaustive – and that the discussion questions and rubrics under each of the eight categories do not entirely cover all that is important in public education.

We do feel, however, that the discussion questions and rubrics under each quality indicator will usefully guide conversations, and ultimately decisions, about the educational experience of ELL in Minnesota schools. School support teams began using the quality indicators in 2000 to assist school personnel in the development of school improvement plans. School personnel find that the conversations, guided by the rubrics, provide a useful framework for self-analysis and that they suggest concrete areas in which to focus improvement efforts.

The original set of rubrics, in *Quality Indicators: Successful Minnesota Schools*, include all students in the school, whether mainstream, ELL, or other. This version, *Quality Indicators for English Language Learners*, is designed to specifically address the challenges of supporting

quality education for ELL. The format of both documents is similar, and we have tried to maintain the categories and questions of the former document as much as possible. Schools working on a school improvement plan may choose to use both documents. Schools which are specifically examining their school-wide programming for ELL may decide to use only *Quality Indicators for English Language Learners*.

Suggestions for use

This document is comprehensive, and therefore large. When designing staff development which uses the document, you will have to make some decisions beforehand about how you will use it.

Preceding each rubric are three to five Guiding Questions. These Guiding Questions are repeated, one indicator per page, at the end of this document. If there is not sufficient time to use the rubrics, or if you would like to introduce the rubrics during an initial staff development activity, use the Guiding Questions alone. (They are pre-formatted for use with an overhead projector.) The rubrics, however, will lead to greater depth and breadth of discussion.

Each discussion question under a particular quality indicator has a rubric with a scale from 1 (low) to 10 (high). The rubrics will be most effective if you use the entire range of 1 to 10. While it is tempting to rate your school high, remember that the purpose of the rubric is to identify potential areas for improvement. You are in no way comparing your school to another school. You are merely considering elements of the educational experience of ELL.

The following table poses some possible staff development activities and how the *Quality Indicators for English Language Learners* might be used. There are many more uses. Please use the document in the manner which works best in your setting. Your success does not hinge on whether or not you use the document correctly, but whether or not your use of the document positively affects the educational experiences of ELL.

Thank you for your interest in serving our newest Minnesotans.

Possible Staff Development Activities

	Who	How
Scenario #1	Team of teachers, parents, and administrators	Schedule multiple meeting dates, each several weeks apart. Ask group members to individually read one or two sets of rubrics (e.g. <i>Instruction</i> , or <i>Governance and Leadership</i>), marking the rubric according to their perceptions. In the meetings, come to a group consensus regarding the individual ratings. Ask the individuals and the group to explain their ratings.

	Who	How
Scenario #2	Team of teachers, parents, and administrators	Schedule multiple meeting dates. As a group, discuss the rubrics under each quality indicator in turn. Come to a group consensus rating for each rubric. Examine the ratings within a particular quality indicator for potential areas you might like to improve. Compare the set of ratings for one quality indicator to another quality indicator for a broad assessment of areas you might like to improve.

	Who	How
Scenario #3	All school staff	Use the Guiding Questions only. Divide the large group into smaller groups. Ask each group to discuss the Guiding Questions of one quality indicator. Remind them to write down their thoughts and opinions as a group. Reconvene and ask each group to present their thoughts. This activity is perhaps best used as a precursor to further work with the quality indicators.

	Who	How
Scenario #4	ESL Coordinator	Work through the rubrics by yourself. Use the results to choose two or three particular areas for further discussion. Discuss these areas with other administrators, your ESL teachers, and mainstream teachers. Include those areas in your ongoing development of ESL programming.

	Who	How
Scenario #5	ESL teaching staff	Work through the rubrics together. Decide which of the areas you as a group find the most important. Write a one or two page summary of how your school can address the areas you have identified. Attach a completed set of rubrics to your summary and distribute your ideas to others at school.

	Who	How
Scenario #6	Administrator	Ask teachers in many different subjects to complete the rubrics. Ask them to keep track of the questions that surprised them most, or the questions for which they didn't feel they had enough information to use the rubric. Discuss the results of their work with your ESL coordinator.

Curriculum

Guiding Questions

1. Is there an ESL curriculum in the school? How well does it complement the mainstream curriculum?
 2. How does the curriculum balance high expectations for ELL with their limited facility in English?
 3. How does the school ensure that every ESL student has access to the standards-based curriculum (both in mainstream and ESL courses)?
 4. How is academic content integrated with language learning throughout the curriculum (both in mainstream and ESL classes)?
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CURRICULUM	BACKGROUND QUESTIONS			
ALIGNMENT Curriculum is aligned to local, state, and the national TESOL standards.				
<p>Evidence</p> <p>Gather this information by survey, interview, observation and/or additional documentation.</p> <ul style="list-style-type: none"> • Local curriculum documents • Standards placement charts • Curriculum mapping documents • National curriculum standards • State curriculum frameworks • TESOL standards for K-12 students • Staff interviews • Classroom observations • Other 	<p>A. Standards Integration</p> <p>TESOL is the international organization for ESL professionals. It stands for Teachers of English to Speakers of Other Languages</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Very few standards are integrated.</p> <p>Some standards are integrated, but not from local, state and national levels.</p>	<p>How have local and state standards, as well as the national TESOL standards, been integrated into the curriculum for ELL?</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Most standards are integrated from local and state levels.</p> <p>All standards are integrated, including local, state, and national levels.</p>		
	<p>B. Alignment of Curriculum to Standards</p> <p style="text-align: center;">1 2 3 4 5</p> <p>No examples found.</p> <p>A few examples found.</p>	<p>Are standards for mainstream courses aligned to the curriculum for ELL? Give examples.</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Several examples found.</p> <p>Many examples found.</p>		

CURRICULUM	BACKGROUND QUESTIONS			
ALIGNMENT Curriculum is aligned to local, state, and the national TESOL standards.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • Standards placement charts • Curriculum mapping documents • National curriculum standards • State curriculum frameworks • ESL standards for K-12 students • Staff interviews • Classroom observations • Supporting references used in the documents • Other 	C. Developmental Needs ELL are faced with a number of issues, not merely the necessity to learn English. Cultural differences also affect student performance. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Little attention is paid to developmentally appropriate curriculum.</div> <div style="text-align: center;">3 4 5 Some developmental gaps in curriculum.</div> <div style="text-align: center;">6 7 8 Curriculum is generally developmentally appropriate.</div> <div style="text-align: center;">9 10 Curriculum is consistently developmentally appropriate.</div> </div>	To what extent does the curriculum address the developmental needs (sociocultural, academic, linguistic) of all ELL?		
	D. Clarity of Scope and Sequence Graduation standards are usually embedded across the curriculum, in both mainstream and ESL courses. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Standards-based scope and sequence do not exist or exist but are workable only for a few ELL.</div> <div style="text-align: center;">3 4 5 Standards-based scope and sequence marginally exist and are workable for some ELL.</div> <div style="text-align: center;">6 7 8 Clear scope and sequence exist and are workable for most ELL</div> <div style="text-align: center;">9 10 Clear and comprehensive scope and sequence exist and are workable for all ELL.</div> </div>	Is there a workable plan that ensures that all standards and graduation requirements are met for each ELL?		

CURRICULUM		BACKGROUND QUESTIONS									
ACADEMIC RIGOR											
A rigorous, developmentally appropriate scope and sequence defines high expectations for all ELL.											
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • Standards placement charts • Curriculum mapping documents • National curriculum standards • State curriculum frameworks • ESL standards for K-12 students • Staff interviews • Classroom observations • Student Work • IGP process 	E. Assessment of Curriculum		Is there a systematic curriculum review process in place, based on a variety of sources, to examine mainstream and ESL curriculum from the point of view of an ELL?								
	1 2	3 4 5	6 7 8	9 10	No systematic review process is in place.		Little systematic review process is in place.		Some efforts towards systematic review process are in place.		A systematic and effective review process is in place.
	F. High Expectations for all ELL		To what extent are high expectations maintained among all ELL, including those from less commonly represented languages and cultures?								
1 2	3 4 5	6 7 8	9 10	Few ELL are held to the same high expectations.		Some ELL are held to the same high expectations.		Most ELL are held to the same high expectations.		All ELL are held to the same high expectations.	

CURRICULUM		BACKGROUND QUESTIONS								
EXPECTATIONS										
All stakeholders (administrators, teachers, students, parents, and community members) are aware of clear expectations for content and language learning.										
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • Standards placement charts • Curriculum mapping documents • National curriculum standards • State curriculum frameworks • TESOL standards for K-12 students • Staff interviews • Stakeholder interviews • Classroom observations • Parent meetings • Other 	G. Clarity of Expectations		To what extent do administrators, teachers, students, parents and community members understand the standards-based curriculum expectations for ELL?							
	1	2	3	4	5	6	7	8	9	10
	Stakeholders have little understanding of expectations for standards-based curriculum.		Stakeholders have some understanding of expectations for standards-based curriculum.		Most stakeholders understand expectations for standards-based curriculum.			All stakeholders understand expectations for standards-based curriculum.		
	H. Sequence Across Levels		To what extent are mainstream and ESL staff members aware of the curricular sequence for both content and language learning?							
	1	2	3	4	5	6	7	8	9	10
	Staff members are unaware of requirements for other levels.		Staff members are somewhat aware of requirements for other levels.		Staff members are generally aware of requirements for other levels.			Staff members are highly aware of requirements for other levels.		

CURRICULUM	BACKGROUND QUESTIONS			
EXPECTATIONS All stakeholders (administrators, teachers, students, parents, and community members) are aware of clear expectations for content and language learning.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • Standards placement charts • Curriculum mapping documents • National curriculum standards • State curriculum frameworks • TESOL standards for K-12 students • Staff interviews • Stakeholder interviews • Classroom observations • Student work • Mid-year registration process • Other 	I. Comparability of Experiences ELL need to be working on the same challenging mainstream content while they learn English. <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> No effort is made to ensure that ESL students have comparable experiences.		How does the school strive to ensure that ELL are offered experiences comparable to their peers in mainstream classes? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> Effort is made to ensure that ESL students have comparable experiences. Great effort is made to ensure that ESL students have comparable experiences.	
	J. Student Mobility <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> No process exists to evaluate and address incoming students' needs. An unstructured informal process exists to evaluate and address incoming students' needs.		To what extent are the needs of ELL entering the school in the middle of the academic year identified and addressed? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> A somewhat structured process exists to evaluate and address incoming students' needs. A clear and consistent process exists to evaluate and address incoming students' needs.	

Instruction

Guiding Questions

1. How adequately are mainstream teachers prepared to teach ELL?
 2. How adequately are ESL teachers prepared to teach ELL?
 3. How often do teachers collaborate to adjust instruction for ESL students?
 4. How does instruction develop academic language and learning strategies?
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INSTRUCTION	BACKGROUND QUESTIONS			
DECISIONS Teachers select effective instructional strategies to guide and improve student performance.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Curriculum mapping documents • Alignment studies • Action plans for improving instruction • Teacher certification information • Teacher interviews • Individual graduation plans • Modified objectives and assessments for ELL • Pathway for completing standards • Other 	A. Access to Challenging Content Adjustments do not necessarily mean that the curriculum is less rigorous; rather, adjustments make the instruction more readily understandable. <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> Few ELL are provided access to challenging content or expected to achieve high standards; adjustments rarely made.	To what extent do mainstream teachers make the adjustments necessary to provide access to challenging content and curriculum for all ELL? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> Most ELL are provided access to challenging content and expected to achieve high standards; adjustments often made.		
	B. Teachers' Instructional Strategies <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> Few teachers have sufficient knowledge about instructional strategies.	To what extent are mainstream teachers knowledgeable about instructional strategies for ELL which develop academic language? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> Most teachers have sufficient knowledge about instructional strategies.		

INSTRUCTION	BACKGROUND QUESTIONS			
DECISIONS Teachers select effective instructional strategies to guide and improve student performance.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Curriculum mapping documents • Alignment studies • Action plans for improving instruction • Teacher certification information • Teacher interviews • Availability of common planning time • Funding for ESL lead teacher • ESL teacher included in teams • Other 	C. Instructional Practices are Based on Research <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 1 2 </div> Instructional practices do not appear to be based on research	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 3 4 5 </div> Few instructional practices are based on research.	To what extent do teachers use research to inform instructional practices for ELL? <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 6 7 8 </div> Some instructional practices are based on research.	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 9 10 </div> Most instructional practices are based on research.
	D. Collaboration <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 1 2 </div> Teachers mostly work in isolation.	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 3 4 5 </div> Some teachers work collaboratively to solve problems related to instruction.	To what extent do mainstream and ESL teachers collaborate to address instructional issues for ELL? <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 6 7 8 </div> Many teachers work collaboratively to solve problems related to instruction.	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 9 10 </div> Most teachers work collaboratively to solve problems related to instruction.

INSTRUCTION	BACKGROUND QUESTIONS				
DECISIONS Teachers select effective instructional strategies to guide and improve student performance.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Curriculum mapping documents • Alignment studies • Action plans for improving instruction • Teacher certification information • Teacher interviews • Testing results • Other 	E. Collaboration with Special Education <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> No collaboration exists between teachers and special education staff. Limited collaboration exists between teachers and special education staff.		To what extent do ESL teachers and special education teachers collaborate to provide instruction for ELL who are also served by special education? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> Collaboration generally occurs between teachers and special education staff. Systematic, comprehensive collaboration occurs between teachers and special education staff.		
	F. Student Work Guides Instruction <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> Teachers do not analyze student work. Teachers occasionally analyze student work, but results do not always inform instruction.		To what extent do teachers use student work to guide instructional practices? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> Teachers regularly analyze student work and results may be used to inform instruction. Teachers work collaboratively with other staff to analyze unique aspects of ELL work and use results to inform instruction.		

INSTRUCTION	BACKGROUND QUESTIONS				
<p style="text-align: center;">STRATEGIES Instructional strategies are based on the needs of ELL.</p>					
<p>Evidence</p> <p>Gather this information by survey, interview, observation and/or additional documentation.</p> <ul style="list-style-type: none"> • Classroom observations • Lesson plans that address various teaching strategies, learning styles, multiple intelligences, visual aids, demonstrations, cooperative learning, opportunities to produce language • Student/teacher interviews • In-services offered to staff on cultures and histories of ELL • Other 	<p>G. Connections to Real-life Experience</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Instruction has neither connection nor application to real-life experiences. Little instruction allows students to connect and apply learning to real-life experiences.</p>		<p>To what extent is instruction related to the prior and current life experiences of ELL?</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Some instruction allows students to connect and apply learning to real-life experiences. Most instruction allows students to connect and apply learning to real-life experiences.</p>		
	<p>H. Variety of Instructional Strategies</p> <p style="text-align: center;">1 2 3 4 5</p> <p>No attempts are made to address various styles and levels. Few attempts are made to address various styles and levels.</p>		<p>To what extent are a variety of instructional strategies used to address various learning styles, language proficiency levels and developmental levels?</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Some attempts are made to address a variety of styles and levels. Consistent attempts are made to address a variety of styles and levels</p>		

INSTRUCTION	BACKGROUND QUESTIONS			
STRATEGIES Instructional strategies are based on ESL student needs.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Classroom observations • Lesson plans that address various teaching strategies, learning styles, multiple intelligences, visual aids, demonstrations, cooperative learning, opportunities to produce language • Student/teacher interviews • Routes to graduation for ELL (pathways) • Staff development plans • Other 	I. Support for Content and Language Objectives Both mainstream teachers and ESL teachers strive to support students learning English and mainstream content. <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 6 7 8 9 10 </div> Content and language objectives are not supported. Content and language objectives are minimally supported. Content and language objectives are generally supported. Content and language objectives are clearly supported.	To what extent are objectives for content and language learning supported by instruction?		
	J. Strategies for Diverse Populations of ELL <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 6 7 8 9 10 </div> Few teachers have the preparation and skill to meet the needs of all ELL. Some teachers have the preparation and skill to meet the needs of all ELL. Most teachers have the preparation and skill to meet the needs of all ELL All teachers have the preparation and skill to meet the needs of all ELL	How well are mainstream and ESL teachers prepared to accommodate ELL from diverse linguistic and cultural backgrounds?		

*Refer to the following for more detailed guidelines on instructional strategies: Echevarria, J., Vogt, M., & Short, D. (2000). *The sheltered instruction observation protocol (SIOP)*. Needham Heights, MA: Allyn & Bacon.

INSTRUCTION	BACKGROUND QUESTIONS			
ENVIRONMENT Staff collaborate to create, establish, and maintain an effective learning environment for all students.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Master schedules • Lesson plans • Classroom observations • Instructional resources purchasing plan • Student/teacher interviews • Translations/interpretations of school rules and regulations • School discipline log (in-school suspension, out-of-school suspension, expulsions) • Other 	K. Instructional Climate <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>The school climate does not lead to a good learning atmosphere.</p>	How does the school climate lead to a respectful, welcoming environment for ELL? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>The school climate leads to a good learning atmosphere for some students and teachers.</p>	<p>The school climate leads to a good learning atmosphere for most students and teachers.</p> <p>The school climate leads to a good learning atmosphere for all students and teachers.</p>	
	L. Use of Resources Resources include textbooks, electronic media, computer access, manipulatives, etc. <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>No textbook is available and the teacher has access to very limited resources.</p>	To what extent are a variety of resources made available for use in the ELL classroom? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>A variety of current instructional resources are used in most classrooms.</p>	<p>A wide variety of current instructional resources are used in all classrooms.</p>	

INSTRUCTION	BACKGROUND QUESTIONS			
ENVIRONMENT Staff collaborate to create, establish, and maintain an effective learning environment for all students.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Master schedules • Number of students in space at one time • Other 	M. Learning Space <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> <p>Learning space is entirely inadequate.</p> <p>Learning space is minimally adequate.</p>		To what extent is adequate space given to ESL teachers and ELL? <div style="display: flex; justify-content: space-around; width: 100%;"> 6 7 8 9 10 </div> <p>Learning space is functional.</p> <p>Learning space is ample and entirely functional and accommodates learning needs of teachers and students.</p>	

Assessment

Guiding Questions

1. To what extent are ELL and mainstream assessment practices coordinated?
 2. Is there a clear written policy for assessing ELL? How do stakeholders have access to the policy?
 3. To what extent are assessments for ELL derived from individual student needs?
 4. How are assessments adapted for ELL? Are alternative assessments offered for ELL?
 5. How is guidance provided to mainstream staff in the use of alternative assessments?
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ASSESSMENT	BACKGROUND QUESTIONS				
STATE LEVEL ASSESSMENTS State assessments for ELL include the Test of Emerging Academic English, Minnesota Comprehensive Assessments, Basic Skills Test and the PERFORMANCE ASSESSMENTS of the high standards.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Roster of students taking the TEAE • State guidelines for accommodations and modifications • Communications with parents regarding assessment • District guidelines for assessing ELL • District plan for administration of all state tests • Individual Graduation Plans • Other 	A. TEAE The Test of Emerging Academic English(TEAE) was administered statewide for the first time in 2001. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Administration of the TEAE is uneven; little is known about the TEAE outside of the ESL program.</div> <div style="text-align: center;">3 4 5 All potential ELL take the TEAE, some mainstream teachers are aware of its purpose.</div> </div>		Is the TEAE administered in a manner that includes all potential ELL? Are parents and teachers well-informed regarding the purpose of the TEAE? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">6 7 8 All potential ELL take the TEAE, most mainstream teachers are aware of its purpose, some parents are aware of its purpose.</div> <div style="text-align: center;">9 10 All ELL and potential ELL take the TEAE; all stakeholders are aware of its purpose; test administration ensures accurate results.</div> </div>		
	B. Availability of accommodations An accommodation is a change to the testing conditions (e.g. extended time) that doesn't alter the test's validity. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Accommodations not generally known and not generally available.</div> <div style="text-align: center;">3 4 5 Some accommodations are available and used for some ELL.</div> </div>		Are accommodations on the <ul style="list-style-type: none"> • MCA, • BST, and • high standards available to those ELL who would benefit from them? <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">6 7 8 Many accommodations are available, but not used by all ELL who might benefit from them.</div> <div style="text-align: center;">9 10 Accommodations are available and offered to all ELL.</div> </div>		

ASSESSMENT	BACKGROUND QUESTIONS			
STATE LEVEL ASSESSMENTS State assessments for ELL include TEAE, MCA, BST and the PERFORMANCE ASSESSMENTS of the high standards.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Roster of students taking the TEAE • State guidelines for accommodations and modifications • Communications with parents regarding assessment • District guidelines for assessing ELL • District plan for administration of all state tests • Individual Graduation Plans • Pathways to graduation • Other 	C. Availability of modifications A modification is a change to the testing conditions (e.g. using a translated test) that alters the test's validity. <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> Modifications are not generally known and not generally available. Some modifications are available and used for some ELL.	Are modifications on the <ul style="list-style-type: none"> • MCA, • BST, and • high standards available to those ELL who would benefit from them? <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> Modifications are not generally known and not generally available. Some modifications are available and used for some ELL.		
	D. Placement/assessment <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> It is clear where standards are assessed, but not necessarily for ELL; significant scheduling difficulties exist for ELL that preclude their opportunity to meet standards. It is clear where ELL are assessed, but the system is only workable for some ELL; scheduling is difficult.	Are high standards placed in courses in such a manner that ELL have the opportunity to complete standards in a timely and logical manner? <div style="display: flex; justify-content: space-around; width: 100%;"> 6 7 8 9 10 </div> It is clear where ELL are assessed, and most ELL receive a schedule which allows them to make timely progress. It is clear where ELL are assessed and all but the occasional student receive a logical schedule.		

ASSESSMENT	BACKGROUND QUESTIONS				
STATE LEVEL ASSESSMENTS State assessments for ELL include TEAE, MCA, BST and the PERFORMANCE ASSESSMENTS of the high standards.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • State guidelines for accommodations and modifications • Communications with parents regarding assessment • District guidelines for assessing ELL • District plan for administration of all state tests • Individual Graduation Plans • Pathways to graduation • Other 	E. Individual Graduation Plan (IGP) 9-12 grade only: ELL completing modified high standards at the high school level must have a completed Individual Graduation Plan (IGP) on file. <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> No plan for the use of the IGP is in place; little is known about the IGP and its role in ESL programs. ELL teachers have developed an IGP; little is known about the IGP outside of ESL.			Does the school use the IGP process for assuring that modifications made to high standards for ELL are appropriate? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> An IGP has been developed by ELL teachers and others; counselors and others are aware of it; few if any explanations available in translation. An IGP has been collaboratively developed and implemented; all stakeholders are familiar with it, including parents; translations are available.	
	F. Scoring of high standards <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> No written district policy exists. Little is known about how to score high standards for ELL. No written district policy exists. There is a general agreement in the district regarding scoring high standards for ELL.			To what extent do teachers and other staff make use of the district policy for scoring high standards for ELL? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> A written district policy exists and is used by ESL staff. Few other stakeholders are aware of the policy. All stakeholders use the written district policy; parents know of the policy; translations are available.	

ASSESSMENT	BACKGROUND QUESTIONS				
CLASSROOM ASSESSMENTS Daily, weekly and unit assessments across the four modalities (reading, writing, listening, and speaking) in ESL and content areas.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • District/School grading policy • Sample of classroom assessments • Teacher developed tests with scoring criteria • Lesson plans • Staff interviews • Classroom observations • Other 	H. Variety of Assessments <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>Assessments generally conform to one type and address only one modality.</p> <p>Some assessments indicate a variety of ways for students to demonstrate knowledge and address one or two modalities.</p>		Do assessments offer ELL a variety of ways to demonstrate their language and content knowledge? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>Most assessments indicate a variety of ways for students to demonstrate knowledge and address two to three modalities.</p> <p>Assessments consistently indicate a variety of ways for students to demonstrate knowledge and address three to four modalities.</p>		
	I. Grading <p>It is often difficult to decide whether it is best to grade an ELL in comparison to all students or in comparison to other ELL.</p> <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>No clear ELL grading policy exists.</p> <p>ELL grading policy exists, but is not uniformly applied to all subjects and/or students.</p>		Are staff members clear on the grading policy for ELL? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>ELL grading policy exists and is applied to most subjects and students.</p> <p>A clear ELL grading policy is articulated and used by all staff.</p>		

ASSESSMENT	BACKGROUND QUESTIONS			
CLASSROOM ASSESSMENTS Daily, weekly and unit assessments across the four modalities (reading, writing, listening, and speaking) in ESL and mainstream classes.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • District/School grading policy • Sample of classroom assessments • Teacher developed tests with scoring criteria • Lesson plans • Staff interviews • Classroom observations • Parent-teacher meetings • Translated documents • Number of interpreters on call • Process through which interpreters are accessed • Other 	J. Grade Reporting A translator is someone who translates written documents. An interpreter is someone who translates spoken interaction. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Translators and/or interpreters are not accessible. Few documents translated in any language.</div> <div style="text-align: center;">3 4 5 Translators and/or interpreters are available on a limited basis. Some documents translated in a few languages.</div> <div style="text-align: center;">6 7 8 Translators and/or interpreters are often available. Many documents translated in a few languages.</div> <div style="text-align: center;">9 10 Translators and/or interpreters are readily available. Many documents translated in many languages.</div> </div>	Do parents have access to translators and translations and do staff have access to interpreters?		
	K. Assessments informing instruction Formative assessments are those used during units to inform further instruction. Summative assessments are those that evaluate learning to date. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 2 Assessments do not include formative or summative measures.</div> <div style="text-align: center;">3 4 5 Assessments address both formative and summative measures on a limited basis.</div> <div style="text-align: center;">6 7 8 Assessments include both formative and summative measures on a regular basis, but not consistently.</div> <div style="text-align: center;">9 10 Assessments include both formative and summative measures on a regular, consistent basis.</div> </div>	Are assessments given to ELL both formative and summative?		

ASSESSMENT	BACKGROUND QUESTIONS			
DISTRICT/SCHOOL ASSESSMENTS District and school level assessments facilitate placement into appropriate programs, exit from services, and integration of ELL in the school experience.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • District ESL manual • ESL entrance and exit policies • ESL entrance and exit assessments • Community involvement documents • Staff interviews • Observations • Other 	L. Eligibility Stakeholders include district and school administrators, secretaries, school staff, students, families and community members. <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> A few ESL staff are aware of and can articulate the criteria for ESL services.	Are stakeholders aware of eligibility criteria for ESL services? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> All ESL, some general education staff and families are aware of and can articulate the criteria for ESL services.		
	M. Student Background and Experiences <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> No policy exists to address factors during placement.	How are factors such as previous school experience, background knowledge, and transcripts addressed when placement decisions are made? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> Policy exists. Some factors are addressed regularly.		

ASSESSMENT	BACKGROUND QUESTIONS			
DISTRICT/SCHOOL ASSESSMENTS District and school level assessments facilitate placement into appropriate programs, exit from services, and integration of ELL in the school experience.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • District LEP manual • LEP entrance and exit policies • LEP entrance and exit assessments • Community involvement documents • Staff interviews • Observations • Other 	N. Coordination of Special Education Services IEP/504 and ELL <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>No policy exists to assess ELL for special education services.</p> <p>A policy exists. Issues are not consistently addressed on a child-by-child basis.</p>	To what extent does the policy for assessing ELL for special education services best serve the interests of ELL? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>A policy exists. Some pertinent issues are addressed regularly on a child-by-child basis.</p> <p>A clear policy addresses issues involved in assessing ELL for special education. It is consistently used on a child-by-child basis.</p>		
	O. Exit Decisions <div style="display: flex; justify-content: space-around; font-size: small;"> 1 2 3 4 5 </div> <p>No policy exists to exit ELL from programming. No consistent criteria are used.</p> <p>A policy exists. A few criteria are used in decision-making.</p>	What criteria are used to exit ELL from ESL programs? <div style="display: flex; justify-content: space-around; font-size: small;"> 6 7 8 9 10 </div> <p>A policy exists. Some criteria are regularly and consistently used in decision-making.</p> <p>A district policy on ELL exiting is consistently used. Multiple criteria are consistently used.</p>		

ASSESSMENT	BACKGROUND QUESTIONS			
DISTRICT/SCHOOL ASSESSMENTS District and school level assessments facilitate placement into appropriate programs, exit from services, and integration of ELL in the school experience.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Local curriculum documents • District LEP manual • LEP entrance and exit policies • LEP entrance and exit assessments • Staff interviews • Observations • Other 	P. Monitoring ELL Students <div style="text-align: center;">1 2</div> ELL are not generally monitored.	<div style="text-align: center;">3 4 5</div> Few ELL are monitored, or most ELL are only rarely monitored.	<div style="text-align: center;">6 7 8</div> Most ELL are monitored, or all ELL are only occasionally monitored.	<div style="text-align: center;">9 10</div> All ELL are consistently monitored on a regular basis.

Staff Development

Guiding Questions

1. To what extent does the school support effective staff development for educational personnel (administrators, teachers, paraprofessionals and staff) who work with ELL?
 2. To what extent is there a school-wide effort to have ESL and mainstream teachers work together and learn from each other in order to support the academic achievement of ELL?
 3. How are questions and concerns of teachers addressed through staff development?
 4. How often are ESL and Bilingual Education teachers in the school sought out as experts for staff development on programming for ELL?
 5. How often do administrators help provide the necessary time for staff development?
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STAFF DEVELOPMENT

BACKGROUND QUESTIONS

CONTEXT

The school organization provides an environment that supports staff development initiatives.

Evidence

Gather this information by survey, interview, observation and/or additional documentation.

- Study groups
- Action research groups
- Observation
- Peer coaching
- Previous staff development initiatives
- Assessment of current practices

A. Collaborative Learning Communities

Staff development initiatives should promote collaboration between ESL/Bilingual and mainstream staff.

1	2	3	4	5
Opportunities in this area are minimally provided. They do not promote collaboration among staff.		Opportunities in this area are somewhat available, and promote limited collaboration among staff.		

How are staff development opportunities related to second language development and appropriate instruction for ELL?

6	7	8	9	10
Opportunities in this area are available, and promote collaboration among staff.			Many opportunities in this area are available, and promote significant collaboration among staff.	

B. Instructional Leadership

1	2	3	4	5
ESL/bilingual staff rarely incorporate their knowledge and skills in staff development initiatives.		ESL/bilingual staff sometimes incorporate their knowledge and skills in staff development initiatives.		

To what extent do staff development initiatives incorporate the knowledge and skills of ESL teachers?

6	7	8	9	10
ESL/bilingual staff often incorporate their knowledge and skills in staff development initiatives; they often help construct staff development initiatives.			ESL/bilingual staff consistently incorporate their knowledge and skills in staff development initiatives; they consistently construct staff development initiatives.	

STAFF DEVELOPMENT		BACKGROUND QUESTIONS			
CONTEXT The school organization provides an environment that supports staff development initiatives.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Study groups • Action research groups • Observation • Peer coaching • Previous staff development initiatives • Assessment of current practices 	C. Job-Embedded Initiatives Are there opportunities for observation and consultation across classes and schools? <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> Staff development activities mainly provide information; little opportunity for practice or performance during the school day.		Describe how staff development activities for ESL/bilingual and mainstream staff are integrated into the school day. <div style="display: flex; justify-content: space-around; width: 100%;"> 6 7 8 9 10 </div> Staff development activities provide information and ample opportunity for practice or performance during the school day.		
	D. Alignment <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> Staff development rarely focuses on the most pressing needs.		How well do staff development initiatives align with the most immediate needs of staff working with ELL? <div style="display: flex; justify-content: space-around; width: 100%;"> 6 7 8 9 10 </div> Staff development usually focuses on the most pressing needs.		

STAFF DEVELOPMENT

BACKGROUND QUESTIONS

CONTEXT

The school organization provides an environment that supports staff development initiatives.

<p>Evidence</p> <p>Gather this information by survey, interview, observation and/or additional documentation.</p> <ul style="list-style-type: none"> • Study groups • Action research groups • Observation • Peer coaching • Previous staff development initiatives • Assessment of current practices 	<p>E. Resources</p> <p>Staff development for educators working with ELL might include the linguistic, cultural, social, and academic development of ELL.</p>	<p>Are adequate financial resources and time allotted to support staff development activities?</p>		
	<p>1 2</p> <p>Adequate time and financial resources are not allocated. Few if any opportunities exist for staff development.</p>	<p>3 4 5</p> <p>Limited time and financial resources are available. Limited opportunities exist for staff development.</p>	<p>6 7 8</p> <p>Adequate time and financial resources are available. Staff have opportunities to engage in staff development.</p>	<p>9 10</p> <p>Staff routinely have adequate time to engage in staff development initiatives that are fully funded.</p>

STAFF DEVELOPMENT		BACKGROUND QUESTIONS				
PROCESS						
Staff development opportunities support the acquisition of new knowledge about second language learners and the transference of this knowledge and skills to more effective classroom practice.						
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Study groups • Action research groups • Observation • Peer coaching • Assessment of current practices • Previous staff development initiatives • Levels of use surveys 	F. Use of Data <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> <p>Staff development initiatives are rarely determined by data which show the academic progress of ELL.</p>		To what extent are data used to determine staff development initiatives and to evaluate their effectiveness? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> <p>Staff development initiatives are often determined by data which show the academic progress of ELL.</p>		<p>Staff development initiatives are sometimes determined by data which show the academic progress of ELL.</p> <p>Staff development initiatives are always determined by data which show the academic progress of ELL.</p>	
	G. Evaluation of Effectiveness <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> <p>No evidence exists to indicate transfer of skills to classroom practices or changes in student learning.</p>		<div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> <p>There is clear evidence of skills transferred to classroom practices and changes in student learning.</p>		What evidence is there that staff development initiatives result in improved practice for staff and improved academic learning for ELL? <p>There is clear evidence of sustained changes in classroom practices and student learning.</p>	

STAFF DEVELOPMENT		BACKGROUND QUESTIONS				
PROCESS						
Staff development opportunities support the acquisition of new knowledge about second language learners and the transference of this knowledge and skills to more effective classroom practice.						
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Classroom observations • Physical set-up of classroom • Lesson plans that address various strategies, learning styles, multiple intelligences • Peer coaching • Student/teacher interviews • Units of study 	H. Focus on Learning <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> <p>Teachers are not provided opportunities to practice and/or receive feedback on new skills that mirror expectations for student learning.</p>		Are all teachers provided the opportunity to practice new skills and receive feedback on their performance? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> <p>Teachers are provided opportunities to practice and/or receive feedback on new skills that mirror expectations for student learning.</p>			
	I. Support for Changed Practices <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> <p>Little or no follow-up or support exists for new initiatives or required changes at the site.</p>		Describe how follow-up activities and strategies are used to sustain new initiatives or major changes at the school for ELL. <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> <p>Specific activities or strategies are used to support new initiatives or required changes at the site.</p>		<p>Consistent and sustained follow-up activities and strategies are used to support new initiatives and required changes at the site.</p>	

Family and Community Involvement

Guiding Questions

1. How are members from the communities of ELL included in school activities?
 2. How well does the school achieve effective two-way communication with ELL families and their communities?
 3. How do school administrators support the efforts of educational personnel in their efforts to address the needs of ELL families and their communities?
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FAMILY AND COMMUNITY INVOLVEMENT					BACKGROUND QUESTIONS					
PARTNERSHIP AND COLLABORATION										
The school site works to establish partnerships with the families and communities of ELL to facilitate understanding and collaboration										
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Program agendas • Interpreters or Bilingual Staff • Translated documents • Parent interviews by bilingual and bicultural staff or interpreters • Schedules for community-based learning activities • Observations • Community surveys • Other 	A. Family and Community Participation of ELL					How does the school help families and communities of ELL feel welcomed and invited?				
	1	2	3	4	5	6	7	8	9	10
	The school has few strategies in place to create an inviting atmosphere for families of ELL.		The school has some strategies in place to create an inviting atmosphere for families of ELL.		The school has many strategies in place to create an inviting atmosphere for families of ELL.			The school has many strategies in place to create an inviting atmosphere for families of ELL; initiatives are periodically evaluated and changed as needed.		
	B. Learning Environment					How does the school support family members of ELL to be active partners in their children's learning?				
1	2	3	4	5	6	7	8	9	10	
	There are few proactive connections between school and home for family members of ELL.		There are some proactive connections between school and home for family members of ELL.		There are many proactive connections between school and home for family members of ELL.			Connections between school and home are actively cultivated and periodically evaluated as to their effectiveness.		

FAMILY/COMMUNITY	BACKGROUND QUESTIONS									
PRACTICE AND STRUCTURE Practice and structures support Family and Community Involvement of ELL.										
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Parent or family interviews/surveys with the help of interpreters or translations • Alternative meeting sites and schedules (community, school and other) • ELL parent meeting or training attendance log • Staff interviews/surveys • Parent, family and community workshop schedule • Meeting minutes • Result of community surveys • Other 	C. Effective Communication <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> <p>Few or no opportunities exist to support communication among schools, families and community members; communication is overwhelmingly in English.</p>					How are potential barriers to communication between the school and family members of ELL addressed? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> <p>Many opportunities exist to promote and maintain communication among schools, families and community members; interpreters and translations are used.</p> <p>Multiple opportunities exist to promote and maintain communication among schools, families and community members; interpreters and translations consistently used.</p>				
	D. Cultural Sensitivity <p>Schoolwide practice is meant to include the physical environment of the school, the actions of teachers, the programs available, the nature of the overall school atmosphere.</p> <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> <p>Schoolwide practices lack sensitivity to the cultural backgrounds of ELL.</p>					How does schoolwide practice convey respect for the cultural backgrounds of ELL and their families? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> <p>Schoolwide practices are generally respectful of and sensitive to the cultural backgrounds of ELL.</p> <p>Schoolwide practices are always respectful of and sensitive to the cultural backgrounds of ELL.</p>				

Leadership

Guiding Questions

1. Is there a vision or mission for the school of which teachers are aware?
 2. To what extent are decisions about the academic achievement of ELL made on the basis of school data?
 3. To what extent does school leadership reflect the concern for achievement of all learners?
 4. To what extent does school leadership reflect the input of various stakeholders (students, parents, community, mainstream staff, ESL staff)?
 5. What sort of effort do school personnel make to include ELL, their families, and community-based organizations as active participants in the school's decision-making process?
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LEADERSHIP	BACKGROUND QUESTIONS				
VISION Leadership has developed a shared and sustained vision.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Visual displays of mission and vision • Policies, procedures, process • School/district publications • Minutes of meetings • Staff surveys or interviews • Parent surveys or interviews • Student achievement goals • Decision-making structure • Mentorship opportunities • Qualitative and quantitative data • Other 	A. Shared Vision The mission of the school may be contained in a formal mission statement or informal motto. <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> The mission does not encompass the unique perspective of ELL. The mission encompasses the unique perspective of some ELL.		Does the mission of the school include ELL? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> The mission encompasses the unique perspective of most ELL. The mission encompasses the unique perspective of all ELL.		
	B. Guides Decisions <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> The vision and mission are not supported among stakeholders or not used to guide decisions made in classrooms, by site teams or by administrators. The vision and mission are supported verbally among stakeholders but do not appear to guide decisions made in classrooms, by site teams or by administrators.		Do the vision and mission guide decisions made at various levels of the organization (classroom, site committees, administration)? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> The vision and mission generally guide decisions made in classrooms, by site teams or by administrators. The vision and mission consistently guide decisions made in classrooms, by site teams or by administrators.		

LEADERSHIP	BACKGROUND QUESTIONS			
DECISION-MAKING PROCESS Decisions are focused on student achievement, are data-driven and collaborative.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Visual displays of mission and vision • Policies, procedures, process • School/district publications • Minutes of meetings • Staff surveys or interviews • Student achievement goals • Decision-making structure • Other 	C. Clear structure <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> <p>The decision-making structure is unclear and not understood by all stakeholders; decisions are seldom made on the basis of ELL academic achievement.</p>		To what extent does the process for making decisions regarding ESL programs, ESL staff and ELL result in better academic achievement for ELL? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> <p>The decision-making structure is clear and well understood by many stakeholders; decisions are usually made on the basis of ELL academic achievement.</p>	
	D. Use of data <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> <p>Information is seldom used to evaluate ESL/Bilingual programs and to make important decisions related to ELL.</p>		To what extent does school leadership use a variety of assessment measures to inform decisions related to ELL? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> <p>Information from several sources is used to evaluate ESL/Bilingual programs and to make important decisions related to ELL.</p>	

LEADERSHIP	BACKGROUND QUESTIONS			
DECISION-MAKING PROCESS Decisions are focused on student achievement, are data-drive and collaborative.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • Visual displays of mission and vision • Policies, procedures, process • School/district publications • Minutes of meetings • Staff surveys or interviews • Student achievement goals • Decision-making structure • Other 	E. Collaborative Decision-Making Stakeholders include students, parents, community members, ESL/Bilingual staff, mainstream staff, and administrators. <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> Important decisions are made in isolation. Some important decisions are made with input from stakeholders.	To what extent does the school leadership collaborate with stakeholders in ESL programs to make effective decisions for ELL? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> Important decisions are usually made with input from stakeholders. Important decisions are consistently made with input from stakeholders; interpreters and translations are available.		
	F. Effective Participation <div style="display: flex; justify-content: space-around; font-weight: bold;"> 1 2 3 4 5 </div> There is no ESL/bilingual coordinator or the ESL/bilingual coordinator is rarely given the time and resources to participate effectively on school committees. ESL/bilingual coordinators are sometimes given the time and resources to participate effectively on school committees.	To what extent are ESL and bilingual coordinators given the time and resources necessary to be effective members of committees across school programs? <div style="display: flex; justify-content: space-around; font-weight: bold;"> 6 7 8 9 10 </div> ESL/bilingual coordinators are usually given the time and resources to participate effectively on school committees. ESL/bilingual coordinators are consistently given the time and resources to participate effectively on school committees.		

Governance

Guiding Questions

1. Who are the stakeholders in the governance of the school?
 2. How does the decision-making process include all stakeholders?
 3. How are federal, state, and district policies aligned within the school?
 4. How are school policies that address the needs of ELL developed, and how are those policies made accessible to school staff and other interested parties?
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STRUCTURES

Governance structures support educational effectiveness.

<p>Evidence</p> <p>Gather this information by survey, interview, observation and/or additional documentation.</p> <ul style="list-style-type: none"> • Site improvement plan • Site needs assessment • Meeting agendas/minutes • Staff interviews • Family interviews • Local business/community interviews • Student interviews • Teacher/Parent organization interviews • Translated materials • Other 	<p>A. Decision making</p> <p>Stakeholders include students, parents, community members, ESL staff, mainstream staff, and administrators.</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>The decision-making process is unclear, not collaborative, and few stakeholders have access to the process. The decision-making process is not always clear, not collaborative, and only some stakeholders have access to the process. The decision-making process is clear, usually collaborative, and most stakeholders have access to the process. The decision-making process is clear, consistently collaborative, and all stakeholders have access to the process.</p>	<p>To what extent is the decision-making process clear to all stakeholders, including ELL and their families?</p>
	<p>B. Authority</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>It is rarely clear who is responsible for specific decisions; the process for arriving at decisions is unknown. It is sometimes clear who is responsible for specific decisions; the process for arriving at decisions is not clear. It is often clear who is responsible for specific decisions; the process for arriving at decisions is usually clear. It is always clear who is responsible for specific decisions; the process for arriving at decisions is communicated to all stakeholders in an appropriate manner.</p>	<p>Do stakeholders know who is responsible for specific decisions that impact ELL?</p>

GOVERNANCE	BACKGROUND QUESTIONS				
PROCESS Communication and decision-making processes support effective educational practices.					
<p>Evidence</p> <p>Gather this information by survey, interview, observation and/or additional documentation.</p> <ul style="list-style-type: none"> • Board agenda/minutes • District policy written to address the needs of ELL students and families • District investment in resources committed to support ELL • Site improvement plan • Site needs assessment • Staff meeting agendas/minutes • Staff interviews • Title I plan 	<p>C. State Policies and Initiatives</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Staff are not aware of state policies; decisions and initiatives are often in conflict with state policies.</p> <p>Staff have limited knowledge of state policies; decisions and initiatives may be in conflict with state policies.</p>			<p>How well do members of the school governing structures understand State of Minnesota requirements for the education of ELL?</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Staff has sufficient knowledge of policies that impact the site; awareness of state policies is sometimes evident at the school.</p> <p>Staff are exceptionally well-informed about state policies; decision-making is based on state policy; awareness of state policy is consistently evident at the school.</p>	
	<p>D. Inclusive Environment Policies</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Policies may not exist in writing or are not enforced or supported by the district. The climate is negative and/or unsafe.</p> <p>Policies establishing a respect for diversity in the environment exist but are not enforced at the school. The climate may be negative or unsafe.</p>			<p>How are policies and procedures implemented to ensure a learning environment that respects diversity?</p> <p style="text-align: center;">6 7 8 9 10</p> <p>Policies establishing a respect for diversity exist and are enforced at the school and supported by the district.</p> <p>Policies exist and are enforced by the school and district. A respect for diversity is apparent at the site where a focus on student learning exists.</p>	

Resources

Guiding Questions

1. To what extent do ELL have access to the same resources as all other students?
 2. How are stakeholders made aware of available resources to support ELL achievement?
 3. How often do stakeholders have input in the process of allocating resources (planning, coordination, monitoring and review)?
 4. To what extent does the use of resources demonstrate alignment of federal, state and district policies with site and ESL program mission and objectives for ELL?
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RESOURCES	BACKGROUND QUESTIONS			
USE Resources are identified and used effectively to support educational practices.				
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • School budget • District budget • Reports for categorical programs • Web data • Grant applications • STARS • MARSS • UFARS • EDRS • Other 	A. Identification <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> Stakeholders are unable to identify available resources; little or no information is provided regarding available resources.	To what extent do stakeholders have access to information regarding the use of resources for ELL? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 </div> Stakeholders are generally able to identify available resources and are consistently provided current information. Sometimes additional resources are sought based on need.	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 9 10 </div> Stakeholders effectively identify current resources, regularly receive current information and actively seek additional resources based on need.	
	B. Stakeholder Input Stakeholders include students, parents, community members, ESL/Bilingual staff, mainstream staff, and administrators.	To what extent does leadership solicit input from stakeholders regarding the allocation of resources? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 </div> Stakeholders have input into most decisions about how resources are allocated at the school.	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 9 10 </div> Stakeholders have consistent input into decisions about how resources are allocated at the school.	

RESOURCES	BACKGROUND QUESTIONS				
USE Resources are identified and used effectively to support best educational practices.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • School budget • District budget • Reports for categorical programs • Web data • Grant applications • STARS • MARSS • UFARS • EDRS • Other 	C. Allocation Coordination <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> Resources are often allocated without considering the demonstrated needs of ELL. <div style="display: flex; justify-content: space-around;"> 3 4 5 </div> Resources are often allocated based on previous allocations only; there is little consideration of the demonstrated needs of ELL.		To what extent does the allocation of resources reflect the demonstrated needs of ELL? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> Resources are allocated based on the needs of ELL. The determination of need relies on a few recent sources. <div style="display: flex; justify-content: space-around;"> 9 10 </div> Resources are allocated based on the needs of ELL. The determination of need relies on multiple, recent sources.		
	D. Monitoring <div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div> No systematic process exists to monitor the use of resources; allocations are not revised. <div style="display: flex; justify-content: space-around;"> 3 4 5 </div> Monitoring of resources is inconsistent; limited revisions of allocation plans occur.		Does a systematic process exist to monitor the effectiveness of how resources are used to support programming for ELL? <div style="display: flex; justify-content: space-around;"> 6 7 8 9 10 </div> A clearly defined process is in place to monitor the use of resources; allocation plans are revised as often as needed. <div style="display: flex; justify-content: space-around;"> 9 10 </div> A clearly defined, systematic process is used consistently to monitor the use of resources; allocation plans are revised as needed.		

RESOURCES	BACKGROUND QUESTIONS				
ALIGNMENT Use of resources is aligned to support best educational practices.					
Evidence Gather this information by survey, interview, observation and/or additional documentation. <ul style="list-style-type: none"> • School budget • District budget • Reports for categorical programs • Web data • Grant applications • Site budget process • STARS • MARSS • UFARS • EDRS • Other 	E. Federal and State Requirements <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> ELL program may be in violation in several areas. Program meets minimum legal requirements in most areas.			Does the school have a process that ensures that the allocation of resources is in compliance with federal and state requirements? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> Program meets requirements of funding sources and attempts to maximize use. Program meets requirements of funding sources and maximizes the use of available resources.	
	F. Program Goals <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 1 2 3 4 5 </div> No evidence exists of a connection between the allocation of resources and specific program goals. Limited or partial evidence exists of a connection between the allocation of resources and specific program goals.			Does the school have a process that ensures that the allocation of resources supports the goals of specific school programs? <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> 6 7 8 9 10 </div> Most resources are deployed in a manner that supports specific school program goals. Resource allocation reflects full support of specific site program goals.	

Guiding Questions

Curriculum

1. Is there an ESL curriculum in the school? How well does it complement the mainstream curriculum?
2. How does the curriculum balance high expectations for ELL with their limited facility in English?
3. How does the school ensure that every ESL student has access to the standards-based curriculum (both in mainstream and ESL courses)?
4. How is academic content integrated with language learning throughout the curriculum (both in mainstream and ESL courses)?

Instruction

1. How adequately are mainstream teachers prepared to teach ELL?
2. How adequately are ESL teachers prepared to teach ELL?
3. How often do teachers collaborate to adjust instruction for ESL students?
4. How does instruction develop academic language and learning strategies?

Assessment

1. To what extent are ELL and mainstream assessment practices coordinated?
2. Is there a clear written policy for assessing ELL? How do stakeholders have access to the policy?
3. To what extent are assessments for ELL derived from individual student needs?
4. How are assessments adapted for ELL? Are alternative assessments offered for ELL?
5. How is guidance provided to mainstream staff in the use of alternative assessments?

Staff Development

1. To what extent does the school support effective staff development for educational personnel (administrators, teachers, paraprofessionals and other staff) who work with ELL?
2. To what extent is there a school-wide effort to have ESL and mainstream teachers work together and learn from each other in order to support the academic achievement of ELL?
3. How are questions and concerns of teachers addressed through staff development?
4. How often are ESL and Bilingual Education teachers in the school sought out as experts for staff development on programming for ELL?
5. How often do administrators help provide the necessary time for staff development?

Family and Community Involvement

1. How are members from the communities of ELL included in school activities?
2. How well does the school achieve effective two-way communication with ELL families and their communities?
3. How do school administrators support the efforts of educational personnel in their efforts to address the needs of ELL families and their communities?

Leadership

1. Is there a vision or mission for the school of which teachers are aware?
2. To what extent are decisions about the academic achievement of ELL made on the basis of school data?
3. To what extent does school leadership reflect the concern for achievement of all learners?
4. To what extent does school leadership reflect the input of various stakeholders (students, parents, community, mainstream staff, ESL staff)?
5. What sort of effort do school personnel make to include ELL, their families, and community based organizations active participants in the school's decision-making process?

Governance

1. Who are the stakeholders in the governance of the school?
2. How does the decision-making process include all stakeholders?
3. How are federal, state and district policies aligned within the school?
4. How are school policies that address the needs of ELL developed, and how are those policies made accessible to school staff and other interested parties?

Resources

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