

# E3 EXCELL

## ELL Rubric



Discover which systems and school processes support success for English Language Learners, and develop campus-specific action plans to increase achievement for ELLs.

**9 DISTRICTS • 27 SCHOOLS • 28,000 STUDENTS**

### WHAT IS E3 ExcELL?

Recognized by the *White House Initiative on Educational Excellence for Hispanics*, **E3 ExcELL** is a roadmap for systems change to increase achievement for English Language Learners. It utilizes a research-based tool to evaluate school practices and empowers campuses to better support ELL students.

To develop action plans, **E3 ExcELL** also provides training for campus teams that include strengthening community engagement, aligning systems that support teacher effectiveness, and embracing the cultures of ELLs to enhance school climate.

“The beauty of E3 ExcELL is that it looks at all systems and processes within the school that serve to support academic success for ELLs. The comprehensive scope of ExcELL has the potential for not only creating a highly functioning school for ELLs, but for all students.”

– Bilingual Director, Leander ISD



### OUR PARTNERSHIP INCLUDES:



#### COMPREHENSIVE TOOL

to assess best practices and school processes that support ELL students



#### ROADMAP FOR ADMINISTRATORS

to guide decision-making for resource allocation, teaching strategies, family engagement, and school culture



#### INTENSE PROFESSIONAL DEVELOPMENT

for campus leadership teams and district staff to build action plans that utilize these tools to strengthen systems

#### LEARN MORE:

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## E3 ExcELL - ELL Rubric

The *ELL Rubric* is a research-based tool originally developed in fall of 2009 and piloted in spring 2010 by members of the Central Texas ELL Collaborative. It has been updated to include promising practices supporting academic growth identified in the spring of 2013 through research conducted in the *Bright Spots Study for English Language Learners*.

The development of the *ELL Rubric* has been a joint effort of many districts and partners collaborating through the Central Texas ELL Collaborative:

- Austin ISD
- Bastrop ISD
- Del Valle ISD
- Elgin ISD
- Eanes ISD
- Hays CISD
- Hutto ISD
- Manor ISD
- Leander ISD
- Lake Travis ISD
- Pflugerville ISD
- Round Rock ISD
- San Marcos CISD
- Region XIII Education Service Center
- Texas Education Agency
- Texas State University at San Marcos
- University of Texas at Austin
- UT Elementary Charter

The *ELL Rubric* is comprised of four categories, which are: Instructional Leadership, Teacher Effectiveness, Community Engagement, and School Climate. For each category, there are concrete examples and descriptions of the evidence needed to show that a school:

- is *excellent* in their service to ELLs;
- is *good* in their service to ELLs; or
- *needs additional support, knowledge and resources* to serve ELLs.

To support teams in utilizing the *ELL Rubric*, E3 Alliance has designed , a 3-day workshop where campus teams discover which systems and school processes support success for English language learners and develop campus-specific strategic action plans to increase achievement for ELLs.

The *ELL Rubric* is not to be used as a compliance tool. It has been designed to integrate the CIP, committee structures, and campus goals so that they yield a complementary focus on ELL academic achievement. The Central Texas ELL Collaborative developed the *ELL Rubric* as a tool to enable conversation among district leaders, principals, and school faculty around what a high functioning campus for ELLs should look and feel like in order to promote academic growth. The *ELL Rubric* is a tool for communicating and deliberating expectations, identifying opportunities for growth, and informing professional development criteria for your campus in service to ELLs. The Collaborative designed the *ELL Rubric* to be useful to elementary, middle, and high school campuses and useful as a continuous quality improvement tool for district and campus leadership teams.

INSTRUCTIONAL LEADERSHIP			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
<p><u>Administrators</u></p> <p>1. Collaborate with faculty to ensure the development of goals for faculty and students with specific emphasis on academic achievement, student English language acquisition and literacy skills.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan (CIP) reflects and supports the goals to increase student academic achievement, English language acquisition and literacy skills.</li> <li><input type="checkbox"/> Administrators are cognizant of academic achievement and English language acquisition goals for ELLs and employ a process to ensure faculty implementation of these goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan (CIP) has goals for raising student achievement by increasing English language and literacy skills.</li> <li><input type="checkbox"/> Administrators are cognizant of academic achievement and English language acquisition goals for ELLs <u>and</u> are developing a process to ensure faculty awareness of these goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan (CIP) goals have little or no mention of student English language acquisition or raising academic achievement through language acquisition.</li> <li><input type="checkbox"/> Less than ¼ of the faculty refer to English language acquisition &amp; student achievement when discussing their work.</li> </ul>
<p>2. Demonstrate knowledge of TEKS and integration of ELPS and include areas of need in CIP.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principals are active instructional leaders for the growth and implementation of the TEKS and ELPS for all who serve ELLs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principals expect TEKS and ELPS to guide instruction and be included in lesson plans in all programs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little principal expectation of TEKS and ELPS informing instruction.</li> </ul>
<p>3. Provide ongoing professional development in content, second language acquisition and State/Federal compliance.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators collaborate with key personnel (i.e., LPAC, campus leadership team) to regularly review data (student achievement and campus needs assessment) to plan, provide and monitor appropriate professional development, including State and Federal mandates <u>and</u> <ul style="list-style-type: none"> <li>• Seek faculty input and recommendations,</li> <li>• Supports faculty implementation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators collaborate with key personnel (i.e., LPAC, campus leadership team), and periodically review data (student achievement and campus needs assessment) to plan, provide and monitor appropriate professional development, including state and federal mandates.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators collaborate with key personnel (i.e., LPAC, campus leadership team) yet seldom review data (student achievement and campus needs assessment) to plan, provide and monitor appropriate professional development, including state and federal mandates.</li> </ul>
<p>4. Hire highly qualified bilingual/ESL teachers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting administrators are committed to hiring highly qualified bilingual/ESL professionals (e.g., teachers, instructional specialists, counselors, and special programs) and establish systems of support for newly hired teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting administrators hire highly qualified bilingual/ESL teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting administrators attempt to hire highly qualified bilingual/ESL teachers.</li> </ul>
<p>5. Establish bilingual/ESL committees to ensure gains in academic achievement.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual/ESL committee members meet regularly to identify needs and advocate for ELLs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual/ESL committee members meet infrequently to identify needs and advocate for ELLs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No Bilingual/ESL committee exists.</li> </ul>
<p><u>Campus Programs</u></p> <p>6. Show fidelity to current theory<sup>1</sup> and logic of how students learn language and become literate.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty can describe how specific campus programs contribute to student language acquisition and academic achievement, explaining connections to current theory<sup>1</sup> around language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty can describe how specific campus programs contribute to student language acquisition and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty has little understanding how campus programs contribute to student language acquisition.</li> </ul>

INSTRUCTIONAL LEADERSHIP			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
7. Detail specific goals that focus on language acquisition and student achievement.	<input type="checkbox"/> Campus programs directly address CIP goals on student cognitive learning, language acquisition and achievement, and <ul style="list-style-type: none"> <li>• Are used by over 1/2 of the faculty on a daily basis,</li> <li>• Employ current theory<sup>1</sup> on how students learn language and become literate, and</li> <li>• Strategically align goals with practices.</li> </ul>	<input type="checkbox"/> Campus programs, either in whole or with specific elements, address CIP goals for language acquisition or raising student achievement in language arts but <ul style="list-style-type: none"> <li>• 1/3 or less of faculty actively employ these programs, and/or</li> <li>• Campus efforts do not adhere to current theory<sup>1</sup> or logic on how students learn language and become literate.</li> </ul>	<input type="checkbox"/> Campus programs offer no specific efforts around or contribution towards CIP goals for language acquisition or raising student achievement in language arts.
8. Articulate the goals and needs of the language learning programs and academic achievement clearly and consistently.	<input type="checkbox"/> Administrators and faculty can articulate student needs and programs to improve academic achievement. <input type="checkbox"/> Administrators state specific goals for ELL student success in the acquisition of language skills and grade-level achievement in all subject areas including CTE.	<input type="checkbox"/> At least 1/2 or more of administrators and faculty are similar in their description of academic performance goals and expectation for ELL students acquiring language skills and can explain how campus programs contribute to expectations and goals for ELL students. <input type="checkbox"/> Administrators state specific goals for ELL student success in the acquisition of language skills and grade-level achievement in core.	<input type="checkbox"/> Only ELA and ELL faculty and their administrators articulate similar performance goals and expectations for ELL students acquiring language skills and can explain how campus programs contribute to expectations and goals for ELL students. <input type="checkbox"/> Campus administrators speak of the need to raise student achievement for ELL students.
9. Outline and meet State and Federal standards related to English language learners.	<input type="checkbox"/> Administrators and faculty express the necessity for ELL and native-speaker students to be proficient or highly skilled in speaking, listening, writing, and reading academic English and are knowledgeable about State and Federal requirements.	<input type="checkbox"/> At least 1/2 of the administrators and faculty express the necessity for ELL and native-speaker students to be proficient or highly skilled in speaking, listening, writing, and reading academic English.	<input type="checkbox"/> Only ELA and ELL faculty and their administrators express the necessity for all students to be proficient or highly skilled in speaking, listening, writing, and reading academic English.
10. If the district has a language learning policy, the campus goals & efforts consistently align with this policy.	<input type="checkbox"/> Administrator and faculty goals and efforts around student language learning are consistent with at least 90% of board policy for student language learning.	<input type="checkbox"/> Administrator and faculty goals and efforts around student language learning strive to align with board policy for student language learning.	<input type="checkbox"/> Administrator and faculty goals and efforts around student language learning are inconsistent with board policy for student language learning.
11. The Campus Advisory Team has strong ELL representation.	<input type="checkbox"/> ELL faculty and parents participate on the Campus Advisory Team.	<input type="checkbox"/> ELL faculty participate on the Campus Advisory Team.	<input type="checkbox"/> ELL faculty is yet to engage via the Campus Advisory Team.

<sup>1</sup> Appendix B documents research and theories held in consensus by the Central Texas ELL Collaborative.

TEACHER EFFECTIVENESS			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
<b>Faculty</b> 1. Post and review learning objectives for both content and language acquisition that address grade-level TEKS and ELPS.	<input type="checkbox"/> Content objectives and language objectives are posted for all content areas <u>including</u> CTE courses.	<input type="checkbox"/> Content objectives are posted for all content areas <u>including</u> CTE courses.	<input type="checkbox"/> Content objectives and language objectives are inconsistently posted.
2. Instruct for conceptual understanding using high-yield strategies for ELLs (e.g., mapping, visual support, vocabulary support; Gradual Increase of Student Responsibility; Monitoring Understanding; Spiraling & Applied Learning). <sup>2</sup>	<input type="checkbox"/> Bulletin boards showcase student work using the high-yield strategies for ELLs. <sup>2</sup> <input type="checkbox"/> Instruction targets grade-level content with scaffolding towards language acquisition goals or provides scaffolding towards both grade-level content and language acquisition goals.	<input type="checkbox"/> Bulletin boards showcase student work using the high-yield strategies for ELLs. <sup>2</sup> <input type="checkbox"/> Instruction targets grade-level content with scaffolding towards language acquisition goals or provides scaffolding towards both grade-level content and language acquisition goals.	<input type="checkbox"/> <u>No</u> bulletin boards showing student work using the high-yield strategies for ELLs. <sup>2</sup> <input type="checkbox"/> Instruction does not target grade-level content <u>or</u> lacks of scaffolding for language acquisition goals.
3. Use sheltered instruction strategies in bilingual/dual language/ESL classrooms as well as monolingual/regular classrooms.	<input type="checkbox"/> Faculty incorporates sheltered instruction strategies throughout <u>all</u> classroom instruction.	<input type="checkbox"/> Faculty incorporates sheltered instruction strategies during classroom instruction in bilingual/dual language/ESL classrooms.	<input type="checkbox"/> Faculty does not consistently incorporate sheltered instruction strategies during lessons.
4. Use native language and culturally relevant topics during instruction in bilingual/dual language/ESL programs.	<input type="checkbox"/> Faculty routinely incorporates native language and culturally relevant topics during lessons in bilingual/dual language/ESL programs.	<input type="checkbox"/> Faculty sometimes incorporates native language and culturally relevant topics during lessons in bilingual/dual language programs.	<input type="checkbox"/> Faculty does <u>not</u> incorporate native language and culturally relevant topics during lessons.
5. Increase language and literacy skills for each student.	<input type="checkbox"/> Research-based effective instructional practices related to language and literacy skills are evident in <u>all</u> content areas.	<input type="checkbox"/> Less than 1/2 of the faculty can describe their role in student language acquisition and/or raising student literacy levels across core subject areas.	<input type="checkbox"/> Language Arts and ELL teachers understand their role and responsibility in student language acquisition and literacy.

<sup>2</sup> Appendix B documents high-yield strategies held in consensus by the Central Texas ELL Collaborative.

TEACHER EFFECTIVENESS			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
6. Monitor student learning through ongoing informal assessment and through frequent formative assessments and use data to adjust instruction and develop individual student learning plans.	<input type="checkbox"/> Faculty use student data to reflect on <u>and</u> <ul style="list-style-type: none"> <li>• Improve instruction and student learning,</li> <li>• Increase relevancy of instruction to student cultural &amp; linguistic origins, and</li> <li>• Decrease bias of assessments towards native-English speakers.</li> </ul>	<input type="checkbox"/> Faculty use assessment data to reflect on <u>and</u> <ul style="list-style-type: none"> <li>• Improve instruction and student learning.</li> </ul>	<input type="checkbox"/> Campus walkthroughs show minimal resources specific to language acquisition for ELL and native-speaker students. <sup>4</sup>
Administrators			
7. Provide equitable resources for ELL learning and success.	<input type="checkbox"/> Classrooms show evidence of infusion of resources supporting ELL learning & success <sup>3</sup> (e.g., highly qualified teachers, specialized language programs, teacher professional development, instructional resources, reading materials in multiple languages, access to a variety of technology used to support higher order thinking skills, equitable access to all programs including GT and magnet).	<input type="checkbox"/> Classrooms show evidence of resources supporting ELL learning & success, (e.g., instructional resources, reading materials in two languages, access to a variety of technology).	<input type="checkbox"/> Classrooms show little evidence of resources supporting ELL learning & success.
8. Value faculty growth and the development of content expertise within all programs.	<input type="checkbox"/> Principal provides professional development that is content and student population specific, where <ul style="list-style-type: none"> <li>• 3/4 or more of the faculty can describe professional development that increased their ability to cultivate student language acquisition and/or identify students in need of intervention for language acquisition &amp; literacy in their subject matter, and</li> <li>• Campus-based instructional specialist(s) or dean of instruction for language &amp; literacy support literacy in content areas.</li> </ul>	<input type="checkbox"/> Principal provides professional development that is content specific, where <ul style="list-style-type: none"> <li>• ELL students assigned to teachers with most substantial record and/or credentials, and</li> <li>• Campus-wide professional development day(s) devoted to student language acquisition and literacy.</li> </ul>	<input type="checkbox"/> Professional development is not relevant to teachers in bridging skills gaps for serving English language learners.
9. Systematize collaboration across bilingual, ESL, and subject area teachers during PLCs and vertical alignment meetings.	<input type="checkbox"/> ELL teachers meet at least weekly to plan instruction with both ELL and subject area teachers and <ul style="list-style-type: none"> <li>• Collaborate with content experts through monthly/quarterly vertical team meetings.</li> </ul>	<input type="checkbox"/> ELL teachers meet several times a month to strategize with ELL and subject area teachers.	<input type="checkbox"/> ELL teachers work in isolation or with few opportunities (less than twice a month) to strategize or plan lessons with other ELL teachers or subject area teachers.

<sup>3</sup> Appendix B documents resources supporting ELL learning and success and resources supporting student language acquisition held in consensus by the Central Texas ELL Collaborative.

COMMUNITY ENGAGEMENT			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
<b>Parents</b> 1. Are encouraged by faculty to actively participate in the education of their children to meet state academic standards and learn English.	<input type="checkbox"/> Parents and family members are welcomed at the campus and provided training/resources in native language to assist their children on test accommodations, strategies, coursework and English language development.	<input type="checkbox"/> Parents and family members are welcomed at the campus and provided resources to assist their children to learn English, to complete their coursework and familiarize them with assessment requirements.	<input type="checkbox"/> Parents and family members are provided minimal resources.
2. Engage to build sense of school community.	<input type="checkbox"/> Parents and members of the community are actively involved in the decision making process of school and community engagement activities (e.g., PTO/PTA, SBDM, LPAC, CAC). <input type="checkbox"/> Parents and family members (siblings, grandparents, aunts, and uncles) frequently participate in Campus Family Nights.	<input type="checkbox"/> Parents are involved in the campus through classroom volunteering, bake sales, office work, chaperoning, teacher appreciation events, etc. (Attendance of athletic events does not count.)	<input type="checkbox"/> Parents typically visit campus only when requested to meet with an administrator or faculty member.
3. Respect and value teachers.	<input type="checkbox"/> Parents' participation in parent conferences, family nights and campus activities is evident through agendas and sign-sheets. <input type="checkbox"/> Parents and teachers are engaged in ongoing communication about school rules, policy, and instruction through family nights and campus activities.	<input type="checkbox"/> Parents occasionally participate in parent conferences, family nights and campus activities. <input type="checkbox"/> Parents and teachers are informed about school rules, policy, and instruction through family nights and campus activities.	<input type="checkbox"/> Parents' participation in parent conferences, family nights and campus activities is lacking.
<b>Administrators &amp; Faculty</b> 4. Respect, value and engage parents.	<input type="checkbox"/> Faculty engages parents for specific programs and activities related to their culture, knowledge, skills and expertise. (e.g., career days, tutoring, and volunteering)	<input type="checkbox"/> Faculty encourages parents to visit the classroom and to share of their culture and skills.	<input type="checkbox"/> Faculty has limited knowledge of parents' culture and skills.
5. Use intentional and effective strategies to promote two-way communication with parents and provide constructive feedback on their children.	<input type="checkbox"/> English-speaking faculty routinely utilizes readily accessible resources or staff for assistance in communicating with non-English speaking parents. <input type="checkbox"/> At least 3/4 of the faculty telephone, write or meet each parent more than once a semester to discuss positive and negative aspects of students' academic achievement, behavior and attendance and operate with an open-door policy mindset.	<input type="checkbox"/> English-speaking faculty enlists bilingual staff to help converse with non-English speaking parents. <input type="checkbox"/> At least 1/2 of the faculty telephone, write or meet each parent more than once a semester to discuss positive and negative aspects of students' academic achievement and behavior.	<input type="checkbox"/> English-speaking faculty rarely enlists bilingual staff to help communicate with non-English speaking parents. <input type="checkbox"/> Faculty periodically/inconsistently calls parents to inform them of a failing report card grade, an assignment for detention, or a disciplinary referral.



COMMUNITY ENGAGEMENT			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
6. Engage parents and community members in relationships that are asset-based.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators hold meetings at least quarterly with parents to discuss emerging data patterns in student achievement, discipline, and attendance and to problem-solve on how to increase and sustain student academic achievement.</li> <li><input type="checkbox"/> Administrators and/or faculty meet with small groups of parents (at campus, church/synagogue hall or parent home) to discuss ways to help students with academic and social pressures, difficulties and age-appropriate expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Campus family nights occur at least twice a year, involve at least 3/4 of the faculty, and showcase student performances, academic work, or recognition for academics &amp; school participation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Family meetings with school personnel primarily occur during Back-to-School night, parent conference days, for disciplinary referrals or removals, or meetings on academic placement.</li> </ul>
7. Are cognizant that the Campus Advisory Team membership is diverse and inclusive.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and/or faculty meet with language program teachers, parents, district and community representatives of the campus advisory team on a consistent basis to design, implement and monitor district content and language goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and/or faculty meet with language program teachers, parents, and community representatives of the campus advisory team.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Language program teachers, parents, and community representatives do not adequately represent the ELL population on the campus advisory team.</li> </ul>

SCHOOL CLIMATE			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
<b>Administrators &amp; Faculty</b> 1. Promote a school climate where “All Children Can Learn” with high academic expectations for ELL students.	<input type="checkbox"/> Administrators and faculty through actions and effective modeling, demonstrate the belief that “All Children Can Learn” and hold everyone accountable. <input type="checkbox"/> ELL students are proportionately represented in GT, IB, AP, Pre-AP and magnet school programs.	<input type="checkbox"/> Administrators and faculty clearly articulate high expectations for students and one another. <input type="checkbox"/> Administrators and faculty are working towards ensuring ELL students are proportionately represented in GT, IB, AP, Pre-AP and magnet school programs.	<input type="checkbox"/> Administrators and faculty model postsecondary aspirations. <input type="checkbox"/> ELL students are not proportionately represented in GT, IB, AP, Pre-AP and magnet school programs.
2. Demonstrate the value for cultural and linguistic diversity in the school climate.	<input type="checkbox"/> A sense of belonging for ELL students and parents is evident and administrators and faculty embrace families for their cultural and linguistic diversity. <input type="checkbox"/> Administrators and/or faculty continually update instructional strategies to reflect culturally responsive teaching practices for all students. <input type="checkbox"/> Administrators and faculty provide systems which empower community members to be active participants/advocates in the success of ELLs and include parents, teachers, and administrators (e.g., PTO/PTA, SBDM, LPAC, CAC), and <ul style="list-style-type: none"> <li>Faculty educate parents to be advocates for their children,</li> <li>Parents advocate for their families at district task forces.</li> </ul>	<input type="checkbox"/> Administrators and faculty describe cultural and linguistic diversity as an asset and administrators and faculty respect families for their cultural and linguistic diversity. <input type="checkbox"/> Administrators and/or faculty occasionally update instructional strategies to reflect culturally responsive teaching practices for all students. <input type="checkbox"/> Administrators and faculty are working to provide systems which will empower community members to be active participants/advocates in the success of ELLs and include parents, teachers, and administrators (e.g., PTO/PTA, SBDM, LPAC, CAC).	<input type="checkbox"/> Administrators and faculty have little understanding of cultural and linguistic diversity and/or are not proactive in addressing the respective instructional needs of students. <input type="checkbox"/> Administrators and/or faculty rarely update instructional strategies to reflect culturally responsive teaching practices for all students. <input type="checkbox"/> Administrators and faculty have yet to develop systems which empower community members to be active participants/advocates in the success of ELLs and include parents, teachers, and administrators (e.g., PTO/PTA, SBDM, LPAC, CAC).
3. Create a school climate that reaches out to families and provides structures for them to become involved.	<input type="checkbox"/> Administrators and/or faculty establish frequent and positive school-to-home communication (e.g., parent conferences, home visits, phone calls, personal notes, progress reports, bilingual newsletters, coffee with the principal, and family academic nights).	<input type="checkbox"/> Administrators and/or faculty reach out to families in forms of progress reports, newsletters, and conferences.	<input type="checkbox"/> Administrators and faculty are inconsistent on home-to-school communication of any type.

SCHOOL CLIMATE			
Desired Characteristics	Excellent	Good	Needs Additional Support/Knowledge/Resources
<p>4. Establish a school climate that focuses on literacy development.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and/or faculty demonstrate a commitment to literacy development.</li> <li><input type="checkbox"/> Academic language development is supported through an emphasis on reading, storytelling, and self-selected reading,<sup>4</sup> <u>where</u> <ul style="list-style-type: none"> <li>• All students, including ELLs have access to books in a variety of genres with ability to take books home, and</li> <li>• The instructional day is structured to provide self-selected reading on a daily basis to develop a lifelong love of reading.</li> </ul> </li> <li><input type="checkbox"/> Campus &amp; districts support English language acquisition for parents (e.g., ESL parent classes).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and/or faculty demonstrate a commitment to literacy development.</li> <li><input type="checkbox"/> Academic language development is somewhat supported through an emphasis on reading, storytelling, and self-selected reading,<sup>4</sup> <u>where</u> <ul style="list-style-type: none"> <li>• All students, including ELLs have access to books in a variety of genres with ability to take books home, and</li> <li>• The instructional day is structured to provide self-selected reading on a daily basis to develop a lifelong love of reading and learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and/or faculty are yet to demonstrate a commitment to literacy development.</li> <li><input type="checkbox"/> Academic language development is inconsistently supported through an emphasis on reading, storytelling, and self-selected reading, <u>and/or</u> <ul style="list-style-type: none"> <li>• ELLs are inconsistently given access to books in a variety of genres with ability to take books home.</li> </ul> </li> </ul>
<p><u>Campus Programs</u></p> <p>5. Build a culture of respectful dialog and intrinsic motivation for academic success.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and faculty implement a systems/structures for supporting social and emotional learning,<sup>5</sup> <u>where</u> <ul style="list-style-type: none"> <li>• Stakeholders routinely meet to review outcomes data of struggling ELL students.<sup>6</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and faculty implement a systems/structures for supporting social and emotional learning,<sup>5</sup> <u>where</u> <ul style="list-style-type: none"> <li>• LPAC routinely meet to review outcomes data of struggling ELL students.<sup>6</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators and faculty implement systems/structures for supporting social and emotional learning.</li> </ul>

<sup>4</sup> Krashen 2013

<sup>5</sup> Cite Social and Emotional Learning under campus programs

<sup>6</sup> Chapter 89 for struggling ELLs

