

V. Tools for ELL-Responsive Comprehensive School Reform

Comprehensive School Reform Planning

Successful school reform does not just happen. It requires significant time and effort on the part of school and district staff. Comprehensive school reform depends upon:

- The involvement of key stakeholders in the planning process
- Careful needs assessment
- Buy-in from school and district staff, parents, and communities
- Identification of appropriate research-based strategies and/or models that meet the identified needs of the school population

While conducting research on appropriate school reform strategies is a task that school and district staff must undertake themselves, there are a variety of tools that district and school staff have used and found helpful. This chapter of *Claiming Opportunities* contains discussion guides, checklists, data grids, and other tools specially designed and adapted to support the planning and design of ELL-responsive reforms. The appendix and the LAB Web site, at www.alliance.brown.edu/pubs/csr/csr_tools.shtml, provide additional materials to guide you through the complex process of school-wide change, as well as links to additional school reform resources.

Planning for ELL-Responsive School Reform

For school reform to successfully impact the education of ELLs, the characteristics of the school's ELL population must be considered in the earliest planning stages. Individuals with knowledge about and commitment to ELL populations should participate in planning. Inclusion of such individuals will affect the accuracy and credibility of the needs assessment as well as buy-in from staff, parents, and the community.

Student Population Discussion Tool

- **How many or what percentage of students in the school have a home language other than English?**
- **What languages are spoken in their homes?**
- **What places of origin are represented?**
- **Are students from urban or rural backgrounds?**
- **What community organizations represent various groups?**
- **What educational backgrounds are represented? (Continuous or interrupted prior schooling, no prior schooling, schooling in home country, rural or urban schooling, preschool, kindergarten?)**
- **Are some students literate in another language?**
- **Are ELLs the subject of many disciplinary referrals or actions in your school?**
- **How many or what percentage of students in the school are actually classified as ELL?**
 - How many currently receive language services?
 - How are these students distributed across grade levels?
 - What are their levels of English proficiency?
 - What language services do ELLs currently receive?
 - In what types of classrooms do they receive literacy and content instruction?
 - What are their academic strengths and weaknesses?
 - What is your evidence for this judgment?
- **How many students (for whom English is a second language) have met exiting criteria and are now classified as English proficient?**
 - How are these students distributed across grade levels?
 - What services, such as monitoring or transitional support, do exited ELLs currently receive?
 - How do they perform in mainstream classes?
 - What is your evidence for this judgment?
 - What are their academic strengths and weaknesses?
 - What is your evidence for this judgment?

Designing Your Reform Program

Once you have developed an evidence-based portrait of the ELL population(s) of your school, your team and other members of the school community can examine this portrait. Look closely at the achievement patterns of ELLs and of students who have been in your ELL program. How does their achievement compare with the achievement of other groups of students and with the school/district as a whole? In what areas or skills do you see the greatest need for improvement among ELLs? In what areas or skills do you see the greatest need for improvement among other groups of students? Analysis and discussion of these questions will generate goals for your reform program.

General Strategies for Designing ELL-Responsive Reform

- 1. Rather than looking for reform models and strategies in the mainstream and adapting them to the needs of ELLs, consider reform models and strategies implemented with ELLs that can be used with or adapted for monolingual English and English-proficient students.** In our staff development experience, when ELL pedagogies and materials designed for ELLs are shown to mainstream teachers, they often respond, “This would be good for all students, not just ELLs!” Many students benefit from the assessment and build-up of background knowledge and vocabulary, careful scaffolding of comprehension, and attention to language patterns.
- 2. Consider strategies and reforms that explicitly address cultural and linguistic differences.** Consider the extent to which issues of language and culture are not limited to ELLs. Not all English-speaking children speak the same type of English used by their teachers or written in their books.
- 3. Consider reform strategies that view bilingualism and knowledge of other cultures as assets to be developed and shared.** Dual-immersion or two-way bilingual programs are examples of this approach.
- 4. Require that external model developers provide research and explicit information on the model’s success with ELLs.** Create a market demand for such research.

Gathering Information and Visualizing Reform

Once you've established some goals for your ELL-responsive reform program, you will need to gather information on how those goals may be reached. Here are some suggestions:

- Visit the Web sites and read the materials suggested in the annotated bibliography.
- Visit schools that are reputed to do a good job educating ELLs in settings and with populations similar to your school's or district's.
- Talk to ESL and bilingual teachers and administrators at these schools and districts.
- Talk to ethnic community leaders, parents, and the students themselves.
- Attend workshops and conferences on ELL education.

ELL Instruction Discussion Tool

English language learners should not be segregated or isolated from English-proficient students, nor should they be thrown haphazardly without support into classrooms where the language demands predetermine that they will sink rather than swim. ELLs should not be placed in below-grade-level tracks or in special education classes for reasons of limited English or limited prior schooling. ELLs need specialized and structured help in acquiring oral and written English, but they are individuals with diverse interests and aspirations.

- Reflect upon and discuss what kinds of classrooms, instructional groupings, and schedules would be most appropriate for the populations of ELLs in your setting.
- What kinds of teaching teams might work most productively with ELL students? How can team members support and inform each other's work?
- How can instruction be scaffolded so that ELLs can participate in a challenging curriculum?
- How can educators support and provide for students who need more time to reach curriculum standards?
- What courses, student or community activities, study themes, cross-age programs, or partnerships could use ELL students' home languages and prior knowledge as resources?

Based upon your goals, research, and discussion, begin to visualize what ELL-responsive reform might look like in your school.

How Responsive to ELLs Is Your School? How Responsive Can It Be?

The next tool is designed to help you think about your school and your reform plans in terms of the nine principles of ELL-responsive education identified in Chapter III.

In column A, rate your school's current level of practice.

In column B, provide evidence for your judgment.

In column C, list some strategies for making progress toward a higher level of implementation.

In column D, come up with some action steps you might take right away to get started.

In column E, list names of individuals who will assume responsibility for these first steps.

“Answering the question [What resources do schools need to restructure and serve the ELL population?] can lead us back into the trap of dealing with ELLs as compensatory, which prevents us from changing the system. Instead, how do we rethink so that the way we deal with instruction in general automatically deals with conditions for ELLs or students in general? This reconceptualization shouldn't be an afterthought but inherent in our teaching and learning, our approach to curriculum.”

--Kris Gutierrez, University of California, Los Angeles

ELL-Responsive School Reform Planning Tool

ELL Principle 1

School leaders, administrators, educators, and design team members in our school setting recognize that educating ELLs is the responsibility of the entire school staff.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 2

Educators in our school setting recognize the heterogeneity that may characterize the student population collectively labeled as ELL.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 3

Current school climate and general practice in our school setting reinforce the principle that students' languages and cultures are resources for further learning.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 4

In our school setting there are strong and seamless links connecting home, school, and community.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 5

ELLs in our school setting have access to all programs and levels of instruction, including special education, gifted and talented education, and high-level courses such as calculus.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 6

Teachers in our school setting have high expectations for ELLs.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 7

All teachers in our school setting are willing and properly prepared to teach ELLs.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 8

In our school setting, language and literacy are infused throughout the educational process, including curriculum and instruction.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

ELL-Responsive School Reform Planning Tool

ELL Principle 9

Assessment of ELLs is authentic and credible to learners and instructors.

A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgment.	C. Strategies for Improvement Ideas for greater implementation	D. Action Steps Ideas on how to get started toward this goal	E. Person(s) Responsible for Action Steps

Integrating the Principles of ELL Responsiveness With the Components of Comprehensive School Reform.

The chart below is intended to provide a framework for thinking through the integration of ELL responsiveness and comprehensive school reform. The 11 CSR components and their elements are presented from an ELL-responsive perspective.

Component 1: Effective Research-Based Methods and Strategies

- 1.1. School reform strategies (curriculum, instruction, management) enable ELLs to meet state and district standards.
- 1.2. School curriculum, teaching strategies, and methods are scientifically proven for ELL learning and teaching.
- 1.3. School management practices are scientifically based strategies that include ELL teachers and administrators.
- 1.4. Classroom management practices are proven (scientifically based) strategies that support ELLs' participation in your school reform efforts.
- 1.5. The instructional and management strategies your school is using have been used successfully with ELLs in other schools.

Component 2: Comprehensive Design with Aligned Components

- 2.1. Curriculum, instruction, and assessment for mainstream, ESL, bilingual, and ELL content classes are aligned within and across grade levels to support student achievement.
- 2.2. Curriculum, instruction, and assessments for ELLs are aligned with standards.
- 2.3. The improvement of teaching and learning for ELL students is a focus for school faculty and administrators.
- 2.4. The school program is designed to meet the needs of diverse learners and diverse populations (i.e., Title I, special education, and ELL students).
- 2.5. Curriculum, instruction, and assessment strategies are based on needs assessment data that has been disaggregated for ELLs.
- 2.6. Improvement efforts encompass the whole school rather than focusing on particular grade levels, subjects, or programs. Reformed curriculum is accessible to ELLs.

Component 3: Professional Development

- 3.1. Professional development activities are based on a needs assessment and are directly tied to school goals and to the learning needs and cultures of ELLs.
- 3.2. Professional development activities addressing language acquisition and diversity are attended by all staff and faculty members including administrators, ESL, bilingual, and mainstream teachers. All professional development topics and activities explicitly acknowledge and consider ELL responsiveness.
- 3.3. Time is allotted for all staff and faculty members to share, talk about, and apply the knowledge and strategies gained through professional development.
- 3.4. The district ELL program administrator supports and contributes to the school plan and professional development agenda.
- 3.5. Professional development is continuous and builds on previous successful efforts.
- 3.6. Incentives are provided for participation in professional development activities (time, money, academic credit).
- 3.7. The professional development plan includes training on leadership in linguistically and culturally diverse settings for the principal and other leaders.

Component 4: Measurable Goals and Benchmarks

- 4.1. Your school has clear goals, objectives, and benchmarks for each grade level, subject, and ESL level.
- 4.2. School and student expectations are made clear to all students, and appropriate benchmarks are available to track progress of all students including English language learners.
- 4.3. School goals and expectations of ELLs are clear to all teachers.
- 4.4. There are ESL strategies for working with ELL students who do not meet benchmarks.
- 4.5. School and student benchmarks are analyzed regularly to make appropriate curricular or programmatic changes.
- 4.6. Intervention strategies are effective in moving ELL students from non-proficiency to competency.

Component 5: Support Within the School

- 5.1. The school has an active leadership team including members knowledgeable about ELLs and members from ethnic communities.
- 5.2. The principal and staff agree with and work to implement the school plan to improve achievement of all student groups, including ELLs.
- 5.3. Members of the school community engage in reflective practices and are willing to make changes and improvements when necessary to improve services to ELLs.
- 5.4. All staff members are in agreement with the school improvement plan and accept responsibility for ELL students.

Component 6: Support for Teachers and Principals

- 6.1. Your school provides support on ELL issues for teachers, the principal, administrators, and other school staff.
- 6.2. The principal, administrators, and teachers share responsibility and leadership for ELL responsive reform.
- 6.3. Your school encourages teamwork between ESL/bilingual teachers and teachers of mainstream, gifted, special education, and world language classes, providing time for planning, examining student work, reflecting, and celebrating accomplishments.
- 6.4. Appropriate support (e.g., professional development) is provided to teachers who are asked to make changes to their instructional strategies or classroom management strategies, or to welcome more diverse students.

Component 7: Parent and Community Involvement

- 7.1. Linguistically and culturally diverse parents and community members are involved in the design and implementation of school improvement activities.
- 7.2. Student expectations are clearly defined and accessible to the multilingual, multicultural parent body.
- 7.3. Parents representing the diversity of the student body are involved in decision making at the school on an ongoing basis.

- 7.4. The school program has strategies for encouraging positive parenting skills and for addressing cross-cultural and contextual differences in parenting and family-school relationships.
- 7.5. Communication with families is strong and the school has strategies for communicating across languages and cultures.
- 7.6. A good number of linguistically and racially diverse community members volunteer and attend school events.
- 7.7. The school has strategies for enhancing learning in the homes of English language learners that do not assume or rely upon parents' English proficiency.
- 7.8. There is a high level of collaboration with community organizations and businesses including those in the ethnic communities.

Component 8: External Technical Assistance and Support

- 8.1. Technical assistance is clearly linked to programmatic and student needs, including the particular instructional needs of ELLs.
- 8.2. External assistance is continuous (weekly or monthly).
- 8.3. Technical assistance personnel are familiar with the school plan and work with staff to make targeted improvements.
- 8.4. The technical assistance provider has extensive experience in school-wide reform and improvement and is knowledgeable and experienced in educating ELLs.

Component 9: Evaluation Strategies

- 9.1. The school is engaged in an ongoing process to evaluate the effect of school reform efforts on the achievement of all student subgroups, including ELLs.
- 9.2. The school adjusts curriculum, teaching strategies, or management practices for student subgroups based on disaggregated evaluation results.
- 9.3. The school links its evaluation efforts to state and district standards as well as to national standards for the education of ELLs.

Component 10: Coordination of Resources

- 10.1. Federal, state, local, private, and community-based resources are coordinated in support of the school's improvement plan.
- 10.2. The district provides material and staff support to leverage existing resources.
- 10.3. The school actively seeks fiscal, human, and other resources (state, federal, local, and private and community-based) to support its plans.

Component 11: Program Effectiveness

- 11.1. The entire school program (how all of the elements in the school fit together and align with each other) has been found, through *scientifically based research*, to significantly improve the academic achievement of participating students, including ELLs.

OR . . .

- 11.2. The entire school program (how all of the elements in the school fit together and align with each other) has been found to have *strong evidence* that it will significantly improve the academic achievement of participating students, including ELLs.

"We talk about it as the panacea, but standards-based instruction does not guarantee or ensure, nor does it equate with, robust teaching and learning. Standards-based instruction does not shift or address the social organization of learning. Ideally, robust learning communities are standards informed, not standards driven."

--Kris Gutierrez, University of California, Los Angeles

School Readiness for ELL-responsive Comprehensive School Reform: Current Practices and Priorities for Reform

The next tool is designed to help you analyze your school's current practices and to identify your priorities for reform. It is constructed to help you integrate the 11 CSR components and the nine principles of ELL-responsive education identified in Chapter III .

Using the ELL School Self-Assessment Tool for Comprehensive School Reform

- In column A, **“Current Level of Practice,”** rate your school's current level of practice for each subcomponent. Is it low, moderate, or high?
- In column B, **“Evidence of Practice,”** Describe the evidence for your judgment in column A. What quantitative or anecdotal data supports your “low”, “moderate,” or “high” rating of each subcomponent? Do group members agree that the evidence presented is adequate and appropriate? If not, can more relevant data be found?
- In column C , **“Reform Priority,”** consider the relative urgency of the various subcomponents: What areas require the most improvement? What areas require immediate attention? Although all 11 components are essential, you will need to focus on some subcomponents before others. Subcomponents which you rated as having low levels of current practice in column A will probably be high priorities for reform. Where current levels of practice are already moderate to high you may not feel that small improvements or fine tuning are your highest priorities. Student achievement data, school climate, district initiatives, and community values are among the factors that will influence prioritization.
- Examine the patterns of your responses in columns A and C. Do low levels of practice correspond to a high priority for change? When they do not correspond, discuss why. What are some other factors that have influenced your prioritization?
- List those subcomponents that were rated at priority levels 4-5. Present this list of reform priorities for review by other stakeholders and members of the school community. Do they agree?
- In column D, come up with a plan of action. List some steps you might take right away to get started.

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 1 Effective Research-Based Methods and Strategies	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
1.1. School reform strategies (curriculum, instruction, management) enable ELLs to meet state and district standards.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
1.2. School curriculum, teaching strategies, and methods are scientifically proven for ELL learning and teaching.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
1.3. School management practices are scientifically based strategies that include ELL teachers and administrators.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 1 Effective Research-Based Methods and Strategies	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
1.4. Classroom management practices are proven (scientifically based) strategies that support ELLs' participation in your school reform efforts.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
1.5. The instructional and management strategies your school is using have been used successfully with ELLs in other schools.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 2 Comprehensive Design with Aligned Components	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
2.1. Curriculum, instruction, and assessment for mainstream, ESL, bilingual, and ELL content classes are aligned within and across grade levels to support student achievement.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
2.2. Curriculum, instruction, and assessments for ELLs are aligned with standards.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
2.3. The improvement of teaching and learning for ELL students is a focus for school faculty and administrators.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 2 Comprehensive Design with Aligned Components	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
2.4. The school program is designed to meet the needs of diverse learners and diverse populations (i.e., Title I, special education, and ELL students).	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
2.5. Curriculum, instruction, and assessment strategies are based on needs assessment data that has been disaggregated for ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
2.6. Improvement efforts encompass the whole school rather than focusing on particular grade levels, subjects, or programs. Reformed curriculum is accessible to ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 3 Professional Development	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
3.1. Professional development activities are based on a needs assessment and are directly tied to school goals and to the learning needs and cultures of ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
3.2. Professional development activities addressing language acquisition and diversity are attended by all staff and faculty members including administrators, ESL, bilingual, and mainstream teachers. All professional development topics and activities explicitly acknowledge and consider ELL responsiveness.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 3 Professional Development	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
3.3. Time is allotted for all staff and faculty members to share, talk about, and apply the knowledge and strategies gained through professional development.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
3.4. The district ELL program administrator supports and contributes to the school plan and professional development agenda.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
3.5. Professional development is continuous and builds on previous successful efforts.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 3 Professional Development	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
3.6. Incentives are provided for participation in professional development activities (time, money, academic credit).	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
3.7. The professional development plan includes leadership training on leadership in linguistically and culturally diverse settings for the principal and other leaders.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 4 Measurable Goals and Benchmarks	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
4.1. Your school has clear goals, objectives, and benchmarks for each grade level, subject, and ESL level.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
4.2. School and student expectations are made clear to all students, and appropriate benchmarks are available to track progress of all students including English language learners.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
4.3. School goals and expectations of ELLs are clear to all teachers.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 4 Measurable Goals and Benchmarks	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
4.4. There are ESL strategies for working with ELL students who do not meet benchmarks.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
4.5. School and student benchmarks are analyzed regularly to make appropriate curricular or programmatic changes.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
4.6. Intervention strategies are effective in moving students from non-proficiency to competency.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 5 Support Within the School	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
5.1. The school has an active leadership team including members knowledgeable about ELLs and members from ethnic communities.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
5.2. The principal and staff agree with and work to implement the school plan to improve achievement of all student groups, including ELLs.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 5 Support Within the School	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
5.3. Members of the school community engage in reflective practices and are willing to make changes and improvements when necessary to improve services to ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
5.4. All staff members are in agreement with the school improvement plan and accept responsibility for ELL students.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 6 Support for Teachers and Principals	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
6.1. Your school provides support on ELL issues for teachers, the principal, administrators, and other school staff.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
6.2. The principal, administrators, and teachers share responsibility and leadership for ELL responsive reform.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 6 Support for Teachers and Principals	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
6.3. Your school encourages teamwork between ESL/bilingual teachers and teachers of mainstream, gifted, special education, and world language classes, providing time for planning, examining student work, reflecting, and celebrating accomplishments.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
6.4. Appropriate support (e.g., professional development) is provided to teachers who are asked to make changes to their instructional strategies or classroom management strategies, or to welcome more diverse students.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 7 Parent and Community Involvement	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
7.1. Linguistically and culturally diverse parents and community members are involved in the design and implementation of school improvement activities.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
7.2. Student expectations are clearly defined and accessible to the multilingual, multicultural parent body.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
7.3. Parents representing the diversity of the student body are involved in decision making at the school on an ongoing basis.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 7 Parent and Community Involvement	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
7.4. The school program has strategies for encouraging positive parenting skills and for addressing cross-cultural and contextual differences in parenting and family-school relationships.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
7.5. Communication with families is strong and the school has strategies for communicating across languages and cultures.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 7 Parent and Community Involvement	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
7.6. A good number of linguistically and racially diverse community members volunteer and attend school events.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
7.7. The school has strategies for enhancing learning in the homes of English language learners that do not assume or rely upon parents' English proficiency.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
7.8. There is a high level of collaboration with community organizations and businesses including those in the ethnic communities.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 8 External Technical Assistance and Support	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
8.1. Technical assistance is clearly linked to programmatic and student needs, including the particular instructional needs of ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
8.2. External assistance is continuous (weekly or monthly).	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 8 External Technical Assistance and Support	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
8.3. Technical assistance personnel are familiar with the school plan and work with staff to make targeted improvements.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
8.4. The technical assistance provider has extensive experience in school-wide reform and improvement and is knowledgeable and experienced in educating ELLs.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 9 Evaluation Strategies	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
9.1. The school is engaged in an on-going process to evaluate the effect of school reform efforts on the achievement of all student subgroups, including ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
9.2. The school adjusts curriculum, teaching strategies, or management practices for student subgroups based on disaggregated evaluation results.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
9.3. The school links its evaluation efforts to state and district standards as well as to national standards for the education of ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 10 Coordination of Resources	A. Current Level of Practice Low Moderate High 12.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 12.....3.....4.....5	D. Action Plans
10.1. Federal, state, local, private, and community-based resources are coordinated in support of the school's improvement plan.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
10.2. The district provides material and staff support to leverage existing resources.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	
10.3. The school actively seeks fiscal, human, and other resources (state, federal, local, and private community-based) to support its plans.	Low Moderate High 12.....3.....4.....5		Low Moderate High 12.....3.....4.....5	

ELL School Self-Assessment Tool for Comprehensive School Reform

CSR COMPONENT 11 Program Effectiveness	A. Current Level of Practice Low Moderate High 1.....2.....3.....4.....5	B. Evidence of Practice Describe the evidence for your judgement	C. Reform Priority Low Moderate High 1.....2.....3.....4.....5	D. Action Plans
11.1. The entire school program (how all of the elements in the school fit together and align with each other) has been found, through <i>scientifically based research</i> , to significantly improve the academic achievement of participating students, including ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	
OR 11.2. The entire school program (how all of the elements in the school fit together and align with each other) has been found to have <i>strong evidence</i> that it will significantly improve the academic achievement of participating students, including ELLs.	Low Moderate High 1.....2.....3.....4.....5		Low Moderate High 1.....2.....3.....4.....5	

Resources for Comprehensive School Reform

Identifying and Aligning District, School, and Community Resources

Carrying out your reform plan will require money, time, staff and other resources. Just as the components of your reform must be aligned to support and strengthen each other. Your resources must also be aligned for support and strength.

Instructions: Please use the following chart to identify and analyze how different resources are being used in your school to support your reform efforts. The purpose of this chart is to identify gaps and/or strengths in your current reform effort and to help you plan for future actions. The space under each funding source can be used to either check ✓ those funding sources used to meet various components or you can list the actual dollar amounts from that funding source.

“It bothers me that not much attention has been given to exploring the community’s vision for reform. Care needs to be taken by districts in selecting consultants who are knowledgeable about the community’s assets.”

--Nydia Mendez, Boston Public Schools

Comprehensive School Reform Identifying and Aligning District, School, and Community Resources

RESOURCES TO SUPPORT REFORM:	CSR Program	Other Title I Programs	Title II Professional Development & Technology	Title III Language Instruction for ELLs	Title IV Safe and Drug-Free Schools	Other Federal Funds	Other State and District Resources	Other: Community Resources
CSR Program Components								
CSR Component 1 Research-based Methods and Strategies								
CSR Component 2 Comprehensive Design and Aligned Components								

RESOURCES TO SUPPORT REFORM:	CSR Program	Other Title I Programs	Title II Professional Development & Technology	Title III Language Instruction for ELLs	Title IV Safe and Drug-Free Schools	Other Federal Funds	Other: State and District Resources	Other: Community Resources
CSR Program Components								
CSR Component 3 Professional Development								
CSR Component 4 Measurable Goals and Benchmarks								
CSR Component 5 Support Within the School								



RESOURCES TO SUPPORT REFORM:	CSR Program	Other Title I Programs	Title II Professional Development & Technology	Title III Language Instruction for ELLs	Title IV Safe and Drug-Free Schools	Other Federal Funds	Other: State and District Resources	Other: Community Resources
CSR Program Components								
CSR Component 6 Support for Teachers, Administrators, Staff								
CSR Component 7 Parental and Community Involvement								
CSR Component 8 External Technical Support and Assistance								

RESOURCES TO SUPPORT REFORM:	CSR Program	Other Title I Programs	Title II Professional Development & Technology	Title III Language Instruction for ELLs	Title IV Safe and Drug-Free Schools	Other Federal Funds	Other: State and District Resources	Other: Community Resources
CSR Program Components								
CSR Component 9 Evaluation Strategies								
CSR Component 10 Coordination of Resources								
CSR Component 11 Evidence of Effectiveness								

Comprehensive School Reform

Northeast and Islands Regional Educational Laboratory, a program of The Education Alliance at Brown University



Good information is another critical resource that you'll need to design a reform program which provides maximum benefit for the students at your school. Chapter six identifies informational resources that can be of help to you as you design a reform to meet the needs of your school's populations. We urge you to consult some of the print and electronic resources listed and to contact us at info@lab.brown.edu if we can be of help. Good luck!

"A better understanding of communication and resources will enable teachers to be better able to negotiate what kids bring to the classroom and what they need to learn to be successful academically."

--Jerri Willet, University of Massachusetts

