School administrators in the current state and national context:
*a time for courage and leadership*

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**English Learners: the CA policy landscape**
*Lau v Nichols lawsuit set legal foundation (1974)*
*Bilingual Education Act - $, teachers, programs, parents*

Major role: theory, practices, programs guiding field
*Backlash, English Only, Prop 227 leading into NCLB (1990s)*

*Seal of Biliteracy (2012)*
*Common Core, Historic ELA/ELD Framework*
*LCFF – equity intent, $$ and Local Control*
*New Accountability/Continuous Improvement System*

*Proposition 58 EdGE (2017)*
*CA English Learner Roadmap*
*Immigration threats to communities*

**Conditions in which changes occurring:**

- Awareness that ELLs are present and that ELL needs aren’t being adequately addressed
- Inconsistent understanding about those needs
- Coherent research about what to do, but weak understanding of the research and what should/could do to better meet needs
- Inconsistent capacity to deliver
- Data and monitoring are inadequate and in flux
- Voices from/for ELL communities often missing
- And still, sometimes, lack of urgency to do what needs to be done
- Budget and enrollment uncertainties

**The CA ELA/ELD Framework**

**Major shift: New standards**
Language is central to all academic areas

**from**

- Minutes and program defined curriculum – follow guide and schedule
- Self-contained subjects
- 1 size fits all pacing & pedagogy
- ELL = ELD
- English Only assumption
- ELA and Math matter more than other subjects
- Decontextualized language development

**to**

- Standards based
- Integrated
- Student responsive
- Integrated & designated ELD (content based)
- Importance of home language, value of bilingualism
- Language integrated with content, meaning-making, effective expression, foundational skills
This new vision is reflective of research on ELL needs and best practices:

- The importance of attention to language in all subjects
- Language scaffolding throughout curriculum
- Language developed in context of content, background knowledge and meaning making
- Explicit attention to how English works – related to language demands
- All teachers engaged in language development

*Although not yet adequately reflective of dual language

The Big Lift

- This takes professional development (in language demands, strategies, understanding the standards, lesson design)
- Takes teacher planning and collaboration time
- Requires Leadership development for managing an instructional and curriculum change process
- In LCFF context, requires local investment, local KNOWLEDGE and a voice for EL needs within the negotiation of priorities

First years of LCAPs

- LCFF Equity intent
- LCFF – the big gamble
- Each year LCAPs a little better – but overall consistently weak on attention to English Learner needs
- Minimal investment in building teacher capacity re: ELs
- Minimal attention to implementation of ELD standards
- Inadequate EL data to inform LCAP goals
- Weak leverage of research-based, evidence based approaches
- Lack of specificity re: strengthening or providing coherent programs, services, supports and access

Where and how do we muster the voice on behalf of ELLs in the LCAP process?
Where and how do we build understanding of what needs to be done?
Important new research

National Academies of Sciences

“Promoting the Educational Success of Children and Youth Learning English: Promising Futures”

released February 2017

Key findings

- Crucial phase of early childhood education and primary grades as foundation of language
- Children have the capacity to learn more than one language and reap benefits from bilingual proficiency.
- Important role of the home language in developing English proficiency
- Early development of both home language and English is critical for academic success.
- Calls for simultaneous development of both languages in preschools and K-12 programs
- Warn of language loss resulting from lack of support for home language

The development of academic language is supported by evidence-based instructional practices.

- Oral language as foundation for literacy
- Opportunities for interaction & discourse
- Language-rich classrooms/environments
- Importance of PreK-3 alignment
- Attention to academic English as well as social
- Integration of language/literacy across the curriculum
- Explicit instruction in literacy components PLUS oral language
- Comprehensible input and support
- Dedicated time for ELD
- Accurate assessment in both English and L1

Recommendations (selected)

- Invest in building teacher capacity
- Framing this around the major barrier to best practices due to “fears, misunderstandings and competing attitudes about the benefits of bilingualism and dual language learning”, the report recommends social marketing campaigns about capacity to become bilingual and the benefits of bilingualism

The sea-change: a vision of biliteracy

- Increasingly powerful research/evidence based on dual language approaches
- To date 126,000 high school graduates with the Seal of Biliteracy in CA
- Growth of demand for Dual Language programs
- November 2017, Proposition 58 (Education for a Global Economy) passed overwhelmingly by the voters (72.3%) in every county

Prop 58: EdGE

becomes law on July 1, 2017

- Highlights the Importance of being multilingual in the 21st Century global economy
- Requires same English proficiency standards upon graduation
- Continues English language requirements while providing flexibility for school districts to provide multilingual programs for English Learners and all students
- Provides a choice for parents and the opportunity for students to access language programs to be better prepared and more competitive in a global workplace
• Encourages the development of programs that develop multiliteracy skills (such as dual language immersion programs) for all students.
• Changes the trigger re how many students at a school site are needed to advance a request for a multilingual program to 30 students school wide or 20 students per grade level.
• In California approximately 425 out of 10,393 schools offer multilingual programs (under 5%).
• Parents and site educators must be consulted when the school district decides on the language acquisition programs it will offer.

Language programs?
• “Language acquisition programs are educational programs designed to ensure English is acquired as rapidly and effectively as possible, and provide instruction to pupils on the academic content standards, including the English Language Development (ELD) standards. Language acquisition programs shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (EC § 306(c)).
• Language acquisition programs may include, but are not limited to, all of the following:
  – Dual-Language Immersion (DLI)
  – Transitional or Developmental Bilingual
  – Structured English Immersion (SEI)

Opportunities for all students
• Multiple program pathways and options (see pages 12-13 centerfold) of Californians Together’s, Multiple Pathways to Biliteracy
• Establish a district vision and goal (pg.14-15)
• Develop a district plan (pg. 15-18)
• Build a culture (pg. 19-20)
• Support quality implementation (pg. 20)

Implications
• The Local Control Accountability Plan is the vehicle for the inclusion and implementation of language acquisition programs.
• Parents may be speaking out for programs now
• One big challenge for schools districts and schools will be the bilingual teacher shortage
• A statewide effort to increase the pipeline – AB 952 (Reyes)

The equity question.....
• We know that biliteracy programs are the strongest research-based approaches for English Learners – the stakes are highest for them
• We know that bilingualism confers benefits for all
• In the context of a shortage of teachers, who is getting and who will get the dual language opportunities? Who will get the benefits?

The California English Learner Roadmap!
• Initiated by SPI Tom Torlakson
• To set a vision and direction for the state, address lack of coherence in EL approaches, and clearly communicate comprehensive and evidence-based principles
• Co-chairs: Kenji Hakuta and Laurie Olsen
The Roadmap as policy, guidance and support

- Begins with a research-based understanding of what we know about the development of English Learners.
- It is a realistic roadmap developed from deliberations engaging educators and stakeholders – What's needed? What works?
- It is situated within the current state and national policy contexts, taking into consideration the local district settings in our diverse state as well as our rich history of efforts to improve educational opportunities for English Learners.

Four Proposed Inter-connected Principles

- **Assets-Oriented and Needs-Responsive Schools**: Schools are responsive to different English Learner student typologies and need; programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.
- **Intellectual Rigor and Access**: ELs are provided with learning experiences that centralize their needs and where they have access to a full rigorous and relevant curriculum that (1) develops high levels of English proficiency, (2) integrates language development and content, (3) maintains standards-based rigor with scaffolding for comprehension, participation and achievement, and (4) provides opportunities to develop proficiency in multiple languages.

Each Principle

- A set of elements describing what the principle entails *(see handout)*
- A cross-talk to existing policies and guidance documents – including the 8 state LCAP priority areas
- An accompanying guidance document with case studies, tools, references and supports for implementation in various contexts

Draft Vision

California values our students and the linguistic and cultural assets they bring, and is committed to a vision of English proficiency and literacy in multiple languages for all. Key stakeholders are responsible for, and committed to developing the capacity to provide English Learners with meaningful participation in and full access to a 21st century education from early childhood education through 12th grade. California schools are affirming and responsive to student needs and identities, and prepare graduates that have the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse world.

Four Principles (cont.)

- **System Conditions to Support Effectiveness**: Each level of the schooling system has leadership that is knowledgeable and focused on the needs of ELs, with assessment and data systems to inform instruction and continuous improvement, and is empowered and given adequate resources to build system capacity.
- **Alignment and Articulation**: ELs experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments leading to the skills, language, literacy and knowledge needed for college and career readiness and participation in a global, diverse 21st century world.

Where we are now....

- EL Workgroup completed 2nd of 4 meetings
- In drafting process, with stakeholder input
- YOUR input is welcomed! YOUR voice is needed!
- Summer and Fall for fuller dialogue and Board adoption
- 2018 for building out the case studies, tools, guidance, dissemination and support as the basis for local and state planning.
And so we HAVE....

- Research
- Policy
- The mechanisms for local control and funding
- What will it mean if we DON’T take up this opportunity to move in the direction of equity-centered, 21st century, biliteracy education that embraces our English Learners?
- What will it mean if we DO?

Particularly NOW....

- Immigrant communities under attack
- Children/students afraid
- Families facing separation or leaving
- Teachers unsure what to do say or do

Resources

- Torlakson’s statement
- School board resolutions: “Safe Haven” policies (CSBA resources)
- School district plans
- Teaching resources
- And our own voices and courage

Think about the education we want our students to have... and why

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

The skills they need to thrive and lead in and across their diverse worlds

"A different language is a different vision of life.” Federico Fellini

Their voices to be heard....

“I will write on the pages of history what I want them to say. I will be myself. I will speak my own name.”

Maya Angelou
The worlds they will discover...

“Speak a new language so that the world will be a new world.”
Rumi

Thank you

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