Embracing the Missing Link in Academic Excellence for Students Learning English as a Second Language: Teacher Leadership!

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Twitter: @lcruzconsulting
Why did students learning English as a Second Language struggle academically?

Theory: American educators did not know enough about second language acquisition to help students learning English as a second language.

Truth: For years research in the field of education revealed what is needed for students learning English as a Second language to succeed. It was the lack of teacher leadership in schools/districts along with a lack of accountability that greatly limited the potential of students learning English as a second language to flourish!
English Learners ARE highly intelligent

If you are still reading this article then you have way too much time on your hands. For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No!' for too many days in a row, I know I need to change something.

New research is verified what so all old people have already known: SpongeBob SquarePants is Public Enemy Number One.

The researchers from the Ivy League College of Wharton, UCLA, have found that kids who watch SpongeBob SquarePants end up with a warped sense of reality, which results in the US Congress.

Kids who watch the show have a tendency to plan, read, write and logical thought and have unrealistic expectations of living under the sea and happily working for a burger joint that is run by a fish and guy with four legs, two claws and two really weird looking eyes that stick way out of his head.

SpongeBob SquarePants' best friend is a dim-witted guy named Patrick who has a painted cone shaped head, and, while possessing arms and legs has no hands and feet and yet has no problem walking or opening doors. Both Patrick and SpongeBob, spend apathetic days together running about and catching jellyfish.
Cummins’ Iceberg Theory

BICS
Basic Interpersonal Communication Skills
The language necessary for day to day living, including conversations with friends, informal interaction

CALP
Cognitive Academic Language Proficiency
The language necessary to understand and discuss content in the classroom

CONTEXT embedded
CONTEXT reduced (fewer non-verbal cues and the language is more abstract)
“Luis, you benefited from De Facto Bilingual Education!”

De Facto: In reality, actually. Being such in effect though not formally recognized.
The Poverty Cycle

Family in poverty → Child grows up in poverty

Fail to escape the poverty cycle → Struggles to get a job

Is significantly disadvantaged in education and skills
Graduates could top record at school

Academic push helps position about 450 Baldwin Park students

By Maritza Veluzquez Staff Writer

Graduates

From A1
the number of students who will be at the ceremony.

“They’ve been pushing really hard on graduation and graduation rates in the last four years,” Silvas said.

Cruz attributes the success to a change in attitude on campus.

“We’ve built a culture in schools that says it’s OK to fail,” Cruz said. “That’s the wrong kind of culture (that) we need to get rid of. I’m talking about the attitude, behaviors and the mindset that the adults on campus need to have. If they have that mindset, some amazing things happen.”

He said the school has taken

on a proactive approach, targeting at-risk students early in their high school education.

Silvas said the school is split into four different “houses.” For each one, a teacher has two class periods to coordinate intervention efforts for those who are failing.

Cruz said there’s also higher expectations of students.

“We’re not going to invite kids to do well at school,” he said. “We’re going to demand it.”

The school is also pushing for accountability from parents. If parents fail to attend requested meetings on campus, the administrators go to them.

“We’ve sat with parents in
92%
96.3%
BPHS - Schoolwide & ELL API

<table>
<thead>
<tr>
<th>Year</th>
<th>Schoolwide API</th>
<th>English Learners' API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>600</td>
<td>523</td>
</tr>
<tr>
<td>2007</td>
<td>600</td>
<td>523</td>
</tr>
<tr>
<td>2008</td>
<td>600</td>
<td>523</td>
</tr>
<tr>
<td>2009</td>
<td>600</td>
<td>523</td>
</tr>
<tr>
<td>2010</td>
<td>600</td>
<td>635</td>
</tr>
</tbody>
</table>

Note: The graph shows a decrease of 77 points in the English Learners' API from 2006 to 2007. There is an increase of 12 points in the English Learners' API from 2009 to 2010.
English Learners CAHSEE
% Pass Rate Comparison

MATH
STATE
Baldwin Park HS
Azusa HS
South Gate HS

ENGLISH
STATE
Baldwin Park HS
Azusa HS
South Gate HS
Bridging the Achievement Gap

English Learner Promise Task Force
Baldwin Park High School
Baldwin Park Unified School District
Los Angeles County

Mark Skvarna, Superintendent; Blanca Rubio, Board President; Dr. Luis Cruz, Principal; Rosa Diaz-Avery, EL Coordinator/Teacher; Cynthia Muniz, ELD/College and Career Counselor; Jesus Gutierrez, ELD Teacher; Dr. Alejandro Segura-Mora, Professional Consultant; Rita Flores, PROMISE Facilitator/Specialist; Madalena Arellano, Director of Student Achievement, EL Program; Diana Chavez, Academic Counselor

The Baldwin Park Unified School District is a collaborative group of volunteer stakeholders designed to address the previous and current ineffective practices and to close the achievement gap for English learners. They evaluate progress, exchange best practices and fine tune their strategic plan.
Baldwin Park High School
Mission Statement

All means all.

““To graduate all students with high levels of academic and personal achievement, ready for post-secondary excellence through research-based instruction and a collaborative system of support.”

College or job
Highly skilled and proficient
We’re all in this together.
responsible
Is the issue really not knowing how to effectively teach our students learning English as a second language?

What if our school/district culture has created a situation where we see our students learning English as a second language as a deficit rather than an asset? What if our hard working faculty and staff continues to believe that ensuring learning for our students learning English a second language is someone else’s responsibility? What if there is a lack of both support and accountability at our site that reveals the real reason why our students learning English as a second language often do not succeed?
Is the issue really not knowing how to effectively teach our students learning English as a second language?

What if there is a lack of leadership in our schools/districts directly responsible for increasing the learning of our students learning English as a second language? What if we are confusing leadership with “being compliant?” What if our faculty and staff continues to think that leadership is a singular rather than collective process and that it is only an administrative responsibility?
School Culture?

“School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.”

—Peterson, “Positive or Negative?” Journal of Staff Development, 23(3), p. 10
“Healthy” School Culture

“Educators have an unwavering belief in the ability of all of their students to achieve success, and they pass that belief on to others in overt or covert ways. Educators create policies, practices, and procedures that support their belief in the ability of every student.”

—Cromwell, “Is Your School Culture Toxic or Positive?”
Education World, 6(2), p. 3
“Toxic” School Culture

Educators believe student success is based on a student’s level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of the school, and they articulate that belief in overt and covert ways. Educators create policies, practices, and procedures that support their belief in the impossibility of universal achievement.

(Cromwell, “Is Your School Culture Toxic or Positive?” Education World, 6[2])
What about leadership?

• A position as a leader of a group, organization, etc.

• The time when a person holds the position of leader.

• The power or ability to lead other people.
LEADERSHIP is Action, not Position.

—Donald H. McGannon

bestsayingsquotes.com
John P. Kotter

No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to vast number of people, eliminating all of the key obstacles, generating short-term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization’s culture. Putting together the right coalition of people to lead a change initiative is critical to its success.

(Kotter, Buy-In: Saving Your Good Idea from Getting Shot Down, 2010, p.52)
A collective team of educators who tactfully and creatively get the faculty and staff to:

Think different,

So as to feel different,

Thus causing them to want to do different!
7 Steps to Ensuring ELs Learn

1. Assemble a team.
2. Study the problem.
3. Find solutions.
4. Establish SMART goals.
5. Develop an action plan.
   (support and accountability)
6. **Implement the action plan.**
7. Meet periodically to assess and re-align the plan.
Assemble a Team.
“To decide where to drive the bus, before you have the right people on the bus and the wrong people off the bus, is absolutely the wrong approach.”

—Collins, *Good to Great: Why Some Companies Make the Leap ... and Others Don’t* (2001)
English Learner Taskforce

Dr. Luis Cruz, principal and administrator for EL programs

Rosa Diaz-Avery, EL coordinator

Jesus Gutierrez, ELD teacher

Diana Ruvira, school–community liaison

Cynthia Muniz, EL 1–3 counselor

Diana Chavez, counselor

Amelia Ramirez, ELAC and DELAC representative

Dr. Alejandro Segura-Mora, EL achievement consultant
The EL taskforce will increase student academic achievement by promoting a community within Baldwin Park High School that embraces the learning needs of English learners.
“Insanity is doing the same thing over and over again and expecting different results.”

—Albert Einstein
Study the Problem.
“All good-to-great organizations began the process of finding a path to greatness by confronting the brutal facts of their current reality.”

—Collins, Good to Great: Why Some Companies Make the Leap ... and Others Don’t (2001)
Collectively Inquiry in Full Swing

- Why is our graduation rate increasing but declining for students learning English as a second language?

- Why does our number of late term English learners continue to increase in the upper grades (5th and 6th grades)?

- Why do we continue to see an increase of students learning English as a second language who also have IEP’s?

- Why is that especially in 11th grade a vast number of students learning English as a second language fall behind in credits to graduate?

- Why is it that our third grade students learning English as a second language do so poorly on state exams in both English and Math?
Schoolwide critical areas for follow-up: A comprehensive and monitored system of support for Baldwin Park High School’s large number of English learner needs to be implemented and coordinated locally.

(English Learner Tasks 1, 2, and 3)
## EL Population Data

| At or Above Proficient on ELA |  
|------------------------------|---
| 2006–2007                   | 8.3%  

| CELDT Early Advanced and Advanced |  
|----------------------------------|---
| 2006–2007                        | 20%  

| Reclassification |  
|------------------|---
| 2006–2007        | 0%  

We Are Response-Able!

Percent Advanced or Proficient

- 43.3% (2002-03)
- 44.1% (2003-04)
- 48.3% (2004-05)
- 50.6% (2005-06)
- 51.8% (2006-07)
- 53.7% (2007-08)
- 58.1% (2008-09)

(8.3% = BPHS)

English Only | English Learners
Reflection

Back at your school or district have you assembled a team prepared to take on the challenge of ensuring that all students learn, including students learning English as a second language?

Has this team confronted the “brutal facts of their reality” (data) that makes it clear a change in approaching the learning needs of students learning English as a second language is needed?
Find Solutions.
BEAT THE ODDS

Why Some Schools With Latino Children
...and Others Don’t

March 2006
How Do We Ensure the Academic Success of our EL Students?

Collective Inquiry
Making decisions together through research and best practice
Increasing Learning for Students Learning English as a Second Language

- Our data from interviews with our students reveals we need to lower the affective filter schoolwide.
- Our analysis of collaboration practices from team to team reveals we need a special protocol for analyzing data for our EL’s.
- Our observation of teacher practice reveals we must provide professional development on working with our long-term EL’s.
What did we do?

At our school we need to create a mandatory summer academy for our students learning English as a second language so as to better prepare them to demonstrate proficiency in listening, speaking, reading, and writing on the CELDT.
The ingredients needed for change in adult behavior!

Support

and

Accountability
Create SMART Goals.
Specific, Measurable, Attainable, Results-oriented, and Timely
EL Taskforce SMART Goals

1. Increase EL performance on standardized ELA exams from 8.3% to 20% proficiency by the end of the 2007–2008 school year.

2. Increase EL proficient and above levels on CELDT by 10% each year, beginning with 2007–2008.

3. Increase EL reclassification rates by 5% each year, beginning with 2007–2008.
Create a Plan.
Entire Staff Professional Development

- Ongoing PD by Dr. Segura-Mora (2007–2008)
- Standards-based instruction
- PD for English learner identification and implementation of effective teaching strategies
- Ongoing PD calendar
<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 16, 2009</td>
<td>Group A</td>
<td>1–2</td>
</tr>
<tr>
<td>November 18, 2009</td>
<td>Group B</td>
<td>3–4</td>
</tr>
<tr>
<td>December 9, 2009</td>
<td>Group A</td>
<td>3–4</td>
</tr>
<tr>
<td>December 16, 2009</td>
<td>Group B</td>
<td>5–6</td>
</tr>
<tr>
<td>January 13, 2010</td>
<td>Group A</td>
<td>5–6</td>
</tr>
<tr>
<td>January 20, 2010</td>
<td>Group B</td>
<td>1–2</td>
</tr>
<tr>
<td>February 10, 2010</td>
<td>Group A</td>
<td>1–2</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>Group B</td>
<td>3–4</td>
</tr>
<tr>
<td>March 10, 2010</td>
<td>Group A</td>
<td>3–4</td>
</tr>
<tr>
<td>March 24, 2010</td>
<td>Group B</td>
<td>5–6</td>
</tr>
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<td>April 14, 2010</td>
<td>Group A</td>
<td>Planning Period</td>
</tr>
<tr>
<td>April 21, 2010</td>
<td>Group B</td>
<td>Planning Period</td>
</tr>
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</table>
Counseling

• In the past, all counselors had a caseload of English learners.

• Currently, Diana Chavez and Cynthia Muniz are the English learner counselors.

• Parents can approach them and talk to them because they are bilingual, friendly, and are passionate about English learners.
Parent Involvement
Implement the Plan.
Listening to Students

Let’s not forget that qualitative data is still data!
YouTube Video: BPHS ELD Voices
EL Taskforce SMART Goals

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## EL Population Data

<table>
<thead>
<tr>
<th>At or Above Proficient on ELA</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>8.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td>25.4%</td>
<td></td>
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<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td>28.3%</td>
</tr>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td>40%</td>
</tr>
</tbody>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>2006-2007</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td>24.9%</td>
</tr>
</tbody>
</table>
We Are Response-Able!

(8.3% = BPHS)

(28.3% = BPHS)

(37.9% pt)

(58.1%)

(20.2%)

9.4%

9.9%

11.8%

13.7%

15.0%

16.5%

34.7% pt

36.5% pt

36.9% pt

36.8% pt

37.2% pt

43.3%

44.1%

48.3%

50.6%

51.8%

53.7%

58.1%
Ana I. Landeros Lopez

“At BPHS I receive the support I need to be successful. The teachers care about me. Ms. Kowalski, for example, always takes the time to teach patiently and with kindness. I feel that any concerns we have will be addressed at our school.”
CELDT-Prep Class Averages
Summers 2007–2008

<table>
<thead>
<tr>
<th>Class Average</th>
<th>2007 Test</th>
<th>2008 Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>530</td>
<td>540</td>
</tr>
<tr>
<td>Reading</td>
<td>530</td>
<td>550</td>
</tr>
<tr>
<td>Writing</td>
<td>530</td>
<td>550</td>
</tr>
<tr>
<td>Speaking</td>
<td>520</td>
<td>540</td>
</tr>
<tr>
<td>Overall Score</td>
<td>520</td>
<td>540</td>
</tr>
</tbody>
</table>
“Insanity: doing the same thing over and over again and expecting different results.”

—Albert Einstein
New EL-Related SMART Goals

- Continue closing the achievement gap.
- Raise the number of ELs who graduate.
- Raise the number of ELs enrolled in AP and honors classes.
- Continue to raise the number of ELs passing CAHSEE.
- Continue to raise the number of Els reaching proficiency on the CST.
- Establish proficiency on CELDT as a reclassification criterion.
BPHS English Learner Task Force

WANTS YOU!

Join us on Tuesday, Sept. 21 for our first meeting of the year!
WHERE: Rm 703
TIME: 3:15p.m.-4:15p.m.

2010 Golden Bob Award Recipient

Highest API score for EL sub-group
2006 our score was 541
2010 our score is 668
Increase of 127 points!

Reclassification Rate increased from 0% to 25% in the last four years!

☑ YES! I’m interested!

Please email or contact Rosa Diaz-Avery, EL Coordinator, if you are interested in being part of this task force.

X3703
rdia991@bpusd.net
JOIN THE CAHSEE TASKFORCE

TEAMWORK: HELP TO MAKE MORE OF A DIFFERENCE IN OUR STUDENTS’ LIVES

PLEASE RESPOND BY SEPTEMBER 22, 2010
TO MR. ARIAS OR MR. NUNEZ EITHER BY EMAIL, PHONE OR IN PERSON.

Two ways you can help carry out responsibilities are:

◊ as a participant to attend bi-monthly meetings with the goal of monitoring progress and creating/developing ideas and approaches

OR

◊ as a contributor who is open to email conversations, attending meetings on a non-mandatory basis, contributing to a bank of best practices, and the like.

Success.

English & Mathematics Departments

Let’s work as a team to make a difference in our students’ lives while making gains in our overall performance as a school community. Together we can use our intellectual abilities to create an impactful approach for the purpose of graduating all students with high levels of academic achievement. The CAHSEE task force’s responsibilities will include:

◊ Confronting and assessing facts regarding student success
◊ Conducting research on how other schools have made significant gains
◊ Creating an Action Plan that is clearly defined and detailed
◊ Creating a SMART goal
◊ Implementing the Action Plan
◊ Meeting periodically to assess and re-align the plan

Contact Mr. Arias or Mr. Nunez for more details at:
jarias75@tpusd.net
jmunoz591@tpusd.net
Extensions:
Arias—3205
Nunez—3410
Attendance Task Force

Join our team!
Together we will improve our attendance system and procedures.

Let’s hold students accountable!

Together we can:

• Hold students accountable for their own attendance
• Work with parents to get their children to school
• Improve academic achievement
• Improve safety for our students
• Improve ADA

Reply by: Friday
09/17/2010

To:

Craig Peacock
X3216
Ctpeacock737@bpusd.net
Attendance Task Force
Baldwin Park HS Taskforces

CAHSEE Taskforce
EL Taskforce
Attendance Taskforce
Dual Language Taskforce
Writing Across the Curriculum
Meet Periodically to Assess and Realign the Plan.
Reflection

Back at your school or district, might the creation of an EL taskforce committed to implementing the 7 steps illustrated today further enhance the potential for students learning English as a second language to learn at high levels?

Might an EL taskforce more effectively challenge a school’s adult educators to embrace the responsibility of generating learning for all students, including students learning English as a second language?
7 Steps to Ensuring ELs Learn

1. Assemble a team.
2. Study the problem.
3. Find solutions.
4. Establish SMART goals.
5. Develop an action plan.
   (support and accountability)
6. **Implement the action plan.**
7. Meet periodically to assess and re-align the plan.
Muchas Gracias!

To schedule professional development at your site, contact **Solution Tree** at **(800) 733-6786**.

**Luis F. Cruz**

Email: lcruez@newfrontier21.com
Twitter: @lcruezconsulting