Systemic School Improvement for Dual Language Learners
Agenda

- The California English Learner Roadmap
- The Four Services We Offer
- Our Team
- Our Clients
Principles of The English Learner Roadmap

1. Assets Oriented and Needs Responsive School
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions to Support Effectiveness
4. Alignment and Articulation within and Across Systems
The Four Services We Offer

◆ Professional Learning Sessions for Administrators and Teachers
◆ In-Classroom Instructional Coaching for Teachers of English Learners
◆ On-Site Administrative Coaching for Site Administrators Serving English Learners
◆ Systems and Accountability Coaching for District and Site Administrators
Principle #1
Assets Oriented and Needs Responsive School

A mindset of acceptance of all students, realizing that every student brings assets to a school.

A school-site that responds to the particular academic, social, and cultural needs of the school community.

**Administrative Coaching**- Supporting the administrator to (1) to see and recognize the need, (2) to create a plan to serve the community, and (3) to implement and monitor the plan for effectiveness.

**Professional Learning**- Empowering the school community with the tools to most effectively support students and families.

**Instructional Coaching**- Educate and support classroom teachers to effectively instruct English Learners, according to their linguistic and academic needs.

*Designated and Integrated ELD, Academic Language Development, Fully Engaged Dual Language Learners, In and Across All Content Areas.*
Principle #2
Intellectual Quality of Instruction and Meaningful Access

Promoting a rigorous plan for curriculum and instruction for every student, while allowing access for EVERY student to that rigorous instruction.

**Systems Coaching** - Promoting a master schedule, daily schedules, intervention schedules, and extra-curricular systems that are rigorous and meaningful for all students.

**Administrative Coaching** - Promoting, maintaining, and holding all stakeholders accountable for a culture of intellectual quality and meaningful access.

**Instructional Coaching** - Promoting consistent and rigorous instruction that leads to evidences of leaning that meets and/or exceeds grade level standards. Supporting all students, including English Learners in the development of academic language (speaking and writing) across all content areas.

*Designated and Integrated ELD, Academic Language Development, Fully Engaged Dual Language Learners, In and Across Content All Content Areas.*
Principle #3
System Conditions to Support Effectiveness

Using a variety of resources, within and across all systems, to maintain a mindset of continuous improvement. Promoting effective and efficient communication systems to influence and promote ongoing reflection to improve.

**Systems Coaching**- Working with district/school departments, teams, schools, and grade levels, we can bring people together to understand their unique and critical role(s) in the success of all students, with specific emphasis on the English Learner population.

**Administrative Coaching**- In a one-on-one coaching environment, we support site administrators in their role to ensure academic success in all students.

**Professional Learning**- At the district, site, team, or individual level, we empower all stakeholders with what they need for success, while always reflecting on how to improve.

**Instructional Coaching**- For the classroom teacher we offer modeling, team-teaching, reflective conversations, and constructive feedback, that all lead to more effective instruction.

*Instructional Decision Making, Monitoring, Instructional Reflection, Promoting Collaborative Teams.*
Principle #4
Alignment and Articulation within and Across Systems

Instead of “working in silos,” departments, grade levels, content areas, school sites, and school district teams collaborate regularly to more effectively prepare students for the 21st century.

System Coaching - Ensuring that all district and site instructional plans are clearly aligned to support the learning of all students, with a special emphasis on English Learners.

Administrative Coaching - Promoting a school culture where everyone contributes to the ongoing effective learning of all students.

Instructional Decision Making, Monitoring, Instructional Reflection, Promoting Collaborative Teams
Differentiated Plans for Districts/School

We know the research in developing academic speaking and writing. We develop educational plans for each district, based on their need and goals. We offer our services to districts/schools to address the needs of their Dual Language Learners.

We are here to help!
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Client List

Burton Schools (TK-12), Porterville, CA
Central Unified School District (TK-12), Fresno, CA
Kerman Unified School District (TK-12), Kerman, CA
Kings Canyon Unified School District (TK-12), Reedley, Orange Cove, and Dunlap, CA
Kit Carson School (TK-8), Hanford, CA
Lemoore Union Elementary School District (TK-8), Lemoore, CA
Natomas Unified School District (TK-12, with an emphasis in 9-12), Sacramento, CA
Porterville Unified School District (TK-12), Porterville, CA
Visalia Unified School District (TK-12), Visalia, CA
Percentage of Schools in Each Client District that is **Green** or **Blue** Status in the English Learner Indicator (Fall 2017)

- Burton Schools
- Central Unified, Fresno
- Kerman Unified
- Kings Canyon Unified
- Lemoore Union Elementary
- Natomas Unified
- Porterville Unified
- Visalia Unified
How can we help you?

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