Building Instructional Leadership for High-Quality Language Learner Programs

CABE 2018

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Learning Intentions & Success Criteria

Learning Intentions
★ Increase awareness of the diverse needs of English learners and a leader’s responsibility in meeting those needs
★ Build leadership capacity in improving outcomes for English learners

Success Criteria
❑ Participants can articulate how the EL Roadmap Principles connect to their role as instructional leaders.
❑ Participants can use a variety of tools to dig deeper into their data to provide a more accurate story of their diverse English learners
❑ Participants can identify both barriers and opportunities to making high-quality instruction for ELs a reality.
CA ENGLISH LEARNER ROADMAP

Guidance and resources intended to support educators as they develop plans that ensure the academic achievement of English learners.
## Crosswalk of EL Roadmap Principles & LCAP

<table>
<thead>
<tr>
<th>Principle #1: Assets-Oriented And Needs-Responsive Schools</th>
<th>LCAP 1 Teachers</th>
<th>LCAP 2 Standards</th>
<th>LCAP 3 Parents</th>
<th>LCAP 4 Achievement</th>
<th>LCAP 5 Engagement</th>
<th>LCAP 6 Climate</th>
<th>LCAP 7 Access</th>
<th>LCAP 8 Outcomes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Principle #2: Intellectual Quality Of Instruction And Meaningful Access</th>
<th>LCAP 1 Teachers</th>
<th>LCAP 2 Standards</th>
<th>LCAP 3 Parents</th>
<th>LCAP 4 Achievement</th>
<th>LCAP 5 Engagement</th>
<th>LCAP 6 Climate</th>
<th>LCAP 7 Access</th>
<th>LCAP 8 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elements A, B, &amp; D</td>
<td>Elements A, B, G, &amp; F</td>
<td>Element D</td>
<td>Elements A, B, &amp; C</td>
<td>Elements E &amp; F</td>
<td>Elements C &amp; E</td>
<td>Elements D, E, &amp; G</td>
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<tr>
<th>Principle #3: System Conditions That Support Effectiveness</th>
<th>LCAP 1 Teachers</th>
<th>LCAP 2 Standards</th>
<th>LCAP 3 Parents</th>
<th>LCAP 4 Achievement</th>
<th>LCAP 5 Engagement</th>
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<th>LCAP 7 Access</th>
<th>LCAP 8 Outcomes</th>
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<table>
<thead>
<tr>
<th>Principle #4: Alignment And Articulation Within And Across Systems</th>
<th>LCAP 1 Teachers</th>
<th>LCAP 2 Standards</th>
<th>LCAP 3 Parents</th>
<th>LCAP 4 Achievement</th>
<th>LCAP 5 Engagement</th>
<th>LCAP 6 Climate</th>
<th>LCAP 7 Access</th>
<th>LCAP 8 Outcomes</th>
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</thead>
</table>
CA English Learner Roadmap Principles

Four Interrelated Principles:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

Briefly read the elements within Principle #2 and Principle #3 on pages 3-4.
Why is ELD Important?

Moral Obligation

Do we believe that all students can and will learn in our district/school?

Professional Obligation

Provide equitable access to instruction for all students.

Legal Obligation

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education...”  

*Lau v. Nichols, U.S. Supreme Court, 1974*
CA English Learner Roadmap Principles

Four Interrelated Principles:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

Partner Discussion: If Principle #2 were enacted in Moises’s school/classroom, what might teaching and learning look/sound like? What might be some first steps for the instructional leader to make this a reality?
Exploring the System through the Lens of our EL Students

“Every system is perfectly designed to get the results it gets.” - W. Edwards Demming
Shape Key – CELDT/ELPAC  Color Key - CAASPP
Color Key - CAASP

Red – Standard Not Met
Yellow – Standard Nearly Met
Green – Standard Met
Blue – Standard Exceeded

Shapes – CELDT/CAASPP - At Risk EL – Diamond, Circle – Progressing, Diamond Consider Reclassification
Drill Down Information at the Student Level

The drill down screen is populated for the group or for each student when you click on a circle and can include the following:

- Basic demographic data
- Years in U.S. Schools
- Primary Language and other languages spoken
- Student IEP, 504
- Snapshot and link to CELDT
- Snapshot and link to CAASPP
- Soon to include the student photo if it is in the SIS system
- Program – SE, DI, etc
- GATE – Y or N
- AVID – Y or N
- In and out of school? – Interrupted schooling
<table>
<thead>
<tr>
<th>Student State ID</th>
<th>Full Name</th>
<th>Ethnicity</th>
<th>Gender</th>
<th>Current Grade</th>
<th>Test Grade</th>
<th>Previous School</th>
<th>Yr US Sch</th>
<th>CELDT</th>
<th>Caaspp ELA</th>
<th>Caaspp MATH</th>
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<tr>
<td>2735549665</td>
<td>Eduardo Sanchez Navarro Labria</td>
<td>White</td>
<td>Male</td>
<td>10</td>
<td>06</td>
<td>DemoSchool2</td>
<td>3</td>
<td>607</td>
<td>2677</td>
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<tr>
<td>4167910090</td>
<td>Tom Wang</td>
<td>Chinese</td>
<td>Male</td>
<td>9</td>
<td>07</td>
<td>DemoSchool2</td>
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<td>5540514682</td>
<td>Natalia Garcia</td>
<td>White</td>
<td>Female</td>
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<td>6091336967</td>
<td>Victoria Naser-Saravia</td>
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<td>Female</td>
<td>10</td>
<td>06</td>
<td>DemoSchool2</td>
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<td>2690</td>
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<tr>
<td>6153251264</td>
<td>Isabel Carolina Alvarado</td>
<td>Female</td>
<td></td>
<td>9</td>
<td>07</td>
<td>DemoSchool2</td>
<td></td>
<td>434</td>
<td>2666</td>
<td></td>
</tr>
</tbody>
</table>
SDCOE Student Shadow Project

Day 1: Professional Learning on Effective Practices for ELs and Training on EL Shadowing Observation Protocol

Day 2+: On-Site EL Student Shadowing (data collection and analysis)

Day 3+: District/Team Action Planning
What is EL Shadowing and Why is it Important?

“This process [ELL shadowing] becomes a powerful way to shed light on the specific linguistic and cultural needs of ELLs. ELL Shadowing, in conjunction with follow-up professional development, allows educators to begin to create systemic instructional access and equity for ELLs.” (Ivanna Soto)
Collection of Data
★ Academic Speaking & Listening
★ Descriptive Evidence
★ Questions/Wonderings/Comments
★ Student Survey + Data File Talk

Analysis of Data
★ Two-Word Response Summary
★ Quantitative
★ Qualitative
★ Patterns/Trends
★ Implications + Next Steps

The development of oracy is a question of equality, equity, and social mobility!

-Peter Hyman, School 21
Select two words to describe your EL’s experience in school today
Summary of Academic Speaking
68% Teacher Speaking
26% Student Shadowee Speaking
4% Another Student Speaking
2% Audio/Visual
Summary of Academic Listening

71%  Student to Teacher
10%  Student to Small Group
11%  Student to Student
4%   Student to Whole Class
4%   Student to Audio/Visual
Summary of Independent Work
75% Academic Task
14% Non-Academic Task
11% Off Task
# A Data Debrief

<table>
<thead>
<tr>
<th>Some Barriers</th>
<th>Some Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs grouped homogeneously for all or most of their school day</td>
<td></td>
</tr>
<tr>
<td>Teacher is the main source of ideas, questions and information</td>
<td></td>
</tr>
<tr>
<td>Students’ background knowledge and prior experiences go untapped</td>
<td></td>
</tr>
<tr>
<td>Culture of “English only” in the classroom</td>
<td></td>
</tr>
<tr>
<td>Most effective or most veteran (or vocal) teachers assigned to teach AP/Adv courses and newest or least effective teachers assigned to teach courses with students who need the most support.</td>
<td></td>
</tr>
<tr>
<td>ELD courses consist of a program (often online program) that does not build into or from content area instruction and offers few opportunities for student talk</td>
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</tr>
<tr>
<td>ELD assistants or para-educators are the primary instructors of ELs</td>
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</tbody>
</table>
High-Leverage Principles of Effective Instruction for English Learners

- Determine and address the academic language demands of the lesson
- Build upon students’ background knowledge
- Design and scaffold deeper learning tasks that integrate listening, speaking, reading, and writing domains
- Provide opportunities for student participation through extended oral discourse and structured collaboration
- Use formative assessment to support both language development and content goals
Impact of SDCOE EL Student Shadow Project

Highlights:

★ Increased awareness and empathy for the needs of ELs
★ Elimination of courses (or course sequence) that limited ELs’ access to rigorous course instruction and/or to English-speaking role models
★ Strategic clustering of EL students in heterogeneous core classes
★ Strategic staffing of key courses
★ Innovative co-teaching model at the secondary level
★ Instructional focus on collaborative conversations
★ Hiring new/additional ELD certified teachers
★ Ongoing professional learning for ALL teachers on high-quality EL teaching practices & strategies

San Marcos Unified School District

Gabriella Gomez
Director of Elementary Education and ELD K-12
(former Director of English Learner Resource Center)
SDCOE Student Discourse Framework

Promoting Equitable Learning through Productive Student-to-Student Interactions (S2SI)

**PURPOSE**
Establish the value of talk and how it is essential for advancing learning

**ENVIRONMENT**
Create a classroom culture that promotes meaningful interactions

**ENGAGEMENT**
Utilize structures and strategies that promote equitable and purposeful interactions

**QUALITY**
Develop critical thinking skills and conversation skills to deepen learning
California’s Vision of Success for English Learners

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

- English Learner Roadmap
Resources

B.E.L.I.E.F. Modules

CA ELA/ELD Framework

CA English Learner Roadmap

High-Leverage Principles of Effective Instruction for ELs

SDCOE Student Shadow Project
Integrated ELD: all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards. ELD extends across content areas.

Designated ELD: a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.
• remediation or intervention.
• an extra dose of content instruction.
• merely sentence frames or pre-teaching vocabulary.
• optional for classrooms serving English learners.
• SDAIE strategies, SIOP, Kagan structures, etc., unless used in tandem with ELD standards.

2017 B.E.L.I.E.F. Module 1

• an opportunity for students to develop the language of English while they concurrently build content knowledge.
• dependent upon the ELD standards & EL proficiency levels.
• required of every classroom with even a single English learner.
So, How is Integrated ELD different than “just good instruction”?

Yes, it does require great teaching, *AND* our ELs need more specific language instruction.

**Integrated ELD...**
- Is focused on precise language goals in connection to content learning.
- Requires the teaching of ELD Standards.
- Occurs in all content areas.

*It’s not ELD unless you’re teaching the ELD Standards.*