



CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

EL RISE!

English Learner Roadmap Implementation for Systemic Excellence

Californians Together, in collaboration with SEAL (Sobrato Early Academic Language) and LMU- CEEL (Center for Equity for English Learners), has been awarded a grant from the California Department of Education to support statewide implementation of the visionary and comprehensive 2017 CA English Learner Roadmap Policy. Over the next three years, the three agencies will partner with 20 county offices of education who collectively serve 76.7% of the state's English learner students - partnering with county offices to develop capacity to support LEAs in making meaning of the Roadmap principles, understanding their English learner/dual language learner population, becoming familiar with research on dual language development, developing local implementation plans, and implementing those plans across multiple roles and parts of the system.

EL RISE! is a momentum-building, professional learning and system strengthening effort with the goal of implementing the vision of assets-oriented, student responsive, intellectually rich education that provides meaningful access for all English learners - in a system that is aligned to support teaching, learning and accountability geared towards 21st century competencies to thrive and lead in a linguistically, culturally diverse global world. Invigorated and evidence-based teaching, new and strengthened programs and services for English learners, stronger systems and better aligned policies will be achieved through:

- Strengthening the *capacity* of county offices of education to support LEAs in planning, professional learning, and continuous improvement processes to centralize and meet the needs of their English learner students
- Increasing educators' *knowledge* of the EL Roadmap and research-based practices for English learners, and *understanding* of the implications for multiple roles and levels of the system
- Building *skills and strategies* for implementing EL Roadmap-aligned evidence-based practices
- Facilitating the development of **shared vision and priorities for local plans** and implementation of the EL Roadmap leading to greater coherence
- Supporting the *design, improvement* and sustainability of strong research-based *language acquisition programs* and services for English learners, including dual language programs
- Developing *local policies* and LEA *system mechanisms* focused on English learner needs

There is no one-size-fits-all capacity building model that adequately meets the needs of the multiple roles involved in English learner education (e.g., district leadership, site administrators, classroom teachers, counselors), the different contexts across this state (e.g., dispersed rural communities, large urban districts, schools with large concentrations vs. small numbers of English

learners), and local priorities. **EL RISE!** professional learning opportunities and technical assistance will therefore be customized based upon facilitated locally-driven planning processes, and be offered through a multiplicity of delivery options to address local priorities and contexts. The three lead agencies providing the professional learning and technical assistance draw upon many years of designing demonstration projects, providing professional learning and technical assistance to the field of English learner and bilingual education, and creating tools and resources for implementation of research-based practices. Two county offices of education will provide additional technical assistance: San Diego COE (on implementing EL Data Dashboards) and Imperial COE (working with ELs with Disabilities). The National Resource Center for Asian Languages (NRCAL) will provide specific support for bilingual teachers of Asian languages.

Levels, Types and Degrees of Participation:

Engagement Level	Number of COEs	Participating Counties	Outcomes
Anchor	4	Los Angeles, Tulare, Sacramento, and Yolo	Partnering with selected LEAs in their region to comprehensively address all aspects of the EL Roadmap through multi-year strands of professional learning immersing administrators, teachers, counselors and others in the EL Roadmap principles, developing local plans for implementation and engaging in continuous improvement processes. Professional learning for administrators, teachers and other roles will be aligned but job-specific. Additional educators within their counties will be served through a variety of professional learning opportunities based on interest
Partners	7	Contra Costa, Kern, Santa Clara, Santa Cruz, San Mateo, San Diego, and Riverside	Will host and support a customized selection of professional learning institutes on aspects of the Roadmap for educators throughout their counties and will facilitate follow-up Communities of Practice (COP) as ongoing support for implementation
Participating	9	Butte, Imperial, King, Merced, Orange, San Joaquin, Solano, Stanislaus, and Ventura	Benefit from some selected professional learning opportunities, and participate as members of the statewide network
Community of Practice Network	20		Share experiences, practices, models, tools and other resources for supporting LEAs in EL Roadmap implementation

Institutes of Higher Education Faculty	30 IHEs		Participate in professional learning to increase their knowledge of the EL Roadmap to strengthen the content of pre service teacher programs
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Content of Professional Learning Opportunities:

Professional learning opportunities are designed to differentiate and address varying levels of prior knowledge and engagement with the EL Roadmap, different availability and conditions to support involvement, and to focus on specific job-related implications. These include:

Local Planning Support:

Facilitated sessions for Cross-role teams (district staff, site administrators, teacher leaders) from school sites and LEAs to orient to the EL Roadmap policy and make-meaning of the principles, examine English Learner data, engage in initial assessment of priorities for EL Roadmap implementation, determine the focus and intensity of professional learning options to pursue to support implementation, and identify key systems to strengthen. This process then initiates the specific mix of professional learning opportunities and technical assistance that will be provided (see below).

Intensive Job-Specific Strands:

Strands consist of a series of “modules” delivered across a two year period, with support for implementation in between the modules. It begins with foundational orientation to the EL Roadmap vision, mission and principles. Each session then focuses on specific Principles of the EL Roadmap, engaging participants in understanding the research-base and examples of evidence-based practices, reflecting on current practices in their own classrooms, sites and district, and then planning next steps for implementation. These strands are role specific and run in parallel so the same “topics” and implementation issues are being addressed by the different roles at the same time, supporting an integrated implementation approach.

- **Leadership/Administrator Strand** (5 modules over two years). Includes:
 - **Principle #1** “Knowing our English Learners” (typologies, data, student and community demographics, etc.), “Creating inclusive and affirming school cultures/climate”, “Assets-oriented practices”, and “Family-Community Engagement”
 - **Principle #2** “Understanding and supporting Integrated and Designated ELD”, and “Approaches to ensuring full and meaningful access to the curriculum”. A specific *additional session* will be available for those who want it, addressing “Designing, Starting and Sustaining Dual Language programs”.
 - **Principle #3** “Assessment, accountability and progress monitoring” and “Creating English Learner Roadmap aligned local policies” (e.g., English Learner Master Plans, LCAPs, vision statements).

- **Principle #4** “Alignment, Articulation, Coherence and Pathways”. Each module of the Leadership/Administrator Strand involves participants in specifically examining their role in leading improvement processes and supporting evidence-based practice - and results in plans for inquiry and implementation to pursue before the next module.
- **Teacher Strand** (5 modules over two years). Similar to the Leadership/Administrator Strand, the modules of the Teacher Strand are constructed following the four Principles of the English Learner Roadmap - and follow the same basic timeline. However, the Teacher Strand focuses on classroom practices, on teaching and learning, and specific instructional strategies, including an intensive *three-session* Module on Integrated and Designated ELD. Principles #3 and #4 are addressed in the fifth session in the series, focusing on formative assessment, collaborative and reflective teacher practice.
- **Bilingual/Dual Language Teacher Strand** (5 modules over two years). Bilingual and Dual Language teachers need professional learning that addresses the reality and goals of developing literacy in two languages. Where the numbers of teachers warrant a wholly separate strand, it will follow the pattern of the Teacher Strand described above. Includes:
 - **Principle #1** Module (*one session*) engages teachers in understanding the typologies and diversity within the English Learner population, understanding the dual language brain and implications for classroom practices and for creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families.
 - **Principle #2** for teachers is a *three-session* Module on Dual Language/Multilingual pedagogy- understanding dual language program models, creating immersive condition and strategic language separation, equalizing the status of two languages, building cross-cultural competence, cross-language connections and transfer, coordinating and aligning literacy development across two languages, content knowledge as a bridge across languages, and learning high-leverage instructional strategies that build comprehension, support active engagement, intentionally build multilingual proficiency, and focus on all four domains of language (oracy, listening/comprehension, reading and writing).
 - **Principle #3 and #4** are the final Module in the series, focusing on formative dual language assessment and monitoring progress along a biliteracy trajectory, collaborative and reflective teacher practice

Institutes

Foundational institutes are one day sessions to provide basic orientation and immersion in the EL Roadmap. They include, for example:

- English Learner 101 and Understanding the EL Roadmap policy - for School Board members
- Understanding the EL Roadmap for Parents (available in Spanish and English)
- A Basic Overview and Orientation to the EL Roadmap

In addition, differentiated, deeper knowledge Institutes are one or two day professional learning sessions with opportunities for follow-up communities of practice. These address specific roles in the system, key topics and aspects of the Roadmap, and different typologies of English learners. They include, for example:

Institutes	Audience	Number of Days
Implementing Integrated and Designated ELD at Elementary Level	Teachers and Coaches	2
Implementing Integrated and Designated ELD at the Secondary Level	Teachers and Coaches	1
Understanding Integrated and Designated ELD	Administrators	1
Creating an Affirming, Assets-Oriented School Climate	All	1
Dual Language/Multilingual Pedagogy	Teachers	2
Designing and Starting new Dual Language Programs	All	1
Long Term English Learners - needs and responses	All	1
Addressing the needs of Newcomer Students	All	1
Dual Language Learners in Early Childhood Education	All	1
English Learners with Disabilities: Diagnosis, Services, Inclusion, Response	All	1
The Role of Counselors in Ensuring Access to the Full Curriculum for English Learners	All	1
Progress Monitoring and Assessment - Creating the Systems for English Learner Success	All	1

All of the above Institutes begin with locating the issue within the English Learner Roadmap principles and the broader context of the vision and mission of the policy. Participants will become familiar with the research and evidence base, and focus on practical strategies for application and implementation. Additional Institutes can be created in response to need and demand. They are most effective when coupled with follow-up Communities of Practice. Communities of Practice are learning networks that follow participation in Institutes. These are a series of sessions for collaborative support and reflection on implementation. They are facilitated by county office of education staff, using agendas and materials provided by the **EL RISE!** Lead Agencies. While the specific delivery (i.e., number of sessions, hours per session, frequency) will differ from place to place depending on local context, the standard approach is a monthly 3-4 hour meeting for 4 - 6 sessions - continuing as desired by participants.

Combining Strands for a core group, with Institutes and follow-up Communities of Practice for a broader group of educators is effective as an overall LEA strategy for implementing the EL Roadmap. Ensuring there are job-specific offerings for key roles deepens implementation further.

Technical Assistance and Systems Level Focus:

EL RISE! is focused both on supporting educators in developing the skills and knowledge to deliver powerful instruction and services to English learner students, and in facilitating the development of systems in LEAs to drive coherent, sustained continuous improvement centered on the needs of English learner students. To support the development of LEA systems, technical assistance, toolkits, and facilitated working sessions are available for focusing on developing an English Learner Roadmap aligned LCAP, developing a coherent and powerful EL Roadmap aligned EL Master Plan and local policies, designing and implementing an EL Data Dashboard system to monitor progress and drive continuous improvement planning. The Data Dashboard will enable LEAs to dive deeper into their EL data than the state Dashboard allows, thus enabling a focus on building meaningful responses, informing LCAPs, monitoring student progress, and driving continuous improvement.

Resources for the Field:

Tools, materials and other resources that are developed through **EL RISE!** will be made available to the field through the EL Roadmap Resource Hub website (of the Sobrato Policy Partners), and through the San Diego County Office of Education EL Roadmap interactive website.

Projected Participation Targets

- 20 COEs will build internal capacity to work with LEAs through use of the Teacher and Administrator Toolkits
- 20 COEs will have at least two trainers to expand and sustain local educator PL during and after the life of the grant
- Staff from 20 COEs will have increased access to tools and resources to use in their work with LEAs
- Six Anchor LEAs will demonstrate comprehensive ELR implementation, including ELR-aligned EL Master Plans, PL plans, and LCAPs
- 20 additional LEAs will use Toolkits to analyze and provide strengthened ELR LCAPs
- 10 additional LEAs will create ELR-aligned EL Master Plans
- 30 IHEs will increase knowledge of ELR and use Toolkits to strengthen the content of pre service teacher programs
- 2,000 teachers will participate in Teacher Strands for implementing Integrated and Designated ELD and 300 will participate in the Bilingual Pedagogy (including 200 Asian BCLAD teachers)
- 750 teachers will participate in one-day institutes with CoP
- 700 administrators will participate in the Leadership Strand

For more information about **EL RISE!**, contact:

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