



EDUCATOR WORKFORCE INVESTMENT GRANT ENGLISH LEARNER ROADMAP

MULTILINGUAL CALIFORNIA



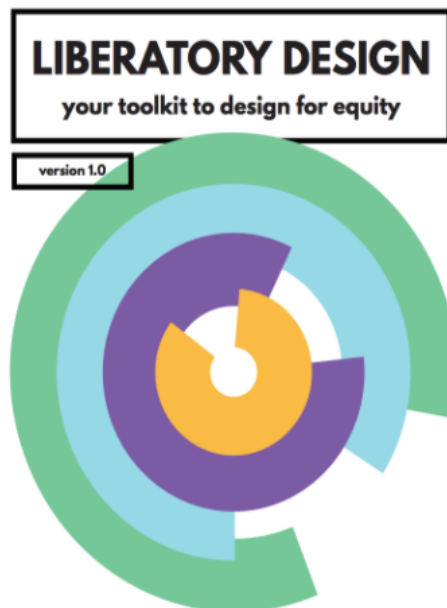


MULTILINGUAL CALIFORNIA GOALS



- **Build capacity among school leaders** to implement the EL Roadmap Policy including implementation of culturally and linguistically responsive practices.
- **Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and multilingual and multiliterate proficiency.
- **Identify and emphasize high-quality models for professional development** regarding the EL Roadmap Policy, including, but not necessarily limited to, providing coaching for principals, teacher leadership opportunities, and the implementation of other models informed by research and best practices to best meet the needs of school leaders.
- **Support the implementation, alignment, and articulation of the EL Roadmap Policy** across and within school district systems.
- **Create a multilingual collaborative statewide network of experts and agencies to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners. Furthermore, the network experts will support, implement, and sustain the impact of the English Learner Roadmap, aligned with CA-SS and Quality Professional Learning Standards.

OUR FRAMING—LIBERATORY DESIGN



What is this card deck?

This deck is your handy toolkit to practice Liberatory Design. It includes 3 sections:

1. Liberatory Design Process

We've adapted the design thinking process to include steps that we believe are essential to practice design for liberation.

2. Liberatory Design Mindsets

To practice Liberatory Design authentically, it is important to carry certain mindsets in all the work you do.

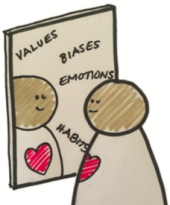



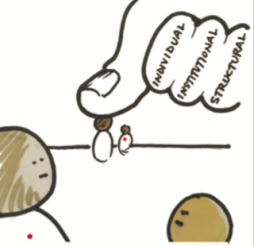
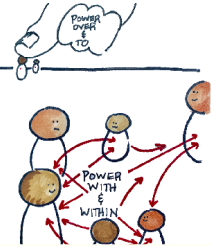
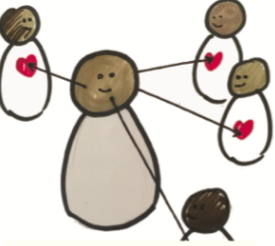
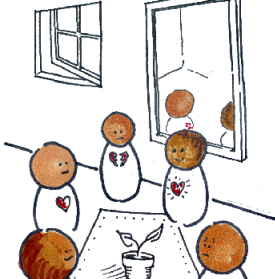


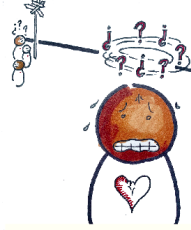
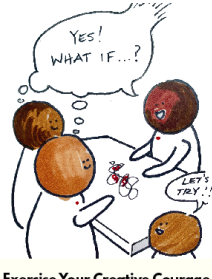
3. Liberatory Design “Do Now”s

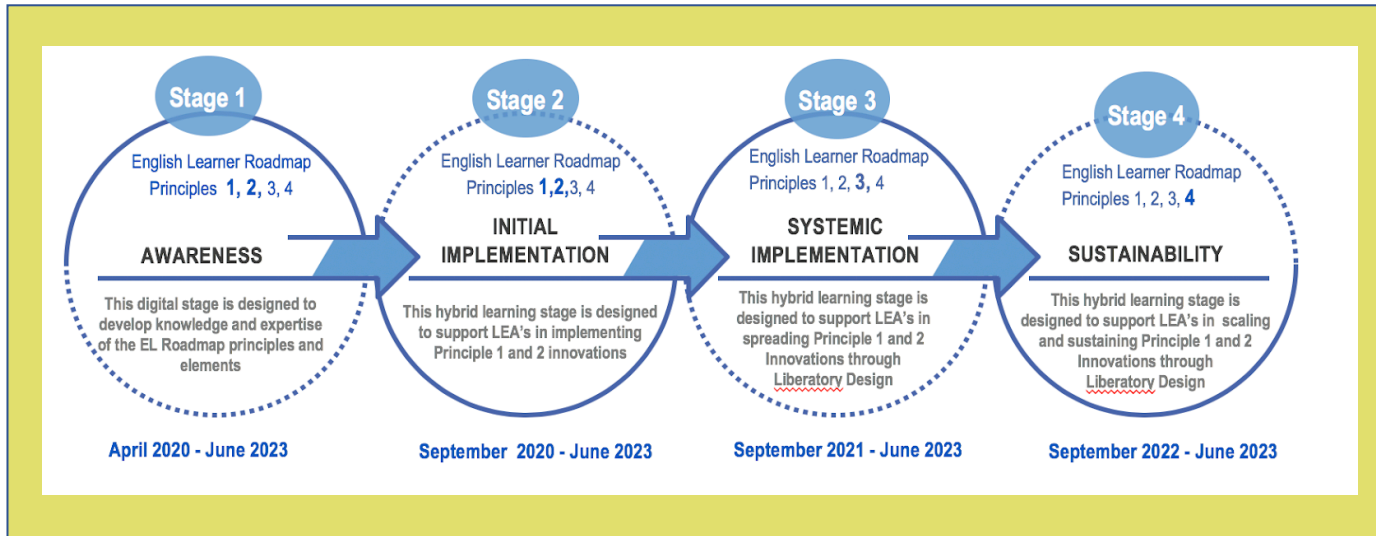
These hacks are small actions you can take now to start practicing Liberatory Design.

*This card deck is the result of a collaboration between the Stanford d.school's K12Lab and The National Equity Project.
Tania Anaisie, Victor Cary, David Clifford, Tom Malarkey, Susie Wise



LIBERATORY DESIGN MINDSETS--OUR FRAMING

 <p>Practice Self-Awareness We design from who we are. So we need a clear "mirror" to better see how who we are shapes what we see, how we relate, and how we design.</p>	 <p>Share, Don't Sell Practice transparency of process and non-attachment to ideas.</p>	 <p>Bias Towards Experimentation The complexity of oppression requires courageous action. Build to think and learn.</p>	 <p>Seek Liberatory Collaboration Recognize differences in power and identity. Design "with" instead of "for".</p>	 <p>Recognize Oppression Our designs depend on how we frame a challenge. So we need a clear "window" to see how oppression may be at play in our context.</p>	 <p>Catalyze Opportunities to Transform Power Inequity thrives in situations of power imbalance. Look for ways to transform power to invite and experience liberatory collaboration. Move away from power "over" or "to" and design toward power "with" and "within" to interrupt the reproduction of power dynamics.</p>
 <p>Focus on Human Values Seek as many ways as possible to get to know your end users including immersion, observation, and co-design.</p>	 <p>Attend to Healing Doing equity work includes on-going healing from the effects of oppression to increase our agency for liberatory design thinking.</p>	 <p>Build Relational Trust Intentionally invest in relationships, especially across difference. Honor stories and listen for emotions.</p>	 <p>Embrace Complexity When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.</p>	 <p>Work with Our Fear and Discomfort Fear and discomfort are an anticipated parts of this work. This includes feelings related to the situation, as well as what it brings up for you as a designer given who you are. Identifying sources of the fear and discomfort allows us to advance our design work if good or address it if harmful.</p>	 <p>Exercise Your Creative Courage Every human has the capacity to be creative. Before there is confidence, there is the courage required to navigate self-doubt and creative fragility. Trust your inherent creativity muscles and flex them with courage.</p>



WHO IS BEING SERVED:

STAGE 1: 12,500
STAGE 2-4: 1,200

Year 1: 30 LEAs
Year 2: 50 LEAs
Year 3: 60 LEAs

Launch, Superintendent Forum, Multilingual CA Campaign, Website, Resources, Social Media

Regional Summits
Liberatory Design Intro & Framing, Innovations PD, Coaching, PLNs

Regional Summits, Liberatory Design Deeper Implementation, Innovations—aligned to LD PD, Coaching, PLNs

Replication
Liberatory Design Framing, Innovations PD, Coaching, PLNs

Teachers, Administrators, Counselors, Parents/Families COEs, IHEs

INNOVATIONS

- Framing in Liberatory Design—Equity Centered
- CAFE & COE led Innovations aligned to EL ROADMAP Principle 1 and 2'
- University Seal of Biliteracy—implement across CSU system, growth to other university systems
- Bilingual Credentialing Program Model to be shared statewide to grow stronger Bilingual Teacher Education Programs
- Professional Learning Networks
- Language Centers



English Learner Roadmap Principle 1 Asset- Oriented and Needs Responsive Schools	English Learner Roadmap Principle 2 Quality Instruction and Meaningful Access
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|---|---|
| <ul style="list-style-type: none"> •Parent/Family Engagement (CABE, PIQE) •Dual Language Learners (DLL) Cradle to Career (FCSS) •Special Education Identification and Implementation in Multilingual Settings (SBCSS). | <ul style="list-style-type: none"> •Project GLAD® (OCDE) •Dual Language Teacher Academy (CABE) •WRITE (SDCOE) •Language Development through Science (USD) •Integrated/Designated ELD and Biliteracy Models (All) |
|---|---|

Each participating LEA will select Professional Learning Innovations from each column- Principal 1 and Principal 2. Innovation Networks provide LEA's support and opportunities for collaboration



RESPONSE TO COVID-19

**Our work
together...
and across
the state**

- Honesty
- Creativity
- Gratitude
- Respect
- Courage
- Optimism
- Grace
- Innovation

- Adapt to hybrid learning models and needs
- Virtual Meetings
- Pacing



Hugh Vasquez,
National Equity Project

- Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?

We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT.

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