

California's new English Learner Policy: The EL Roadmap

Administrative Leadership Symposium

Session Outcomes

- Create a space for like-minded leaders to convene around the vision of Biliteracy and English Learner education in California
- Understand the vision, mission and principles of the new EL Roadmap – and implications
- Understand how the EL Roadmap Policy connects to the Local Control and Accountability Plans (LCAP) and continuous improvement
 - Provide key updates and strategies for the implementation of Proposition 58 and other policies

Welcome

Elodia Ortega-Lampkin
CABE President

Jan Gustafson Corea
CABE CEO

The CABE 2018 Planning Committee

Nellie Meyer, Mt. Diablo USD

Cathy Nichols-Washer, Lodi USD

Symposium Handouts and Resources

Visit the CABE 2018 Administrative Leadership Symposium Webpage at CABE2018.gocabe.org to access handouts and resources for today's presentation.

Introductions

- Name, position, where from
- Reflection:
“What does it take to translate policy into action?”

AGENDA

The California EL Roadmap – Where did it come from?

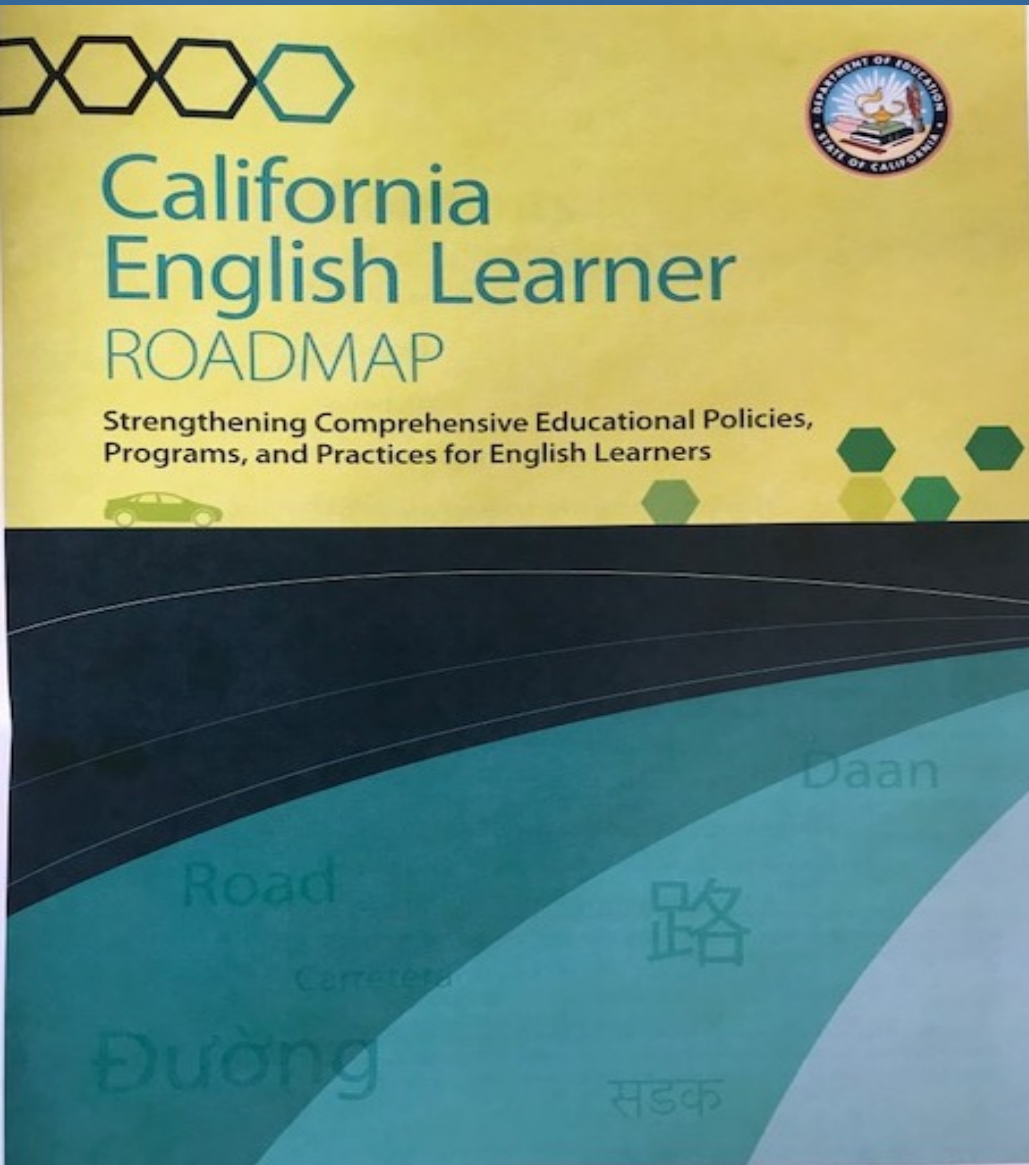
Making Meaning of the EL Roadmap

From policy to practice: The EL Roadmap for coherence
and planning

Panel

The Call to Action: Moving Forward

New era of Policy: The Roadmap, Prop 58, Safe Schools



What is this Roadmap and where did it come from?

1964: Civil Rights Act

(Race, Religion, Sex, National Origin)

THE EVANSVILLE COURIER

President Signs Civil Rights Bill

Pay Bill O.K. by High Court Hit

The Supreme Court today rejected a bill that would have allowed the federal government to sue states to force them to pay back taxes. The court's decision was a setback for the administration's effort to raise revenue from states that have not paid their taxes.

10,000 COINTEGRATED Cache Full of Cash Creates Controversy

A cache of 10,000 coins, mostly pennies and nickels, was found in a storage room at the University of Evansville. The coins, which were found in a room that had been used for storage, were believed to be the result of a coin integrator that had been used to integrate the coins.

Catholics Review Birth Pilla Policy

The National Council on Catholic Bishops is reviewing its policy on the use of birth control pills. The council is currently reviewing the policy and is expected to make a decision in the near future.

Passage Gets Varied Reactions

The passage of the Civil Rights Act has received varied reactions from different groups. While some groups have welcomed the act as a landmark step towards equality, others have expressed concern over its implications for states' rights and the federal government's role in social issues.



President Lyndon B. Johnson signs the Civil Rights Act of 1964. The act is a landmark piece of legislation that prohibits discrimination on the basis of race, religion, sex, and national origin.

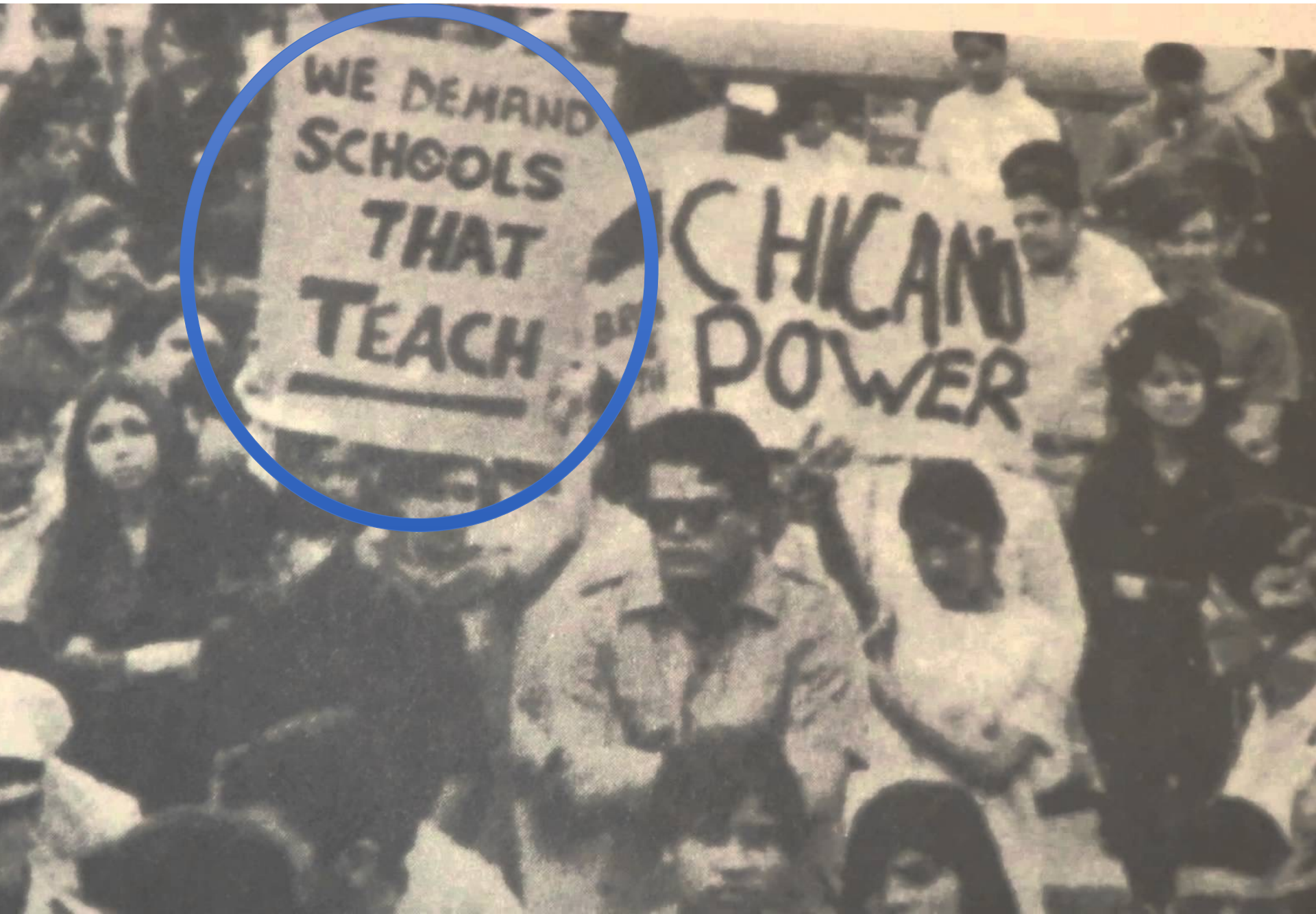
LAKE COUNTY SHERIFF Too Much Greeting Gets Greeter Fired

A Lake County sheriff's office employee has been fired for greeting too many people. The employee, who was hired as a greeter, was accused of greeting a large number of people, which was considered excessive and inappropriate for the position.

All Americans Urged To Help Curb Injustice

The President has urged all Americans to help curb injustice. He has called for a national effort to support the Civil Rights Act and to ensure that all citizens are treated equally under the law. He has also urged Americans to report any instances of discrimination to the appropriate authorities.

1968 Chicano Student Walkouts



1974 Lau v. Nichols Supreme Court Decision

Figure 1



English Learners

*“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, Supreme Court

1978 Castañeda v. Pickard

Three Standards

- Based on **sound educational theory**
- **Implemented effectively** with resources for personnel, materials, etc.
- After trial period, **proven effective** in overcoming language barriers to equal educational participation and opportunity

Mid 1970s – 1998

BUILDING THE FIELD

- State law
- Defining pedagogy

Jim Cummins



Common Underlying
Language Proficiency
Language acquisition
Communicative competence

Comprehensible Input

Dual Language
Transfer

The Natural Approach

Tracy Terrell

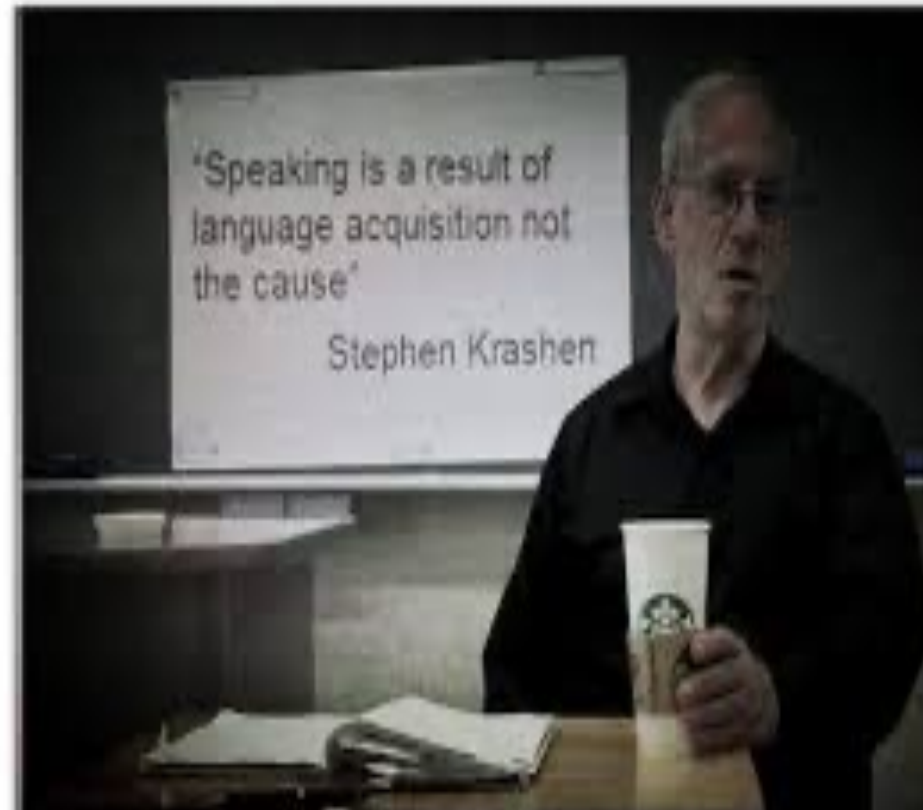
Steven Krashen

Language as
meaning
making



Context Matters

Language IS culture!



THE THEORETICAL FRAMEWORK: 1981

We had....

- ☑ **Emerging Theoretical Base**
- ☑ **Legal Framework**
- ☑ **Policy (State)**
- ☑ **Resources devoted to professional development, evaluations, field building (federal Title VII \$)**

**Credentialing,
teacher education**

**Program
Models**

**Instructional
Strategies**

**Research
base**

PUSH BACK and BACK LASH 1998 - 2010

A Perfect Storm brews.

- Economic recession
- Increasing immigration
- Refugee resettlement
- Demographic Change
- Rising English Only movement



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- ☑ **Legal Framework**
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teacher education**

**Program
Models**

**Instructional
Strategies**

**Research
base**

2001 NCLB

**Standards
and Testing**

**English
Only**

**National
Reading Panel**

**The
Reading
Wars –
Reading
First \$\$\$\$**



Language



Literacy



Reading

Discrete Skills

Voice

ENGLISH

Oral Language

CULTURE

Communicative Competence

Meaning Making

ACCESS to Full curriculum

Dual Language Brain
Metalinguistic Awareness

Bilingualism

POLICY, English Only, ACCOUNTABILITY

**Minutes defined, adopted program defined
(with fidelity), one size fits all pacing,**

**separate, self-contained -
all in ENGLISH**

MATH

ART

SCIENCE

ELD

Reading intervention

**ENGLISH
LANGUAGE
ARTS**

**SOCIAL
STUDIES**

**Program Improvement,
Corrective Action**

At the secondary level.....

Watered-down Sheltered “SDAIE” classes or no support in academic courses

Beginning to Intermediate levels of ELD provided

Major emphasis on reading interventions (*designed for native English speakers*) – often INSTEAD of ELD

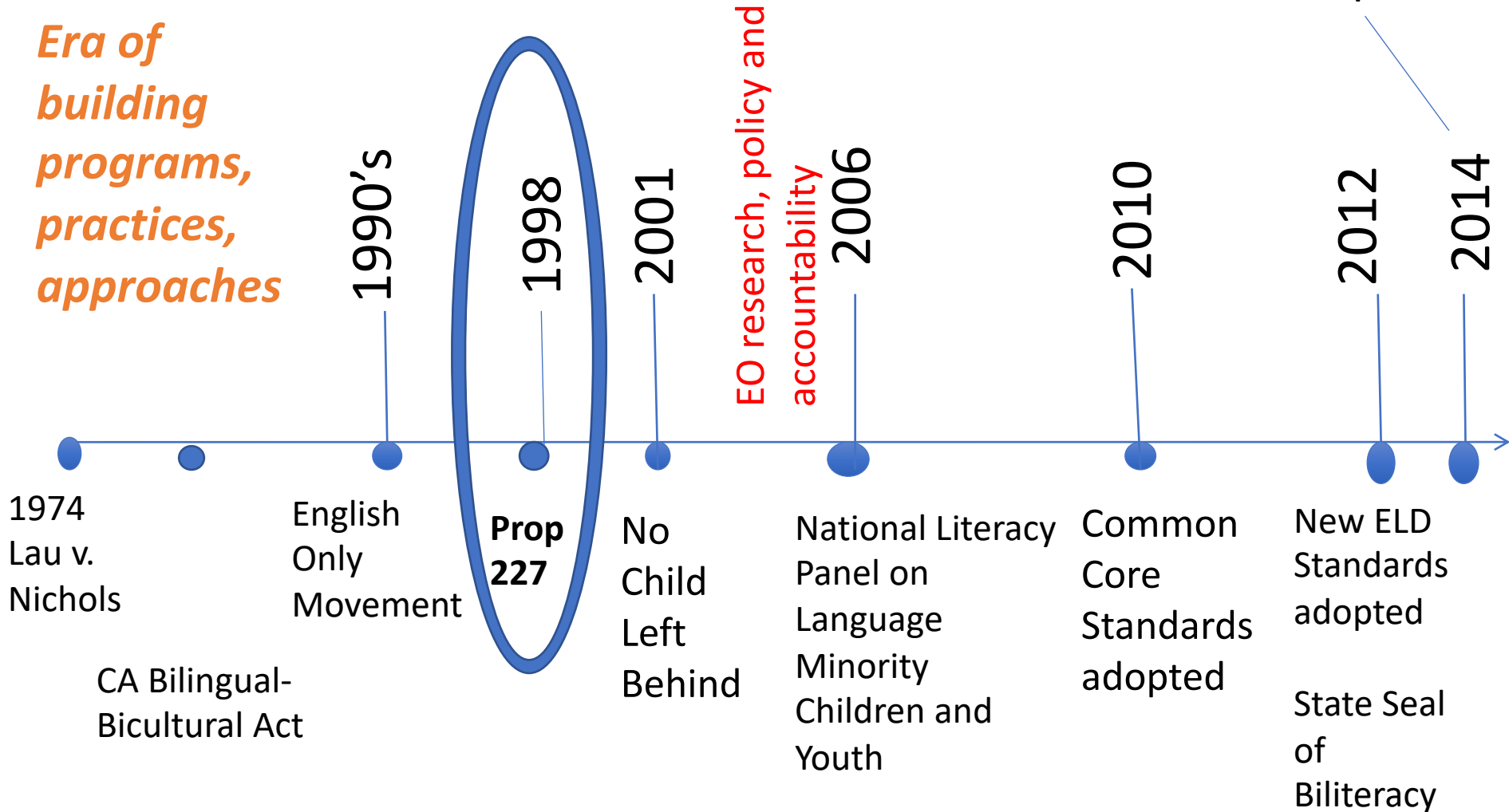
Schedules filled with interventions, SDAIE, ELD

Problems with credit accrual and fulfilling A-G

Large % of Long Term English Learners

*Push
back,
Backlash*

*Era of
building
programs,
practices,
approaches*



National Literacy Panel on Language Minority Children and Youth Research v.s. Common Practices

FINDINGS

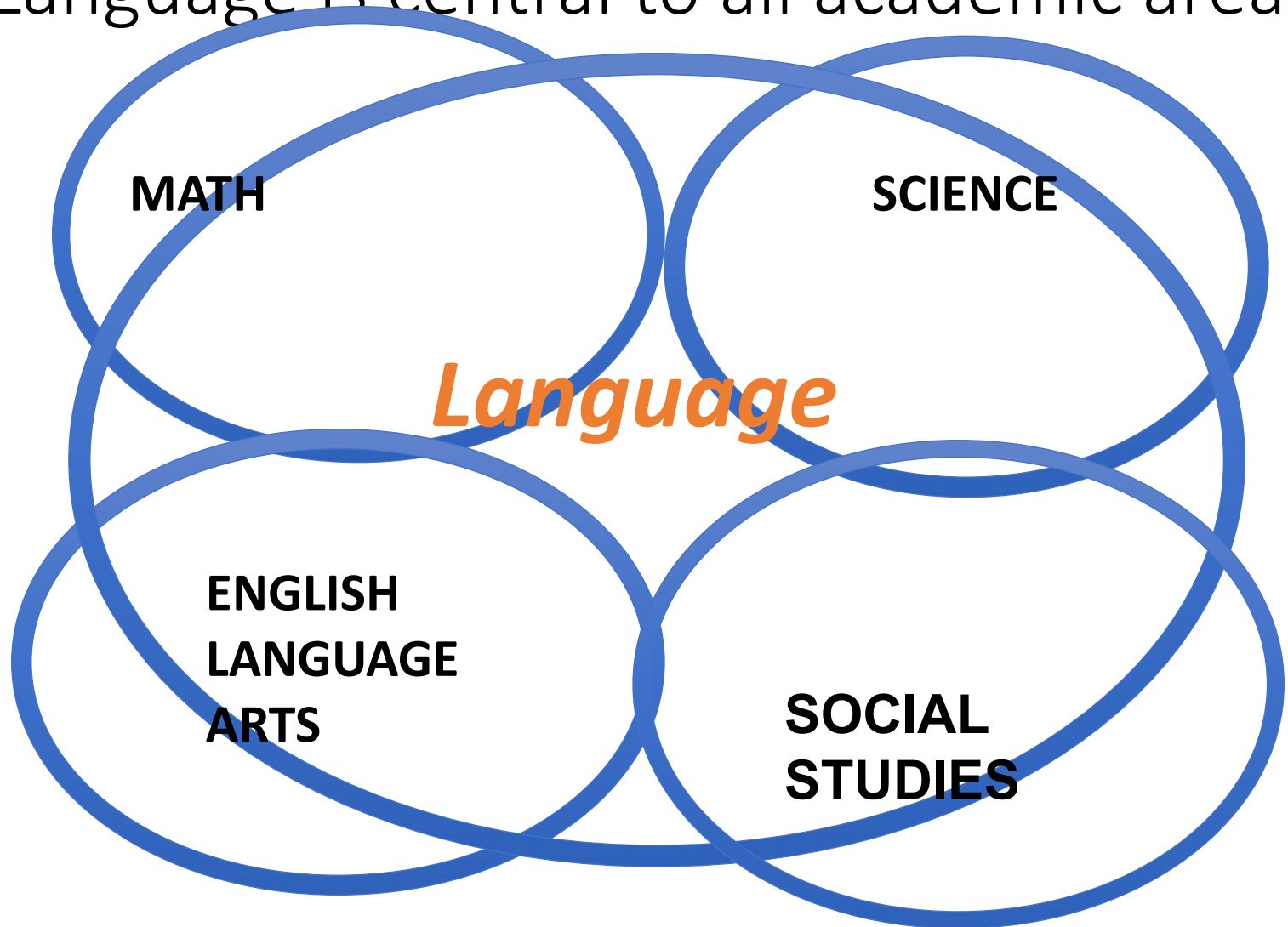
- Important role of home language – and bilingual education works = to or better than English Only
- Oral language essential and foundation for literacy
- Reading components needed but not sufficient for ELLs
- Integration of language development with building background knowledge and with academic content

PRACTICES

- No attention to home language – less than 5% in bilingual education – belief bilingual doesn't work
- Oral language increasingly overlooked
- One size fits all reading instruction
- Self-contained language arts, missing social studies/science

2010 Common Core Adopted in California

Language is central to all academic areas

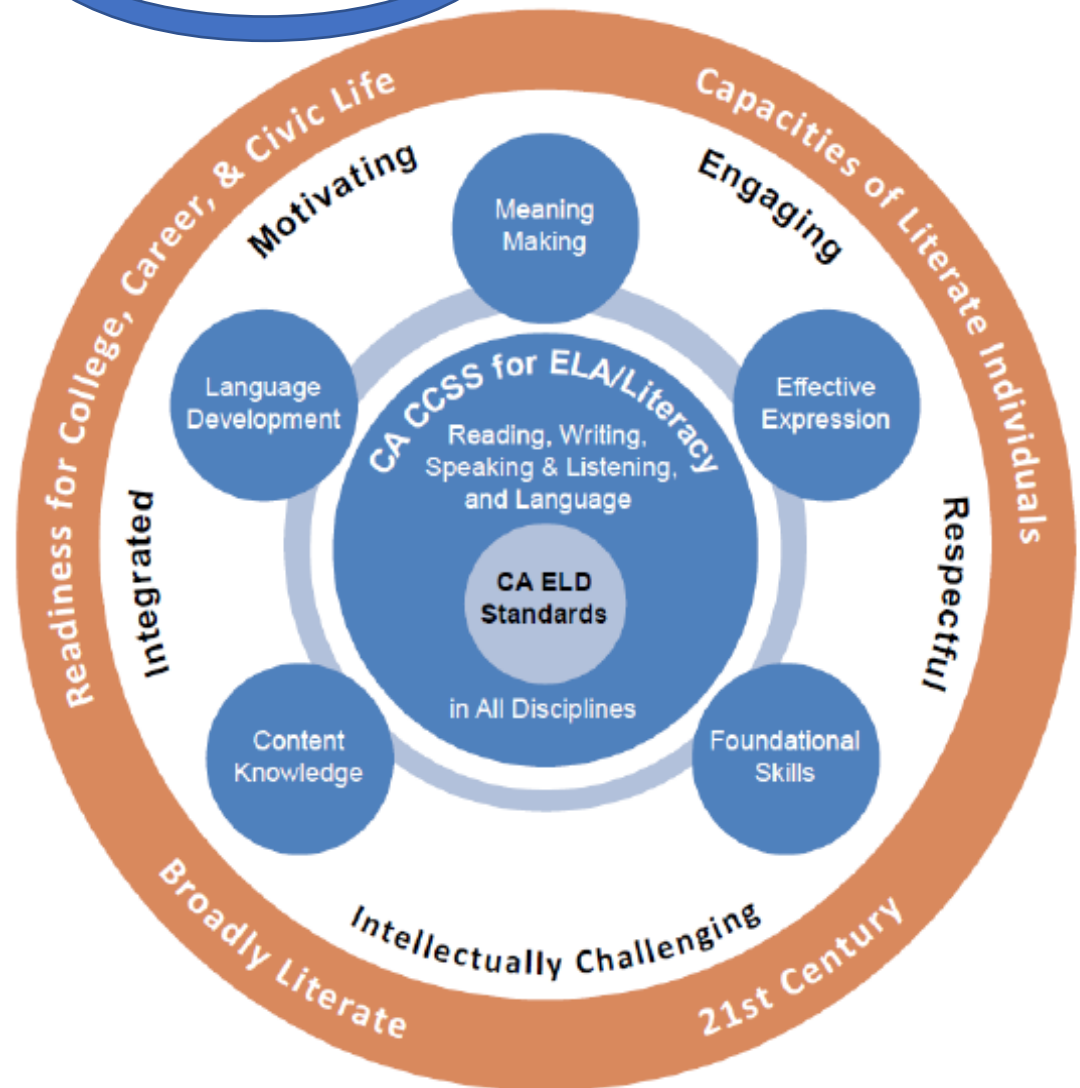


2014: The CA ELA/ELD Framework

Reinstated a broader understanding of language and literacy

Multiple “types” of English Learners (newcomer, LTEL)

Speaks to role of home language and value of bilingualism



1998 - 2016

Big changes

- Changing political landscape & demographics
- State Seal of Biliteracy (*new policy*)
- Growth of a Dual Language program movement
- State-wide professional development and voice about LTELs resulting in state policy
- New ELD standards and the historic ELA/ELD Framework
- Prop 58 passed (74% of voters) in 2016

Why a Roadmap?

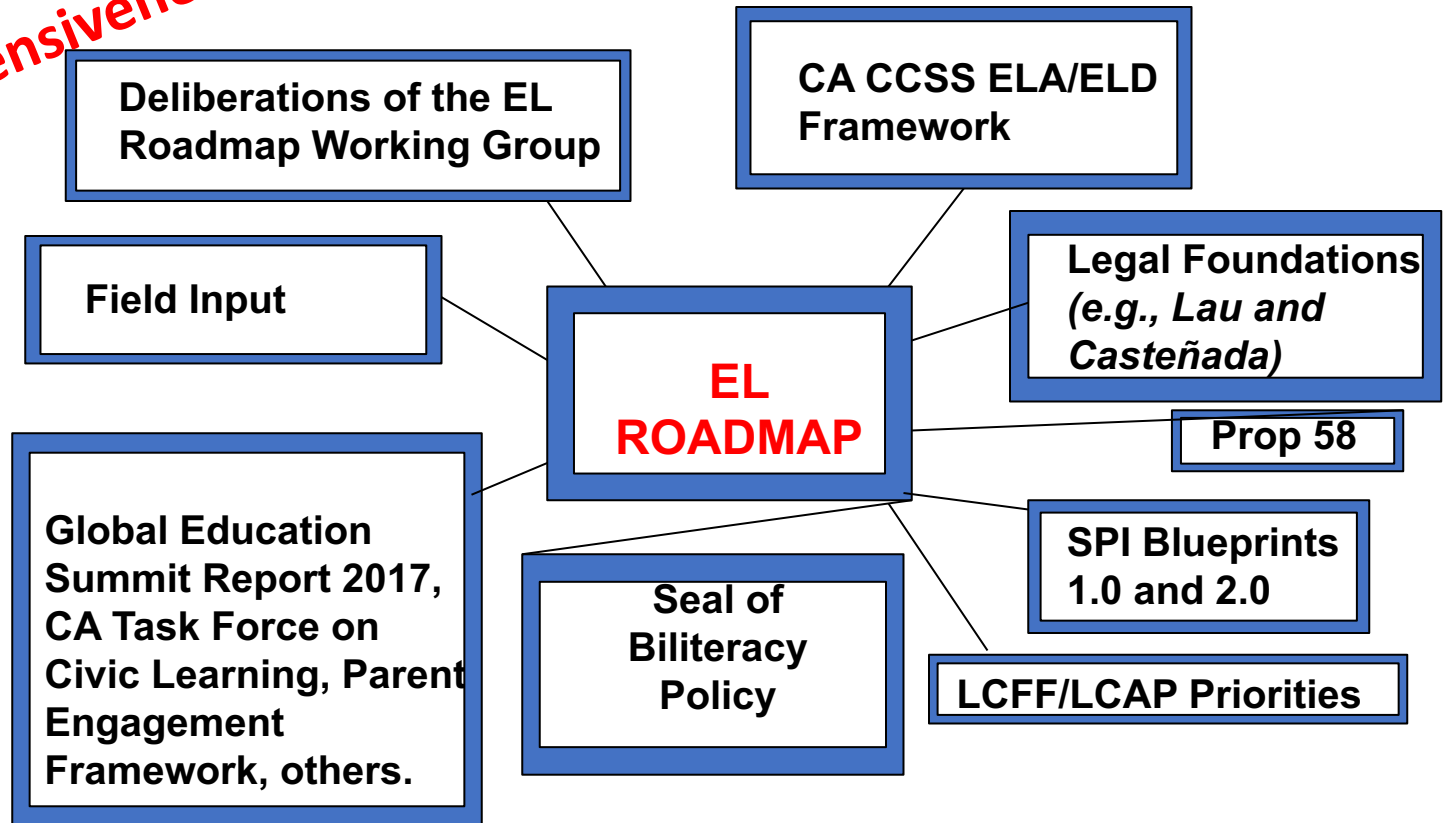
- Last policy was passed in 1998 and was outdated
- Remaining persistent achievement gap for our English Learners
- Needed alignment with new state and federal standards – and new state policies (*local control, Prop 58, new accountability system*)
- SSPI Torlakson’s Blueprint seeking vision and 21st century skills



Development of the EL Roadmap

Seeking Coherence
and
Comprehensiveness

Aspirational



RESEARCH BASED

Language

Literacy

Reading

Voice

Discrete Skills

Culture and Identity

Oral Language

**Writing &
expression**

ACCESS
**Communicative
Competence**

**Meaning
Making**

Comprehension

Dual Language Brain
**Metalinguistic
Awareness**

Bilingualism

L1

LOCAL CONTROL CONTEXT...

What is the purpose of the EL Roadmap?

- **The purpose of the EL Roadmap is to assist LEAs to promote local capacity-building and continuous improvement.**

From the CDE website: Frequently Asked Questions

State Board of Education

- Video

California English Learner Roadmap

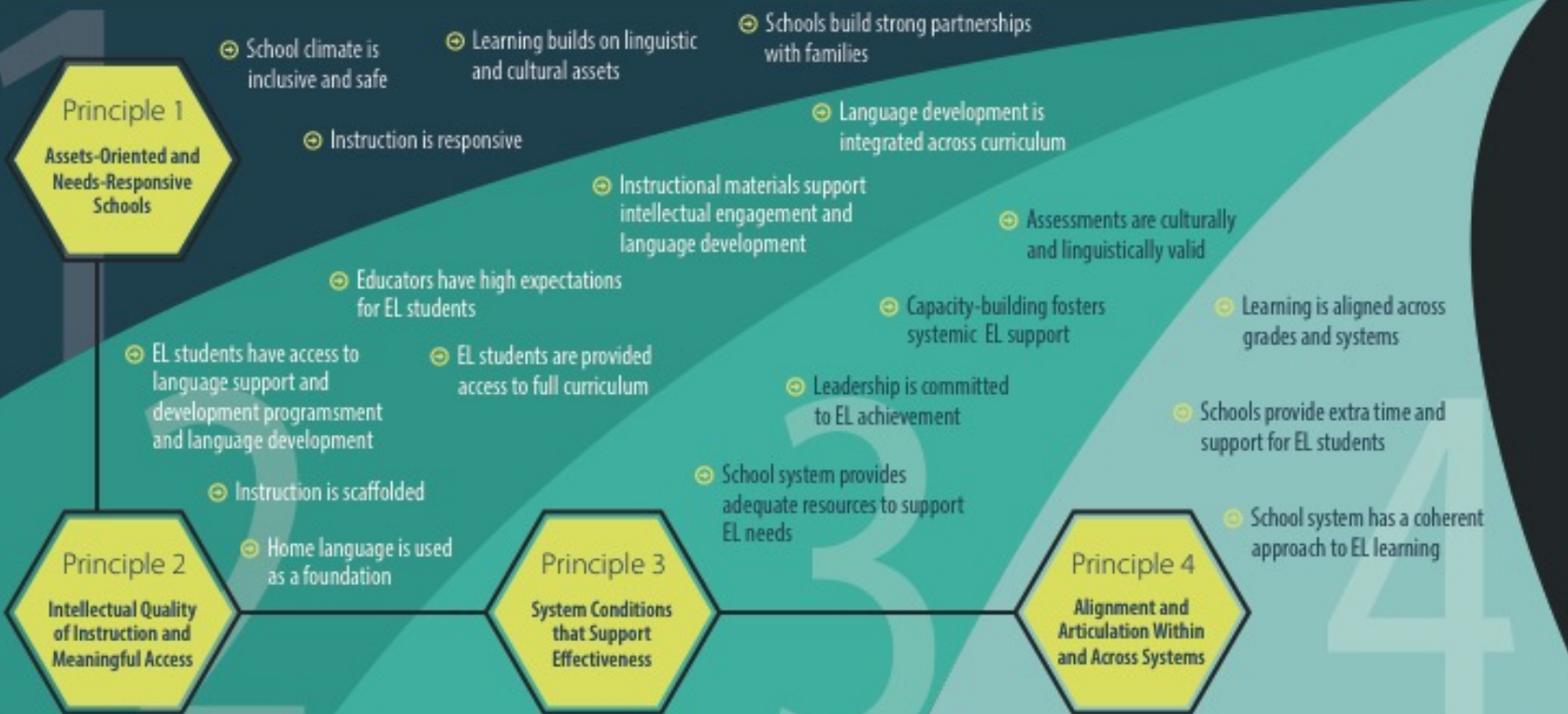
July 21, 2017



Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education
Multilingual Proficiency
Academic Mastery



Making Meaning of the Roadmap

At your tables:

- Have you heard about the EL Roadmap? Where and from whom?
- What has been the “tone”/big message?

A Close Reading and Listening

- What seems important here?
- How is this a new direction for EL policy? For EL practices?
- Which words/phrases/key concepts jump out at you?

**EL Roadmap Guidance
Document is TOOL #1**

Vision

pg. 36

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.



Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.



Four inter-related Principles

- Research-based
- Intended to guide all levels of the system towards a coherent, aligned set of practices, services, relationships and approach
- Shared responsibility of all educators

The Four Principles Video is Tool #2

Count off around your table

1 – 2 – 3 – 4

Principle #1:

pages 13-

14

Assets-oriented and needs-responsive schools

“Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.”

Principle #2:

pgs. 14-15

Intellectual quality of instruction and meaningful access

“English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”

Principle #3:

page 15

System conditions that support effectiveness

“Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners”

Principle #4:

pgs. 15 -

16

Alignment and articulation within and across systems

“English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.”

Table Discussion

- Reflect on the Mission and Vision of the new EL Roadmap and the EL Roadmap Principles
- What seems new?
- What seems important?
- How is this a shift from the past and from current practices?
- What particularly resonates with YOU?

Key themes

- Affirming
- Assets-based
- Inclusivity
- Intellectually Rich
- Full access
- Student responsive
- Bilingualism/Proficiency in multiple languages
- Investment in capacity and systems

Select one that matters to you!
Take notes towards an elevator speech (1-2 minutes) about why the EL Roadmap feels important

From Policy to Practice:

Using the EL Roadmap for
Coherence and Planning –
the essential connection to
the LCAP

“The CA EL Roadmap signals that serving English Learners is a central responsibility of each and every educator.”

FROM CDE:

- The EL Roadmap helps LEAs update LCAP and Title III plans to ensure that goals are aligned with evidence-based practices for educating English learners.

Local Control Accountability Plan

- Local Educational Agencies must write an LCAP
- How do the Principles and Elements work within the LCAP?

Crosswalk to LCAP

FROM PRINCIPLES TO PRACTICE
(CROSSWALK TO LCAP STATE PRIORITIES)

See page 18

	Priority 1 Teachers	Priority 2 Standards	Priority 3 Parents	Priority 4 Achievement	Priority 5 Engagement	Priority 6 Climate	Priority 7 Access	Priority 8 Outcomes
Principle #1: Assets-Oriented And Needs- Responsive Schools	Elements A & C	Elements A & B	Elements B & D	Element C	Elements B, C & D	Elements A & D	Elements B & D	
Principle #2: Intellectual Quality Of	Elements A, B & D	Elements A, B, G & F	Element D	Elements A, B & C	Elements E & F	Elements C & E	Elements D, E & G	

A Self-assessment Reflection Tool

- Assessment tool intended to support LEAs/schools in identifying areas that could be strengthened and addressed through the LCAP (or other) plans.
- Once areas needing improvement are identified, the LCAP Crosswalk can be used to identify where on the LCAP it could/should be addressed (under which priority areas)

Rubric is Tool #3

The content differs by role.....

- School Boards, district leaders – resources, LCAPs, investments in the system capacity and infrastructure
- Teachers – implications for teaching pedagogy and curriculum, support services for students
- Parents – what to look for/ask for in a quality program
- County Offices, technical assistance providers – support needed to build capacity

CSBA Brief – Tool #4

LUNCH

Sponsor Greetings

12:15 – 1:00

Using the EL Roadmap for Coherence and Planning: District Leader perspectives

Carmen Beck, Chief Academic Officer

Inglewood School District

Building coherence and moving state and local EL Policy

Hilda Maldonado, Director

LAUSD Multilingual and Multicultural Education Division

Dr. Richard Vladovic, Board Member

LAUSD Region 7

Insert Anaheim UHSD

Reflection and Discussion

- What local priorities and initiatives am I trying to move forward that the EL Roadmap provides support and framing for?
- Where and how do I see the Roadmap connecting to our priority initiatives?
- What does the EL Roadmap put forth as important for ELs that isn't reflected in our current work – and seems important to ME as an educational leader?
- Where are my entry points INTO the Roadmap for working with my staff?

Elevator speeches

- Take five minutes to work on your speech
- Pair with someone and deliver your elevator speeches (2 minutes each)

The theory of change...

- The EL Roadmap as a common direction
- Local control and decision making about HOW to get to the vision and mission, and how to enact the Principles of the EL Roadmap
- There are many roads to where we are going
- We can learn from each others' work

What happens next?

- CDE Guidance Document posted and printed
- CDE website Dynamic EL Roadmap Supporting Materials
 - Videos, case studies, tools, and templates, etc.
 - <http://www.cde.ca.gov/sp/el/rm/>
- Summer: Three “roll outs” – North, South, Central
- Four case studies in the Guidance Document
- Field submissions for additional case studies and examples to post on website

Submissions: vetted for.....

- A research base that holds promise for local impact
- Monitored using local metrics of system implementation and adult learning outcomes (investment in quality of implementation)
- Evidence of student learning
- Engaged in continuous improvement
- Special attention to those challenges in need of new solutions

Looking at practices through the lens of the EL Roadmap

- For the “case” given to you, which Principles of the Roadmap are evident?
- Does this address a meaningful and important challenge and need for ELs?
- Is there an evidence base?
- Is there investment in implementation?
- Is there evidence of impact?

California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system

What do you need?



21st century Education
Multilingual Proficiency
Academic Mastery



Principle 1 Assets-Oriented and Needs-Responsive Schools

- ⊖ School climate is inclusive and safe
- ⊖ Learning builds on linguistic and cultural assets
- ⊖ Schools build strong partnerships with families
- ⊖ Instruction is responsive
- ⊖ Language development is integrated across curriculum
- ⊖ Instructional materials support intellectual engagement and language development
- ⊖ Assessments are culturally and linguistically valid

Principle 2 Intellectual Quality of Instruction and Meaningful Access

- ⊖ EL students have access to language support and development programs and language development
- ⊖ Educators have high expectations for EL students
- ⊖ EL students are provided access to full curriculum
- ⊖ Instruction is scaffolded
- ⊖ Home language is used as a foundation

Principle 3 System Conditions that Support Effectiveness

- ⊖ Capacity-building fosters systemic EL support
- ⊖ Leadership is committed to EL achievement
- ⊖ School system provides adequate resources to support EL needs

Principle 4 Alignment and Articulation Within and Across Systems

- ⊖ Learning is aligned across grades and systems
- ⊖ Schools provide extra time and support for EL students
- ⊖ School system has a coherent approach to EL learning

RESOURCES

Proposition 58 and the Roadmap

from the Roadmap

- **Vision:** “..opportunities to develop proficiency in multiple languages.”
- **Mission:** “..prepare students with the linguistic skills and competencies they require for participation in a global, diverse and multilingual world...”

Proposition 58

Strong
research on
benefits

Policy
opportunity
& backing

Public
support

Who benefits?

Lack of
capacity

Lack resources
for start up
and materials

Local politics,
push-back,
and framing

Now we have....

- ✓ **Stronger than ever research base**
- ✓ **Federal and Court legal Frameworks**
- ✓ **Public support for biliteracy**
- ✓ **We know how to do it, what it looks like**
- ✓ **Policy (State)**

Can we grasp the promise of this moment? And if we don't, what will it mean?

Table check-in:

- What is happening with moves to expand or start new dual language and biliteracy programs in your district/county?
- What is happening to spread the word about the opportunity and mechanisms to request?
- What kind of interest are you getting?
- What kind of push-back (if any) are you getting?
- How likely is it that you will be expanding and/or starting new programs within next few years?
- What is the biggest challenge/barrier you face?

Resources

- **Side by Side analysis** Ed code changes
- **When More Means Less:** Mapping the Gaps between Expert and Public Understandings of Dual Language Learners ***A FrameWorks Map the Gaps Report***
 - Disrupt zero sum thinking – CAN have both languages without undermining either
 - Make clear bilingualism benefits society (not just individuals)
 - Explain HOW it can be done – that is can be done
 - Build sense of urgency – we need this

Safe Schools Act and the EL Roadmap

Principle #1:

- “Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family community and school partnerships.”
- “School climates and campuses are affirming, inclusive and safe.”

Gandara and Ee

“U.S. Immigration Enforcement Policy and Its Impact on Teaching and Learning in the Nation’s Schools” (*UCLA Civil Rights Project*)

- Those schools that struggle the most to close achievement gaps are hit the hardest by this immigration enforcement regime. The additional burden of trying to educate children, who are often U.S. citizens, and are living in terror of losing their families, may simply be too much to ask of educators, who are themselves stressed, sometimes to the breaking point. And it is not just the children of immigrant parents who are affected. The immigration enforcement regime is affecting all students in schools that are disrupted by fear-inducing tactics”.

Resources:

Responding to the needs of Immigrant and Refugee students and communities

- EdSource article on the findings from the Gandara/EE research
- Californians Together: “Support for Immigrant and Refugee Students”

Show the Call to Action video – Tool #5