

Quarter/Dates of Activity: Q1 July 2007 through September 2007  
**Seed Grant:** English Language Learner Leadership Academy  
**Grantee Organization:** Fresno County Office of Education  
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**Description of this Quarter’s Activity and Impact on Partnership Goals and Objectives**

“The goal of the California Partnership with the San Joaquin Valley Seed Grant Project is to gather research identifying effective English Learner instruction, curriculum, and intervention strategies, plus those organizational support structures already proven to produce improved student learning and increase college acceptance rates, to create an Academy where those proven practices can be taught to district leaders; then support those leaders through mentoring at the site level with the help of a coaching network provided by the eight county superintendents of schools identified by this project in collaboration with California State University, Fresno.”

Components of the strategic action plan proposal included are:

**Goal 1 Increase the achievement level of students, schools, and school districts in the San Joaquin Valley.**

- Objective A Implement a school and school district support system through County Offices of Education.
- Objective B Implement a curricular and instructional program to ensure all children are able to read at or above grade level
- Objective D Establish an executive leadership academy to train principals of low-performing schools in turn-around educational and management services.

**Planned Activities**

<b>Activity</b>	<b>Responsible Agency</b>	<b>Attendants/Parties</b>	<b>Timeline</b>
Regional Planning meeting	Fresno County Office of Education	Representatives from eight counties; development of Academy Design Team	May 22, 2007
Hiring of part time Academy director	Fresno County Office of Education	Larry Powell, Fresno County Office of Education	June 11, 2007
Nominations for Academy Participants	Fresno County Office of Education	Superintendents of Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare counties	May-July 2007
Academy Design Team Meeting	Fresno County Office of Education	Design Team meeting	July 5, 2007
Selection of Academy participants	Eight County Offices of Education Superintendents	County Superintendents/District Superintendents	July 2007
First Academy Session	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	August 9. 2007
Academy Excursion McREL <u>Balanced Leadership</u>	Fresno County Office of Education	Participating district/school teams that elected to attend McREL excursion	August 21-22, 2007
Second Academy Session	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	September 17, 2007 Modesto September 18, 2007 Visalia

**Impact on Partnership Goals and Objectives**

**Academy Session One**

- Participants gained knowledge of factors that influence English proficiency including cultural and environmental factors which will help them design effective instructional and support programs

- Participants were trained to be able to analyze the nature of their EP populations and understand that not all EL students are at the same level either academically or in acquiring English, enabling them to create master schedules more effectively.
- Content of Session I emphasized a closer look at English Learner students with an emphasis on factors beyond language that influence learning. Statistics from the San Joaquin Valley, a compilation of English Learner data, educational typologies, and the video, The New Americans, gave participants an in-depth look English Learner students.

### Excursion One

- Participants will report an increase in their effectiveness as leaders.
- Participants will report an increase in their willingness to share their knowledge and experience with other administrators, creating a ground swell affect of schools believing improved test scores for EL students is possible
- McREL’s Balanced Leadership: School Leadership That Works was the first of four McREL leadership sessions available to Academy participants. Session intended outcomes included 1) an increased understanding of McREL’s research on school leadership, which links principal’s leadership practices with student achievement leadership; 2) increased knowledge and skills about improving leadership practices; and 3) increase awareness of the degree to which participants fulfill research-based leadership responsibilities. (Balanced Leadership: An Overview-Participants Manual)

### Academy Session Two

- Participants will understand the importance of using data to measure and assess progress of students acquiring English at the same time learning academic content in a variety of sessions and will increase a culture of data collection and analysis to validate the effectiveness of the instructional program and to guide adjustments in program delivery.
- Content of Session II addressed the importance of data collection and data management and provided participants with the knowledge and skill to make data driven decisions in order to impact the learning of EL students and address goals of the English Learner Master Plan.

### Participating Districts

County	District	Participants	Coaches
Fresno	Alvina Elementary Charter School District Fresno Unified School District Monroe Elementary School District Washington Colony Elementary School District	14	4
Kern	Fairfax School District	5	1
Kings	Armona Unified School District	3	1
Madera	Madera Unified School District Madera County Office of Education	6	2
Merced	Hilmar Unified School District	6	2
San Joaquin	Lammersville School District Stockton Unified School District Tracy Unified School District	12	2
Stanislaus	Newman-Crows Landing Unified School District Patterson Unified School District	10	2
Tulare	Earlimart School District Culter-Orosi Unified School District	14	2

**Planned Activities for the Next 3-6 Months**

Academy Sessions	
DATES	STRAND
<b>August 2007</b> <b>August 8</b>	Visalia 12:00-5:00 Whole Group Orientation Strand 1 <b>An In-Depth Look at                      English Language Learners</b> 5:30-6:00 Reception 6:00-8:00 Dinner (Guest Speaker)
<b>September 2007</b> <b>Modesto Sept 17</b> <b>Visalia Sept 18</b>	Strand 1 continued <b>An In-Depth Look at                      English Language Learners</b>
<b>October 2007</b> <b>Piccadilly Inn-Fresno Oct 18 &amp; Oct 19</b>	Stand 2 <b>McREL Leadership                      "Effective Change Leadership"</b>
<b>November 2007</b> <b>Modesto Nov 5</b> <b>Visalia Nov 6</b>	Strand 3 <b>Systems, Organizations,                      and Structures</b>
<b>December 2007</b>	<b>No scheduled Academy Sessions</b>
<b>January 2008</b> <b>Modesto Jan 9</b> <b>Visalia Jan 10</b>	Stand 4 <b>Managing Data</b>
<b>February 2008</b>	Strand 5

Excursion Event		
DATES	EVENT	ORGANIZATION
<b>August 21-22</b>	McREL Leadership: "Balanced Leadership" Limited space available	FCOE/McREL
<b>No scheduled excursions</b>		
<b>October 15</b>	Executive Leadership Center Smitcamp House CSU Fresno	CVELI/ACSA/ Springboard
<b>November 27</b>	Executive Leadership Center Smitcamp House CSU Fresno	CVELI/ACSA/ Springboard
<b>December 9-10-11</b> <b>December 11-12</b>	Title III Accountability Institute San Diego McREL Leadership "Professional Learning Community" Limited space available	CDE FCOE/MCREL
<b>January 17</b> <b>January 22-23</b> <b>January 29-30</b>	Executive Leadership Center Smitcamp House CSU Fresno McREL Leadership "Sustainable Leadership and Continuous Improvement" Limited Space Available New Superintendents Training	CVELI/ACSA/ Springboard FCOE/McREL Superintendents' Symposium

Academy Sessions	
<b>Modesto Feb 26</b> <b>Visalia Feb 27</b>	<b>Effective English Language Learner Programs</b>
<b>March 2008</b>  <b>Modesto Mar 12</b> <b>Visalia Mar 13</b>	Strand 5 continued <b>Effective English Language Learner Programs</b>
<b>April 2008</b>  <b>Modesto Apr 14</b> <b>Visalia Apr 15</b>	Strand 6 <b>Professional Development</b>
<b>May 2008</b>  <b>Modesto May 6</b> <b>Visalia May 7</b>	Strand 7 <b>A Plan of Action</b>
<b>June 2008</b>  <b>TBA June 26</b>	

Excursion Event
<b>Others To Be Announced</b>

**Challenges/Problems/Bottlenecks/Feedback**

Participant districts/schools are similar in percent of ELs and levels of socio-economic populations, but vary drastically in type--urban/rural, size, availability of resources, and number of administrators. A challenge is to ensure that the needs of all Academy participants are being met and that session content is useful and applicable for all.

The Academy was originally designed to accommodate 64 participants. A problem has been to accommodate counties that wished to add more districts and districts that wanted to add additional people to their teams. Due to limited space, a waiting list was established.

**Feedback/Evaluations Session I**

The most meaningful activities today were	The most important new ideas I learned today are	The next step for my team is
<ul style="list-style-type: none"> <li>-Being able to share ideas with fellow administrators</li> <li>-New Americans and time to bond with group</li> <li>-I have participated in most of these activities, but never with a team. Thank you.</li> <li>-Discussing the statistics posted on the wall</li> <li>-Video was excellent, discussion on typologies, charts around the room</li> <li>-Student profiles, typologies</li> <li>-Team collaboration</li> <li>-Newcomer vs. 1<sup>st</sup> and 2<sup>nd</sup> generation</li> <li>-Learning the perceptions that are still believed by administrators</li> <li>-Gallery Walk, Who Are Our Students, The New Americans</li> <li>-Opportunity for colleagues to offer new ideas and perspectives</li> <li>-Understanding that one size does not fit all and EL students are unique</li> <li>-Gaining further understanding of our students</li> <li>-Practical and inspirational</li> </ul>	<ul style="list-style-type: none"> <li>-We have a long way to go</li> <li>-English Learners typologies, concise information, and wow! More time to think</li> <li>-Again, I appreciate my peers seeing/doing these activities. It lends credibility to the work I do</li> <li>-Inclusion of the social aspect for ELs was very helpful</li> <li>-Looking beyond language and academics</li> <li>-It's not just the language, look at the whole child</li> <li>-Immigrant experiences</li> <li>-Real issues beyond language</li> <li>-Statistics regarding EL students and their families</li> <li>-That EL students are unique and all aspects should be considered</li> <li>-Seeing real student profiles and the challenges they face</li> <li>-Looking at research and finding Best Practices</li> <li>-Heart...not just levels and scores; Evaluating systems and resources</li> <li>-Understanding the complex issues involving ELD</li> </ul>	<ul style="list-style-type: none"> <li>-Formulate a general plan</li> <li>-Meet together and discuss today's activities</li> <li>-Sharing activities with staffs I will coach</li> <li>-Ensuring the superintendent understands the necessity of attendance</li> <li>-Discussing what an EL focus will look like</li> <li>-Support to districts through county services</li> <li>-Establishing an Action Plan</li> <li>-Compiling data to monitor students</li> <li>-Deeper understanding of the needs of English Learners and Immigrants</li> <li>-To develop new strategies to implement at district level</li> <li>-Professional Development for all staff on the Best Practices for EL students.</li> <li>-Look at data and programs to meet student needs</li> <li>-Evaluating our district more effectively</li> <li>-Evaluate our EL methods</li> <li>-Take this information back to other district leaders</li> <li>-We need to unpack the EL standards as a district and develop a better working knowledge of them</li> <li>-Dialogue and timeline of events to implement</li> </ul>

**Feedback/Evaluations Session II**

Scale 1 = Lowest to 5 = Highest

**Rating**

- 4.5** The day's content addressed a relevant issue in my district/school about English Learner data and its use.
- 4.3** The day's content extended and deepened my knowledge about collecting, managing, and interpreting data as it applies to English Learners.
- 4.4** The day's content influenced my thinking about the importance of collecting, managing, and interpretation of data for EL students
- 4.3** I can apply what I learned about data collecting, management, and interpretation at my district/school.
- 4.2** The Best Practice Matrix-DATA will assist in guiding next steps in my district/school.

**If you have coordinated any outreach, please describe briefly.**

Outreach has been structured in several formats to provide participants with supplemental information and opportunities beyond the content scheduled for Academy sessions.

- A. Ongoing collaboration with the eight county design team members
- B. Incorporation of a coaching model. Each County Office/Springboard Schools has assigned a coach to participant districts/schools in order to provide support in accomplishing the work necessary to address the needs of English Learners.
- C. Invitation to guest speakers and practitioners who have made systemic changes in their districts/schools that have proven successful in closing the achievement gap or accelerating learning for English Learners.
- D. Excursions (Registration fees paid by Academy)
  - 1. McREL Training: (Six days of additional training)
    - Effective Change Leadership
    - Developing A Purposeful Community
    - Choosing the Right Focus
  - 2. Central Valley Education Leadership Institute Seminars
    - Three leadership sessions
  - 3. Title III Accountability Institute
    - Closing the Achievement Gap for English Learners and Immigrant Students
  - 4. Association of California School Administrators
    - Superintendents' Symposium