

Dates of Activity: January 2008 through March 2008
Seed Grant: English Language Learner Leadership Academy
Grantee Organization: Fresno County Office of Education
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Description of Quarter’s Activity/Impact on Partnership

Academy Session Five January 2008

- Expected Outcome #3 Participants will gain knowledge of effective, research-based instructional strategies for English Learners (EL) which will allow teachers to increase the impact of their lesson.
- Expected Outcome #14 Participants will be able to develop systems for identifying struggling students and design research-based intervention programs, enabling more students to participate in grade level instruction.
- Session Outcomes included deepening the understanding that transforming education and closing the racial achievement gap will require courageous leadership; applying the 21 behaviors of leadership to improve learning opportunities for EL students; learning methods of application of Best Practices at the District and School level, and becoming familiar with a systemic tool to support and measure instructional effectiveness for EL students.

Academy Session Six February 2008

- Expected Outcome #7 Participants will learn skills of observing a classroom for effective EL instruction and to provide feedback to teachers on ways to improve content delivery.
- Expected Outcome #8 Participants will be able to analyze the nature of their EL 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
- Session Outcomes included a Continuous School Improvement Model, its design and implementation; a method of shadowing EL students in order to best determine instructional and intervention strategies; continuing the conversation regarding academic performance through Best Practices outlined in Classroom Instruction That Works for English Language Learners; a classroom observation tool to support and measure instructional effectiveness for EL students; and looking more deeply into differentiating California English Language Development Test (CELDT) scores in order to improve instruction within language acquisition groups.

Academy Session Seven March 2008

- Expected Outcome #2 Participants will gain knowledge of effective, research-based staff development for teachers of English Learners which will allow them to make informed decisions when selecting professional growth opportunities.
- Expected Outcome #3 Participants will gain knowledge of effective, research-based instructional strategies for English Learners which will allow teachers to increase the impact of their lessons.
- Session Outcomes included: identifying the key components of Professional Learning Communities to take collaboration deeper than teachers “meeting to talk”; exploring the necessary shift in focus in order to take districts beyond technical change to cultural change; using the Best Practices outlined in Classroom Instruction That Works for English Language Learners as a Professional Development book study; learning engagement strategies for EL students in order to optimize and accelerate learning; and identifying steps to action.

Planned Activities for next 3-6 months

April 2008 <ul style="list-style-type: none"> ▪ Modesto - Apr 14 ▪ Visalia - Apr 15 	Strand 6 Professional Development
May 2008 <ul style="list-style-type: none"> ▪ Modesto - May 6 ▪ Visalia - May 7 	Strand 7 A Plan of Action
June 2008 <ul style="list-style-type: none"> ▪ TBA ▪ June 26 	Strand 8 Courageous Leadership

Challenges/Problems/Bottlenecks/Feedback

Participant districts/schools are similar in percent of Es and levels of socio-economic populations, but vary drastically in type—urban/rural, size, availability of resources, and number of and experience of administrators. Developing knowledge,

as well as the leadership skills necessary to transform existing programs is our major focus. Providing current, meaningful, and applicable content to ensure relevance for all is the challenge.

Current challenges include:

1. sustaining attendance at Academy sessions while spring schedules make pressing demands on administrators' time;
2. encouraging districts/schools to move to action, develop nonnegotiables, implement change, and ensure fidelity of existing programs, practices, and expectations;
3. stressing the imperativeness of monitoring for results