

Dates of Activity: October 2008 through December 2008
Seed Grant: English Language Learner Leadership Academy
Grantee Organization: Fresno County Office of Education
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Purpose

The purpose of the English Language Learner Leadership Academy was to instruct and support districts and schools in providing research-based curriculum, instruction, and intervention strategies required to ensure the access and accelerate the learning of English Learner (EL) students.

Through the cooperative effort of eight counties, a year-long English Language Learner Leadership Academy (Academy) for superintendent leadership teams was developed to identify curriculum instruction and intervention strategies that have proven successful with EL students. Academy participants were provided with 10 Academy sessions and other excursion opportunities to support their efforts to implement and monitor best practices that accelerate the learning of English Learners.

To provide ongoing support, County Offices of Education provided coaching to assist districts/schools with steps to action, implementation, and monitoring of systems.

Description of Activity by Goal and Objective

Components of the strategic action plan proposal included:

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.

Expected Outcomes

1. Participants will gain knowledge of effective, research-based curriculum for English Learners which will allow them to make informed decisions when purchasing instructional materials.
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.
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.
4. Participants will gain knowledge of factors that influence proficiency in English Learners including cultural and environmental factors which will help them design effective instructional support systems.
5. Participants will understand the importance of using data to measure and assess progress of students acquiring the English language and, at the same time, learning academic content in a variety of settings, creating a culture of data collection and analysis to validate the effectiveness of the instructional program and to guide adjustments in program delivery.
6. Participants will understand the advantages and disadvantages of different delivery systems such as Immersion, Sheltered English, Specifically Designed Academic Instruction in English, and Bilingual Programs to enable them to make informed program decisions based on their students and community.
7. Participants will learn skills of observing a classroom for effective English Learner instruction and to provide feedback to teachers on ways to improve content delivery.

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, allowing them to create master schedules more effectively.
9. Participants will be able to develop systems for identifying struggling students and design research-based intervention programs, allowing more students to participate in grade level instruction.
10. Participants will report an increase in their effectiveness as leaders.
11. Participants will report an increase in their willingness to share their knowledge and experience with other administrators, creating a groundswell of schools believing improved test scores for EL students is possible.
12. Test scores among English Learners will improve by August 2008 compared to STAR results from August 2007. The number of English Learner or former English Learners qualifying for college admission will increase each year (data not collected during year 1 of operation)

Time Line

Activity	Responsible Agency	Attendants/Parties	Time Line
Regional Planning meeting	Fresno County Office of Education	Representatives from eight counties; development of Academy Design Team	May 22, 2007
Hiring 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
Academy Session 1	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	August 9, 2007
Academy Excursion <u>McREL Balanced Leadership</u>	Fresno County Office of Education	Participating district/school teams that elected to attend McREL excursion	August 21-22, 2007
Academy Session 2	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	September 17, 2007 Modesto September 18, 2007 Visalia
Academy Session 3	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	October 18&19, 2007 Fresno
Academy Session 4	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	November 5, 2007 Modesto November 6, 2007 Visalia
Academy Session 5	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	January 9, 2008 Modesto January 10, 2008 Visalia
Academy Session 6	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	February 26, 2008 Modesto February 27, 2008 Visalia
Academy Session 7	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	March 12, 2008 Modesto March 13, 2008 Visalia
Academy Session 8	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	April 14, 2008 Modesto, April 15, 2008 Visalia
Academy Session 9	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	May 6, 2008 Modesto May 7, 2008 Visalia
Academy Session 10	Fresno County Office of Education	16 participating district/school teams COE/Springboard coaches	September 23, 2008 Fresno

Participants

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

Academy Sessions

Academy Sessions	
DATES	STRAND
August 2007 Aug 9	Visalia 12:00-5:00 Whole Group Orientation An In-Depth Look at English Language Learners 5:30-6:00 Reception 6:00-8:00 Dinner (Guest Speaker)
September 2007 Modesto Sept 17 Visalia Sept 18	Managing Data
October 2007 Piccadilly Inn- Fresno Oct 18 & Oct 19	McREL Leadership "Effective Change Leadership" <i>Fresno County Office of Education</i>
November 2007 Modesto Nov 5 Visalia Nov 6	Systems, Organizations, and Structures
December 2007	<i>No scheduled Academy Sessions</i>
January 2008 Modesto Jan 9 Visalia Jan 10	Effective Instruction for English language Learners

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

Academy Sessions	
DATES	STRAND
February 2008 Modesto Feb 26 Visalia Feb 27	Effective English Language Learner Programs
March 2008 Modesto Mar 12 Visalia Mar 13	Effective English Language Learner Programs
April 2008 Modesto Apr 14 Visalia Apr 15	Professional Development
May 2008 Modesto May 6 Visalia May 7	A Plan of Action
Sept 2008 Fresno Sept 23, 2008	Data Analysis

Excursion Event		
DATES	EVENT	ORGANIZATION
Jan 29-30	New Superintendents Training	Superintendents' Symposium

Evaluation of Sessions

At the end of each session, participants were asked to evaluate activity in relation to the information each provided or the discussion it prompted about English Learner students in their district or school. Rating scale ranged from 1 (*lowest*) to 5 (*highest*). Average rating per session:

Session 1	Written responses	Session 5	4.5	Session 8	4.7
Session 2	4.3	Session 6	4.5	Session 9	4.0
Session 3	4.2	Session 7	4.6	Session 10	Written Responses
Session 4	McREL				

Average Rating **4.4 out of 5**

Sample Written Responses – Session 1

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"> Being able to share ideas with fellow administrators New Americans and time to bond with group I have participated in most of these activities, but never with a team. Thank you. Discussing the statistics posted on the wall Video was excellent, discussion on typologies, charts around the room Student profiles, typologies Team collaboration Newcomer vs. 1st and 2nd generation Learning the perceptions that are still believed by administrators Gallery Walk, Who Are Our Students, The New Americans Opportunity for colleagues to offer new ideas and perspectives 	<ul style="list-style-type: none"> We have a long way to go English Learners typologies, concise information, and wow! More time to think Again, I appreciate my peers seeing/doing these activities. It lends credibility to the work I do Inclusion of the social aspect for ELs was very helpful Looking beyond language and academics It's not just the language, look at the whole child Immigrant experiences Real issues beyond language Statistics regarding EL students and their families That EL students are unique and all aspects should be considered Seeing real student profiles and the challenges they face 	<ul style="list-style-type: none"> Formulate a general plan Meet together and discuss today's activities Sharing activities with staffs I will coach Ensuring the superintendent understands the necessity of attendance Discussing what an EL focus will look like Support to districts through county services Establishing an Action Plan Compiling data to monitor students Deeper understanding of the needs of English Learners and Immigrants To develop new strategies to implement at district level Professional Development for

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"> • Understanding that one size does not fit all and EL students are unique • Gaining further understanding of our students • Practical and inspirational 	<ul style="list-style-type: none"> • Looking at research and finding Best Practices • Heart...not just levels and scores; Evaluating systems and resources • Understanding the complex issues involving ELD 	<ul style="list-style-type: none"> • all staff on the Best Practices for EL students. • Look at data and programs to meet student needs • Evaluating our district more effectively • Evaluate our EL methods • Take this information back to other district leaders • We need to unpack the EL standards as a district and develop a better working knowledge of them • Dialogue and timeline of events to implement

Sample Written Responses – Session 10

Continuing Challenges	Need	Beneficial
Eliminate excuses	SIOP Training	Time with team to learn, discuss, and plan
Building relationships with students	Sentence Framing	Practitioners sharing the “how we did it” at our school stories
Attitudes toward EL students	Language Objectives	Sanger Unified School District information
Instructional Strategies	Continuing Research updates	Cutler-Orosi School District information
Monitoring for fidelity	Onsite training	Waterford High School information
Accountability for teaching and learning		McREL Training
Pacing is a guide not an end all		
Culture		
Maintain focus		
Teacher effectiveness		
How today’s students learn		
Monitoring teaching		

Data Collection

Two forms of data—academic achievement and participant survey—have been collected and compiled for those county offices, districts, and schools that attended the 2007-2008 EL Academy Cohort I--California Standards Test (CST) information.

- CST data was compiled showing percent of growth for all students in grade levels 2-11 in Language Arts and Math as well as for English Learner students in the same grades and content areas. (See Attachment List #1: County and District Reports)
- Participant Survey information was collected for Academy participants. Participants were surveyed to determine the level to which attendance at the Academy influenced their thinking about Best Practices presented during Academy sessions. It also surveys the level of implementation of those Best Practices. Results were compiled through Zoomerang. (See Attachment List #2: [Academy Survey Results North and South](#))

NOTE: Student academic data is baseline data only and is not used to draw conclusions.

Summary

The EL Academy provided a year-long opportunity for districts and schools in the San Joaquin Valley to meet on a monthly basis to address the challenges of educating English Language learners.

Academy sessions included presentations of research best practices in the areas of systems development, culture, curriculum, assessment, instructional strategies, instructional programs, learning styles, and professional development. To incorporate the components of a Professional Learning Community, time was provided during each session for leadership teams to discuss and evaluate current practices in their schools. Local school practitioners were invited to share strategies and practices that had proven successful in accelerating student learning. A coach from each of the eight County Offices of Education assisted teams during and between sessions to determine action, ensure fidelity of implementation of practices and programs, and monitor for effectiveness.

2008 academic assessments and participants survey information has provided baseline data as to how English Learners have progressed in the areas of Language Arts and Math, as well as the degree to which participants were influenced by information presented at the Academy. The Academy director will continue to monitor future assessment results for EL students in participating schools.

Academy sessions concluded in September 2008; Cohort II began with different school leadership teams. Cohort I participants indicate they would favor future meetings and updates.

No Child Left Behind mandates that English Learners make academic targets; yet many second language learners struggle to meet increasing performance goals. School leaders must continue to implement educational programs and practices that will ensure access, opportunity, rigor, and assessment growth for EL students. Ongoing opportunities, funding, and professional development are needed to continue the promising work begun with the district and school leadership teams of the 2007-2008 EL Academy.

The following attachment may be downloaded from the [PreK-12 Education Work Group Document Library](#) located on the Partnership Web site:

1. English Language Learner Leadership Academy: County and District Reports
2. English Language Learner Leadership Academy: Survey Results- North and South