



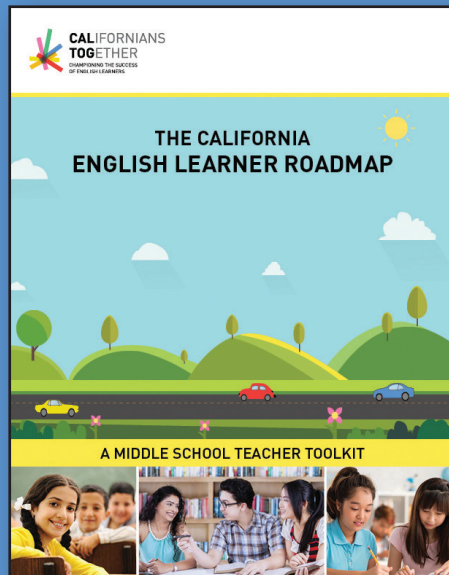
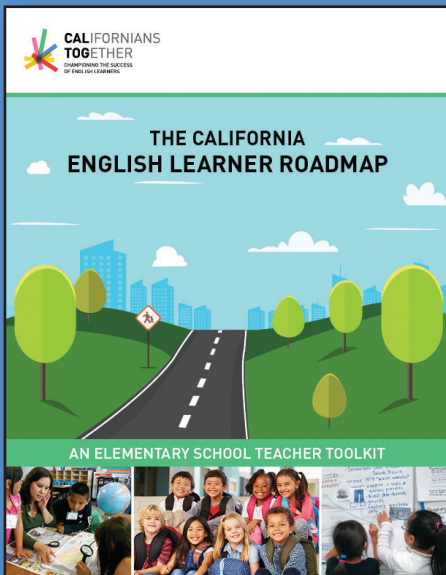
**CALIFORNIANS
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CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

ENGAGING TEACHERS WITH THE ENGLISH LEARNER ROADMAP



A GUIDE FOR ADMINISTRATORS, COACHES, DISTRICT PERSONNEL



WRITTEN BY

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Californians Together is a statewide coalition of parents, teachers, administrators, board members, and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.2 million English learners by improving California's schools and promoting equitable educational policy.

ENGAGING TEACHERS WITH THE ENGLISH LEARNER ROADMAP

A GUIDE FOR ADMINISTRATORS, COACHES, DISTRICT PERSONNEL



INTRODUCTION

In July 2017, the California State Board of Education unanimously adopted a new policy for English learners, the California English Learner (CA EL) Roadmap, superseding the 1998 English learner policy, which was based upon Proposition 227. The new CA EL Roadmap policy sets a new vision and mission for our schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners. The comprehensive and research-based policy speaks to standards, curriculum, instruction, access, assessment, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement. The Roadmap commits our schools to delivering 21-st century education from preschool through graduation to prepare students for participation in a global, diverse, and multilingual world—including valuing and building upon the cultural and linguistic assets students bring. Its 'Principles' draw upon and pull together into a coherent statement of multiple avenues of work, policy and guidance that have spelled a new era of education for California: the ELA/ELD Framework, the voter-passed Proposition 58 Education for a Global Economy initiative, the priorities of the Local Control Funding Formula (LCFF), and new generation standards.



Whereas in previous eras, scripted Teacher Guides and reliance on administrators to ensure fidelity to those Teacher Guides and pacing schedules were the primary engines of enforcing implementation of state policy, this is a very different time in California education. Local control puts the responsibility squarely on educators throughout the state to develop plans and allocate resources that will move their schools in a continuous improvement process closer to enactment of the expectations set through local processes towards the shared goals set by the state. And this means that one of the critical roles of administrators is to lead and support school improvement efforts in step with implementation of state and local policies. While there are many aspects of the implementation work, an essential piece is helping teachers understand what the new policies are and what is expected and why, to translate those policies into classroom practices, to help teachers develop the skills and capacity to implement strategies aligned to the intent of those policies, and to provide the conditions that enable teachers to actually teach and adapt the strategies to the real live students and community contexts they face every day.

About the CA English Learner Roadmap Teacher Toolkits

Recognizing both the importance of the powerful and aspirational new English Learner Roadmap, and what a big lift and shift it can be for teachers (most of whom were teaching during the English-Only and No Child Left Behind era of scripted curricula), Californians Together created "CA English Learner Roadmap Teacher Toolkits." There are versions for elementary school teachers, middle school teachers, and high school teachers. These Toolkits are designed to help teachers understand and make-meaning of the EL Roadmap policy in classroom terms, speaking to the teaching and learning conditions and contexts of each level of schooling. Tools for individual and collective assessment of practices through the lens of the EL Roadmap Principles enable teachers to hone in on their own professional learning needs and priorities. The tools help teachers think beyond the classroom to consider the kinds of supports and services they would like in their school to encourage English learners and to create a context for the kind of teaching and learning climate they need. Finally, each Toolkit lists resources teachers can access for their own learning and for their participation in school and district level dialogues about improvement.

FACILITATING TEACHERS' USE OF THE TOOLKITS

While individual teachers can use the Toolkits for their own professional growth, the Toolkits are also a mechanism and means for site and district administrators to engage their teachers in understanding and implementing the EL Roadmap and to elicit teacher voices and commitment to school and district level planning for powerful English learner education. To benefit most from the Toolkits, begin with familiarizing yourself with the Roadmap and the Toolkits, determine whom you want to involve and for what purposes, and then plan for how you wish to use the Toolkits with your teachers.

1

Using the CA EL Roadmap Teacher Toolkits for Your Own Reflection on Implications for Teachers

We suggest administrators become familiar with the CA EL Roadmap before engaging their teachers. The policy is printed in the Appendix to the Teacher Toolkits. You may also access the policy and the guidance document produced by the California Department of Education at www.cde.ca.gov/sp/el/rm/.

1. As you read the Mission, Vision, Principles, and Elements, think about what excites you most about the new policy as a direction for California schools. Try to put it into words, so you have your OWN statement of “why” to share with your teachers.

2. Then go back and re-read the Principles, this time reflecting on the implications for classroom practices. Check out the Four Principles of the Roadmap as rewritten by teachers, in teacher terms.¹ Now you are ready to reflect upon the practices in your school site. Use the Self-Assessment tools following each Principle and think about the teachers in your school, and what you see/hear/know about what is happening for English learners in the classrooms. Form your own assessment about where teaching in your school is in terms of enactment of the Roadmap Principles. For instance, where are your priorities for improvement efforts, and what are the causes for affirmation and celebration? As you do so, think about:

- *What questions do you have about what is happening? What do you want to know more about? How can you find out?*
- *Which areas of practice and which principles and indicators seem like strengths to you across the school that can be celebrated? What's good?*
- *Which areas seem ripe for improvement? What could be better?*
- *How much of a “lift” or “shift” will enactment of the EL Roadmap be for your teachers?*
- *Which of my teachers have strengths in certain areas to share with others? Which teachers need specific help in those areas?*

¹ In the Fall of 2018, Californians Together and the California Teachers Association (CTA) brought teachers in from throughout the state to make meaning of the EL Roadmap through a teacher's eyes. In grade-level-alike groups, they read the policy closely, reworded the Principles in terms of classroom practices, and crafted indicators that are descriptive of enactment of the policy. The rewritten Principles are used in the Teacher Toolkits.



2

Consider How You Might Want to Use the CA EL Roadmap Teacher Toolkits

The Toolkits are designed so they can be used by individual teachers assessing their own practices and articulating their own priorities for professional learning and for advocating for school improvements, or they can be used collectively by a group of teachers supporting each other and coming to shared conclusions about priorities for professional development and school improvements. As an Administrator, you may wish to use the Toolkit in any of the following ways:

- A means of **planning for school or grade-level professional development, professional learning, and teacher collaboration**—by bringing together grade-level teams or a group of teacher leaders for collaborative reflection and dialogue using the Toolkit. The “Making It Real” activity should be done collaboratively, followed by individual reflection using the Self-Assessment Tools. Those reflections can be shared with a focus on identifying common areas of desire for improvement and professional growth. The Illustrative Resources and Connections sections following each Principle offer suggestions of resources that can be utilized in professional learning. The group can inquire into those that sound like the best match for the priority areas identified.
- A way to support individual teachers to determine areas of **individual professional learning and improvement**, and to shape the support they may require. The teacher may opt to do his or her own Self-Assessment of one Principle or all four, or they may opt to request observation or feedback on some of the indicators or to rely on their own assessment. This Self-Assessment becomes a foundation for meeting with a Coach or Administrator about the areas of growth they want to work towards and the kind of supports that will be helpful.

- A part of the process of **developing your Single School Site Plan and input to the LCAP**, by engaging teachers in the planning concentrating both on professional development needs and also the “Beyond the Classroom” need for services, programs and supports for English learners. In addition to the “Beyond the Classroom” sections following Principles #1 and #2, engaging in group discussions of Principle #3 is particularly useful for establishing the conditions and directing resources to where teachers can find support for effective teaching and learning for EL students.
- A vehicle for **concentrating school community focus on one of the Principles that is a priority for leadership**. For example, a school in which there is a priority set to address school climate and culture might elect to ask all teachers to engage in the activities in the Toolkit related to Principle #1 (Assets-Oriented and Student Responsive Schools). By using the Meaning Making and Self-Assessment rubrics, teachers hone in on aspects of school culture and climate that are playing out in the classroom.
- An approach to **strengthening the English learner program**. Seeking to create alignment and coherence and effectiveness of the English learner program in a school, an Administrator could use the Toolkit to focus teachers on what is happening for and with English learners in the classroom. By employing the Self-Assessment indicators and assessments and the “Beyond the Classroom” activity, a subsequent discussion can uncover strengths and gaps for English learners across the school in classrooms and beyond. Including Principle #4 can identify issues of alignment and articulation as well.
- An avenue for **strengthening administrators’ capacity as Instructional Leaders**. Administrators, Coaches, and others in roles to lead and support the quality of instruction can use the Teacher Toolkits for their own learning. Reading through the Principles and the indicators in the Self-Assessment Tools, note areas where you have more knowledge or less. Walk through some classrooms and see if you can recognize the presence of these indicators—and notice which areas are less clear to you. Then engage a small group of teachers and others who are very strong on English learner expertise and request their assistance in understanding more about those areas of teaching practice about which you are less confident. Check out the resources listed below each Principle to identify publications, conferences, and other leadership development and professional learning opportunities for educational leaders.
- A method of **building general awareness** of the new CA English Learner Roadmap among the faculty, to interest them in pursuing implementation individually or as a context for rolling out related initiatives that aim to improve the education of English learners in the school or district. For example: “We are going to be starting a new Two-Way Dual Language strand in the school, and we want you to see how it is connected to the new state policy and direction.” The Vision, Mission, teacher-written Principles, and the Making It Real activities may be sufficient for a generally shared understanding of the new policy

Note: If teachers are given the entire Toolkit—even though you are not engaging them in working on the self-assessment sections—they may be inspired to pursue Self-Assessment and study the Resources on their own.

Depending on your purpose as defined above, the forums, formats, and approach you take in disseminating the Teacher Toolkits will vary. Faculty meetings, grade-level meetings, and team meetings are forums for sharing the Toolkit and the CA English Learner Roadmap policy overall. Pulling together selected Working Groups or teams to use the Toolkit may be more appropriate for planning.



3

Prepare For Productive Teacher Engagement

New policies and initiatives are not often immediately welcomed and embraced by many teachers. Introducing the CA English Learner Roadmap may evoke a range of reactions from teachers “*What changes are they telling me I have to make this time? Do I believe this new direction is really in the best interests of my students? Will there be support for making those changes?*” It matters how the Roadmap and the Toolkits get introduced to teachers. And it matters the degree to which you as an Administrator authentically support the Roadmap policy and authentically engage teachers. To get buy-in, you must genuinely want to support their growth and engage their voices in strengthening the school programs and practices. The Teacher Toolkits were designed to help teachers understand the policy in their terms, to support them in articulating their priorities and needs, to enable the system to invest in their growth, and to help them have and be a voice in speaking out for the kinds of supports and services their students need. This intent should be stated clearly from the start, and repeated throughout the process.

The Toolkits were designed for purposes of reflection, dialogue, and planning—not for evaluation. This intent should be made clear to teachers in initiating their engagement with the materials—particularly the Self-Assessment Tool. Furthermore, in facilitating the process, you may want to be mindful of the various types of concerns teachers may have, and be prepared to respond to the specific types of concerns being voiced.

SUPPORTING PRODUCTIVE TEACHER ENGAGEMENT

Teacher Concerns	Expression	Response
About the Purpose of the Roadmap	<p>“What I’m doing is working just fine. We don’t need a new policy, and I don’t need to change.”</p>	<p>“Much of what we/you are doing reflects the Roadmap. How wonderful to have a policy that is aligned with best practices and can affirm the good/hard work you/we have been doing. It’s a comprehensive policy, so let’s see if it helps us identify where else we can strengthen our work to continue striving to be the best school we can be.”</p>
Personal Impact	<p>“How will it affect me?”</p> <p>Uncertain about the demands of the policy, unsure of teachers’ own adequacy to meet the demands, unsure what his/her role is supposed to be.</p>	<p>“ This process is designed to help all of us hone in on what it means for each of us and our students, and then set some priorities for the kind of improvements we want to make. So, let’s identify the kind of supports we will need in order to do it!”</p> <p>Tying the work with the Toolkit to planning for professional learning and support is important.</p>
Risk	<p>“Will they really let me teach this way? Is it allowed? Is it really a priority for our school and district?”</p> <p>Concern about conflicting expectations. Especially issues related to valuing a student’s home language may not be trusted.</p>	<p>Assure teachers that embracing the new policy matters to you, to the district, and the state. Make it clear that this is a State Board of Education adopted policy, that it is implementing the California voters mandate in Prop 58, and it is research-based. This is a new era in California, and it IS a priority to implement it.</p> <p>Engaging teachers in voicing their support for the Roadmap in terms of what they believe it can mean for their students—and defining what they need/want from the district—is important so they can be a force to push the district to invest and make it a priority.</p>
Management	<p>“I just can’t fit it all in. How do they expect me to do all of this, still cover the standards and squeeze it into the semester/year?”</p> <p>Attention is on the tasks and resources. Issues related to managing, scheduling, and time demands are paramount. Questions about whether there will be support.</p>	<p>Turn attention to the activities in the Toolkit that explicitly focus on the kind of support teachers feel they need to enact the Roadmap, and to the priority-setting aspects of the process. If this is a widespread or continuing concern, it means more attention should be paid to Principle #3 and establishing the coaching and professional learning infrastructure to help teachers weave the Roadmap into their practices.</p>

Teacher Concerns	Expression	Response
Consequence	<p>“How will this really impact my students? Will it actually meet their needs? Is it worth it?” Attention on relevance and impacts.</p>	<p>The Roadmap is research-based. You may decide to select some articles for the faculty to read that lay the compelling rationale for how these approaches benefit students. Work with teachers on Principle #3 and define the assessments and benchmarks for YOUR school that will help track whether it is having the impact you all hope it will.</p>
Collaboration	<p>“How does this relate to everything else we are trying to do? How does it correspond to what other teachers and grade levels are doing?”</p> <p>Focus is on coordination with others in school, district.</p>	<p>The CA EL Roadmap is state policy, meant to guide all schools in the state towards the same goals and towards enactment of the four Principles. It was designed to incorporate and align with the ELA/ELD Framework in particular—which all teachers and schools should be focusing on as well. At the school site, it may help to do a crosswalk between major initiatives underway and compare where and how they align with the EL Roadmap.</p>
Reality/Longevity	<p>“How long will this last? Is it worth investing my time and effort into it or will it just go away? Do they really mean it this time?”</p> <p>Concerns about wasting effort and about the capriciousness of the request for teachers to work on new approaches. Questions about the seriousness with which “powers that be” take this policy and reform.</p>	<p>As California’s state policy for English learners, it is expected to have longevity. The Roadmap itself will not go away anytime soon. However, the degree to which YOU as a site Administrator or district staff person can remain focused on supporting implementation is a serious and legitimate question. Local district resolutions and policies and revised district EL Master Plans that incorporate the Roadmap will go a long way towards assuring it is institutionalized. If teachers voice much concern about this issue, it is important for those voices to be heard at the district level.</p>
Belief	<p>“I just don’t believe that we should be supporting home languages or bilingualism. Schools should concentrate on English.”</p>	<p>After two decades of English-Only policy and public campaigns, it is not surprising that some teachers resist attention to students’ home languages now. Explain that new research has made clear that engagement of and development of home language along with English is the strongest overall approach to language and literacy for ELs, and that is why state policy is now calling for it.</p> <p>Sharing research may be helpful.</p>



CONCLUSION

While the CA EL Roadmap is a comprehensive and aspirational policy, it builds on work most educators are likely already involved in with implementation of the ELA/ELD Standards and Framework. The Roadmap Toolkit is designed to support local districts and schools in developing local plans for how and in what ways they will strengthen their practices and programs for ELs aligned to a 21st-century state vision that also includes opportunities for multilingual proficiency. Teachers' perspectives, needs, and voices are crucial elements in developing responsive and effective plans to enact that vision. We hope the EL Roadmap Teacher Toolkits assist you in shaping a collaborative journey with your teachers to create the schools where teachers are supported and able to deliver powerful instruction. By working together, you will create the affirming and inclusive programs and communities in which your English learners thrive.

RELATED TOOLS AND RESOURCES

ON THE ENGLISH LEARNER ROADMAP

Available from the California Department of Education

www.cde.ca.gov/sp/el/rm/

Policy and Printed document (available in multiple languages), CA English Learner Roadmap Guidance document, “At a Glance” and “Frequently Asked Questions” for the CA EL Roadmap, EL Roadmap “Self-Reflection” rubric for districts, PowerPoint and presentation for Parents on the CA EL Roadmap

Available from California Association for Bilingual Education

www.gocabe.org

Video series (3 parts) presenting an introduction and orientation to the CA EL Roadmap, Planning Template, Palm Cards

Available from California School Boards Association

www.csba.org

Governance Brief about the English Learner Roadmap written for school board members

Available from Californians Together

(to download or purchase)

www.californianstogether.org

CA English Roadmap Teacher Toolkits are available in Elementary School, Middle School, and High School Versions. Forthcoming volumes include: An Administrator’s Toolkit, and a Preschool version.



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