

# CALIFORNIANS TOGETHER

CHAMPIONING THE SUCCESS  
OF ENGLISH LEARNERS

VOLUME 1

CALIFORNIA ENGLISH LEARNER ROADMAP  
IMPLEMENTATION GUIDE AND TOOLKIT  
FOR ADMINISTRATORS

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## Leading Implementation



## WRITTEN BY

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**WITH GRATITUDE** for valuable input from Margarita Gonzalez-Amador, Martha Hernández, Lynn Friedman and Victoria Weiss

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**FOR MORE INFORMATION ABOUT THE CALIFORNIA ENGLISH LEARNER ROADMAP IMPLEMENTATION GUIDE AND TOOLKIT FOR ADMINISTRATORS OR FOR INFORMATION ABOUT THE SERIES OF CALIFORNIA ENGLISH LEARNER ROADMAP TEACHER TOOLKITS, CONTACT:**

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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.*

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Activity



Tools



Text/Reading



Resource



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# THE CALIFORNIA ENGLISH LEARNER ROADMAP IMPLEMENTATION GUIDE AND TOOLKIT FOR ADMINISTRATORS



## INTRODUCTION

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English Learners, the *California English Learner Roadmap: Educational Programs and Services for English Learners*. This policy supersedes the 1998 English Learner policy, which was based upon Proposition 227.

The new English Learner policy set 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 almost 1.2 million English learners. The comprehensive policy speaks to standards, curriculum frameworks, instruction, access, assessment, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement.

As policy, the primary intended audiences are school districts and the county offices of education, as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children—indeed, all educators—are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children, California needs the English Learner Roadmap. We see it as a primary guiding mechanism toward creating schools, services, and meaningful access to a relevant and rigorous curriculum in safe and affirming environments for our English learners.

# THE ADMINISTRATORS TOOLKIT SERIES

School administrators—site and district—have a crucial role in implementing policy, as voicers of vision, leaders of implementation, instructional leaders, monitors of progress, and the interface with the community. *Your role is perhaps even more essential when that policy is aspirational and principles-based rather than direct compliance-oriented, when it represents a significant sea change from what prevailing policies and practices were prior to the new policy, and when it focuses on equity issues.*

The English Learner Roadmap is all of that and more. This Administrators English Learner Roadmap Toolkit series is designed to support administrators as they take up the challenge of leading and supporting the policy's implementation. There are five volumes in the Toolkit series. Each focuses on a specific aspect of the EL Roadmap, explores the role of administrators related to that component of the policy, provides tools for reflection and planning, incorporates relevant readings, and offers resources administrators can use to support EL Roadmap implementation.

## THE FIVE VOLUMES OF THE SERIES INCLUDE:

### **VOLUME 1: *Leading Implementation of the English Learner Roadmap***

This volume provides an orientation to the vision, mission, principles, and elements of the English Learner Roadmap policy. It offers a historical context for recognizing the kind of change the new policy brings about, includes a set of assessment, mapping, and planning tools for administrators, engages reflection about leading change for equity for English learners, and provides practical tools for getting started with implementation.

**VOLUMES 2 - 5** are **Principle Specific Toolkits**, each focusing on one of the EL Roadmap principles and offering readings, talking points, approaches to initiating, and supporting dialogue in the schools. Emphasis is on fulfilling the principles, tools for observing and assessing the degree of implementation, and ways in which administrators can encourage the use of research-based practices, credible resources, and action planning.

- 1 English Learner Roadmap Principle #1: *Creating assets-oriented and student responsive schools.*** This volume focuses on knowing who your English learners are, understanding the diverse typologies of ELs, creating safe and affirming school climates, and building strong family-school-community partnerships.
- 2 English Learner Roadmap Principle #2: *Supporting programs and practices that provide intellectual rigor and meaningful access for English learners.*** This volume focuses on making meaning of Principle #1, knowing what it looks like enacted in instruction, approaches to observation, and engaging in dialogue about instructional practices for ELs at a site, examining various forms of ensuring meaningful access for ELs.
- 3 English Learner Roadmap Principle #3: *Ensuring systemwide conditions to support implementation.*** This volume focuses on structuring and supporting professional development and teacher collaboration around ELs, effectively using coaches and TOSA's to support instruction, assessments, systems for looking at assessments and data to know how your ELs are doing, site planning and EL Master Plans,
- 4 English Learner Roadmap Principle #4: *Aligning and articulating practices across the system.*** This volume deals with building coherence and connection across classrooms and grade levels and schools. The goal is to ensure comprehensive EL program pathways from preschool through high school, and to tie the four principles together into a complete and focused implementation plan.

# HOW TO USE THE TOOLKITS

These Toolkits are designed to enable an administrator to follow a “course,” proceeding through the activities and tools and utilizing readings to build understanding of how to build and implement an EL Roadmap plan sequentially. However, it is also meant as an available resource to allow picking and choosing among the materials as relevant to a particular person’s (or particular school site or district’s) needs.

The five Toolkits in the series together provide an overview of all aspects of the Roadmap, supply tools for reflection and prioritization for each Principle, and offer resources to support your journey. For each major component of the EL Roadmap (vision and mission, the four principles), administrators are provided materials to lead their schools through the steps of enacting a principles-based aspirational policy:

- **Building *awareness* of the policy**
- **Making *shared meaning* about the implications of the policy for practice**
- **Investigating and *assessing the current status of practices* in the school**
- ***Prioritizing* areas for focus**
- **Developing the *action plan***

Please note that the CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum, instruction, school and classroom climate and culture, system supports (e.g., professional development, leadership, assessment), parent and community engagement, and system alignment. As an aspirational policy, it is not expected that any school or district can work to fully implement the entire EL Roadmap at once.

The “journey” toward enacting the policy entails selecting a focus, determining priorities, designing a meaningful path for improvement, and continuously reflecting on and working that plan. We suggest, therefore, that administrators begin with the first in the series. This first volume will enable you to review the EL Roadmap itself, its purpose, and where it came from—and then to reflect on the changes this implies for your school or district. Reflection tools support you in assessing yourself as a leader implementing a new direction for schools and preparing you to bring the EL Roadmap to your school or district’s attention. You may wish then to work through all four of the Principles-specific Roadmap volumes, or select just one of the Principles as a focus and work through that Toolkit.

Many of the readings, resources, activities, and tools can be used with a Leadership Team or adapted to use with faculty and staff. We recommend that administrators first work through a Roadmap section and think

about what might be involved in implementation. Then they can select activities and resources (e.g., videos, readings) that resonate and appear most relevant to share with site or district leadership or implementation teams. For maximum adaptability and flexibility for individual and collective uses, the Toolkits also include activities and tools that accomplish similar purposes. This will let administrators select the types of activities best matched for their audiences’ learning and planning styles given the culture, character, and personalities at their school.



**“As an aspirational policy, it is not expected that any school or district can work to fully implement the entire EL Roadmap all at once.”**



## ABOUT VOLUME I: LEADING IMPLEMENTATION OF THE CALIFORNIA ENGLISH LEARNER ROADMAP

**Administrators are the linchpin of implementation.** You are the visionary who articulates and emphasizes the importance of pursuing a path of improvement. You are the eyes that see across classrooms, grade levels, and schools and the ears that hear what is going on so you can assess what’s happening and establish priorities. You support the teachers and staff as they engage in the hard work of changing from their comfortable ways to our newer ways. You’re their cheerleader and critical friend, able to leverage and manage the resources needed to support the work and the voice to keep students at the center. This first volume in the *CA EL Roadmap Administrators Toolkit* focuses on providing an overall orientation to the *CA EL Roadmap* policy. Our goal is that you know what it is, why it’s important, what it expects—and most importantly, what your role is in leading the charge for its implementation.

**This volume has five sections.** It begins with reflections on leadership, “Preparing to Lead,” and is followed by a section on understanding the English Learner Roadmap policy itself—what it is, what it calls for, and where and why it started. Section three facilitates an examination of the current status of a school or district in addressing English learner needs. It sets the stage for building EL Roadmap implementation around the specific local needs and conditions. The penultimate section returns to some reflections on leadership. The fifth and final piece establishes the plan for assembling an EL Roadmap Implementation Team and for beginning the work.

*Additional resources are listed at the back of this volume of the Toolkit.*

# 1

## SECTION I: PREPARING TO LEAD

Implementation of the English Learner Roadmap is a school improvement process, calling for changes in practices and programs and services toward attaining the vision and enacting the principles of a far-reaching and visionary policy. It is helpful to begin the work by reflecting on the general task of leading school change.

Advocacy-oriented leadership is critical to support historically marginalized and underserved student groups' educational success—English learners among them. Advocating with and for students and their families requires being able to articulate what you see and hear and voicing with conviction the imperative to act to ensure equitable education for all. It involves communicating the ways in which the needs are left unaddressed and assets unrecognized, and the gap between what is and what could and should be.

The English Learner Roadmap provides the vision and principles conveying what “should be.” But uncovering, making visible, and helping people understand the current state of things as they really are is the job of leadership. Supporting people to see the gaps between where things are and what should be, plotting the pathway to get from “here” to “there”, and helping people believe it can be done is the task of leadership. It is our leaders who will close that gap by building the knowledge, will, and alliances to traverse that path.



### REFLECTION: The Task Before Us

In the Introduction to this Toolkit, it reads:

*School administrators—site and district—have a crucial role in implementing policy, as voicers of vision, leaders of implementation, instructional leaders, monitors of progress, and the interface with the community. The administrators' role is perhaps even more essential when the policy is aspirational and principles-based rather than direct compliance-oriented. It represents a significant sea change from what prevailing policies and practices were prior to the new policy, and when it focuses on equity issues.*

**What do you think that means? Why and how might the administrators' role be different?**



## REFLECTION: Culling our Experience for Wisdom on Leading Change

Every educator has experienced a change process, lived through a period of reform or school improvement. It may have been as a teacher being given a new and different curriculum to teach, or as a principal instructed to implement a new policy, or as a leader attempting to enact a new vision or initiative. In the process, we have all developed some wisdom about what does and does not work in implementing change.

Reflect on the school improvement and change efforts in which you have participated. For those that really worked, that took hold, that were positive, that actually resulted in meaningful change, what made the change process work? What was it that the leadership and administration did (or said) that contributed toward change occurring? For those school improvement and change processes that did not work, that fizzled or exploded or just never took hold, what ruined them? What was it that leadership and administration did (or said)—or didn't do—that resulted in it not working?

**Put your reflections and wisdom on the following T Chart:**

| What did leadership do or say that made the change process positive and have an impact? | What did or didn't leadership do (or say) that contributed to the change process not working well? |
|---|--|
|   |  |





## TOOL: Assessing What I Hope to Learn and Where I Hope to Grow

### Assessing What I Hope to Learn and Where I Hope to Grow

As you embark on the journey to invest time in your own learning and support as a leader in implementing the EL Roadmap, it helps to reflect on your priorities for what you hope to achieve. The following reflection tool can help pinpoint what you'd like to learn about, what you'd like to investigate, and where you'd like to grow that will strengthen your leadership on behalf of English learners.

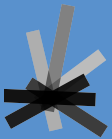
| Skills/knowledge for leading schools to meet the needs of English learners and implement the EL Roadmap   | I feel solid. | I'm okay but still have some questions; would like to learn more. | This is pretty new to me. |
|---|---------------|---|---------------------------|
| <b>Knowledge Needed</b>   |               |   |                           |
| Well versed and informed on what the EL Roadmap is (the content, where it came from, intent of policy)—and relationship to the EdGE Initiative (Prop 58), the Seal of Biliteracy, and other state policy. |               |   |                           |
| Understand and can identify basic English learner law and legislation—including expectations for schools regarding equal educational opportunity and access for EL.                                       |               |   |                           |
| Knowledge of basic EL language acquisition program models and approaches, and the research behind them regarding their effectiveness.   |               |   |                           |
| Aware of good sources of information and support regarding addressing the needs of English learners—how to stay current.  |               |   |                           |
| Understand the different typologies of English learners, and the diversity within the EL population—and implications for the kind of instruction and support students need                                |               |   |                           |
| Knowledge of what appropriate and effective instruction looks like for ELs.   |               |   |                           |
| Understanding of how structural inequities are part of both the history and current functioning of schools—and how these create institutional barriers for English learners.                              |               |   |                           |
| <b>Skills of Leadership Needed</b>  |               |   |                           |
| Approaches to building an inclusive, affirming, safe, assets-based school climate and culture.  |               |   |                           |
| Strategies and approaches for building staff understanding and buy-in for strengthening EL instruction and services in our school(s).   |               |   |                           |
| How to build strong, respectful, two-way partnerships with EL families.   |               |   |                           |
| How to create structures and practices that keep the school focused on English learners.  |               |   |                           |
| Understanding English learner data and progress—and how to appropriately focus cycles of continuous improvement on EL needs.  |               |   |                           |
| Approaches to structuring and supporting effective professional learning and collaboration among teachers around EL needs—and effective credible resources for that learning.                             |               |   |                           |

## NOTES:

**My priorities and areas of learning and growth:**

**Specific questions:**

**My purpose:**



“Supporting people to see the gaps between where things are and what should be, plotting the pathway to get from “here” to “there”, and helping people believe it can be done is the task of leadership.”

# 2

## SECTION 2:

# UNDERSTANDING THE ENGLISH LEARNER ROADMAP POLICY

Leading the implementation of the English Learner Roadmap begins with understanding what the English Learner Roadmap is, what it calls for, the kind of policy lever it attempts to be, and where it came from. As a leader, administrators need not only to understand the policy but also to be able to explain it to the staff and the community. This section includes:

- **The text of the *CA EL Roadmap Policy* itself as adopted by the State Board of Education**
- **Frequently Asked Questions**
- **A Different Kind of Policy**
- **Talking Points**
- **A History Timeline**
- **A Then and Now Comparison Activity**



## Text of the CA English Learner Roadmap Policy

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English Learners, the *California English Learner Roadmap: Educational Programs and Services for English Learners*. This policy supersedes the 1998 English Learner policy, which was based upon Proposition 227.

The new English Learner policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The primary intended audiences are LEAs and the county offices of education as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children, including early childhood educators, institutions of higher education, credentialing bodies, and professional and advocacy organizations are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children, we hope that each Californian can adopt this vision and our educational mission:

### Vision

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 English learner 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

Four principles support the vision and provide the foundation of California English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st-century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

- *Assets-Oriented and Needs-Responsive Schools*
- *Intellectual Quality of Instruction and Meaningful Access*
- *System Conditions to Support Effectiveness*
- *Alignment and Articulation within and across Systems*

These principles, and elements that follow, are research- and values-based, and build upon the *California ELA/ELD Framework*, *Blueprint for Great Schools 1.0 and 2.0*, and other state policy and guidance documents. It is important to stress that these principles and elements are not meant to serve as a checklist. Rather, they could be thought of as the keys of an instrument, from which harmony and music is created. In that sense, districts are the musicians and ultimately must take the responsibility for choices and implementation.

### PRINCIPLE #1

#### 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.*

- A. The languages and cultures ELs bring to their education are **assets** for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- B. Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum, and instruction are **responsive** to different EL student characteristics and experiences.
- C. **School climates** and campuses are affirming, inclusive, and safe.
- D. Schools value and build strong **family and school partnerships**.
- E. Schools and districts develop a collaborative framework for identifying **English learners with disabilities** and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices. and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

## PRINCIPLE #2

### 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.*

- A.** Language development occurs in and through content and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).
- B** Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional **scaffolding** for comprehension, participation, and mastery.
- C.** Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same **high expectations** for ELs as for all.
- D** ELs are provided **access to the full curriculum** along with the provision of EL supports and services.
- E.** Students' **home language** is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.
- F.** Rigorous **instructional materials** support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.
- G.** English learners are provided choices of research-based language support/development **programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

## PRINCIPLE #3

### 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.*

- A. Leadership** establishes clear goals and commitments to English learners access, growth toward English proficiency, academic achievement, and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.
- B.** The school system invests **adequate resources** to support the conditions required to address EL needs.
- C.** A system of culturally and linguistically valid and reliable **assessments** support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.
- D. Capacity building** occurs at all levels of the system, including leadership development to understand and address the needs of ELs, **professional development**, and collaboration time for teachers. and robust efforts to address the teaching shortage and build a **pipeline** (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

## PRINCIPLE #4

### 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.

- A. EL approaches and programs are designed for continuity, **alignment and articulation** across grade and systems segments beginning with a **strong foundation in early childhood** (preschool) and continuing through to reclassification, graduation, and higher education.
- B. Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs. , to accommodate the extra challenge facing ELs of learning English fluency and accessing/mastering all academic content.
- C. EL approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.

These principles and elements are not meant to serve as a checklist, but rather as a set of research and practice-based considerations that can be useful to local districts as they develop strategy and modify their plans in the process of continuous improvement.



## RESOURCE. Frequently Asked Questions

*This list augments the FAQs posted on [www.cde.ca.us/elr](http://www.cde.ca.us/elr)*

### **Q: What is the official title of the English Learner (EL) Roadmap?**

**A:** The official title of the *CA EL Roadmap* is the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)*.

### **Q: What is the CA EL Roadmap?**

**A:** The *CA EL Roadmap* is a collection of resources that include the California English Learner Roadmap State Board of Education Policy: Educational Program and Services for English Learners (EL Roadmap Policy) that was adopted by the State Board of Education in July 2017 as the state's official EL policy superseding Proposition 227. The collection also includes the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)*, also referred to as the Guidance Document, and a set of CDE Web-based Resources. The Guidance Document is a published document that includes the EL Roadmap Policy, the historical context, the connection to the Local Control and Accountability Plan (LCAP), and illustrative examples from the field that demonstrate the *CA EL Roadmap* principles in action. The Web-based Resources are a dynamic collection to help local educational agencies (LEAs) implement these effective practices.

### **Q: What are the benefits of the CA EL Roadmap?**

**A:** The *CA EL Roadmap* sets a common direction for all California schools and offers research-based principles to guide continuous improvement. It helps LEAs update their EL policies in response to changes in the State Standards, the Next Generation Science Standards, the English Language Development Standards, federal, and state law. And, it serves as guidance for all educators in strengthening services

and programs for English learners. The purpose of the *CA EL Roadmap* is to assist LEAs in promoting local capacity-building and continuous improvement in each of the *CA EL Roadmap* principles' areas and their interrelationship. Based on the evidence of effectiveness from local experience and the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners, LEAs can implement similar strategies as they seek continuous improvement for their schools.

**Q: How is it different from the California Education for a Global Economy Initiative (Proposition 58) that was passed by the voters in 2017?**

**A:** The *CA EL Roadmap* is a comprehensive policy adopted by the State Board of Education impacting curriculum, instruction, support services, program design, and systems needed to provide an equitable and accessible education for English Learners. The Education for a Global Economy Initiative was a voter-approved ballot initiative calling for increased opportunities for all students to develop multilingual proficiency. They share a basic commitment to dual language proficiency. More information about the initiative, which has implications for educating English learners, can be found on the California Department of Education (CDE) [California Education for a Global Economy Initiative web page](#).

**Q: Does the *CA EL Roadmap* policy tell us what to do? What about local control?**

**A:** The *CA EL Roadmap* is state policy in a local control context. It sets the direction for the state. That direction is intended to be used locally by all schools and LEAs in their planning and continuous improvement, toward the realization of the EL Roadmap vision and mission, and for their work to bring the essence of the Principles to life. The decision about which aspects of the EL Roadmap match local priorities for immediate attention—and the actions to be taken to move toward accomplishing Roadmap goals—is up to local processes and planning.

**Q: How is it different from the ELA/ELD Framework or other policies like the Seal of Biliteracy?**

**A:** The *CA EL Roadmap* was designed to draw upon, reflect and connect the many important policies and guidance documents that schools are expected to implement in educating English Learners. It reflects the legal foundation of civil rights law and obligations related to overcoming the language barrier. It incorporates the basic tenets of the ELA/ELD Framework. The *CA EL Roadmap* calls upon schools to implement the full set of academic standards with appropriate scaffolding for English Learners—reflecting the intellectual rigor and forms of engagement that recent content frameworks have laid out.

The *CA EL Roadmap* builds upon the vision of work done in the state to articulate 21st-century outcomes, and reflects the commitment to preparing students for the Seal of Biliteracy. In the call for safe and affirming school climates and cultures, the Roadmap also embraces the important work done in recent years to elevate the importance of socio-emotional learning, and assure communities that schools are safe spaces for immigrant students. In these ways, the EL Roadmap's vision and principles should not be seen as “yet another thing” or a competing policy, but rather as an integration of all of our commitments to English learners.

**Q: Who collaborated on the development of the EL Roadmap Policy?**

**A:** The CDE collaborated with Stanford Professor Emeritus Dr. Kenji Hakuta and researcher Dr. Laurie Olsen, who facilitated the work of the EL Roadmap workgroup. The EL Roadmap workgroup participants were teachers, administrators, county office of education representatives, non-profit educational representatives, and integrated partners from key educational organizations. A list of the Roadmap workgroup members can be found on the CDE [EL Roadmap Workgroup Members web page](#).

**Q: How does the *CA EL Roadmap* connect with the LCAP and Title III plans?**

**A:** The *CA EL Roadmap* helps LEAs update LCAP and Title III plans to ensure that goals are aligned with evidence-based practices for educating English learners. The resource “*From Principles to Practice: Crosswalk to LCAP State Priorities*,” available on the CDE [EL Roadmap web page](#), demonstrates the connections between the principles in the EL Roadmap Policy and the LCAP.

**Q: Is the EL Roadmap required?**

**A:** The EL Roadmap is an official state policy, superseding prior English Learner policy (Proposition 227), and adopted by the State Board of Education. It is intended that all LEAs be engaged in a continuous improvement process towards implementing the aspirational and comprehensive policy. Professional development plans, alignment of local policies, planning for and taking steps to move towards implementation are expected. As a comprehensive and aspirational policy, it is not the kind of policy that expects or requires all aspects of the EL Roadmap to be fully implemented now—only that there be a locally-driven movement towards enacting the vision, mission, and principles of the EL Roadmap.

**Q: Does the EL Roadmap mean we have to offer dual language and bilingual programs?**

**A:** The vision, mission, and principles of the EL Roadmap call for schools to provide opportunities for English learners to develop proficiency in multiple languages. The state policy cites the importance of home language as a vehicle for bolstering comprehension and scaffolding participation and sets forth the need to value, affirm, and build upon the language and cultural resources students bring to their education. This strategy does not necessarily mean dual language and bilingual programs alone, but rather, they are among the options for enacting the vision called for in the EL Roadmap. There are other program models and strategies for incorporating multilingualism. However, the EdGE Initiative (Prop 58 passed by California voters in 2018) does outline the requirements for LEAs to respond to parent requests for bilingual and dual-language programs.

**Q: What is the research behind the English Learner Roadmap?**

**A:** The charge to the Working Group in developing the EL Roadmap was to create a comprehensive and research-based policy. There is substantial research consensus about what works for English learners, about dual language development and second language acquisition. While it is not feasible to list all of the research behind the EL Roadmap here in this Toolkit, two compilations will be cited to support the rationale behind the EL Roadmap, and invite deeper research for professionals seeking to understand the science beneath the Roadmap principles. The first is a 500-page, major consensus study released by the National Academies of Sciences, Engineering and Medicine in 2018, titled “*Promising Futures: Promoting the Educational Success of Children and Youth Learning English*.” The second is *Improving Multilingual and English Learner Education: Research to Practice*, commissioned by the California Department of Education (2020), summarizing research-based practices for California educators, meant to be guidance, a resource, and tool for implementing practices and programs aligned to the most current research and underlying the CA English Learner Roadmap policy.

**Q: Where can I get official information and guidance on the *CA EL Roadmap* if I have questions?**

**A:** For questions related to the *CA EL Roadmap*, contact the English Learner Support Division at the California Department of Education by phone at (916) 319-0938 or by email at [ELROADMAPPROJECT@cde.ca.gov](mailto:ELROADMAPPROJECT@cde.ca.gov).



## READING: A Different Kind of Policy

Education policy is meant to impact what happens in school systems to enhance the experiences and outcomes of its students. However, there are different approaches that policy can take and various levers for bringing about change. The English Learner Roadmap is not only a significantly transformed policy for English learners in its content; it also differs from previous policies in how it effects change. Whereas previous English learner policy was primarily prescriptive (providing specifics about what schools needed to do) and relied on mandates and accountability systems to ensure schools carried out the policy, the English Learner Roadmap does none of these. It is a state policy in a local control context. And, it is a state policy in an era reacting against the iron fist of No Child Left Behind accountability approaches. The driving levers of the English Learner Roadmap are:

- **The English Learner Roadmap is an aspirational policy.** It sets a vision and mission for California schools, establishing an aspirational values-based North Star that schools are encouraged to reach. It lays out a shared direction for all schools in the state and describes what we should aspire to be.
- **The English Learner Roadmap is a principles-based policy.** Principles-based school reform is different from a school improvement process that focuses on implementing a new program or specific actions. It does not prescribe a particular program or curriculum or structure or form of decision-making. Instead, principles-based reform engages school communities in a creative process of developing a deeper and broader understanding of how the principle (and the research behind it) applies uniquely to their school and students, in reflecting on what they are doing and the impacts on students. It enables schools to select or design the specific mix of approaches that will have the most powerful effect on their students and community.
- **The English Learner Roadmap is a comprehensive and coherence-oriented policy.** Some policies focus on particular aspects of schooling (e.g., assessment, program, curriculum, civil rights). The English Learner Roadmap describes the entire system of schooling required for English Learner success, including school culture/climate, parent engagement, instruction, curriculum, professional learning, assessment and accountability, alignment and articulation—and explicitly applies to all levels of the schooling system. It draws from and aligns what have been disparate policies and guidance in California impacting English Learners—from curriculum frameworks to the Seal of Biliteracy, to the EdGE Initiative (Prop 58), to legal civil rights of access, and others. Rather than supersede these other policies and guidance, the EL Roadmap knits them together into a coherent whole.
- **The English Learner Roadmap is a research-based policy.** There have been eras in which education policy reflects research and periods in which this has not been true. And there are multiple strategies for supporting the implementation of research-based practices—from guidance documents to frameworks to professional learning initiatives based upon research. In the case of the EL Roadmap, the directions in developing the policy included utilizing and reflecting the most recent research on second language development, dual language development, effective practices for English learners, and language acquisition program design.
- **The English Learner Roadmap is state policy for an era of local control.** The English Learner Roadmap is a hopeful policy, with high expectations that school leaders and educators at all levels of the system will embark on a journey of continuous improvement toward the comprehensive, aspirational, research-based schooling system described in the vision, mission, and principles of the policy—making it real for their students in their community. There is no iron fist to make this happen—only the belief in you.



## ACTIVITY: Talking Points

Every administrator and leader needs to be able to describe and talk about the English Learner Roadmap. Putting together your own Talking Points, in your own words, is helpful. The following talking points are offered as a starting place. Add any key points you want to remember.

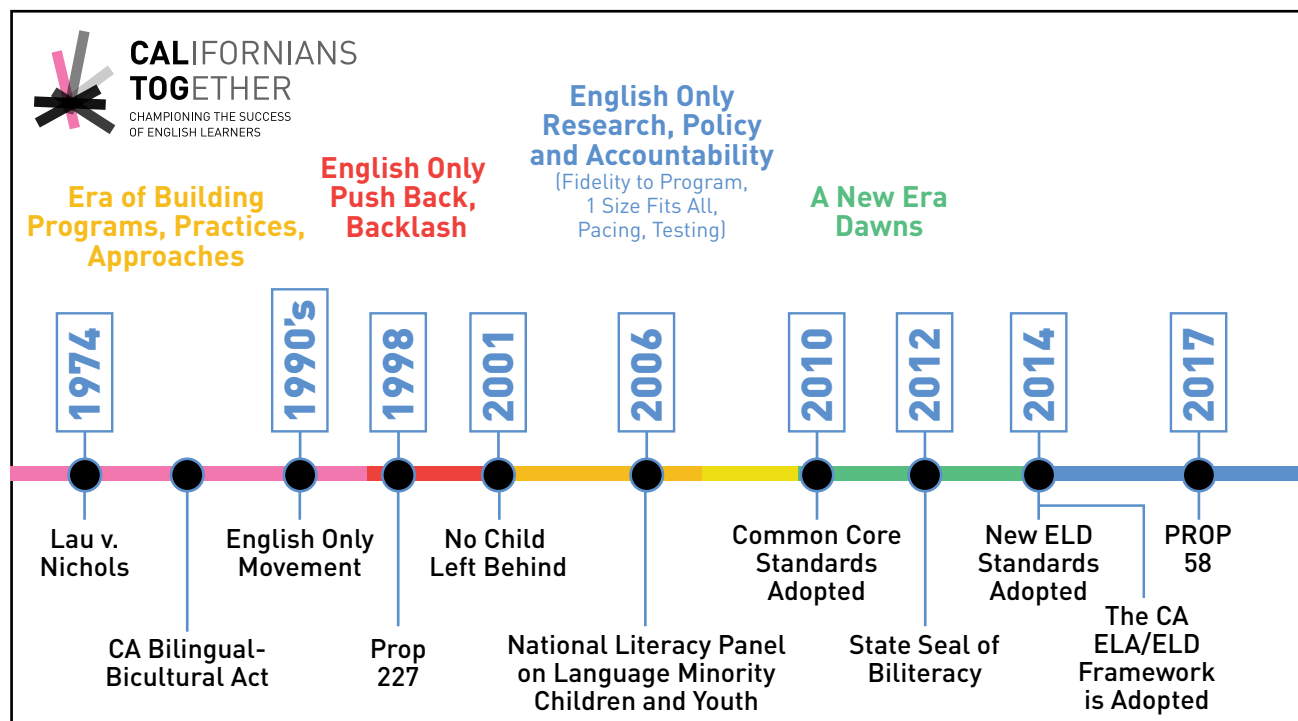
- The EL Roadmap is a state policy, adopted by the State Board of Education in 2017, and we are, therefore, expected to align our work with its vision and principles.
- The EL Roadmap supersedes the old Proposition 227 and sets a new assets-based vision for our state.
- The EL Roadmap has laid out a set of research-based principles to guide what we do for our English learners. It is both policy and a statement of best practice. We can develop our own priorities for which aspects we want to work on and design how we want to work on them. It is up to us to determine what it will look like to incorporate those principles into our school/districts' culture and daily workflows.
- The EL Roadmap applies to all schools, pre-school through high school, and to all educators—not just the ELD teachers or the EL Directors. It is for all of us.
- The EL Roadmap should be used as we develop our Site Plans, our district LCAP, and determine our priority objectives for continuous improvement.
- The EL Roadmap calls for schools that embrace the languages and cultures of our students and their families, build partnerships with families, and respond to students' academic and socio-emotional needs.
- The EL Roadmap calls for schools that provide English learners with the supports and instruction they need to be actively engaged in intellectually rigorous learning. Students will have meaningful access to a full curriculum—with Integrated and Designated ELD to build their language skills and opportunities to develop proficiency in their home language and other languages as well.
- The EL Roadmap calls upon us to build the system of supports for teachers and other staff to be able to deliver this visionary, innovative, and comprehensive education for English learners. The new policy includes high-quality professional development and collaboration/planning time to make meaningful assessments of what students know and can do.
- California has implemented several important updates and changes to its education systems and policies in the twenty-first century. Most notably, the state has taken active steps to champion and support its vision for multilingual education.
- Conclude with something like, "I personally am most excited about this aspect \_\_\_\_\_ (fill in yours) of the EL Roadmap."
- Be prepared with a follow up such as, "I think the EL Roadmap will help us deal with the challenges we are facing in supporting our English learners."

**Write your thoughts here.**



## RESOURCE: A History Timeline

The English Learner Roadmap is significant because it lays out a vision, direction, and principles that are a significant departure and sea-change from previous English learner policy in the state. Understanding and articulating the history that led up to and gave birth to the English Learner Roadmap helps support teachers, the staff, and the community recognize what changes it calls for, what is different about this new policy, and why it needs to be implemented.



### NOTES ON THE HISTORY LEADING UP TO THE ADOPTION OF THE EL ROADMAP

Teachers and administrators who will implement the new policy will benefit from a historical understanding of the CA EL Roadmap and its implications. What existed before? Where did the Roadmap originate? How does it fit into what has happened most recently in schools for English learners?

#### The Civil Rights Foundation for English Learner Programs

English learner policy grew out of the **Civil Rights Movement of the 1960s**. The federal Civil Rights Act established a framework assuring *equal educational access*—specifically naming protections based on race, ethnicity, national origin. This movement was the foundation for both legislation and court cases that would shape the field of English learner education.

**In 1972**, the California legislature responded with the *Chacon Discretionary (voluntary) Bilingual Education Act* providing support for districts that wanted to start bilingual programs.

Meanwhile, parents of Chinese American students in San Francisco sued the city's schools because their children, who did not speak English, were denied equal educational access. **By 1974**, the case reached the U.S. Supreme Court who ruled in the *Lau v. Nichols* decision that San Francisco schools failed to provide equal access for Chinese students who did not speak English. The Lau decision called for school districts to take

affirmative action to not deny access due to language. This case legally created a class of students “Limited English Proficient,” later called English learners. The courts famously and importantly stated . . .

*“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.”*

**In 1976** in response to the Lau Decision and federal civil rights requirements for English learners, the California legislature passed the *Chacon-Moscone Bilingual-Bicultural Bill*. It required that bilingual programs be available in every school and classroom in the state with 20 or more English learners of the same language group at a similar grade level. While the legislation described a program MODEL and required trained teachers, it did not actually tell HOW to do it, nor did it address the challenge of how to retool the teaching force to deliver the model. The teaching force in California was woefully and inadequately prepared to implement the program or meet the needs of English learners.

**In 1978**, the courts ruled in the *Castañeda* case that districts were legally obligated to respond to three questions:

- 1) *Is there a sound theoretical foundation or research base to suggest that the approaches you are using will address the needs of English learners?*
- 2) *Is this theory being implemented with sufficient conditions and resources to enact the research/theory dependably?*
- 3) *Over time, can you show results?*

However, at the time, there wasn't yet a *theoretical or research* base from which to begin *implementation*, and thus, *no way to measure results*.

### **Building the Field**

The legislation requiring bilingual programs and the *Castañeda* requirements ushered in an era of districts searching for guidance about how to design and deliver programs and services for English Learners. The California Department of Education turned to linguists to develop a Theoretical Framework. The group charged with developing guidance for the field are names still read in teacher preparation courses: Stephen Krashen, Jim Cummins, Spencer Kagan, Eleanor Thonis, Tracy Terrell, and others. They posited a set of key concepts including comprehensible input, transfer, second language acquisition (as distinct from first language), and the “affective filter” calling for attention to the dual-language brain and the importance of home language. Districts and individual teachers used it to guide their practices. Based on this, California became a leader in building the field.

### **Push Back and Backlash**

In the 1980s, the state was in the midst of an economic recession, increasing immigration and major refugee resettlement, and the state was going through significant demographic changes. **In 1986**, Proposition 63, the *English Only initiative* passed in California by a two to one margin. Though courts declared it had symbolic value only, it was a flash point for English Only sentiment in California. That same year, **1986**, *California's Bilingual Education Act* was allowed to sunset, weakening bilingual programs.

**In 1997**, *Proposition 227* was placed before California voters. Called English for the Children, it sought to greatly restrict if not do away with bilingual education. It officially made English instruction the default program and stated the criteria for qualified teachers would simply be: “a good working knowledge of English.” This sentiment became the official state policy governing English learner education—and would REMAIN the policy until 2017 when the EL Roadmap was adopted. Bilingual programs were abandoned. Bilingual books were locked in sheds. Bilingual teachers were afraid to speak Spanish to their students.

**In 2001**, the federal *NO CHILD LEFT BEHIND* Act was passed. It was a national school reform focused on closing achievement gaps and identifying subgroups left behind. NCLB (No Child Left Behind) pointed its laser-like beam on English learners, among others, and instituted strong accountability to ensure achievement gaps would close. California's state accountability systems were based upon English-only assessments, and punitive correction action occurred in schools where students were not testing acceptably in English proficiency. By any definition, English learners did not test at the 'proficient' level. Corrective action required implementation of adopted language arts and math textbooks designed with one-size-fits-all pacing based upon English proficient students. Fidelity was the name of the game—fidelity to a pacing guide. This reduced (or eliminated entirely) time in elementary schools for science and social studies and art—thus widening the gap in educational access. The English learners' norm became a lopsided curriculum, taught all in English, a language they couldn't adequately comprehend or access, by teachers still without the skills to meet their needs. And when English learners couldn't keep up, couldn't pass the tests as proficient in English, they were put into interventions taking up more and more of their school day.

At the secondary level, patterns included: watered-down academic courses or no support at all. Instead of a major emphasis on reading interventions (designed for native English speakers) ELD happened for beginning levels only. In many schools, ELD became reading intervention classes. As a result, there were problems for English learners with credit accrual toward graduation, and the phenomenon of 'Long-Term English Learners' became more and more apparent.

### **The Need for New State Policy Emerges**

**In 2006**, the *National Literacy Panel for Language Minority Children and Youth* released its congressionally-mandated report making clear that common practices in California flew in the face of research.

**By 2010**, disappointing results from NCLB were apparent—namely, a persistent gap for English learners. A new era was emerging. The *Common Core* had emerged. Common Core standards were far more research-aligned and more appropriate for English learners and included a more robust understanding of language development. California created the first Common Core era revision of ELD standards, basing it on the most current research on second language development.

**In 2012**, California adopted a *State Seal of Biliteracy* to place upon the diplomas of graduating seniors who could demonstrate proficiency in two or more languages.

**By 2014**, a new *CA ELA/ELD Curriculum Framework* was released combining ELA and ELD, thus centralizing the needs of English learners and offering guidance to the field of a more research-aligned approach to language and literacy education for English learners. It explicitly acknowledged the role of a child's home language—and the existence and validity of bilingual programs. The new Framework called for both Integrated and Designated ELD, based on the understanding that language develops in the context of all academic learning and that language development has to be supported throughout the curriculum.

Local control of school funding became law in **2015** with the *Local Control Funding Formula*. The steps involved 1) revamping school finance, 2) including supplemental funding based on the number of English learner students, and 3) leaving it up to local communities to define their commitment to ELs, their understanding of EL needs, and their approach to addressing those needs.

**In 2016**, ballot initiative *Proposition 58, the EdGE (Education for a Global Economy) Initiative* was passed by 73.5% of the voters in every county of the state, countering many aspects of Proposition 227 and calling for schools to provide opportunities for students to develop proficiency in multiple languages. That same year, the *National Academy of Sciences, Engineering and Medicine* released *Promising Futures*—a breakthrough report on English learner education, underscoring the benefits of bilingualism and dual language approaches in schooling.

And yet, the English learner policy on the books in California was still Proposition 227, an English-Only based policy, passed two decades prior. Clearly, it was time for a fresh new policy. State Superintendent of Instruction Tom Torlakson called for an innovative vision and master plan for English learners. He appointed a broad Working Group of administrators, advocates, researchers, teacher leaders, and others from throughout the state. He charged the group with creating a comprehensive, aspirational, research-based Roadmap policy to supersede Proposition 227. In July 2017, after almost a year of work, the policy was presented to and unanimously adopted by the State Board of Education.

**A REFLECTION:** Think back on when you entered into the California education system. What was happening at that time in terms of English learner education? How did it change over the years in the schools, communities, and districts in which you worked? What was it like to experience those changes?



### A VIDEO RESOURCE:

#### The History of Bilingual and English Learner Education in California (2019).

A five-part video series covering key eras in bilingual and English learner education in California history leading up to the present. Including one segment specifically on the emergence and impact of the EL Roadmap. Researcher and advocate Dr. Laurie Olsen provides a visual overview of the important and contentious history of Bilingual and English Learner education in California, from the last century through today. Parts 1 & 2 focus on the first half of the 20th century and the history of discrimination and movements to end segregation and establish civil rights and equal educational opportunities for language minority communities. (13 minutes) Part 3 tells the story of building the field of bilingual education through court cases, research, and new program and instructional approaches in the second half of the 20th century. (20 minutes) Part 4 covers the era of backlash and the rise of the English Only movement in the last decades of the 20th century. (16 minutes) Part 5, with the dawn of the 21st century, new research and demographic changes open the door to a renewed focus on bilingualism and the rise of new policies (including the EL Roadmap), programs and school reforms that embrace diverse cultures and languages as assets—but warns of challenges ahead. (19 minutes)

To watch the video, please use your phone's camera to scan the provided QR code or visit [caltog.co/HistoryofBilingualEdCA](http://caltog.co/HistoryofBilingualEdCA)





## ACTIVITY: EL Policy THEN AND NOW Comparison

Having read the EL Roadmap policy and viewed either a video or presentation on the history of the EL Roadmap, reflect on a time prior to the EL Roadmap policy and this current era since adopting the EL Roadmap. What changes does the EL Roadmap bring? What is and will be different for educators now?

**Construct a “Then and Now” T Graph comparison.**

| Prior to the EL Roadmap THEN                                    | With the EL Roadmap NOW   |
|---|---|
| <i>Examples:</i><br>Focus on English proficiency as an end goal | <i>Examples:</i><br>Focus on English proficiency, mastery of grade-level standards, graduation, development of multilingual proficiency |
| K-12  | Preschool through graduation  |
| <i>Other:</i>   | <i>Other:</i>   |

**Reflect on which aspect of the change seems most welcome and exciting to you, and are most likely to feel welcome and exciting to your staff and community. Which features of the change feel the most challenging?**



## READING: Warning! The Wonder and Curse of an Aspirational and Comprehensive Policy

The English Learner Roadmap describes a visionary, aspirational schooling system. Having that vision, and knowing where we are heading and what we seek to accomplish is essential. As the old saying goes, “If you don’t know where you are going, any road will get you there.” In leading a continuous improvement effort, the vision and principles stand as essential guidance, keeping us focused and moving forward. Furthermore, vision can be motivating and drives a sense of purpose.

The downside is that clearly, almost by definition, when pursuing a vision, we are not yet where we want to be. No school or district is fully implementing the EL Roadmap—and regardless of progress made, there is always more that could be done. Because it is also a comprehensive policy, the English Learner Roadmap lays out multiple aspects of schooling that must be addressed in pursuing the assets-based, intellectually powerful schooling we want. The challenge is that this can be overwhelming for all concerned and could potentially be discouraging. For leaders of the implementation effort, messaging, prioritizing, and exercising the ‘muscle of subtraction’ is central. Embarking on setting your local roadmap in pursuit of the vision and principles of the English Learner Roadmap requires you to do three things:

- *Create a positive culture and climate for learning, stretching, improving, and moving toward the vision.*
- *Keep the focus on the big picture without allowing overwhelm to drown momentum.*
- *Build broadly shared meaning about lofty principles while pursuing sufficient clarity and shared commitment to specific actions and priorities for attention. Then simultaneously decide what will be taken off people’s plates as the new direction and effort is absorbed. This tactic is sometimes called “strategic abandonment.”*

This Toolkit series has a plethora of reflection and assessment tools, readings, and activities that explore the deep meaning of the EL Roadmap principles and what they look like enacted in schools. These offer a broad sense of the principles and the wide range of ways they can be implemented. No educator, no school, no district can or should take it all on at once. By necessity, some areas will be left to address at a later time. Typically, educators feel horrible when confronting evidence of what they are NOT doing that they think they should—especially when looking at a reflection tool and seeing the practices they are not implementing. School leaders need to create a climate and culture that views and supports everyone as learners, pursuers of excellence, and participants in building toward something extraordinary. Some educators can show you their scars from the No Child Left Behind era. They report a sense of having been watched and evaluated and judged and punished for what they were not doing right, with no appreciation or acknowledgment for their successes. They expected a hammer to come down. As an EL Roadmap implementation leader, you are in an excellent position to approach the changeover as an entirely different endeavor with fresh eyes.

Consider a mantra or a message that will remind you, that can remind others, of the nature of this journey. Perhaps some of these may resonate:

- *We are pursuers of a powerful vision for our students.*
- *We are learners, stretching ourselves to be ever more effective.*
- *We are on the move making progress toward what really matters.*
- *We will keep the main thing the main thing —and stay focused!*
- *The journey is a long one, and we celebrate our steps.*
- *We are in this together, and we support each other's efforts.*
- *English learners – front and center!*

**What message, what mantra works to remind you?**

## 3

## SECTION 3:

# WHERE ARE WE IN OUR ENGLISH LEARNER WORK?

## Bringing it Home—where are we in our journey to meet the needs of English learners?

Any change process, or improvement effort, is a bridge between what is currently in place and where you aspire to be. The practices and programs currently in place are a product of what has come before. Therefore, an important step in any thoughtful change process reflects on where you are now and looking back on how you got there.



### ACTIVITY: Constructing Our Journey Map

While policy issues and the politics and social forces that affect schools have an overall effect, each school and each community has lived its own version of that history. Taking time to construct (preferably co-construct with others from your school/district) your journey map can be a powerful way to begin to create your roadmap going forward.

#### INSTRUCTIONS FOR A JOURNEY MAP

**Beginning with the earliest memory of whoever sits around the table constructing your school/district's journey map, draw a timeline from that point until now.**

- *What years were these?*
- *Share what you remember about how ELs were being served at the time? What was the program? What were the issues? To what degree were ELs being attended? Why? How prominent was the focus on ELs? What were the issues? What was the nature of the dialogue (e.g., enthusiasm, contentious, discouraged, negative)? What were the external factors that were shaping whether, how, and why ELs were “on the table”?*
- *Place any key events or characterizations of that era on the timeline/journey map.*

Continue to build the journey map adding information as the story continues to the present. If you are doing this collectively with others, at the point on the timeline that each member of your team joined the school/district, have them share what they perceived and saw at the time.

As you move through the years, note shifts in the EL population, EL policy, EL practices and programs, and EL curriculum and approaches. Include major professional development efforts impacting ELs, leadership attention to ELs, etc.

| Years        | How were ELs being served? Program?   | How prominent? What were the issues? Nature of dialogue.  | External Factors  | Outcomes                                    |
|--------------|---|---|---|---|
| 1992         | Classroom/grade level Spanish. Transitional bilingual program. Newcomer classroom for grades 4-6.       | Just a few teachers involved. Some concern about increasing refugees from SE Asia. Mostly focusing on new reading program. Just a few voices... mostly faculty wasn't focused on ELs.   | Beginning of refugee resettlement. New Hmong, Cambodian students. | Didn't do well.                             |
| 2000 to 2006 | Got rid of bilingual program. Reading intervention grades 3-6 where most ELs were placed. No ELD.       | Contentious. A few were really angry at ending bilingual program. Mostly frustration with ELs in upper grades struggling with reading. Fear and tension about Corrective Action and new language arts adoption. No one knew what ELD was. | NCLB Prop 227. New Superintendent.                                | Corrective action.                          |
| 2006         | New online Reading skills program purchased—One hour/day—part of new superintendent's Technology focus. | Excitement about technology. Teachers relieved because they weren't responsible for figuring out ELD.   | New superintendent, Tech grant.                                   | Scores went up overall, but some ELs stuck. |

**How would I/we characterize where we are now?**

**Bring your "journey" to the present. Characterize what is happening NOW with and for ELs.**

**SKETCH A JOURNEY MAP:**



## TOOL: Mapping Our Current Work to Improve English Learner Outcomes

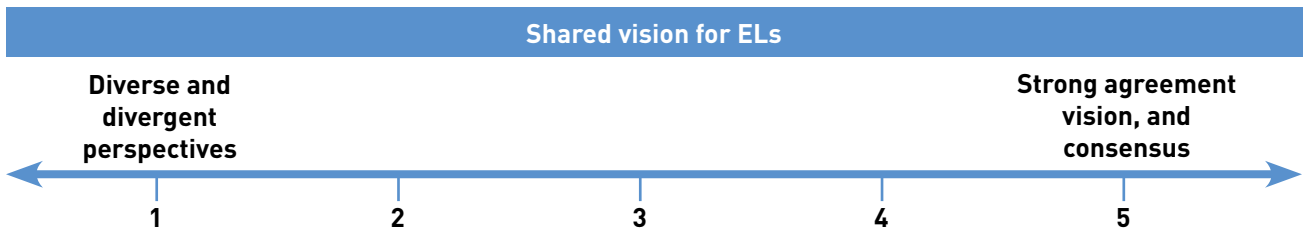
Undoubtedly your school and district have been working in various ways to better meet English learners' needs, and currently have some initiatives and efforts that are ongoing. The work of implementing the English Learner Roadmap does not begin with a clean slate. There has been important work done already to fulfill your English learners' requirements, and there may be active initiatives and efforts to strengthen instruction, curriculum, services, and supports in place. These need to be mapped onto the EL Roadmap and your work enacting the Roadmap should build from there. This tool and reflection activity is designed to prompt you to identify those current initiatives, to consider which of the current initiatives are going well and should be strengthened or intentionally supported as part of EL Roadmap implementation. Which are not going well and might benefit from some renewed focus or shift in direction? What have you been wanting to work on but haven't yet started?

Either as an individual leader or with your team, use the next page to reflect on what is currently being worked on in your district or school regarding ELs.

**Think about the current proactive efforts going on at your school(s) to improve the education of English Learners. How high a priority are they? How is it going?**

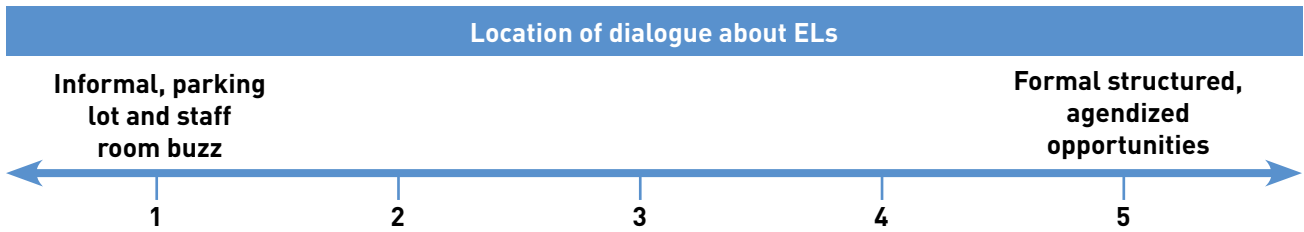
| What we are working on for ELs   | District or School Priority<br>High – Med – Low | Where we are (e.g., just starting, degree of investment in time and effort going into making it happen, how much involvement, etc.) | How is it going? (e.g., Facing resistance? Positive reception? Outcomes?) |
|--|---|---|---|
| Strengthening Designated ELD instruction.  |   |   |   |
| Developing shared routines and common strategies across school and curriculum to scaffold EL participation and comprehension (Integrated ELD). |   |   |   |
| Strengthening integrated ELD in academic content courses.  |   |   |   |
| Addressing newcomer needs.   |   |   |   |
| Making the effort to prevent or better serve our Long-Term English learners;   |   |   |   |
| Creating a more inclusive, culturally and linguistically responsive and affirming school environment;  |   |   |   |
| Planning for or starting a new dual-language program.  |   |   |   |
| Building a dual-language program into new grade levels— or expanding from a dual-language strand to full school program.                       |   |   |   |
| Articulating our EL program across grade levels, and across school levels.   |   |   |   |
| Strengthening assessments, data use, and progress monitoring for ELs.  |   |   |   |
| Strengthening outreach and two-way communications with EL families.  |   |   |   |
| Awarding Seal of Biliteracy pathways and awards.   |   |   |   |
| Improving access and support for ELs to A-G courses.   |   |   |   |
| Enacting mechanisms to improve credit accumulation toward graduation.  |   |   |   |
| Strengthening technology and multilingual outreach support for EL students' online learning.   |   |   |   |
| Other:   |   |   |   |






**Implications/ideas for leadership to strengthen this dimension:**

- *Have panels present different visions.*
- *Form small groups to work on a draft to share and discuss with everyone.*
- *Facilitate “four corners” types of activities that invite everyone to think through the exciting output from these brainstorm sessions.*



**Implications/ideas for leadership to strengthen this dimension:**

- *Create additional structures and opportunities.*
- *Build the new ideas into a session on collaboration and initiate focus with clear guiding questions.*
- *Construct transparent “democracy walls” and other mechanisms to make opinions visible.*



**“ The quality and nature of talk in a school about English learner needs and what can be done to strengthen the school’s responses to those needs is a significant factor impacting what kind of support and education students actually receive.”**



## REFLECTION: The Emotional Content of English learner Dialogues

In every school and district, there are a variety of emotional responses to making changes. Some are the voices advocating for change—speaking with urgency, determination, and sometimes despair. Some are the voices of the willing—out of professionalism or excitement or interest. Others express their resistance. But resistance comes from many different places—from overwhelm and exhaustion, from not understanding what is being asked, from fear of taking risks, from lack of confidence, from resentment. And, sometimes, from bias and unwillingness to make changes for “those kids.” Paying attention to the nature of the emotional climate in your school and district is essential to any leader attempting to lead change. And crafting responses that are specific to the emotions is also crucial.

Reflect on the emotional content of what you see and hear in your school/district when the issue of making changes to better meet the needs of English learners is raised. Consider the kinds of responses that might make a difference.


| Emotional Content  | ✓ | Things to Consider; Potential Leadership Responses   |
|--|---|--|
| Positive emotional responses, such as excitement, interest, curiosity, determination, professionalism, sense of urgency. |   | Affirm and feed these positive reactions with gratitude and opportunities to act. Meet curiosity with opportunities to do and learn more. Handle excitement with exciting propositions to move forward. Quickly answer a sense of urgency with the invitation to voice purpose and to act. Recognize and affirm work taken on and changes accomplished.  |
| Exhaustion, overwhelm, stress, and pressure.   |   | Acknowledge the reality of exhaustion and overwhelm. Break things into smaller chunks for action. Consider allowing pauses for periodically lessening the burden. Meet 1:1 to determine what is causing the exhaustion and overwhelm. Provide support (e.g., coaching, collaboration, planning time).  |
| Irritation, inconvenienced.  |   | Make clear that English learners are our students and the responsibility of all. Irritation and feeling inconvenienced will not stop the train. Offer support.   |
| Helplessness   |   | Educate those teachers who don't know how to do things differently. Providing support (e.g., coaching, collaboration) and learning opportunities (e.g., workshops, readings) can identify specific solutions.  |
| Confusion  |   | Answer questions. Use other words to describe what the issues are and how they affect the plan. Put things in writing. 1:1 conversations are opportunities to clarify. Offer support (e.g., modeling, demonstrations, videos, coaching, articles to read)  |
| Denial   |   | Keep the message clear: English learners are a priority, they're our real needs, and we have a plan to respond. Provide additional data and elicit student voices to underscore the picture of needs and urgency. The train keeps moving.  |
| Feeling offended, attacked, blamed, resentment.  |   | Protect your teachers. Most teachers want to do a good job and do well by their students. When it is implied or stated that English learners are not faring well in the school (particularly if the patterns of practice targeted for change are employed by these teachers), they feel attacked or blamed. Set the tone always that there is room for all of us to learn and improve and strengthen our game—that professionalism is about continual improvement. Affirm efforts to change. Set norms for dialogue that assure people are not blamed or attacked. |

**Where do we get stuck when we try to improve the program for English learners?**



## TOOL: Major Factors Impacting the Response to Improving Practices for English Learners at Your School

In leading school improvements related to equity, it is important to realize that how you engage people and what you engage them in may not coincide with their reasons for not being “on board.” There is often a mismatch. Reflect on your staff and where you think they are in terms of awareness and motivation regarding making changes to address English learner needs.

| Awareness and Motivation   | Check if a factor  | Examples: How widespread? Is it in particular grade-levels or departments? Etc. |
|--|---|---|
| People aren't aware there is a problem with EL achievement.  |   |   |
| People are aware there are problems, but don't believe it can be changed.  |   |   |
| People don't understand the issue.   |   |   |
| People don't feel a sense of urgency about doing something about it (other things are higher priorities).  |   |   |
| People don't know what would make a difference (what to do differently).   |   |   |
| People don't know HOW to do what needs to be done.   |   |   |
| People don't have the resources and conditions to do what has to be done.  |   |   |
| People are nervous about taking risks and trying new things, or they worry they will be penalized for admitting challenges.  |   |   |
| There is a lack of consensus about what to do  |   |   |
| Tense intergroup relationships—it is an explosive topic that taps deep-seated feelings. People either avoid talking about it, or any attempt to discuss it leads to a dead end.                |   |   |
| People believe change is needed and may even know what might make a difference, but don't see their role in it or don't think they are the ones that have to change. "I'm okay. You're so-so." |   |   |
| Other:   |   |   |

See page 36 for suggested responses.

| If this is an issue.....  | Try this....  |
|---|---|
| People aren't aware there is a problem with EL achievement or participation.  | Examine data together; observe/observe shadow EL students. Look at comparison data.   |
| People don't believe it can be changed.   | Read about, go visit places that have similar students and have resolved the problem. Pilot both sea changes and tiny wins with the willing.  |
| People don't understand the issue.  | Engage in reading research articles/podcasts/ webinars together. Host panels or speakers; support teachers in going to conferences to learn.  |
| People don't feel your sense of urgency for doing something about it (other things are higher priorities).  | Share your sense of urgency; keep this topic on every agenda; look at data together; create mechanisms for students' voices; proceed with piloting changes with the willing to signal that with work and attention, they will succeed.  |
| People don't know what would make it better or what to do differently.  | Offer professional development and coaching support; watch videos of good practice; support teachers in visiting teachers' classrooms who are using effective approaches; urge teachers to attend professional learning conferences   |
| People don't know HOW to do what needs to be done.  |   |
| People are nervous about taking risks and trying new things; worry they will be penalized for admitting to their challenges.  | Model and explicitly state support for risk-taking especially for people talking about areas of challenge. When teachers try new approaches, provide ample cheerleading and recognition. Build a system of supports around new practices (e.g., coaching, collaborative time, planning time). |
| People don't have the resources and conditions to do what has to be done.   | Find out what teachers need and make it a priority to access those resources; listen to what they say are conditions that would support them.   |
| There is a lack of consensus about what to do.  | Invest in time together to discuss in 1:1, small groups; work with a representative work group or designated team to make recommendations; Act.   |
| Tense intergroup relationships—it is an explosive topic that taps deep-seated feelings. People either avoid talking about it, or any attempt to discuss it leads to a dead end. | Start 1:1 listening sessions to understand what is behind the responses. Work with small groups to talk and listen, hear and respond.   |
| People don't see their role, and don't think they are the ones that have to change.   | Individualize, scaffold, and mediate expectations for changes—but remember that everyone has to engage in these efforts.  |



**“Paying attention to the nature of the emotional climate in your school and district is essential to any leader attempting to lead change. And crafting responses that are specific to the emotions is also crucial.”**

# 4

## SECTION 4:

# THE LEADERSHIP TASK



### READING: The Leadership Task: Asking People To Make Changes

The following excerpts are from an article by Ronald Heifetz and Marty Linsky, “When Leadership Spells Danger”, (*Educational Leadership*, April 2004, vol. 61, no. 7, *Leading in Tough Times*, pp. 33-37).

#### EDUCATORS OFTEN FAIL TO APPRECIATE HOW DANGEROUS AND DIFFICULT IT CAN BE TO LEAD ON BEHALF OF WHAT THEY CARE ABOUT MOST.

Leadership in education means mobilizing schools, families, and communities to deal with difficult issues that people often prefer to sweep under the rug. The challenges of student achievement (especially for historically underserved and marginalized populations) generates real but thorny opportunities for each of us to demonstrate leadership every day in our roles as parents, teachers, administrators, or citizens in the community.

Leadership often involves challenging people to live up to their words, to close the gap between their espoused values and their actual behavior. It may mean pointing out the elephant sitting on the table at a meeting or the unspoken issue that everyone sees, but no one wants to mention. It often requires helping groups make difficult choices and give up something they value on behalf of something they care about more. You may appear dangerous to people when you question their values and beliefs. Leadership often entails finding ways to enable people to face up to frustrating realities.

Problems that we can solve through the knowledge of experts or senior authorities are technical challenges. The problems may be complex, such as a broken arm or a broken carburetor, but experts know exactly how to fix them. In contrast, the problems that require leadership are those that the experts cannot solve. We call these “adaptive challenges.” The solutions lie not in technical answers, but rather in people themselves. The mechanic can fix your brake linings, but he cannot stop your 80-year-old father from riding the brake pedal because he is afraid of driving too fast. The surgeon can fix your son’s broken arm, but she cannot prevent your son from rollerblading without elbow pads. The dietitian can recommend a weight-loss program, but she cannot curb your love for chocolate chip cookies. Technical problems reside in the head; solving them requires an appeal to the mind, to logic, and to the intellect. Adaptive challenges live in the stomach and the heart. To solve them, we must change people’s values, beliefs, habits, ways of working, or ways of life

People will often go to extremes to silence the frustrating voices of reality. If leadership were about giving people good news, the job would be easy. People do not resist change, as such. People resist loss. Acknowledge their loss. Remember that when you ask people to participate in adaptive change, you are asking a lot. You may be asking them to choose between two values, both important to the way they understand themselves. You may be asking people to close the distance between their espoused values and their actual behavior.

Martin Luther King, Jr. challenged Americans in this way during the civil rights movement. The abhorrent treatment that he and his allies received during marches and demonstrations dramatized the gap between the values of freedom, fairness, and tolerance, on the one hand, and the reality of life for African Americans on the other. King forced many of us, self-satisfied that we were good people living in a good country, to come face-to-face with the gulf between our values and our behavior. Once we confronted that gulf, we had

to act. The pain of ignoring our hypocrisy hurt us more than giving up the status quo. You need to respect and acknowledge the loss that people suffer when you ask them to leave behind something they have lived with for years—to change what they have been doing, what they have been thinking. It is not enough to point to a hopeful future. People need to know that you realize that the change you are asking them to make is difficult and that what you are asking them to give up has real value to them.

**Think about it:**

Consider the teachers and staff in your school(s). Which aspects of what you understand the EL Roadmap is asking of them do you think will pose the greatest challenge? Where is the greatest dissonance or distance between current practices/beliefs and the those of the EL Roadmap? What will enacting the vision and principles of the EL Roadmap require of your people and are they up to it?



## REFLECTION: Leadership Quotes and Words

Understanding your leadership strengths and your vision of the kind of leadership you want to provide is crucial. What forms of leadership are needed to implement changes for English learners? Who do you need to be? The following activities and reflections are designed to help you envision your leadership.

### 1. Reflecting on the Leadership Role: Quotes

Now that you have a picture of the EL Roadmap and the change it may entail for your schools and the community, consider the leadership task again. Keep in mind your reflections about the emotional content and perspectives of your staff. Reflect upon the following quotes. What does each quote imply for schools charged with implementing the EL Roadmap? What does each quote imply for the administrative and leadership teams?

*“If you want to build a ship, don’t drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.” ~ Antoine de Saint-Exupéry*

*“Nothing was ever achieved without enthusiasm.” ~ Ralph Waldo Emerson*

*“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven’t so far.” ~ Dr. Ron Edmonds*

### 2. Words

What words come to mind for you as you consider your leadership role in moving change for English learners forward? (Circle any and all that apply and add others.)

|                     |                 |                            |                           |
|---------------------|-----------------|----------------------------|---------------------------|
| <b>Cheerleader</b>  | <b>Enforcer</b> | <b>Vision-setter</b>       | <b>Inspirer/Motivator</b> |
| <b>Organizer</b>    | <b>Manager</b>  | <b>Source of knowledge</b> |                           |
| <b>Other Words?</b> | _____           | _____                      | _____                     |



## REFLECTION: My Strengths, Beliefs, and Assumptions

Thinking of your staff, your community, your school—which aspects of leadership seem most important and relevant? How might this sense of “role” inform your next steps? What would it look like in leveraging change for English learners?

### 1. My Strengths

All of the following are elements that leadership is called upon to employ in equity-centered change processes in schools. Which of the following are your strengths? Which are areas you seek more strategies to be able to accomplish?

| Leadership Task   | A Strength | Need More Strategies |
|---|------------|----------------------|
| Conveying and developing a sense of urgency for my staff.   |            |                      |
| Motivating people to make changes.  |            |                      |
| Helping people believe change is possible.  |            |                      |
| Modeling being a voice for equity—breaking the silences, naming exclusion.                                  |            |                      |
| Helping people see their roles in creating inequities and potential roles in making equity-focused changes. |            |                      |
| Conveying high expectations that we can make the change.  |            |                      |
| Encouraging and supporting dialogue and multiple perspectives.  |            |                      |
| Enhancing adult learning and growth.  |            |                      |
| Providing multiple paths for learning, changing and acting—and helping people find their path.              |            |                      |
| Locating alternatives, linking to research on best practices.   |            |                      |
| Keeping the focus on students—data, student voice.  |            |                      |





## ACTIVITY: Ideas and Wisdom from Colleagues

In a small group with other administrators and leaders, gather each other's wisdom and strategies for the following tasks:

| Shared Wisdom and Strategies   |  |
|--|--|
| Create a sense of urgency about ELs.   | Motivate your staff to make changes to better serve ELs.   |
| Help your staff believe that change is possible—that they/we can do it.                    | Support staff in seeing their role (and the school's role) in creating inequities and their role in making change. |
| Communicate high expectations and beliefs that staff are concerned and care for students.  | Encourage deep dialogue about hard issues of inequities related to ELs.  |
| Support adults' learning and growth about effective practices for ELs.                     | Find effective approaches to try, locate relevant research.  |
| Engage staff in building the skills, habits, and structures to support data-based inquiry. | Create opportunities to hear from EL students and families about their experiences and needs.                      |



## RESOURCE: Responses to Resistance

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? 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 gets introduced to teachers. It matters the degree to which you as an administrator authentically support the Roadmap policy and genuinely engage your teachers. Why? Because you want to encourage their development and incorporate their voices in improving the school programs and practices. When you present the English Learner Roadmap to your staff, be prepared for a variety of responses and questions. The following chart builds on the implementation science research about the types of reactions you might expect.

| Concerns                         | How it Presents  | Ways to Respond   |
|----------------------------------|--|---|
| About the purpose of the Roadmap | “What I’m doing is working just fine. We don’t need a new policy, and I don’t need to change.”   | “Much of what we/you are doing reflect 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.”<br><br>Data can also help highlight the areas in which EL achievement and access are not what we want them to be. |
| Informational                    | “Hmmm.... I’d like to know more.”<br><br>General openness and awareness. Interest.   | “Great. That’s what this process is designed for—to help us learn more and what it means for YOU as teachers and for our students in the classroom.”<br><br>Spending time with the “Making Meaning” and “Self-Assessment” tools help paint a picture of what the policy actually says. Finding and visiting other schools actively engaged in the EL Roadmap implementation can also help teachers who are interested.  |
| Personal Impact                  | “How will it affect me?”<br><br>Uncertain about the policy’s demands, unsure of teachers’ ability to meet those demands, unsure what his/her role is supposed to be. | “This process is designed to help you (and all of us) hone in on what it means for each of us and our students, and then to set some priorities for the kind of improvements we want to make—and to identify the kind of supports we are going to need in order to do it!”<br><br>Tying the work with the Toolkit to planning for professional learning and support is essential.   |

| Concerns           | How it Presents   | Ways to Respond   |
|--------------------|---|---|
| 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 this 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 implementation of 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 to make it a priority.</p>                     |
| Management         | <p>“I just can’t manage it! How do they expect me to do all of this, still cover the standards, and fit 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 aspect 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 the fabric of their daily practices.</p>   |
| Consequence        | <p>“How will this really impact my students? Will it truly 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 lays 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 relate 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 toward the same goals and toward 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 where/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. Again.</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 toward assuring it is institutionalized. If your teachers are voicing continuing concerns 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 and development of home language along with English is the strongest overall approach to language and literacy for ELs—which is why state policy is now calling for it.</p> <p>Sharing research may be helpful.</p>  |

# 5

## SECTION 5:

# PLAN FOR EL ROADMAP IMPLEMENTATION



### TOOL: What We Have Done So Far

#### What we have done so far to build awareness and plan EL Roadmap Implementation:

The English Learner Roadmap was adopted in 2018. Since that time, there has been movement in many districts to build awareness of the new policy and to begin to build the structures and plans to implement the Roadmap locally. Tracking the work that has been done and assessing where you are in the critical stages of building awareness, making shared meaning of what the Roadmap calls for, selecting local priorities, and building a local plan—for a strong foundation—is essential. This tool is meant to help you assess what has been done and what’s next.

| Action  | ✓ | How did it go? Is there more work to do? What’s next? |
|---|---|---|
| EL Roadmap has been presented at the leadership level—people are aware.   |   |   |
| We have discussed and developed a shared sense of commitment among leadership to moving forward to implement the ELR.   |   |   |
| EL Roadmap has been presented/shared with teachers—they are aware   |   |   |
| We have discussed and developed a shared sense of commitment among teaching staff to moving forward to implement the ELR.   |   |   |
| EL Roadmap has been presented/shared with families and community—including specific engagement of ELAC/DELAC and other parent groups).                                      |   |   |
| We have discussed and developed a shared sense of commitment among families/community to moving forward to implement the ELR (including specific engagement of ELAC/DELAC). |   |   |
| We have used a Toolkit, rubric instrument, or other process of engaging in making meaning of the ELR Principles and determining priority areas for our ELR implementation.  |   |   |
| We have an EL Roadmap Implementation Plan—with priorities, defined points to check on progress, and refine.   |   |   |
| We are actively enacting our EL Roadmap Implementation Plan.  |   |   |
| We have a process for checking in regularly on progress on our EL Roadmap Implementation Plan.  |   |   |
| Our EL Roadmap Implementation priorities are written into our Single Plan for Student Achievement and our LCAP.   |   |   |
| Our EL Roadmap implementation priorities are reflected in our professional learning/ professional development plan.   |   |   |
| Other:  |   |   |



## REFLECTION: Readiness to Bring the EL Roadmap To My School

How ready do you feel to take the EL Roadmap back to your district and site?

### TAKING STOCK: My Personal Reflection

| Indicator  | Circle Status<br>1 = not at all<br>5 = absolutely | Implications/Next Steps |
|--|---|-------------------------|
| I can articulate why the EL Roadmap is important for our students, our community, and our school(s).   | 1 2 3 4 5   |                         |
| I can articulate why I believe things have to be improved for our English learners—and why it matters to me.   | 1 2 3 4 5   |                         |
| I am clear about my priorities for what needs to be addressed (what specifically has to be done) to improve the education of our ELs.                            | 1 2 3 4 5   |                         |
| I know who at my site (in my district) shares a strong commitment to ELs and would be a strong voice, leader, and ally in moving the EL Roadmap forward.         | 1 2 3 4 5   |                         |
| I am aware of who is likely to resist, and where and why the resistance is coming from related to instituting changes to strengthen EL success at our school(s). | 1 2 3 4 5   |                         |





## ACTION: Assembling a Team

### My next steps: Building a team for equity, for EL Roadmap implementation

The first step is to assemble your team to lead and coordinate the process of engaging your site/district in building awareness and shared understanding of the EL Roadmap, creating your implementation plan, and then monitoring and shepherding the implementation process and its refinement. These next activities are designed to build intentionality into the selection of that team.

*“What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges and powerful things happen.” ~ Michael Fullan, Coherence: The Right Drivers in Action for Schools, Districts, and Systems*

**Think about:** How will I engage people at my site/in my district in developing shared meaning about the EL Roadmap? Who will I assemble as the team to lead this work?

### Step 1: DETERMINE YOUR TEAM

The CA EL Roadmap is a comprehensive policy that describes system-level change. No matter how productive, creative, devoted, and inspired a leader may be, the implementation of this type of policy cannot be designed, planned, and implemented by one person alone. You need a team. Identifying who your team will be is the first crucial strategic leadership step toward meaningful implementation. There is no one approach to doing this.

| The Team                               | Description   | Implications/Considerations  |
|--|---|--|
| Existing leadership team               | Introduce the EL Roadmap to your existing Leadership Team, engage them in making meaning of the ELR vision, mission and principles. Have them determine the route to identifying priorities for implementation, and making the ELR plan a standing agenda item. | Existing teams have the benefit of an already- established structure and role. The EL Roadmap can be added to the agenda of this existing group, and the ELR may be integrated easily into overall leadership initiatives and voice. Potential drawbacks include a) this group has other issues they’re already paying attention to, and it may be more difficult to get the focused attention the ELR requires, b) this group may not include some key EL expertise and EL leaders you would want to have involved in informing and leading ELR implementation plans. |
| Create a new team – new representation | Select and convene a representative team <i>(for LEAs, across roles and schools; for school sites, across grades)</i> tasked with leading ELR implementation.   | A representative team from across schools in the district (or grades in a school) signals that ELR implementation is a leadership priority. Having various roles represented supports coherence as well as sharing and learning and support. Because team members may not all have strong EL expertise, it can require somewhat more foundational work and built-in time for inquiry.  |
| Go with the experts!                   | Select and convene a team of people who have EL-focused roles and EL expertise tasked with leading ELR implementation.  | A team of people whose jobs are focused on ELs, and who likely have experience and expertise in addressing the needs of ELs often taps the energy of people already committed to this endeavor and results in being able to jump-start the process of identifying areas needing improvement. Depending on how centrally EL services are positioned in the system, however, situating the task of leading ELR implementation with this group may perpetuate silos and attitudes that ELs are the responsibility of the EL Department. Don’t let this happen.            |
| Specific pilot—the ready and willing.  | For LEAs—select one or two schools with high EL populations or with strong leadership, readiness, and interest in improving EL success to pilot ELR implementation. Form a cross-role team of people from those pilot sites.                                    | It makes strategic sense to begin ELR implementation with just one or a few pilot sites where ELs are clearly a priority with strong leadership interest. This can focus your resources, create a source of innovation and inspiration within a district, and avoid burn-out at other sites that may not be ready this year to take on ELR implementation.   |



## ACTION: Planning Initial Team Work

### Work with your EL team to build awareness and shared meaning of the English learner

To set a context for your Team, and begin the work together, consider the following steps and optional activities:

- Starting with a “warm-up” or “way-in” activity that helps people articulate their purpose and “why” or consider the task of leading school improvement.
  - *Articulating my Purpose (page 10).*
- Presenting and engaging people in understanding the EL Roadmap .
  - *Read, highlight, and discuss the EL Roadmap vision and mission and discuss what it means and how it is different as a direction (page 13).*
  - *Create a T Graph of what it looks like and sounds like (page 9).*
  - *Use the 4-minute videos about the EL Roadmap and the Four Principles.*
  - *Share your Talking Points (page 20).*
  - *Review the Frequently Asked Questions (page 16).*
  - *Use your own adapted version of the Administrators toolkit PowerPoint.*
- Providing some historical context for the EL Roadmap—what it changes and why.
  - *Use the 19-minute video on History of Bilingual Education (page 24).*
  - *Present the history using the PowerPoint slides and narrative (link and pages).*
  - *Co-create a Then and Now T chart (page 25).*

Then, as a following agenda item for the Team, engage them in reflecting together on the work currently being done to improve EL education and the current status of English Learners in the school/district. This is the bedrock for developing your local priorities and plan. Activities could include:

- *Creating a journey map of your school/district’s work with English Learners, and engage people in a group discussion of how you characterize where you are NOW in serving ELs (page 28).*
- *Review your EL demographic data and share what is known about your English learners and what more you want to know about them.*
- *Crosswalk your vision statement with the EL Roadmap vision, mission, principles—what resonates, what connects?*

Finally, clarify the role of the EL Roadmap Implementation Lead Team. How often will they meet? To do what?

# 6

## SECTION 6: APPENDICES



### APPENDIX I: Resources

#### ABOUT THE ENGLISH LEARNER ROADMAP

##### California Department of Education CA EL Roadmap website and resources

<https://www.cde.ca.gov/sp/el/rm/>

This website includes the actual policy and printed guidance document, illustrative case examples, crosswalk to the LCAP, self-reflection rubrics for districts (in English, Spanish, Chinese, Korean, Tagalog, and Vietnamese), archived webinars, and PowerPoint presentations for parents, teachers, and leadership providing an overview of the EL Roadmap. The California English Learner Roadmap State Board of Education Policy: Educational Program and Services for English Learners is on the [CDE EL Roadmap web page](#).

##### EL Roadmap Resource Hub

<https://www.elroadmap.org/>

The EL Roadmap Resource hub, created by the Advancement Project, the California Association for Bilingual Education (CABE), Californians Together, Early Edge California, the Education Trust-West, the Loyola Marymount University Center for Equity for English Learners (CEEL), Sobrato Early Academic Language (SEAL), and Sobrato Philanthropies, is a collection of EL Roadmap resources that can be sorted by stakeholder group including administrators, educators, policymakers, teacher educators, and families.

##### CABE EL Roadmap Policy Web Page

<https://resources.gocabe.org/index.php/home/the-english-learner-roadmap/>

This web page includes links to the CA EL Roadmap Palm Card in English and Spanish, the CABE CA EL Roadmap video series featuring Dr. Laurie Olsen, the California School Boards Association Governance Brief, and other resources.

##### Education Trust-West Advocacy Tools: Implementing the EL Roadmap and Affirming the rights of English Learners

<https://west.edtrust.org/resource/advocacy-tools-english-learner-roadmap-and-rights/>

These resources, available in English and Spanish, clarify English learners' basic rights and outline ways to ensure the EL Roadmap Policy is being implemented in your community. These resources include flyers titled, "What is California's English Learner Roadmap?," "10 Questions to Ask Your School and District about California's English Learner Roadmap," and "English Learners Have Rights: An Advocacy Guide for Parents and Other Stakeholders."

##### Californians Together CA EL Roadmap Toolkits

This web page contains links to toolkits for teachers to assist them in implementing the CA EL Roadmap principles in their classrooms. These toolkits, written by Dr. Laurie Olsen and Martha Hernandez, are free to download. Toolkits are available for the following grade spans: preschool, elementary school, middle school, and high school. These toolkits are designed to help classroom teachers understand and make meaning of the California English Learner Roadmap policy. They include tools for individual and collective assessment of practices through the lens of the EL Roadmap principles, enabling teachers to hone in on their own professional learning needs and priorities. By going beyond the classroom, the tools also help teachers think about the kinds of supports and services needed in their school to support English learners. Finally, each toolkit lists resources teachers can access for their learning and participation in school- and district-level dialogues about enhancing instructional practices and programs. To download or purchase, see <https://www.californiantogether.org/english-learner-roadmap-main/>

##### Multilingual California Website

<https://mcap.gocabe.org/>

The Multilingual California Project builds on consistently strong research documenting multilingualism as the most effective option for the academic achievement of ELs across all content areas and for preparation to participate effectively in the global workforce. Guiding the implementation of the California English Learner Roadmap, the Multilingual California Project will deliver a powerful statewide model to strengthen the capacity of districts in dramatically accelerating the academic and multilingual opportunities, and outcomes of English Learners across California.

## EL RISE! Website

<https://www.cde.ca.gov/sp/el/rm/elriseresources.asp>

English Learner Roadmap Implementation for Systemic Excellence! (EL RISE!), resources from Californians Together, one of the two Educator Workforce Investment Grant (EWIG) English Learner Roadmap Implementation recipients. EL RISE! will help develop county office capacity to support local educational agencies (LEAs) in (1) making meaning of the four EL Roadmap principles; (2) understanding the English learner/dual language learner population; (3) becoming familiar with research on dual language development, developing local implementation plans; and (4) implementing those plans across multiple roles and parts of the system.

## California English Learner Roadmap Resource

<https://elroadmap.sdcoe.net/>

This comprehensive website compiles resources from throughout California related to implementation of the English Learner Roadmap.

## VIDEOS

### The History of Bilingual and English Learner Education in California (2019).

A five-art video series covering key eras in bilingual and English learner education in California history leading up to the present. Including one segment specifically on the emergence and impact of the EL Roadmap. Researcher and advocate Dr. Laurie Olsen provides a visual overview of the important and contentious history of Bilingual and English Learner education in California, from the last century through today. Parts 1 & 2 focus on the first half of the 20th century and the history of discrimination and movements to end segregation and establish civil rights and equal educational opportunities for language minority communities. (13 minutes) Part 3 tells the story of building the field of bilingual education through court cases, research, and new program and instructional approaches in the second half of the 20th century. (20 minutes) Part 4 covers the era of backlash and the rise of the English Only movement in the last decades of the 20th century. (16 minutes) Part 5, with the dawn of the 21st century, new research and demographic changes open the door to a renewed focus on bilingualism and the rise of new policies (including the EL Roadmap), programs and school reforms that embrace diverse cultures and languages as assets—but warns of challenges ahead. (19 minutes)

<http://bit.ly/SEAL-HistoryofBiligualEdCA>

### California Association for Bilingual Education (CABE) EL Roadmap Policy Introduction and Overview [\[Video; 3:25\]](#)

[https://www.youtube.com/watch?v=6\\_piqi-lBFw&list=PLzAV3ARcMmw1l-hX2vpb6RSbDSYt8mvPE](https://www.youtube.com/watch?v=6_piqi-lBFw&list=PLzAV3ARcMmw1l-hX2vpb6RSbDSYt8mvPE)

This video, created by CABE, provides an introduction and orientation to the EL Roadmap Policy approved in July 2017, by the California State Board of Education (SBE). This is the first of a three-part series narrated by Dr. Laurie Olsen, co-chair of the EL Roadmap Workgroup. The EL Roadmap Workgroup was convened by Superintendent of Public Instruction Tom Torlakson and members of the California Department of Education and was co-chaired by Dr. Kenji Hakuta.

### CABE EL Roadmap Policy Four Principles [\[Video; 4:47\]](#)

<https://www.youtube.com/watch?v=YXfmPRsEYMs&list=PLzAV3ARcMmw1l-hX2vpb6RSbDSYt8mvPE&index=2>

This video, created by CABE, provides an overview of the vision, mission, and four key principles of the EL Roadmap Policy approved in July 2017, by the SBE. This is the second of a three-part series narrated by Dr. Laurie Olsen, co-chair of the EL Roadmap Workgroup. The EL Roadmap Workgroup was convened by the previous Superintendent of Public Instruction, Tom Torlakson, and members of the California Department of Education and was co-chaired by Dr. Kenji Hakuta.

### CABE EL Roadmap Call to Action [\[Video; 4:20\]](#)

<https://www.youtube.com/watch?v=MNF0bn5ldgA&list=PLzAV3ARcMmw1l-hX2vpb6RSbDSYt8mvPE&index=3>

This video, created by CABE, provides an overview of the action steps districts and schools can take in support of English Learners and multilingualism, as described in the CA EL Roadmap. This is the third of a three-part series narrated by Dr. Laurie Olsen, co-chair of the EL Roadmap Workgroup. The EL Roadmap Workgroup was convened by the previous Superintendent of Public Instruction, Tom Torlakson, and members of the California Department of Education and was co-chaired by Dr. Kenji Hakuta.

### CA EL Roadmap [\[Video; 3:15\]](#)

<https://www.youtube.com/watch?v=VtqJCB6ssGk&feature=youtu.be>

This video, created by the Anaheim Union High School District, includes students discussing the importance of the CA EL Roadmap.

### Early Edge California: Supporting Dual Language Learners Video Series

[https://earlyedgecalifornia.org/new-video-series-supporting-californias-dual-language-learners/?mc\\_cid=7c567344f5&mc\\_eid=56b02cdbac](https://earlyedgecalifornia.org/new-video-series-supporting-californias-dual-language-learners/?mc_cid=7c567344f5&mc_eid=56b02cdbac)

This new video series from Early Edge California highlights the benefits of bilingual education in the early years and ways that investing in teacher development and training can support the nearly 60 percent of children age five and under who are learning two (or more) languages at the same time, or are learning a second language while continuing to develop their home language.

## ORGANIZATIONAL RESOURCES FOR LEADERS FOR EQUITY AND ENGLISH LEARNERS

The **California Association of Bilingual Education** was incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has chapters, members, and affiliates, along with partnerships with other state and national advocacy organizations working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a multicultural, global society and that respect for diversity makes us a stronger state and nation. CABE offers multiple professional learning opportunities for administrators and other educators. [www.gocabe.org](http://www.gocabe.org)

**Californians Together** is a statewide advocacy coalition of 24 organizations from all segments of the education community including teachers, administrators, board members, parents and civil rights non-profit groups. of better educating 1.1 million English Learners by improving California's schools and promoting equitable educational policy. Member organizations come together united around the goal of better educating our English learners by improving California's schools and promoting equitable education policy. Californians Together provides research briefs, policy briefs, and professional learning opportunities for educators and advocates on major issues impacting English learners. [www.californianstogether.org](http://www.californianstogether.org)

The **Center for Applied Linguistics** (CAL) is a non-profit organization in Washington DC whose mission is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL is led by a team of highly qualified and talented researchers, language scholars, and experienced practitioners, many of whom are recognized leaders in their fields. [www.cal.org](http://www.cal.org)

The **Center for Equity for English Learners** (CEEL) at Loyola Marymount University was established with the explicit purpose of improving educational outcomes for English learners (ELs). The Center's research, policy and professional development agendas inform leadership and instructional practices for California's 1.2 million ELs and the nation's 5 million English learners. The Center for Equity for English Learners enriches and supports the work of schools, school systems, educational/community partners, and policy makers through an assets-based approach. CEEL's staff provides consistent, research-based high quality professional development that promote equity and excellence for ELs and advance multilingualism. <https://soe.lmu.edu/centers/ceel>

The **National Equity Project** is a leadership and systems change organization committed to increasing the capacity of people to achieve thriving, self-determining, educated, and just communities. Their mission is to transform the experiences, outcomes, and life options for children and families who have been historically underserved by our institutions and systems. Their Center for Equity Leadership provides a range of professional development opportunities for leaders at every level of school district—as well as nonprofits, foundations, governments, and communities. <https://www.nationalequityproject.org/>

**University Council for Education Administration** (UCEA), Preparing Leaders to Support Diverse Learners Modules. This set of modules includes: Advocacy and Leadership; Learning Environments; English Language Learning; Families and Community; Trust and Racial Awareness; Resources per Data and Student Need; Culturally Relevant Teaching. <http://www.ucea.org/>

The University of Washington Center for Educational Leadership (CEL) was founded in 2001 as a nonprofit service arm of the University of Washington College of Education. CEL "partners with courageous leaders in classrooms, schools and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching, learning and leading." With the goal of transforming schools to empower all students, regardless of background, to create limitless futures for themselves, their families, their communities and the world, their four dimensions of school leadership Framework describes key actions and dispositions for equity-driven school leaders. It illustrates what school leaders need to know and be able to do to ensure that each student, particularly those furthest from justice, has a school experience that prepares them for a limitless future. <https://www.k-12leadership.org/>



## APPENDIX II: Understanding Terminology

### TOWARDS CLARITY AND TOWARDS ASSETS-BASED TERMINOLOGY.

There are a variety of terms that are used to refer to the students most formally known as “English Learners.” It is helpful for school leaders to understand the terms and their distinctions, and why and when people may elect to use one term rather than another. In all cases, the point of identification and “labeling” is to inform and enhance responsive programs and services. The choice of terms are matters of policy, context, definition, and of values. This glossary is intended to clarify terms, but also to encourage you to be aware that this is a time of change in how we label and talk about our students, and that depending on context and who you are speaking with, the terms being used may reflect a push to develop terminology that matches a commitment to assets-based education.

**“English learner”** (EL) or “English language learner (ELL) is the formal term (by federal law) used for students in TK—12 education who have a home language other than English, and are learning English as a second language but do not yet have sufficient proficiency to participate in an academic program in English without supports. When an EL has reached “proficiency” according to reclassification criteria, they are then called **“Reclassified Fluent English Proficient”** (RFEF). These are the formal terms used by the state of California, and most often in K-12 Education. The labeling of students in terms of degree of English proficiency reflects the civil rights history that defines a lack of English proficiency as a barrier to equal educational opportunity. It is officially encoded in federal and state law. The attention to issues of access implied by that term and its history is essential, but the term is inadequate to embrace an assets-based approach to bilingualism with an equal focus on the value and goal of attaining proficiency in multiple languages. **Initially fluent English Proficient students** (IFEPP) have a home language other than English but upon enrolling in school demonstrate adequate proficiency in English for participation in English-instructed schooling without supports.

**Ever-English Learner** (EL) is also a term used in California for purposes of examining data and analyzing the impacts of programs and services on students who are English Learners currently and those who were formerly English Learners. It is a category used in the state Dashboard. This enables analysis along the entire trajectory of schooling for these students.

**Dual language learner** (DLL) is the term used for the birth-to-five age range and in early childhood education programs. This is based on the assumption that at this age, all children with a primary language other than English are continuously learning both their home language and English from birth through early childhood.

**Multilingual Learner** (ML) is increasingly in use in California since the passage of the Proposition 58 Education for a Global Economy ballot initiative which called for increased opportunities for all students in California schools to develop proficiency in multiple languages. It refers to all who have or are developing proficiency in more than one language. Therefore, it is inclusive both of “English learners” and students who are learning other languages. This is considered a more inclusive and asset-based term than “English Learner” but can also confuse a specific focus on students who face barriers to educational access because they are not yet proficient in English.

**“Emergent bilingual”** is a term used to refer to students who are developing two languages. Their first language may be English, or it may be another language. Either way, the student is in process of becoming bilingual. This is considered a more asset-based term than “English Learner,” which only addresses the English side of the learning.

**Standard English Learner** (SEL) is used to describe those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. This group typically includes some students identified as African American, Mexican American, Chicano, American Indian, Hawaiian American. “English” is their dominant or only language, but it is English influenced by another language(s) and thereby differs in structure and form from Standard and academic English. (Many long-term English learners also fall into this category). Some districts in California have developed a combined English learner and Standard English Learner Master Plan descriptive of creating learning environments and programs in which students’ languages and cultures are valued, supported, encouraged, and enhanced, and where schools serve as mechanisms for honoring and reaffirming the language histories of students and prioritizing multilingualism.



## **CALIFORNIANS TOGETHER**

CHAMPIONING THE SUCCESS  
OF ENGLISH LEARNERS

**FOR MORE INFORMATION ABOUT THE  
CALIFORNIA ENGLISH LEARNER ROADMAP  
IMPLEMENTATION GUIDE AND TOOLKIT  
FOR ADMINISTRATORS CONTACT:**

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