



**CALIFORNIANS
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CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

THE CALIFORNIA ENGLISH LEARNER ROADMAP



A MIDDLE SCHOOL TEACHER TOOLKIT



WRITTEN BY

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

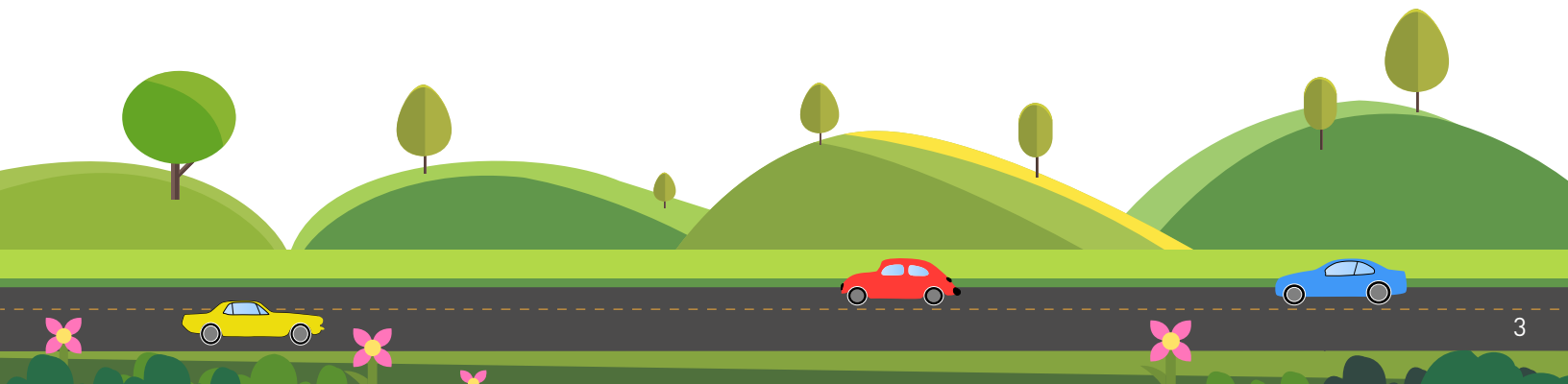
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TABLE OF CONTENTS



Introduction	4
How to Use This Toolkit	5
The CA English Learner Roadmap: Vision, Mission and Principles through Teachers Eyes	6
Middle School Teacher Tools to Make Meaning and Plan for Implementation of the EL Roadmap	8
PRINCIPLE #1: Assets-Oriented and Needs-Responsive	9
• Making It Real	10
• Principle #1 Self-Assessment Tool	11
• Beyond the Classroom.....	14
• Illustrative Resources and Connections for Asset-Based Needs-Responsive Classrooms, Programs and Services.....	15
PRINCIPLE #2: Intellectual Quality of Instruction and Meaningful Access	21
• Making It Real	21
• Principle #2 Self-Assessment Tool	22
• Beyond the Classroom.....	25
• Illustrative Resources and Connections for Intellectually Rich and Meaningful Access Classrooms, Programs and Services	26
PRINCIPLE #3: Systems Supports for Implementation	30
• Making It Real	31
• Principle #3 Self-Assessment Tool	32
PRINCIPLE #4: Alignment and Articulation	35
• Making It Real	36
• Principle #4 Self-Assessment Tool	37
Appendix: Text of the California English Learner Roadmap Policy as Adopted by the State Board of Education, July 2017	38



THE CALIFORNIA ENGLISH LEARNER ROADMAP

A MIDDLE SCHOOL TEACHER TOOLKIT



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 sets a new vision and mission for our schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners. The comprehensive 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.

The policy's 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, the English Learner Roadmap is a primary mechanism to guide us all towards creating the schools and services that will ensure our English learners have meaningful access to relevant and rigorous curriculum in safe and affirming environments. Teachers are, of course, absolutely central to this task.

About the CA English Learner Roadmap Teacher Toolkits:

While education policies have the intention of impacting practice, too often the policy language does not speak in the language of teaching and learning, leaving teachers to ask: What does this have to do with me? What does this mean for my classroom and my students? In the Fall of 2018, understanding the import of the aspirational and powerful new English Learner Roadmap, the California Teachers Association and Californians Together brought teachers in from throughout the state to make meaning of the new policy through the lens of the classroom. In grade-level-alike groups, they read the policy closely and articulated the principles through a teacher’s perspective. The groups were charged with describing what classrooms (teaching, learning, material, and environments) looked like and sounded like that enacted each principle. The goal was to create a set of indicators that would be useful for teachers in reflecting on their current practices and shaping plans to strengthen their work. The groups were also challenged to describe the tools and supports that would enable teachers individually and collectively to engage in 1) making meaning of the Roadmap, 2) enacting classrooms aligned to the Roadmap, and 3) being a voice for the conditions in schools needed to give life to the policy. This was the foundation and genesis of the Teacher Toolkits.

There are four versions of the CA English Learner Roadmap Teacher Toolkit:

The Preschool Teacher Toolkit, The Elementary Teacher Toolkit, The Middle School Teacher Toolkit, and the High School Teacher Toolkit.

Each CA English Learner Roadmap Teacher’s Toolkit consists of several components:

- *The text of the policy itself as adopted by the State Board of Education (Vision, Mission, Principles, and Elements)*
- *The Roadmap Principles as re-written specifically by and for teachers—speaking to teaching and learning, and the classroom environment*
- *A Self-Assessment Tool for each Principle for individual and collaborative reflection on where strengths and potential improvements might be made in teaching and classroom practice*
- *Are source list of programs, connections, and supports for teachers related to implementing each Principle*
- *Videos of teachers and students talking about the Roadmap*

HOW TO USE THIS TOOLKIT

The CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum, school and classroom climate and culture, instruction, systems supports (e.g., professional development, leadership, assessment), parent and community engagement, and system alignment and articulation. As an aspirational policy, it is not expected that any classroom, school or district fully implements the Roadmap. And it is not feasible to work on improving all aspects of the Roadmap at once. The “road trip” towards enacting the policy entails selecting a focus, determining priorities, and then designing a path of improvement. The CA English Learner Roadmap Teacher Toolkit is intended to support that process.

We suggest that teachers individually or collectively—first read the vision and mission, and do the exercise “**Making Meaning**” for the four Principles. Having done this, they should return to Principle #1 and use the “**Self-Assessment Tool**” for Principle #1 and proceed with the other Principles when ready.

A MIDDLE SCHOOL TEACHER TOOLKIT

THE CA ENGLISH LEARNER ROADMAP: Vision, Mission and Principles through Teachers Eyes



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 INTERRELATED PRINCIPLES

Four Principles support the vision and provide the foundation of the California English Learner Roadmap. These Principles are intended to guide approaches to teaching and learning that create a powerful, effective, 21st-century education for our English learners. Simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators—not just the purview of the English Language Development (ELD) teachers or the English Learner Department. These principles are research and values-based and build upon the California ELA/ELD Framework, and other state policy and guidance documents. As interpreted by middle school teachers, the four principles are:

1

PRINCIPLE #1

Assets-Oriented and Needs-Responsive

Classroom/school practices, climate, curriculum, and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. Students' cultures and languages are valued and built upon as assets for learning and as contributions to the school community. Our classrooms and school campuses are safe, caring, inclusive, and affirming climates. We build classroom communities that are respectful and support students in developing a strong prideful sense of identity and belonging. Student voice is invited and celebrated. Educators value and build strong partnerships to families and the community.

2

PRINCIPLE #2

Intellectual Quality of Instruction and Meaningful Access

English learners are provided a rigorous, intellectually rich, relevant, and standards-based curriculum with instructional scaffolding that supports comprehension, active engagement and participation and mastery. They are supported to develop high levels of proficiency in English—in and across the curriculum—and have opportunities to build skill in other languages. English Learners have access to the full curriculum! Belief in students and high expectations for English learners are communicated.

3

PRINCIPLE #3

System Conditions That Support Effectiveness

The school system functions to support implementation of the curriculum, instruction, school climate, and culture described in Principles #1 and #2. Teachers, principals, district staff, and leaders 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. There are appropriate and adequate resources needed to deliver high-quality instruction, and tiered support is provided for students beyond the classroom.

Professional learning and an infrastructure of support are in place to build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

4

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 that continue through to reclassification, graduation, and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.



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MIDDLE SCHOOL
TEACHER TOOLS TO
MAKE MEANING AND PLAN
FOR IMPLEMENTATION OF THE
ENGLISH LEARNER ROADMAP

PRINCIPLE #1 FOR MIDDLE SCHOOL TEACHERS: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Classroom/school practices, climate, curriculum, and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. Students' cultures and languages are valued and built upon as assets for their learning and as contributions to the school community. Our classrooms and school campuses are safe, caring, inclusive, and affirming climates. We build classroom communities that are respectful and support students in developing a strong, prideful sense of identity and belonging. Student voice is invited and celebrated. Educators value and build strong partnerships with families and the community.

MEANING MAKING ACTIVITY:

Read through the description of Principle #1, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #1: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of the Principle, imagine what would be going on in classrooms that would be evidence of Principle #1 being enacted. What would you see and hear? Then imagine what would definitely NOT be going occurring. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #1 IS BEING ENACTED

Examples: *Students are greeted by name (pronounced properly) as they enter the room; Welcoming signs are posted in the languages of the students; Student work representing perspectives and identities is evident on walls.*

EVIDENCE THAT PRINCIPLE #1 IS CLEARLY **NOT** BEING ENACTED

Examples: *Fidelity to a single pacing guide and teacher's manual regardless of student needs; One-size-fits-all instruction; Rows of chairs and tables all facing forward and students silent; "English Only" posters on wall, or students being told not to speak their home language; No student work on the walls; Belittling of students in front of peers.*

PRINCIPLE #1 SELF-ASSESSMENT TOOL: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #1?

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.1 Intentional Continual Community Building: e.g.,</p> <p>Start the school year with time spent building community, facilitating students getting to know each other, and setting norms for being a supportive community;</p> <p>Create frequent opportunities for students to talk about feelings, interactions, and experiences; facilitate structured discussions about issues relevant to middle school students' lives;</p> <p>Display discipline policies and messages regarding anti-bullying and inclusiveness;</p> <p>Stress norms and classroom rules about being respectful, kind, and inclusive; Immediately address disrespectful behavior and hurtful comments.</p>				
<p>1.2 Inclusive, affirming and welcoming environment: e.g.,</p> <p>Welcoming signs in all languages of the school community greet the students;</p> <p>Visuals on the walls reflect the cultures and languages of the students;</p> <p>Teachers greet students as they arrive;</p> <p>Information about student clubs and events related to diversity and equity are posted in classrooms; Announcements about school activities are in multiple languages;</p> <p>Teachers learn and use key phrases in the languages of the students and use them in the classroom;</p> <p>Frequent positive messages about the benefits of bilingualism are reiterated;</p> <p>Teachers establish that all languages are valuable resources in the learning community and do not tolerate students' diminishing the home languages of their classmates.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.3 Safe Environment: e.g.,</p> <p>Posters and norms declare the classroom a “safe” space; Information is on walls and in halls about rights and resources for immigrants and other student/community groups facing discrimination;</p> <p>Teachers are watchful and check in with students from communities/group identities facing harassment and discrimination; They have resources for referral to supports.</p>				
<p>1.4 Family and Community Partnerships: e.g.,</p> <p>Curriculum incorporates relevant topics that speak to students’ language and culture and immigration experience (e.g., using literature to raise issues present in their lives such as family separation, immigration, etc.);</p> <p>Guest speakers from the community are utilized to bring current issues of concern;</p> <p>Home-school connection is enhanced with assignments/projects that encourage students to talk with their families about key topics in the curriculum and tapping family funds of knowledge.</p>				
<p>1.5 Respectful Support: e.g.,</p> <p>Student language approximations and “errors” are embraced as part of language learning. Use of transfer and applying L1 skills are noted and applauded;</p> <p>Student questions and requests for help are welcomed and responded to;</p> <p>Support materials and resources (including online) are available in multiple languages.</p>				
<p>1.6 Student “Ownership” and Responsiveness: e.g.,</p> <p>Students use walls to post their work, their ideas, their questions, etc. (student ownership);</p> <p>Use of interactive journals, blogs, response mechanisms that mimic Twitter and Google Classroom, are incorporated into lessons, yielding opportunities for students to express themselves and get a response;</p> <p>Student choice is provided.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>1.7 Student “Ownership” and Responsiveness: e.g.,</p> <p>Students use walls to post their work, their ideas, their questions, etc. (student ownership);</p> <p>Use of interactive journals, blogs, response mechanisms that mimic Twitter and Google Classroom, are incorporated into lessons, yielding opportunities for students to express themselves and get a response;</p> <p>Student choice is provided.</p>				
<p>1.8 Student Identities Supported: e.g.,</p> <p>Student voice is invited and celebrated; Assignments elicit student perspectives; Students are supported to explore, share, and discuss their identities; Quotes, stories, and examples of people who speak with pride and break barriers in standing with pride for their identity are shared; The cultures, languages, and nationalities of students are represented on the walls and in the curriculum of the class.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #1: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being an assets-oriented, needs-responsive school?

- Native speakers' courses, heritage language courses
- Ethnic specific clubs (e.g., La Raza, API)
- Diversity Clubs, Allies Clubs
- Welcoming signs in all languages of the school community on walls of school
- A Welcome Center for newcomers
- A school master schedule/calendar (including things like zero periods) that make it possible for English learners to take electives and ELD in addition to a full core curriculum
- Resources for teachers about the cultures and experiences of immigrant groups in the school
- Information for teachers about their students (English proficiency level, prior schooling, language skills, family experiences, etc.)
- Teachers have ongoing professional learning in understanding resources for undocumented students and families and how to support immigrant students
- Counselor dedicated to English learners and immigrants available to refer students to
- The process for identifying English learners with disabilities includes the use of valid assessment practices and IEPs incorporate culturally and linguistically inclusive practices to support all profiles of English learners.

What else should be present in our middle school to enact Principle #1?

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS: Asset-Based, Needs-Responsive Classrooms, Programs and Resources

Support for Immigrant and Refugee Students

www.californiantogether.org

In light of the increasingly hostile climate toward immigrants and the insecurity caused by the changing policy landscape, Californians Together developed a multi-pronged approach toward creating a safe learning environment for students of all backgrounds. The following resources were developed in collaboration with Loyola Marymount University's Center for Equity for English Learners (CEEL).

- *Guide for Safe and Welcoming Schools for Immigrant and Refugee Students in California*
- *Grade-Span Lesson Modules and Trainer of Trainers Workshop Manual*
- *A Teacher's Guide to Support Immigrant and Refugee Students' Socio Emotional Experiences*

DACA/Safe Haven/Immigration Resources for Educators and School Boards to Support Students and Families

<https://www.gocabe.org/index.php/communications/daca/>

To address the social emotional and educational needs of students and their families suffering from stress and worry due to family immigration status or experiences as refugees, resources and tools have been developed especially for parents, families and communities to deepen their knowledge and to address the needs of the immigrant and refugee students and families within their communities. Resources for districts and schools are also available to support the engagement and inclusion of parents to serve as advocates for their children and schools, regardless of their immigrant status.

Beyond Differences

www.beyonddifferences.org

The Mission is to inspire students at all middle schools nationwide to end social isolation and create a culture of belonging for everyone. Includes three components:

- *Know Your Classmates* is designed to explore middle school youth's identity and belonging, understand traditions, and recognize stereotypes. Multi-cultural and multi-faith backgrounds are common in today's schools and *Know Your Classmates* is speaking honestly with children about their feelings and experiences with one another.
- *No One Eats Alone™* teaches everyone how to make friends at lunch, often the most difficult part of the school day. Created and organized by students, this is our most popular program where schools in all 50 United States participate!
- *Be Kind Online* is a powerful engagement program for middle school youth, their teachers, and families. Focused on creating inclusive communities online, particularly learning to respond to digital gossip to reduce social isolation.

All programs encourage taking the pledge to never exclude others, always reach out to someone new, and continually spread the word that inclusion is cool!

Capturing Kids' Hearts

<https://flippengroup.com/>

This program is a multi-year, system-wide approach that helps build a positive school culture that is relational and tends to the social-emotional needs of students and educators. The focus is on strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. District and campus leadership teams model desired behaviors and hold their teams accountable for living out transformational behaviors and processes.

- *All campus educators establish collaborative agreements of behavior in every classroom.*
- *Mentors support and encourage teammates in using the learned skills and processes.*
- *Every faculty member participates in ongoing professional learning and must be committed to utilizing the processes and techniques until a breakthrough occurs.*

California Department of Education Second Step

<https://www.secondstep.org/middle-school-curriculum>

The Second Step Middle School Program is web-based, and responsive to the needs of adolescents. For each grade, the program includes a year of weekly 25 minute lessons that address the four key areas of Social Emotional Learning (SEL): Mindsets and Goals, Values and Friendships, Thoughts, Emotions and Decisions and Serious Peer Conflicts. Included in the program are advisory activities, program training, professional learning, and additional resources—such as lesson plans to extend SEL throughout the day, SEL rubrics and videos. Program is intended to create a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

The Newcomer ToolKit – US Department of Education

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

This tool kit is designed to help U.S. educators and others who work directly with immigrant students— including asylees and refugees—and their families. It is designed to help elementary and secondary teachers, principals, and other school staff achieve the following:

- *Expand and strengthen opportunities for cultural and linguistic integration and education.*
- *Understand some basics about their legal obligations to newcomers.*
- *Provide welcoming schools and classrooms for newcomers and their families.*
- *Provide newcomers with the academic support to attain English language proficiency (if needed) and to meet college- and career-readiness standards.*
- *Support and develop newcomers' social-emotional skills*

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Teaching Tolerance

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

Teaching Tolerance provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school. Educators use the materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued, and welcome participants. The program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Their Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice, and action.

California Department of Education Second Step

<https://www.secondstep.org/middle-school-curriculum>

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Kagan Publishing & Professional Development for Cooperative Learning

<https://www.kaganonline.com>

The company offers workshops and products in a number of related topics relating to active student learning including, cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, and classroom management. Dr. Kagan and his team have developed over 200 Kagan Structures which are used to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. The central role of Kagan Structures in Kagan's trainings and publications is the firm commitment to and belief that, student engagement is key.

Center for Culturally Responsive Teaching and Learning (CCRTL)

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

The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach that practices the validation and affirmation of different cultures to move beyond race and step below the superficial focus on culture. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive through three broad strands of development: professional development, community development, and school development. With these three strands, the goal is to influence institutional policies and practices and inspire changes in behaviors—individually and institutionally.

My Name, My Identity — A Declaration of Self

<https://www.mynamemyidentity.org/campaign/about>

This campaign is a partnership effort between the National Association for Bilingual Education and the Santa Clara County Office of Education. The objectives of the initiative are to bring awareness to the importance of respecting students' names and identity in schools as measured by the number of community members making a pledge to pronounce students' names correctly and to build a respectful and caring culture in school communities that values diversity as measured by my name stories posted on social media.

Alas y Voz Social Media Campaign

www.californianstogether.org/alas-y-voz/campaign/

A social media campaign to raise awareness among parents of English learners about the importance and benefits of bilingualism. The website and videos posted on YouTube to share videos, graphics and stories on social media with effective messaging about biliteracy and bilingual programs. An online toolkit has resources for educators to use with parents.

Partnerships for 21st Century Learning

<http://www.battelleforkids.org/networks/p21/frameworks-resources>

P21 has championed the 4C's and developed the Framework for 21st-Century Learning, cornerstones of this movement. The P21 Framework was developed to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. All elements of the Framework are critical to ensure 21st-century readiness for every student. A focus on Creativity, Critical thinking, Communication, and Collaboration is essential to prepare students for the future. EdLeader21 provides customizable tools and resources to support the implementation of a 21st-century education.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

An Educator's Guide to the "Four Cs". Preparing 21st Century Students for a Global Society

<http://www.nea.org/tools/52217.htm>

The National Education Association (NEA) developed this guide to introduce educators to the concept, stress the importance of the "Four Cs," and put 21st century education into classroom practice. The guide includes ideas and resources that will help advance the "Four Cs" in classroom practices. These resources include practical techniques to integrate the "Four Cs" in the classroom setting; tools for developing better proficiency in technology; and methods to ensure that students are learning in a meaningful context. It also offers suggestions for encouraging your department, school, district, and state to embrace the "Four Cs."

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporate the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). The Framework has several examples that align with Principle One in Snapshots and Figures:

- *Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies, Integrated ELA and ELD in Grade Nine*
- *S 7.10. Debating Challenging Topics: Race, Religion, and Income, Integrated ELA/Literacy, ELD, and Civics in Grade Twelve*
- *Figure 9.12 Ways of Talking About Language*
- *Figure 9.11 Culturally Responsive Teaching*

GROWTH MINDSET RESOURCES

The Mindset Kit

<https://www.mindsetkit.org/topics/about-growth-mindset>

The Mindset Kit was created by The Project for Education Research that Scales (PERTS), a research center in the psychology department at Stanford University. Their goal is to create a place where educators and parents can learn about and find the most effective learning mindset materials available. All of the resources are based on research that has been carefully translated into lessons and practices intended to improve students' mindsets and make them better learners.

The Mindset Scholars Network

<https://mindsetscholarsnetwork.org/about-the-network/#>

The Mindset Scholars Network's mission is to advance our scientific understanding of learning mindsets in order to improve student outcomes and expand educational opportunity. It conducts original interdisciplinary research, builds capacity for high quality mindset scholarship, and disseminates the latest scientific knowledge through outreach to education stakeholders. The Network serves as an authoritative resource for reliable, research-based information about learning mindsets, including: Growth Mindset, Belonging, and Purpose & Relevance.

Mindset Works

<https://mindsetscholarsnetwork.org/about-the-network/#>

Mindset Works focuses on growth mindset development leveraging the pioneering research of Carol Dweck and Lisa Blackwell. The Mindset Works team includes practitioners, coaches, leaders, and researchers who collaborate to translate academic research into products and services that nurture positive learning beliefs, habits, and cultures.

CORE SEL Competencies

<https://casel.org/core-competencies/>

CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. The five core competencies can be taught in many ways across many settings. Many educators and researchers are also exploring how best to assess these competencies. The five core competencies are: Self-awareness, Self-management, Responsible decision-making, Relationship skills, and Social awareness. Social awareness is focused on the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Relationship skills address communication, social engagement relationship-building, and teamwork.

2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition

<https://casel.org/middle-and-high-school-edition-casel-guide/>

This resource provides a systematic framework for evaluating the quality of classroom-based SEL programs. It uses this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The primary goal of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. It also documents the significant advances the SEL field has made in the past decade, establishes new and more rigorous standards for SEL program adoption, and provides suggestions for next steps for SEL research and practice.

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Living Justice Press

<http://www.livingjusticepress.org/>

Living Justice Press is a nonprofit publisher for restorative justice and peacemaking. The focus is two-fold: first, to promote the understanding and use of peacemaking circles as a means to deal with conflict in many different settings; and second, to publish the voices of those “in struggle” for justice. Living Justice Press, has chosen to publish books that take the restorative justice dialogue to deeper levels by addressing racism, historic harms, and other conflicts between Peoples. LJP publishes the following resource: *Circle Forward Building a Restorative School Community* (By Carolyn Boyes-Watson and Kay Pranis, 2014), a resource guide designed to help teachers, administrators, student, and parents incorporate the practice of Circles into the everyday life of the school community.

TRAUMA-INFORMED SCHOOLS RESOURCES

Project 180

<https://project180ga.org/trauma-informed-schools/our-programs-and-strategies/>

Project 180 is an initiative of CHRIS 180 funded by SAMHSA (Substance Abuse and Mental Health Services Administration) with the purpose of developing trauma-informed school environments.

This project is comprised of five integrated components:

- *Trauma-Informed School Environments*
- *School-Based Trauma-Informed Mental Health Services*
- *Mental Health Workforce Development*
- *Trauma-Informed School Referral Network*
- *Project Website*

Trauma Responsive & Resilient Schools

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

LAEP builds the capacity of your school. LAEP provides workshops and coaching to assist schools in becoming trauma-responsive and resilient—safe, respectful learning environments that promote well-being for all members of the school community. LAEP is partnering with Kaiser Permanente on a twenty school, national pilot project, in which school-wide leadership teams learn to implement and promote policies and practices that build trusting school climates and increase the health and well-being of staff and students.

The National Child Traumatic Stress Network (NCTSN)

<https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>

Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

Presents a tiered approach to creating a trauma-informed school environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing the symptoms of traumatic stress. This framework offers a vision of a trauma-informed school, adhering to the “4 Rs”: (1) realizing the widespread impact of trauma and pathways to recovery; (2) recognizing signs and symptoms of trauma; (3) responding by integrating knowledge about trauma into all facets of the system; and (4) resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.

Understanding Refugee Trauma: For School Personnel

https://www.nctsn.org/sites/default/files/resources/fact-sheet/understanding_refugee_trauma_for_school_personnel.pdf

Refugee trauma

<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma/nctsn-resources>

Psychological and Behavioral Impact of Trauma: Middle School Students

http://www.nctsn.org/sites/default/files/assets/pdfs/ctte_middleschool.pdf

Addressing Race and Trauma in the Classroom: A Resource for Educators

https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf

Attachment & Trauma Network, Inc., Resources for Educators

<https://creatingtraumasensitiveschools.org/resources/>

School Leaders Now: 9 Resources for Trauma Informed School

<https://schoolleadersnow.weareteachers.com/9-resources-for-trauma-informed-school/>

DOs and DONTs of a Trauma-Informed Classroom

<https://www.echotraining.org/resources/>

Family Forever: An Activity Book to Help Latino Children Understand Deportation

http://www.childrenspsychologicalhealthcenter.org/wp-content/uploads/2014/11/Workbook_to_help_Latino_Children_Understand_%20Deportation.pdf

PRINCIPLE #1 ILLUSTRATIVE RESOURCES AND CONNECTIONS (CONTINUED)

Mindfulness

<https://www.mindfulschools.org>

Mindfulness addresses the toxic stress that many students experience on a daily basis. This stress may impair attention, emotion and mood regulation, sleep, and learning readiness. Prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health. Mindful Schools offers educators practical skills for self-care, facilitation, and connecting with youth, providing simple, effective mindfulness practices that can be integrated into the school day and adapted for diverse environments. Resources include starter lessons, presentations, guided practices, videos, mindful schools articles, and reading lists.

Restorative Justice

<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

Restorative justice empowers students to resolve conflicts on their own and in small groups. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. Edutopia has compiled a range of resources to help you learn more, see programs in action, and develop an implementation plan. They offer a few guides from restorative-justice practitioners and advocates, examples of successful Restorative-Justice Programs, research, tips and other resources.

Positive Behavioral and Intervention Supports (PBIS)

<https://www.pbis.org>

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Culturally Responsive/Relevant Teaching and Learning Resources.

https://www.husd.k12.ca.us/SISP_CRTL

Compiled by the Hayward Unified School District, this website lists numerous resources, including bibliographies of culturally relevant literature for students, to support culturally responsive and relevant teaching and learning.

Belief Module #6, CCSESA-CISC

www.ccsesa.org

The Belief online modules were designed by a consortium of county offices of education for EL program leaders to support the implementation of both integrated and designated ELD and to strengthen programs for English learners. Module #6 focuses on meeting the diverse needs of ELs and personalizing programs. It reviews needs of newcomers, long-term English learners and English learners with disabilities. BELIEF stands for Blueprints for Effective Leadership and Instruction for our English Learners Future.

Project2Inspire - California Association for Bilingual Education

www.gocabe.org/index.php/parents/project-2-inspire/

CABE's Parent and Family Engagement Program is focused on working with CABE's partners from school districts and county offices to provide parents with the best opportunities and resources to help their children succeed in school. To achieve this goal, CABE's Parent and Family Engagement Program:

- *Provides high-quality education, resources, and leadership development to ALL parents.*
- *Offers professional learning for district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals on researched based strategies and effective practices.*

Parent Institute for Quality Education (PIQE)

<http://www.piqe.org>

PIQE's mission is to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. PIQE is a California statewide and national community-based organization dedicated to innovative educational reform by informing and motivating low-income and immigrant parents to become knowledgeable about how to navigate the school system and seek the educational opportunities available for their children. PIQE offers a variety of programs and workshops including but not limited to K-12 parent engagement in education program, early childhood development program, early K-3 literacy program, parent leadership development program, and teacher-parent engagement workshops.

California Association for Bilingual Education Online Resources for Parents

www.gocabe.org/index.php/parents/resources-for-parents/

PRINCIPLE #2:

INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners are provided a rigorous, intellectually rich, relevant, and standards-based curriculum with instructional scaffolding that supports comprehension, active engagement, and participation and mastery. They are supported to develop high levels of proficiency in English— in and across the curriculum—and have opportunities to develop proficiency in other languages. English learners have access to the full curriculum! Belief in students and high expectations for English learners are communicated.

MEANING MAKING ACTIVITY:

Read through the description of Principle #2, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #2: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #2, imagine what would be going on in classrooms that would be evidence of this Principle being enacted. What would you see and hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a classroom that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #2 IS BEING ENACTED

Examples: *Students are actively engaged in small group discussion about relevant topics; Differentiated sentence and question frames support English learners to participate; Primary language materials are available.*

EVIDENCE THAT PRINCIPLE #2 IS CLEARLY **NOT** BEING ENACTED

Examples: *English learners are in the back of the room for the whole period doing worksheets while the rest of class is doing grade-level, engaged work; All teacher talk; Absence of reference charts, and no differentiated sentence/question frames are visible; Curriculum materials don't include cultures or communities of the students.*

PRINCIPLE #2 SELF-ASSESSMENT TOOL: INTELLECTUALLY RICH AND MEANINGFUL ACCESS

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #2:

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.1 Active Engagement (with Scaffolding) in Discourse: e.g.,</p> <p>All students are actively engaged in discussing what they are learning and think and build on each others' ideas;</p> <p>Differentiated sentence frames, response frames, and other supports for engaging in the discussion are provided;</p> <p>Charts of key vocabulary and language function patterns are on hand;</p> <p>Multiple structured opportunities for small group student talk (e.g., Think Pair Share), Kagan TEAM Structures are in place;</p> <p>Students are using key study strategies (e.g., note-taking, AVID strategies) that are used across all classrooms;</p> <p>Students jointly write literary and information texts.</p>				
<p>2.2 Critical Thinking and Inquiry Based Learning: e.g.,</p> <p>Meaningful project-based and inquiry-based assignments are provided;</p> <p>Collaborative work and cooperative learning strategies are used;</p> <p>Evidence of student work that isn't formulaic is observed;</p> <p>Students are invited to go look things up, to inquire, to pursue questions;</p> <p>Interactive, reflective journals are used;</p> <p>Students give presentations on what they are learning/have learned; Socratic Seminars, Philosophical Chairs;</p> <p>Asset maps of students' skills are posted on the walls.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.3 Primary Language Resources and Opportunities in the Classroom: e.g.,</p> <p>Primary language books, dictionaries and resource books;</p> <p>English dictionaries and reference materials, access to digital translators, Apps;</p> <p>Teacher use of primary language to help comprehension;</p> <p>Wall displays, curriculum materials, and literature are inclusive and reflect the diversity of the cultures and backgrounds of students in the community;</p> <p>Web addresses, online tools, and resources are available;</p> <p>Students are given opportunities to engage in discussion or small group brainstorming/ projects where they use their home language;</p> <p>Resources are developmentally appropriate.</p> <p>Primary language resources and opportunities are provided to students on an IEP.</p>				
<p>2.4 Quality and Relevance of Curriculum & Materials: e.g.,</p> <p>Instructional materials are standards-based, up-to-date, and include visuals and graphs that help make content comprehensible;</p> <p>Literature and materials are inclusive, reflect the voices and contributions of diverse groups, and incorporate histories and issues of students' heritage and lives;</p> <p>Evidence that issues in students' lives and the community are talked about in the classroom.</p>				
<p>2.5 Classroom Environment: e.g.,</p> <p>The walls of the classroom have many visuals and charts that are resources and references to enhance understanding of what's being studied, and to provide the language needed to read, write, and talk about the content;</p> <p>Wall displays reflect the students, their cultures, and community;</p> <p>Evidence of community building is posted on the walls; positive messages about language learning develop awareness of bias or judgment against students learning English;</p> <p>Cognate charts (English-Spanish) support cross language connections;</p> <p>The room is arranged to promote collaboration, discussion, and small group work; Charts of key vocabulary and language function patterns are posted on the walls.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
<p>2.6 Grouping and Supports: e.g.,</p> <p>Teacher modeling, then gradual release (I do, we do, you do);</p> <p>Strategic use of flexible grouping;</p> <p>Students taught, supported to use, and actively engaged in using key study strategies (e.g., note-taking, AVID strategies, etc.) that are used across all classrooms;</p> <p>Designated ELD is responsive to student levels and needs, and is coordinated with the content- demands of core curriculum;</p> <p>Library materials (print and online) are available in primary languages as resources for content studied in core courses;</p> <p>Tutoring and drop-in homework help is regularly available—including home language support for English learners.</p>				
<p>2.7 Supports for Teachers: e.g.,</p> <p>ELD teachers have collaborative planning time with core content teachers in order to plan coordinated Integrated and Designated ELD support;</p> <p>All teachers are supported to understand and use the ELD standards in planning instructional scaffolds for Integrated ELD.</p>				
<p>OTHER INDICATORS:</p>				

REFLECTION ON IMPLICATIONS:

Areas that I want to strengthen:

What I will need in order to strengthen this focus:

PRINCIPLE #2: BEYOND THE CLASSROOM

Which of the following are available in your school for English learners that are evidence of being a school that provides intellectual quality of education and meaningful access?

- Designated ELD that is responsive to student levels and needs, and is coordinated with the content-demands of core curriculum
- Library materials (print and online) in primary languages as resources for content studied in core courses
- Tutoring and drop-in homework help regularly available — including with home language support for English learners
- Native speakers classes, heritage language opportunities after school and clubs as opportunities for students to develop their home language
- AVID that serves English learners (AVID Excel)
- Pathway courses that continue target language development for students from elementary school bilingual immersion/two-way/bilingual programs
- Global Learning Networks, Global Citizens Clubs, World Language Clubs
- ELD teachers have collaborative planning time with core content teachers in order to plan coordinated Integrated and Designated ELD support
- All teachers are familiar with the ELD standards and provided support to use them in planning instructional scaffolds for Integrated ELD
- Regular English learner progress monitoring
- A school master schedule/calendar (including things like zero periods) that make it possible for English Learners to take electives and ELD in addition to a full core curriculum

What else should be in place in a school to enact meaningful access and intellectual quality for English learners per Principle #2?

PRINCIPLE #2: ILLUSTRATIVE EXAMPLES AND CONNECTIONS

Intellectually Rich Programs That Provide Meaningful Access

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014

<https://www.cde.ca.gov/ci/rl/cf/index.asp>

The 2014 ELA/ELD Framework supports and incorporates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). Classroom teachers of all grades and disciplines will find descriptions of grade-level ELA/literacy and ELD instruction across the content areas and examples of engaging teaching and assessment practices for ensuring the progress of the diverse students they serve. Language integrated in and through content is a major theme of the ELA/ELD Framework. The Framework serves as a key resource for the implementation of the EL Roadmap, Principle 2.

History/Social Science Framework for California, Kindergarten through Grade Twelve, 2016.

<https://www.cde.ca.gov>

The 2016 History/Social Science Framework describes grade-level content, areas of focus, and examples of engaging classroom activities and assessments practices that meet the needs of the diverse students they serve. The framework offers guidance for educators as they design, implement, and maintain a course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history/social sciences. The HSS Framework also supports interdisciplinary instruction and implementation of the California Common Core State Standards, the California English Language Development Standards (and the English Language Arts/English Language Development Framework).

Mathematics Framework for California, Kindergarten through Grade Twelve, 2015.

The Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwcoverfrontmatter.pdf>

The 2015 Mathematics Framework is meant to guide teachers in curriculum development and instruction as they work to ensure that all students meet or exceed the CA Common Core State Standards Mathematics (CA CCSSM). Building on the standards, the framework addresses how all students in California public schools can best meet those standards. The framework emphasizes mathematical instruction and learning that focuses on key topics, builds mathematical understanding and fluency in a coherent manner, and develops students' ability to apply mathematics creatively to analyze and solve complex problems.

The 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve

<https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>

The 2016 Science Framework supports a three-dimensional vision of science education. In the California Next Generation Science Standards (CA NGSS), students need to do more than simply know about science; they need to know the core science and engineering ideas, do science and engineering, and think like scientists and engineers. The framework is a valuable resource for teachers, administrators, parents, and curriculum developers. The examples given in each chapter provide a vision of how science instruction and learning could look in a classroom, and teachers should use the examples as a starting point.

Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning

<https://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc>

A Supplementary Resource for Educators Implementing in tandem the California English Language Development Standards, the California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools.

Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners, Laurie Olsen, Californians Together

www.californianstogether.org

Provides guidance to districts and schools to modify curriculum or create new courses that address the unique language and academic gaps of Long Term English Learners.

Unlocking Learning II: Science as a Lever for English Learner Equity, Education Trust—West

<https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/>

Unlocking Learning: Science as a Lever for English Learner Equity, lays out a blueprint for increasing access and achievement in science for California's English learners. The report concludes with district-level and state-level recommendations, along with a series of questions for community stakeholders to ask in their advocacy for closing English learner achievement gaps in science.

PRINCIPLE #2 ILLUSTRATIVE EXAMPLES AND CONNECTIONS (CONTINUED)

Unlocking Learning II: Using Math as a Lever for English Learner Equity, Education Trust—West

<https://west.edtrust.org/resource/unlocking-learning-ii-using-math-lever-english-learner-equity/>

Second in a series exploring English learner equity in California schools, a new report from The Education Trust—West highlights how students learning English are faring in math classrooms across the state. Unlocking Learning II: Math as a Lever for English Learner Equity provides real-world examples of schools and districts closing gaps for California’s English learners. The report offers specific practice and policy recommendations at the school, district, and state level for how to best integrate math education with English language development and unlock the potential of California’s English learners.

English Learner Toolkit of Strategies

<https://ccsesa.org/committees/cisc/>

Developed by the California County Superintendents Educational Services Association (CCSESA), Curriculum and Instruction Steering Committee (CISC); English Language Arts/English Language Development Subcommittee, English Language Development Subgroup

Kern County Superintendent of Schools, Tulare County Office of Education, Santa Barbara County Office of Education and Ventura County Office of Education.

Provides high leverage strategies to increase English language proficiency for both Integrated and Designated EL. Addresses all four domains of language and is connected to ELPAC task types.

AVID—Advancement Via Individual Determination

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

AVID equips teachers and schools with what they need to help students who often will be the first in their families to attend college and are from groups traditionally underrepresented in higher education succeed on a path to college and career success. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and articles that are relevant to students. AVID’s professional learning focuses on Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning. A major component of the program is a one period elective class where students receive the additional academic, social, and emotional support they need to succeed in rigorous courses.

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Teaching, Academic Language and Literacy, and Digital Teaching and Learning. A major component of the program is a one period elective class where students receive the additional academic, social, and emotional support they need to succeed in rigorous courses.

Project GLAD®

<http://www.ocde.us/NTCProjectGLAD/Pages/default.aspx>

As a model of professional learning, the Orange County Department of Education National Training Center (NTC) for the Project GLAD® (Guided Language Acquisition Design) model, is dedicated to building academic language and literacy for all students, especially English Learner/emergent bilingual students. The model enhances teachers’ design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. Project GLAD® classrooms promote an environment that respects and honors each child’s voice, personal life experience, beliefs and values their culture.

Be GLAD®

<https://begladtraining.com/about>

Be GLAD®, is a national organization providing professional development on the Guided Language Acquisition Design model to states, districts, and schools promoting language acquisition, high academic achievement, and 21st century skills. Teachers are trained to modify the delivery of student instruction to promote academic language and literacy.

The professional development offered focuses on improved pedagogy with consistent instructional routines while creating a school environment responsive to diversity with an inclusive learning environment. Be GLAD® helps to establish a project-based, student-centered curriculum process that is inquiry driven.

Thinking Maps

<https://www.thinkingmaps.com/>

Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. Through visualization, concrete images of abstract thought are created. Students use visual patterns to work collaboratively for deeper comprehension in all content areas. They use the maps to analyze complex texts and think mathematically for conceptual understanding and problem solving. Thinking maps allow teachers to see the evidence of their students thinking and learning. In a school-wide implementation, Thinking Maps help establish a common language for learning and are particularly powerful for English Learners for whom the visual scaffolding makes content more comprehensible and can be used consistently across language settings in bilingual and dual language programs.

PRINCIPLE #3: **SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

The school system functions to support implementation of the curriculum, instruction, school climate and culture described in Principles #1 and #2. Teachers, principals, district staff and leaders 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. There are appropriate and adequate resources needed to deliver high quality instruction and tiered support is provided for students beyond the classroom. Professional development and an infrastructure of support is in place to build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

MEANING MAKING ACTIVITY:

Read through the description of Principle #3, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #3: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #3, imagine what would be going on in classroom/schools and districts that would be evidence of this Principle being enacted. What would you see and hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a school and district that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #3 IS BEING ENACTED

Examples: Teachers have regularly scheduled collaboration time to plan for Integrated and Designated ELD and discuss EL student needs; Teachers have the budget to purchase needed realia, visuals and other materials that make grade-level content comprehensible and accessible for English learners.

EVIDENCE THAT PRINCIPLE #3 IS CLEARLY NOT BEING ENACTED

Examples: Teachers have to spend their own money to purchase the visuals and books needed to make the content comprehensible for English learners; Teachers don't receive information about their EL students' language proficiencies; The assessments teachers are required to use and get evaluated upon aren't valid for ELs and don't assess in both home language and English; Bilingual/dual language teachers only get professional development focusing on English-Only settings.

3

PRINCIPLE #3 SELF-ASSESSMENT TOOL: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Thinking about your school and district and your experiences in trying to meet the needs of your English Learners within that system, where would you place your school/district in terms of indicators of enactment of Principle #3?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>3.1 Support for Teachers: e.g.,</p> <p>Resource teachers with EL expertise are available to teachers; High-quality professional learning (including coaching, workshops, etc.) is available to teachers focused on meeting needs of ELs and delivering research-based approaches and models;</p> <p>Information is made available to teachers about English learner needs;</p> <p>Collaborative planning time enables ELD teachers and content teachers to align curriculum and instruction;</p> <p>All teachers are familiar with the ELD standards and provided support to use them in planning instructional scaffolds for Integrated ELD.</p>				
<p>3.2 Valid Assessments to Inform Instruction and Improvement: e.g.,</p> <p>English assessments used are designed for and interpreted for second language learners;</p> <p>Assessments address all four domains of language (reading, writing, speaking, listening);</p> <p>Assessments are aligned to curriculum;</p> <p>Assessments are culturally and linguistically appropriate;</p> <p>Teachers are provided timely data from assessments, and support in interpreting data for English learners;</p> <p>L1 assessments are used for newcomer/ biliteracy/DL programs—and dual language profiles are developed;</p> <p>Local continuous improvement indicators (LCAP) include measures specific to typologies of ELs (e.g., LTELs, newcomers) and analyze progress of ELs by number of years in district; Regular English learner progress monitoring.</p>				

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
<p>3.3 Materials and Resources: e.g.,</p> <p>Bilingual and dual language classrooms have adequate and equitable materials in target languages;</p> <p>Teachers have the budget to purchase needed realia, visuals, and other materials that make grade-level content comprehensible and accessible for ELs;</p> <p>Classrooms have reference materials in languages of the students;</p> <p>Library has informational and literature books that are culturally/linguistically appropriate;</p> <p>Stipends are given to teachers in dual language and biliteracy programs to accommodate extra planning.</p>				
<p>3.4 Beyond the Classroom Supports for ELs: e.g.,</p> <p>Interventions are designed for ELs, and are triggered based upon analysis of needs that take into consideration English learner status;</p> <p>ELs are not pulled out of content classes to receive interventions;</p> <p>Tutoring and drop-in homework help is regularly available—including with home language support for English learners.</p> <p>English learners who have a disability receive comprehensive English language development, both prior to referral and after qualifying for services.</p>				
<p>3.5 Leadership: e.g.,</p> <p>Principals and Coaches understand good practice for ELs and engage with teachers about curriculum and instruction that is research-based and appropriate;</p> <p>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; the District EL Master Plan sets an assets-based vision for EL education, and provides clarity about program models and expectations for all profiles of ELs.</p>				

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
3.6 School Schedule: e.g.,				
A school master schedule/calendar (including things like zero periods) is developed that makes it possible for English learners to take electives and ELD in addition to a full core curriculum.				
OTHER INDICATORS:				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:



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 that continue through to reclassification, graduation and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system.

MEANING MAKING ACTIVITY:

Read through the description of Principle #4, highlighting or circling phrases that particularly stand out for you.

What seems particularly important to you in this Principle?

PRINCIPLE #4: MAKING IT REAL

Individually or collaboratively with other teachers, for each statement/sentence of Principle #4, imagine what would be going on in classroom/schools and districts that would be evidence of this Principle being enacted. What would you see and hear? Then imagine what would definitely NOT be going on. What would it look like and sound like in a school and district that was clearly NOT enacting this Principle?

EVIDENCE THAT PRINCIPLE #4 IS BEING ENACTED

Examples: *Students experience similar routines in all their academic courses; Students who have been in dual language programs in elementary schools have opportunities to continue in a dual immersion pathway in middle schools.*

EVIDENCE THAT PRINCIPLE #4 IS CLEARLY NOT BEING ENACTED

Examples: *Inconsistency in how ELD is delivered from classroom to classroom and from grade level to grade level; Students enter middle school from Dual Language programs and there are no middle school classes to continue their pathway to biliteracy.*

PRINCIPLE #4 SELF-ASSESSMENT TOOL: ARTICULATION AND ALIGNMENT

Thinking about your school and district and your experiences in trying to meet the needs of your English Learners within that system, where would you place your school/district in terms of indicators of enactment of Principle #4?

Indicators/Examples	Not present, not happening, in my school/district	This happens partially and occasionally	This is in place, but not quite sufficient	This is a strength in my school/district
4.1 Articulation Across Departments: Teachers at the same grade level collaborate and coordinate across subjects to ensure consistency in scaffolding and support for English learners and to ensure English learners' needs are being met.				
4.2 Articulation Across Grade Levels: Information is shared about ELs as students progress from grade level to grade level to ensure progress monitoring and acceleration.				
4.3 Consistency Across Classrooms: All teachers within a department and grade level use common routines and common graphic organizers designed to support and scaffold English learners in academic discourse, tasks, and learning.				
4.4 Pathways and Coherent Language Programs: The "program models" for English learners are clearly articulated by the district, and are implemented coherently up through the grades (i.e., dual language pathways); There is a coherent and consistent approach to ELD pedagogy and curriculum across grade levels.				
OTHER INDICATORS: 				

REFLECTION ON IMPLICATIONS:

Areas that I want to be a voice/force to strengthen:

What I need in order to strengthen this focus:

APPENDIX

TEXT OF THE CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

As adopted by the State Board of Education, July 2017.

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 EL 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 INTERRELATED 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 are created. In that sense, districts are the musicians and ultimately must take 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.

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.

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 are 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** supports 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 that continues 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 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.

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