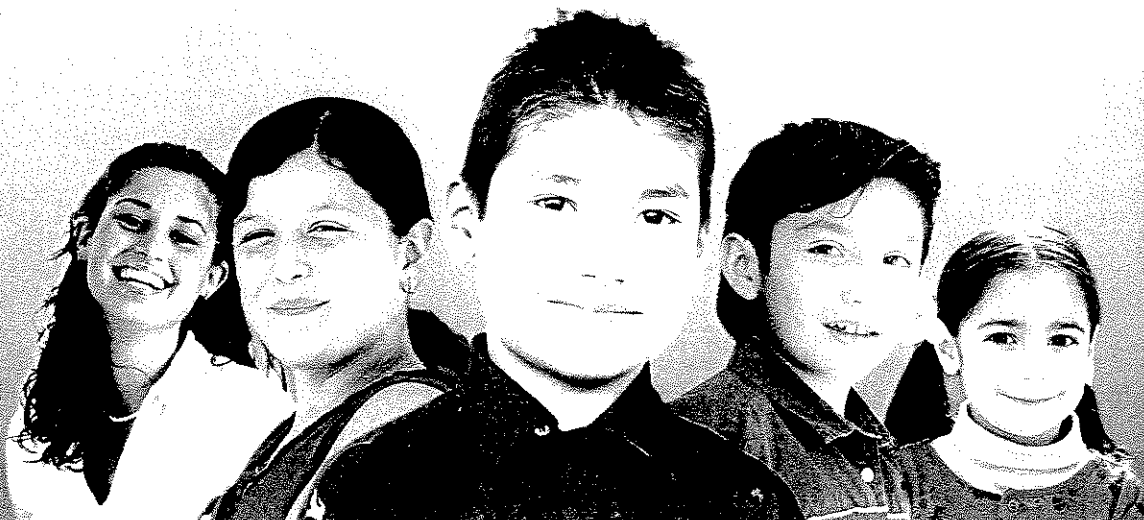
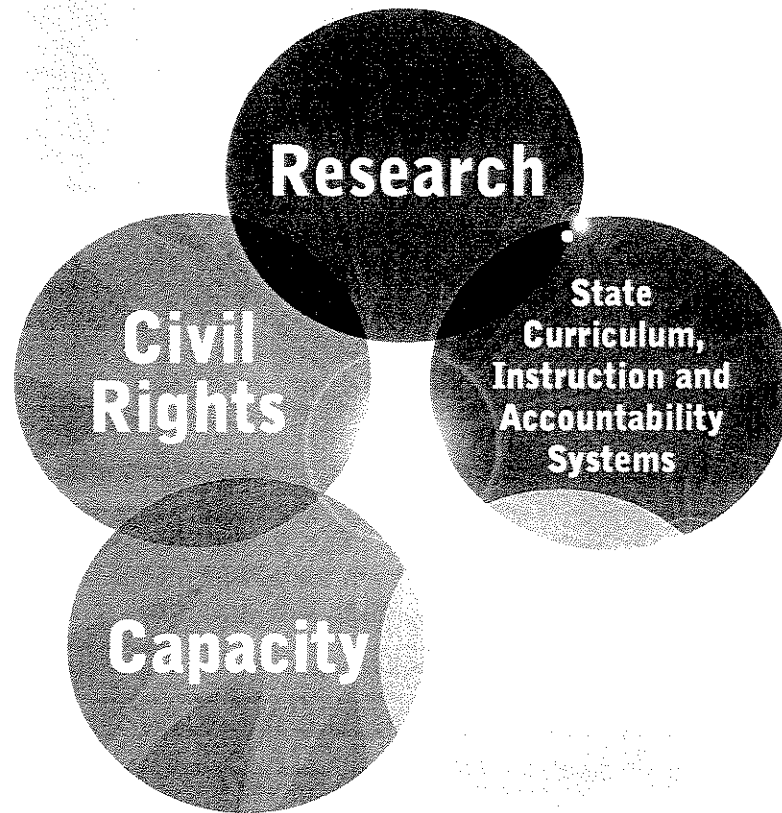




Creating Coherence and Success for English Learners: Comprehensive District Strategies



REFERENCE CHART: English Learner Student Typologies

<i>Typology</i>	<i>Key Characteristics</i>
Newcomer	<ul style="list-style-type: none"> • Newly arrived within the past 12 months • Little or no English proficiency upon arrival • Facing cultural transition to U.S. • Student (and family) unfamiliar with U.S. schooling system • Need orientation and transition support • Arrive at all points in the school year, and require a placement where newcomer needs can be met • If enrolling 4th grade and above, may have gaps due to differences in national schooling systems and curriculum that will need to be addressed
Well-educated newcomer	<ul style="list-style-type: none"> • Newly arrived • Strong prior education - at or above grade level mastery • Strong literacy skills in home language • Sense of efficacy as learner, possess effective study and learning strategies, and often highly motivated • Can make accelerated progress through our ELD sequence • Those arriving in secondary school, have credits from their home country that can be transferred and applied to A-G and graduation credits in U.S.
Underschooled newcomer	<ul style="list-style-type: none"> • Newly arrived • Arrived above 4th grade with little to no English language proficiency • Little to no literacy skills in home language • Schooling in home nation interrupted, disjointed, inadequate or non-existent • Three or more years below grade-level in math • Very slow acquisition of English, and they struggle in classes geared towards grade-level standards
Long Term English Learner	<ul style="list-style-type: none"> • Born in U.S. or in U.S. schools since K/1 • By 8th grade, usually orally fluent in English • Still "English Learner" – (often "stuck" at Intermediate or Early Advanced levels) • Little to no literacy in home language • Often discouraged learners, disengaged • Lack academic language foundation and specific literacy skills

REFLECTING ON OUR ENGLISH LEARNER POPULATION

Check which of the following demographic contexts best characterize our district English Learner enrollment:

- Multiple languages or Predominantly one language other than English
- Large concentration or Small concentration
- New enrollees through year or Stable enrollment of English Learners through year

Over the past five years, we have experienced:

- Increased EL enrollment
- No change in EL enrollment
- Decreased EL enrollment
- Change in the nationalities, languages, cultural groups that comprise our English Learner population

The dispersion of English Learners across our district:

- The concentration of English Learners is in just one or two schools
- A number of schools are significantly impacted by English Learners
- All of our schools are significantly impacted by English Learners

Total number of English Learners in district: _____

Percent of district enrollment that is English Learner: _____

Number of languages spoken among English Learner population: _____

Major language groups:

ENGLISH LEARNER TYPOLOGIES

Newcomers

Of our total English Learner Population in grades 4 and up, what # and percent are relatively newly arrived?

Of these, what # and % arrive significantly **underschooled**? _____

What # and % arrived **well-educated and literate** in home language? _____

Long Term English Learners

Upon enrollment in K/1, what # and % are children who were born in the U.S.?

Of our middle school English Learners, what # and % have been in U.S. schools since K/1?

Of our high school English Learners, what # and % have been in U.S. schools since K-1?

Factors that Impact School Participation and Success

	<i>Major issue for many students</i>	<i>An issue for some students</i>	<i>Not an issue</i>
War trauma			
Family separation and reunification			
Lack of legal documentation			
Families living in poverty or experiencing difficult economic conditions			
Living transnationally			
Students struggling with cultural/national identity issues/ caught between two worlds			
Unaccompanied minors			
Migrant – seasonal migration			
Gang engagement			

From the San Francisco Unified School District: Lau Action Plan

A. PROPER IDENTIFICATION OF ENGLISH LEARNER STUDENTS

Proper identification of English Learners is a foundational component for ensuring appropriate placement and access to services. The District will take the following steps to support the proper identification of EL students:

1. Utilize the Home Language Survey to Initially Assess Home Language. Prior to student enrollment in the District, the student's parents/guardians complete SFUSD's Home Language Survey ("HLS") at the District's Educational Placement Center ("EPC"). If the Survey indicates that a language other than English is spoken in the home, further assessment follows.

2. Administer the California English Language Development Test ("CELDT") to Classify Fluency Level. The CELDT is a state-mandated assessment that tests a student's listening, speaking, and (beginning in 2nd grade), reading and writing in English. Using the CELDT results, the District classifies students as one of five "English Learner" fluency levels: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. If a child demonstrates English proficiency, s/he is designated as Initial Fluent English Proficient ("I-FEP").

3. Utilize Primary Language Assessments to Supplement CELDT Testing. The District also assesses the student's proficiency in her/his home language, using a primary language test, where available.

4. Analyze Foreign Transcripts to More Effectively Place and Serve Secondary Students. EPC will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. EPC will provide the school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.

MEETING THE NEEDS OF SPECIFIC GROUPS OF ENGLISH LEARNERS

Recognizing the diversity of need within our English Learner population, the district has designated pathways for: newcomers, underschooled newcomers, and "Long Term English Learners".

1. Newcomer Pathway

- **Program Description**

The Newcomer Pathway is designed to help recently arrived immigrant English

Learner students adjust to their new language and culture in a one-year program (with an option for a second year as needed). The curriculum includes orientation and transition support, primary language instruction in academic areas at grade level or as designed to address gaps due to differences in national schooling systems or gaps in prior schooling. Students receive two periods of English Language Development (leveled by linguistic proficiency) including “survival” English. All non-ELD academic classes are taught either in English with SDAIE methodology or primary language instruction.

Students normally transition to the Biliteracy Pathway, Dual Immersion or the English Plus option after one year.

- Teacher Qualifications
Newcomer programs will be staffed by teachers with CLAD or BCLAD credentials.

2. Underschooled Student Pathway

- Program Description
The Underschooled Student Pathway is designed for newly arrived immigrant students of high school age (16 years or older) who enroll in SFUSD with interrupted, disjointed, inadequate or no prior schooling. It is designed for students who are three or more years below grade level and have little or no primary language literacy or English proficiency. The Underschooled Program is a self-contained program leading to a high school diploma or articulation with adult education GED programs. Transition to a regular high school program is possible as students gain academic and linguistic proficiency.

The program provides developmental home language literacy instruction, two periods per day of English Language Development, and all other academic courses are taught either in English with SDAIE methodology or in primary language instruction. The program provides a curriculum that incorporates career-oriented electives, a focus on study skills, and developmental academic courses designed to provide a basic foundation in math, science and history.

Depending on resources available, the Pathway will include the provision of supplemental summer school programs. The District will explore the option of allowing students up to 6 years (through age 21) to complete this pathway.

- Teacher Qualifications
Underschooled Pathway classes will be staffed by teachers with CLAD credentials.

3. Long-Term English Learner Pathway

- Program Description
The Long Term English Learner Pathway is designed for students who enroll in SFUSD high schools as English Learners despite having attended U.S. schools since

kindergarten or first grade. Their needs are quite different from immigrant students who are more newly arrived, and the curriculum is tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and are struggling academically.

The program includes English for Academic Purposes ELD which emphasizes writing skills and reading comprehension based on relevant literature, a Native Speakers language arts/literacy class, SDAIE academic courses, a mix of career oriented and visual/performing arts electives and a success skills enrichment course. Assessment of individual gaps in English language proficiency is the basis for an online individualized learning system.

- Teacher Qualifications

Long Term English Learner Pathway classes will be staffed with teachers who have a CLAD credential.

WHAT SHOULD A DISTRICT DO TO DEEPEN UNDERSTANDING AND TO RESPOND MORE EFFECTIVELY TO THE DIVERSITY IN OUR ENGLISH LEARNER POPULATION?

- Comprehensive initial assessment
- Timely sharing of initial assessment information with sites where students are enrolled
- Creation of typologies
- Professional development for administrators, counselors and teachers about implications of assessment data and typologies for program and classroom placement and for instruction
- With shifts in the English Learner community, share information with school sites that can support understanding, planning and responsiveness
- Annually review the English Learner profile to determine the need for support services
- Develop referral relationships, and be sure all sites have information about referral resources to address needs of English Learners in the community
- Keep a focus on the complexity and diversity of the English Learners in your schools. Whenever there is discussion of English Learner data, needs or achievement, ask: "WHICH English Learners?" (e.g. Which grade levels are struggling the most? Which language group? Are these long-term English Learners? Are these newcomers? Which level(s) of English proficiency are we talking about?)

“Creating Coherence and Success for English Learners: Comprehensive District Strategies”

A three-day institute
designed and piloted by Dr. Laurie Olsen
with and for the San Diego County Office of Education
District and School Improvement Unit

“Creating Coherence and Success for English Learners: Comprehensive District Strategies” is a three-day institute designed to support district leadership teams and SAIT/DAIT leads in their quest to deepen the impact of plans, programs and services on the achievement of English Learners. The series engages participants in a process of learning about English Learners and the most recent research on effective practices, as well as examining their own district culture and the effectiveness of their current policies and practices. Participants chart a course for implementing, monitoring and evaluating research-based approaches that lead to improved achievement, within the context of state and federal accountability.

The three-day institute is comprised of eight “building blocks”.

Building Block #1: Knowing Our English Learner Population

- The English Learner experience
- Diversity within the English Learner Population
- Typologies
- The role of districts
- Constructing our English Learner Profile

Building Block #2: Understanding the Research

- Basic legal frameworks
- Research overview
- Going deeper – three articles
- Reflection: How widespread is knowledge and understanding of the English Learner research in our district?

Building Block #3: Constructing Comprehensive Programs

- Program components and basic English Learner program models
- Separation, targeted instruction and segregation – avoiding the ESL Ghetto, Meeting English Learner needs
- Program variations for subgroups of English Learners
- Considerations in consolidating and placing services across the district
- Examining Our English Learner Programs: Through a lens of effective program design research

Building Block #4: Recognizing and Supporting Effective Instruction

- The research on effective instruction

- Observation and videos – recognizing quality SDAIE instruction
- Creating the conditions for effective instruction
- Infrastructure and district services for professional development
- Reflecting upon instruction in our district, and professional development plans

Building Block #5: Understanding and Using English Learner Data

- Taking stock of our data needs
- Understanding basic English Learner measures
- Examining our data
- Pitfalls and productive approaches to using data
- Test variations and accommodations for English Learners
- Data-based inquiry
- Supportive student information systems

Building Block #6: Powerful English Learner Parent Engagement

- Considering the immigrant and English Learner Family
- Parent rights
- Parent engagement paradigms
- Common barriers to English Learner parent engagement
- Models for effective engagement and partnerships with English Learner families – district services and infrastructure
- Reflecting upon the quality of parent engagement in our district

Building Block #7: Strong District Infrastructure for Coordination and Focus

- Detailing the many tasks
- Specialized focus and infused responsibility
- Supportive district structures
- Case studies of comprehensive district approaches
- Reflecting upon the strength of our district infrastructure

Building Block #8: Vision and Advocacy-Oriented Leadership

- The politics of English Learners – navigating the fray
- Creating coherence out of state and federal accountability, civil rights frameworks and local vision
- Visions for the future
- Visionary missions, policy statements and policies
- Personal assessment of leadership strengths for English Learner success
- Strategic Change Approaches

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