





# How Leaders Can Support Implementation of English Language Development

October 29, 2019



# Presenters

- **Brenda Arellano**, Senior Researcher, REL Southwest, American Institutes for Research (AIR)
- **Kirsi Laine**, Deputy Director, Language and Culture Bureau, New Mexico Public Education Department
- **Matthew Clifford**, Principal Researcher, AIR
- **Rachel Garrett**, Senior Researcher, REL Southwest, AIR
- **Berlinda Begay**, Bilingual Multicultural Coordinator, Cultural Heritage Center, Central Consolidated School District
- **Laura Adkins**, Executive Director, Language, Culture and At-Risk Services, Clovis Municipal School District
- **Suzanne Nguyen-Wisneski**, Executive Director, Federal, Bilingual and Native American Programs, Rio Rancho Public Schools

# Agenda

1. Welcome and opening remarks
2. Leadership Practices for Supporting a Comprehensive System of English Language Development (ELD)
3. Panel presentation: Implementation Perspectives From New Mexico Districts
4. Working lunch
5. Breakout sessions: Exploration and Discussion—  
Foundational Supports for ELD
6. Closing remarks and adjournment

# Participant goals

- Learn about **effective district and school leadership practices** and how these practices can support English learner students and ELD.
- Learn **how New Mexico districts are addressing ELD as a comprehensive system** that incorporates both *integrated* lessons and *designated* lessons.
- Consider insights, ideas, and **implications for administrators in developing structures and policies** that can support effective ELD for English learner students in classrooms across New Mexico.

# How does REL Southwest do this work?

REL Southwest works with state education agencies, districts, and other stakeholders to meaningfully improve student outcomes.

REL Southwest supports six collaborative research partnerships to address the regional needs, priorities, and interests of these states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.



## Research partnerships

- College and Career Readiness
- Early Childhood Education
- English Learner Students
- Networked Improvement Communities
- School Improvement
- Teacher Preparation and Professional Development



## Welcome and opening remarks

Brenda Arellano, Ph.D., Senior  
Researcher, REL Southwest,  
AIR

Kirsi Laine, Deputy Director,  
Language and Culture Bureau,  
New Mexico Public Education  
Department



# Context of English language development in New Mexico

- In 2017/18, there were 50,074 English learner students in the state.
- Nearly one in five students in New Mexico K–12 public schools is an English learner student (17.5 percent).



# Context of English language development in New Mexico

## **2018 English Language Arts/ Reading Proficiency:**

Seven percent of English learner students rated proficient compared with 31 percent of all K–12 students statewide.

## **2018 Mathematics Proficiency:**

Eight percent of English learner students rated proficient compared with 21 percent of all K–12 students statewide.

# State education agency perspective



## NEW MEXICO'S ROAD MAP FOR ENGLISH LEARNERS

Proficient in English, Multilingual (State Seal), Secure in their Identity, and College and Career Ready Students

**IDENTIFY**

### Language Usage Survey

- Language Usage Survey Handbook
- **Coming Soon:** Form for Students with the Most Significant Cognitive Disabilities

**State-wide Identification Process for ELs**

### WAPT/WIDA Screener

### English Language Development Block

- English Language Development Instructional Framework Guidance Handbook (includes EL SWD)
- CLRI for American Indian EL Guidance Document
- **Coming Soon:** ELD Instructional Materials Adoption Cycle

**State-wide Expectations for English Learner Programs**

### Parent Notification

- Sample Parent Notification Letter

### LUS and Screener Reporting in STARS

### Annual Parent Notification

### Annual English language proficiency assessment (Alternate ACCESS & ACCESS for ELLs)

- Results for each domain and overall score inform classroom instruction

### Integrated English Language Development

- WIDA ELD Standards for Sheltered Instruction
- State-Funded BMEPs Content Instruction in Home/Heritage Language for Access to Content
- WIDA ELD Standards Workshops
- WIDA ELD Standards eLearning

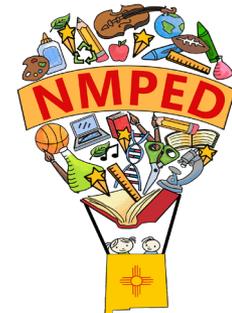
**EXIT & MONITOR**

**Monitoring exited English Learners for academic progress for two years**

### WIDA Alternate ACCESS & ACCESS for ELLs Composite Score

- Exit Criteria with less than four Domains

**State-wide Exit Criteria for ELs**



# English learner programs should meet two goals

1. English learner students attain English language proficiency.
2. English learner students can participate meaningfully in the standard instructional programs without English learner supports within a reasonable amount of time.

# English learner programming requirements

Instruction must:

- 1) Be educationally sound in theory and produce results.
- 2) Be designed to enable English learner students to become proficient in English in a reasonable amount of time.



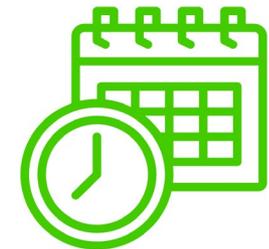
# English learner programming requirements

Instruction must:

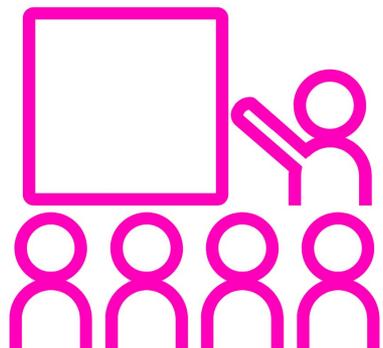
3) Include language supports/sheltered instruction in content areas.



4) Include an ELD block course or dedicated block in elementary school (45 minutes minimum).



# English language development— integrated and designated



## Integrated

Lessons and practices that support English learner students' language development within subject-matter teaching and learning throughout the day and across disciplines.

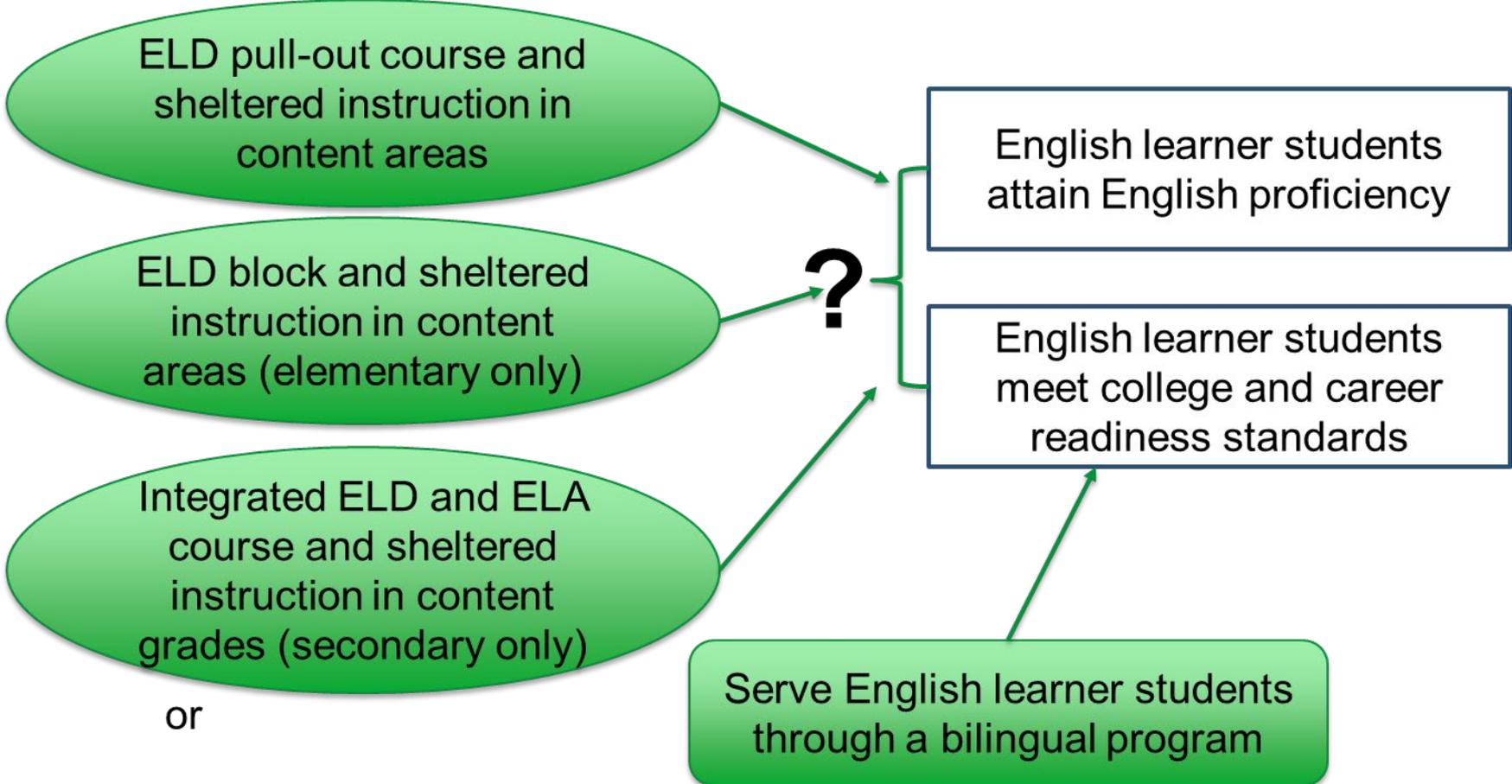
## Designated

Takes place during a protected time of day to support the explicit development of English language knowledge, skills, and abilities.

# Evaluating English learner program standards

## ELD Instruction

## Evaluation Criteria



Source: New Mexico Public Education Department. (2019). [Serving English learners](#). Santa Fe, NM: New Mexico Public Education Department, Language and Culture Bureau.

# Participant goals

- Learn about **effective district and school leadership practices** and how these practices can support English learner students and ELD.
- Learn **how New Mexico districts are addressing ELD as a comprehensive system** that incorporates both *integrated* lessons and *designated* lessons.
- Consider insights, ideas, and **implications for administrators in developing structures and policies** that can support effective ELD for English learner students in classrooms across New Mexico.

# Meeting logistics

Breaks

Bathrooms

Format of the day



# Questions





# Keynote address: Leadership Practices for Supporting a Comprehensive System of ELD

Matthew Clifford, Principal  
Researcher, AIR



## Fast facts

- About 5 million of the 35.4 million public school students are considered English learner students.
- The English learner student population has been the fastest growing group in the past 18 years, with a growth rate of 105 percent.
- The majority of English learner students are U.S. citizens.
- The percentage of English learner students varies by community:
  - 14 percent in urban schools
  - 9.3 percent in suburban schools
  - 6.5 percent in small towns
  - 3.8 percent in rural communities
- 76.6 percent of English learner students (and 7.7 percent of the total student population) speak Spanish.

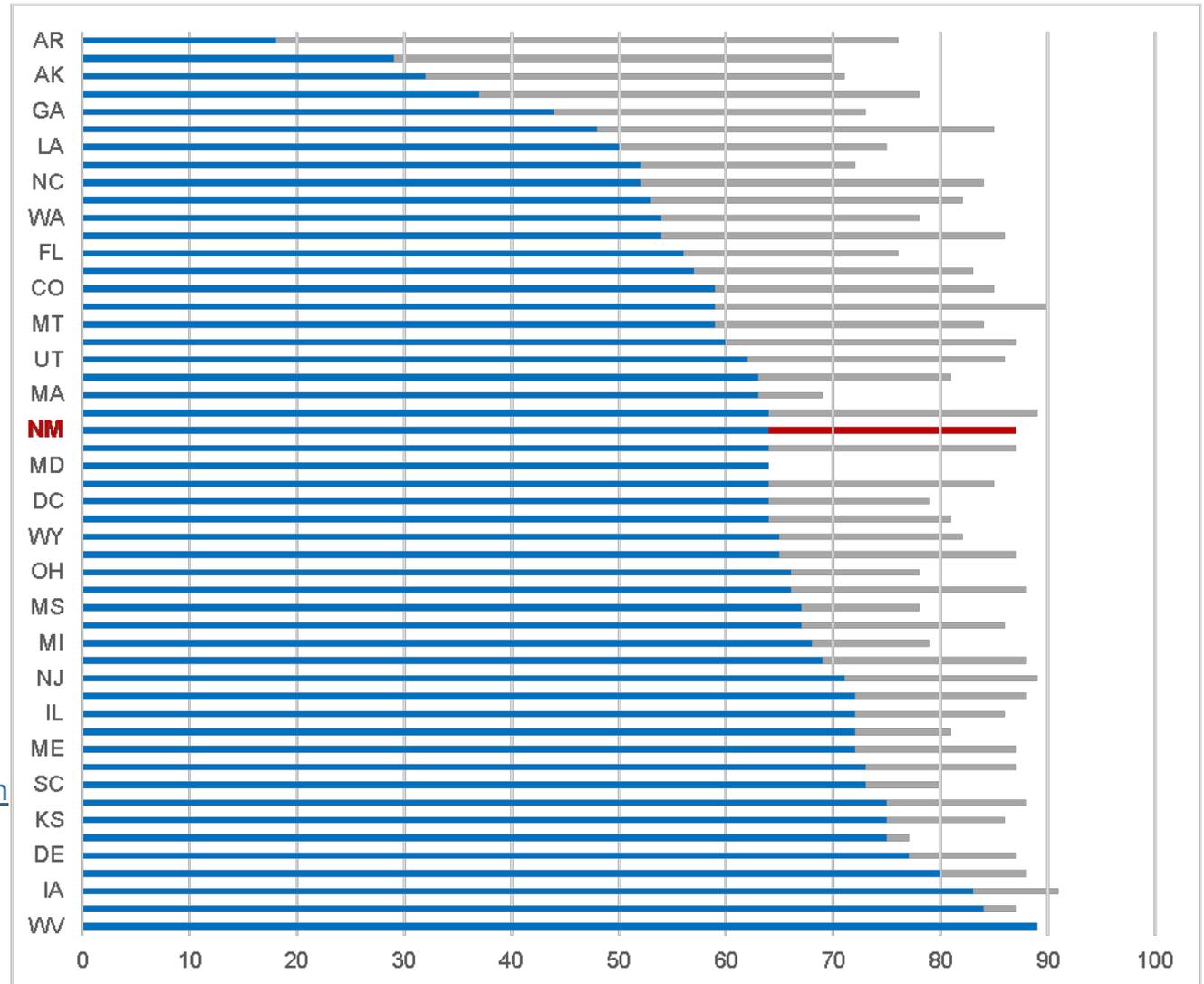


Nationally, 63 percent of English learner students graduate high school, compared with 82 percent of non-English-learner students.



Photo by [JodyHongFilms](#) on [Unsplash](#)

U.S. Department of Education  
National Center for Education  
Statistics, 2016; Education  
Commission of the States (2018).



## Four levers for success based on research literature reviews and standards:

- **Program:** Leaders help ensure that a comprehensive ELD system is in place, monitored and continuously improved.
- **Manage change:** Leaders set the pace for schoolwide change through their priorities, policy interpretation, and planning.
- **Supply:** Leaders locate and retain teachers to support students and serve as colleagues working on curriculum and instruction.
- **Advocate and inform:** Leaders' responsibilities include communications within and beyond the school.

- How can we do better to improve the learning and prospects of students for whom English is not a first language?
- What can we, as state-level and school-level leaders, do to improve student success?

Ballantyne, Sanderman, & Levy, 2008; Branch, Hanushek, & Rivkin, 2009; Buabeng-Andoh, 2012; Capper & Frattura, 2008; Capper, Rodriguez & McKinney, 2009; Clifford, Sherratt, & Fetters, 2012; Grissom & Loeb, 2011; Gülşen, & Gülenay, 2014; Leithwood, Louis, Anderson & Wahlstrom, 2004.

**School leaders influence the instructional program, teachers' instructional decisions, and the degree to which the instructional program is implemented with fidelity in the school.**

<b>Title</b>	<b>Subtitle</b>	<b>Definition</b>
Designated		Designated learning time takes place during a protected time of day to support the explicit development of English language knowledge, skills, and abilities.
Integrated	Bilingual	Content areas are taught in two languages by teachers, thereby supporting language development.
	Dual-immersion	Content areas are taught to all students in two languages, thereby supporting language development in speakers for whom English is the first language and for whom English is not the first language.
	Translation support	Content is provided in English with support from a teacher.

# School leaders set the pace and establish priorities.

Integrated approaches to ELD require formal *and* informal relationships among educators to administer properly. The system of support of ELD programs is distributed, meaning that schools need supportive structures for educators across disciplines and grade levels to coordinate service, exchange ideas, ar

Principals and instructional leadership teams will not be able to do this work alone.

Each district will talk about its approach to ELD today, and you will hear similarities and differences in their approaches.



# School leaders set the pace and establish priorities.

When considering ELD or any change processes, you might consider a framework for school leadership.

## Structural

What procedures or rules must change?  
How will roles change?  
How will our mission change?  
How might we change space/time use? How urgent is the change for us?

## Human Resources

How well do current skills match program implementation requirements?  
How will the change affect relationships among staff?  
What are our learning, monitoring, and support needs?  
How can we align what we must do for kids with our current capacity?

## Political

How might this approach shift power in the school?  
What are the possibilities for conflict and cooperation?  
How will we work with opposition and ardent supporters?  
How will we communicate in ways that people hear?

## Symbolic

How will our culture change?  
What rituals will this disrupt, what rituals support, and what rituals need development?  
What new stories will be told, and how can they be told?

# Teacher supply



**Research tells us that principals strongly influence teacher decisions to join/leave schools or pursue advanced certifications.**

Photo by JodyHongFilms on Unsplash

Research also tells us that teachers are not adequately prepared to lead ELD classrooms and that English learner student teacher supply is challenging in many states.

- Nationally, 39 of 50 states reported teacher shortages for English learner students in the past six years.
- New Mexico reported teacher shortages in 22 of the past 26 years.
- These teacher shortages vary by school location, with rural districts reporting more frequent shortages.

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008);  
Buabeng-Andoh, C. (2012).

# Teacher supply



## Questions for consideration:

- How can you ensure that teachers are prepared to lead ELD?
- Who will champion teacher support, if not you?
- What will you do to support practical and technical skill development among teachers?
- What do your teachers need, and how will you know?

Research tells us that principals strongly influence teacher decisions to join/leave schools or pursue advanced certifications.

The most effective teachers for English learner students have technical and practical skills in supporting learners.

- **Technical skills** in linguistic development, progress assessment, language integration with academic attainment, ELD standards design.
- **Practical skills** in establishing learning environments, relating to students from different cultures/life circumstances.

# Principals are the primary advocates for initiatives, through their words or actions.

The Professional Standards for Educational Leaders highlight the role that principals and other educational leaders play in inspiring school-level and community changes.

- How will you communicate about your learning here (today) with others?
- What stories will you tell that resonate with others, if you are seeking to engage them in learning more about ELD?
- What questions might community members or others have, and how will you answer them?
- How does ELD open up new leadership possibilities, for yourself and others?



Photo by [Aaron Burden](#) on [Unsplash](#)

# Matthew Clifford

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<https://www.air.org/topic/education/principal-preparation-and-performance>

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# Panel presentation: Implementation Perspectives From New Mexico Districts

- Rachel Garrett, Senior Researcher, REL Southwest, AIR (Moderator)
- Berlinda Begay, Bilingual Multicultural Coordinator, Cultural Heritage Center, Central Consolidated School District
- Laura Adkins, Executive Director, Language, Culture and At-Risk Services, Clovis Municipal School District
- Suzanne Nguyen-Wisneski, Executive Director, Federal, Bilingual and Native American Programs, Rio Rancho Public Schools





# English Language Development Implementation in New Mexico Districts: Promising Approaches

# Road map



# Context on students in Rio Rancho Public Schools

- There are 17,006 students enrolled in 18 schools at our district.
- Of those students, 777 are English learner students.
- Our English learner students speak about 17 different languages.
- Information on the racial/ethnicity background of our English learner students:

American Indian	Latino/Hispanic	Other groups
110 students (Acoma, Jemez, Laguna, Navajo, San Felipe, Ohkay Owingeh, Santa Ana, Kewa, Tesuque, Zia, Zuni, Other)	588 students	<ul style="list-style-type: none"><li>• Asian—40 students</li><li>• African American—11 students</li><li>• Caucasian—26 students</li><li>• Native Hawaiian/Other Pacific Islander—2 students</li></ul>

# Context on staff in Rio Rancho Public Schools

- There are approximately 15 bilingual-endorsed and 100 TESOL [Teachers of English to Speakers of Other Languages] -endorsed teachers. We strive for 100 percent of our teachers to support and serve our English learner students.
- Our bilingual teachers and world language teachers offer instruction in the following languages: Chinese, English, French, German, Italian, and Spanish.
- All our principals have former experience teaching English learner students.
- Some of our principals speak a second language that our English learner students and their families also speak.
- We have 20 district staff focused specifically on English learner students.
- These include a program manager, instructional coordinators, and campus-based ELD coordinators.

# Context on programming in Rio Rancho Public Schools

- Typically, our schools offer English learner students 5 hours a week of designated ELD and 30 hours of integrated ELD.
- Decisions about how much time to spend in designated or integrated ELD are made by a collective team, based on the needs of each student.
- We offer the following Bilingual Multicultural Education Programs (BMEPs): Spanish Dual Language, Heritage, and Enrichment models.
- Other key programming we offer to support language development includes Navajo Language, World Language, and Adult ESL [English as a second language] courses.

# Rio Rancho Public Schools communication resources

## English Language Development (ELD) Programs



## Rio Rancho Public Schools



*Rio Rancho Public School District is dedicated to graduating students who are responsible, ethical, and productive citizens, equipped with a solid foundation for individual success.*



Dear Parents,

Thank you for all you do as parents to guide your children's learning. I am confident that the future of our children will be bright because of your continued support of public education. Rio Rancho Public Schools is striving to achieve a well-rounded, robust English Language Development program that will offer quality services, advocate for student achievement and recognition, and promote parent participation.

Thank you,

Suzanne Nguyen,

Executive Director of Federal, Bilingual, & Native American Programs [suzanne.nguyen@rrps.net](mailto:suzanne.nguyen@rrps.net) | (505) 896-0667 ext. 127

### Important Links



New Mexico Public Education Department  
Language and Culture Division

The [PEd's Language and Culture Division](#) (LCD) works to ensure the implementation of the state Bilingual Multicultural Education Act (Chapter 22, Article 23 NMSA 1978) and related New Mexico Administrative Code (6.32.2 NMAC), meeting Federal obligations to English Learners and Immigrant Students, of the Every Student Succeeds Act (ESSA, 2015), supporting with effective World Language instruction, adoption of the Seal of Bilingualism-Biliteracy on New Mexico Diploma of Excellence, and Culturally and Linguistically Responsive Instruction.



The [WIDA Consortium](#) (formerly World-Class Instructional Design and Assessment) is an educational consortium of [state departments of education](#).

Google Site: [RRPS English Language Development Program](#)  
[RRPS English Language Development Brochure](#)

# Context on students in Clovis Municipal Schools

- There are 8,166 students enrolled in 17 schools at our district.
- Of these students, 987 are English learner students.
- Our English learner students speak one different language (99% Spanish, 1% other [German, Vietnamese, Chinese, Tagalog, or Indonesian]).

American Indian	Latinx	Other groups
11	688	287

# Context on staff in Clovis Municipal Schools

- There are approximately 23 bilingual teachers and 50 ESL teachers in our district.
- Our bilingual teachers offer instruction in the following languages: Spanish.
- All our principals have former experience teaching English learner students.
- Some of our principals speak a second language that our English learner students and their families also speak.
- We have one bilingual and multicultural education coordinator focused specifically on English learner students. He works with principals, bilingual teachers, and English learner teachers in implementing testing, placement, and provision of service for bilingual and English learner students.

# Context on programming in Clovis Municipal Schools

- Typically, our schools offer English learner students 3.75 hours a week of designated ELD and 4 hours of integrated ELD.
- Decisions about how much time to spend in designated or integrated ELD are made in collaboration with the district, principals, and counselors based on students' ACCESS test scores.
- We offer the following BMEPs: Elementary: Immersion; Secondary: Heritage.
- Other key programming we offer to support language development includes the Elementary—Standardized ELD curriculum throughout the district.

# Professional Development at Clovis Municipal Schools

“ELevate Your EL Instruction” is a two-day workshop that addresses four modules: (1) Culture, Language and Learning; (2) Academic Language; (3) Academic Language in Classroom Contexts; and (4) Learning and Scaffolding Strategies.

Teachers learn about the district process for identifying students as English learners; ways that culture and language affect learning; and how students acquire academic language.

Teachers learn about strategies for creating instructional groups based on students' levels of language acquisition using the most current ACCESS data, as well as instructional strategies for developing academic language and scaffolding instruction.

# Other Approaches and Resources in Clovis Municipal Schools

- The district office meets with counselors, administrators, and English learner case managers at each site to ensure there is a proper placement of students into the correct English learner service based on language proficiency level.
- The English learner instructional coach focuses on embedded professional development for English learner and BMEP teachers.
- EL case managers track services and effectiveness for English learner students at each site.
- Resources: Language Power kits and training are provided to all elementary sites for an ELD 45-minute instructional block.
- Developed holistic profiles of each school site.

# Let's dig further.



- How is distributed leadership part of ELD decisions in your district?
- Does your district use a standardized ELD curriculum?
- How often do district and school staff meet to discuss ELD-related issues?
- How do principals identify educator PD and coaching needs for ELD, as well as good options for meeting those needs?
- Does your district face challenges with finding sufficient staff prepared to implement ELD?
- How are students scheduled to make time for designated ELD?

# Open question and discussion



# Working lunch

What are some things you are already doing?

What are some ideas you are thinking of integrating into your current practice?

How do the values for educating English learner students resonate with your practice?



**Breakout sessions:  
Exploration and  
discussion—  
Foundational supports  
for ELD**

# Breakout sessions

*Participants will attend two breakout sessions of 35 mins each.*

Round 1: 1:15–1:50 p.m.

*Break: 1:50–2:00 p.m.*

Round 2: 2:00–2:35 p.m.

## Session Topics

- Elementary School Supports (*Sandia Ballroom IV*)
- Program Evaluation (*Sandia Ballroom I*)
- Classroom Observation and Feedback (*Sandia Ballroom II*)
- Culturally and Linguistically Responsive Supports (*Sandia Ballroom III*)

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# Questions?



**Tell us what you  
thought!**

Please complete the feedback survey

# Thank you!



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regions/southwest/index.asp](https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp)



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