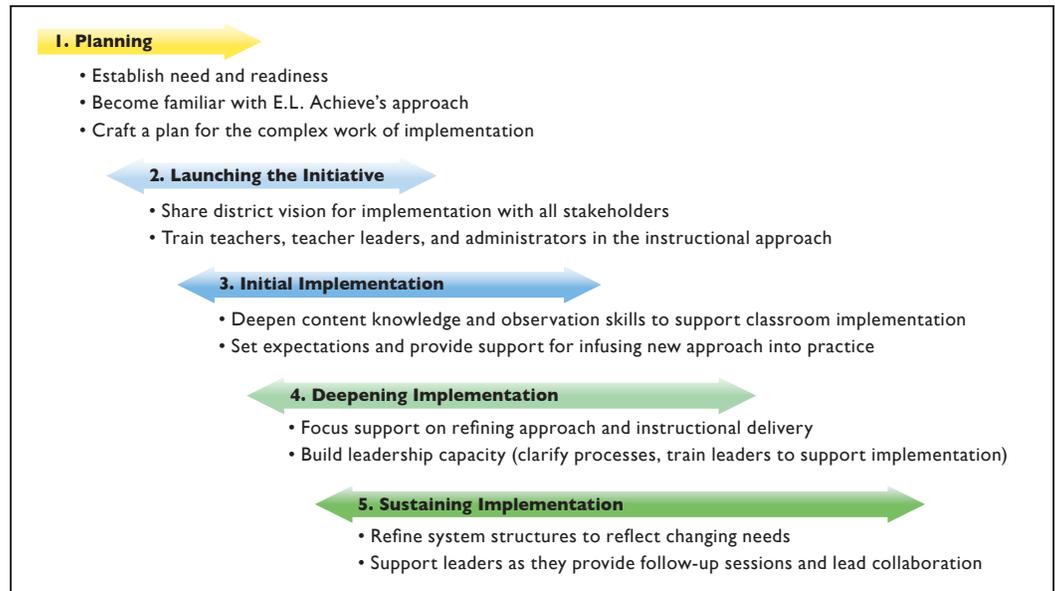


E.L. Achieve’s mission is to assist educators in equipping English learners for academic achievement. Because the work of increasing English learner success must be collective and sustained, E.L. Achieve takes a system-wide approach and focuses on long-term collaborative planning and implementation.

We establish partnerships with districts and employ a district capacity-building model that initially provides intensive services, support, and guidance, while preparing district, school, and teacher leaders to take charge of their improvement process. Using the science of implementation, we support districts through the recursive phases of implementing professional development initiatives.

Districts establishing a partnership with E.L. Achieve commit to each phase of implementation (see graphic at right). This includes:

- Hosting a District Leadership Orientation
- Crafting a multi-year *District Implementation Plan*
- Providing 5<sup>+2</sup> Institutes for teachers and administrators
- Participating in annual Symposia as district teams
- Establishing a certified District Leadership Team by attending a Leadership Seminar



### Exploring

#### Leadership Overview

In this background-building session, teams learn more about E.L. Achieve’s approach to working with districts to improve services for English learners. The Overview is an opportunity to determine whether our initiatives are a good fit for a district’s identified English learner needs and program goals.

The Overview is designed to: 1) build awareness of the linguistic needs of English learners, 2) outline E.L. Achieve’s approach for increasing academic achievement, and 3) overview the content of our professional development initiatives and the process for launching and building capacity for implementation.

If, after participating in a regional Leadership Overview or Symposium (see description on p. 3), district leaders determine they are interested in moving forward, we will work with them to schedule a District Leadership Orientation. Very small districts may form a consortium to host an Orientation.

### I. Planning

#### District Leadership Orientation

The one-day orientation is customized for the district to lay the groundwork with district administrators, principals, and key teacher leaders to:

- Build awareness of the linguistic needs of English learners. The district reviews English learner achievement data to shape a compelling story about the need for improving language instruction.
- Become familiar with E.L. Achieve’s vision of instruction and overview the content of the professional development initiative(s) under consideration.

- Learn about E.L. Achieve’s approach for partnering with districts and the capacity-building model we employ to help ensure purposeful and sustainable district-wide implementation.
- Prepare the district team to develop a plan to effectively launch a new initiative.

**District:** Ensure attendance of all key district administrators, principals, coaches, and teacher leaders, possibly including union representatives. **Follow-up:** Gauge district-wide readiness using E.L. Achieve’s *Readiness Survey*. Results will be compiled and used to inform planning with the E.L. Achieve District Support Lead.

## Implementation Planning

E.L. Achieve provides technical assistance in crafting a multi-year *District Implementation Plan* using a comprehensive, user-friendly template. It guides leaders in considering data and the allocation of resources as they map out how they will effectively launch a new initiative – from rolling out initial institutes to creating structures for support and setting expectations. Planning also includes how the district will establish leadership capacity for long-term professional development and implementation support at all levels: classroom, school, and district.

Submitting a *District Implementation Plan* is a prerequisite to scheduling professional development services.

**District:** Begin crafting a multi-year *District Implementation Plan* with a team of key stakeholders. Make liberal use of your E.L. Achieve District Support Lead for technical assistance.

## 2. Launching the Initiative

### 5<sup>+</sup> Institutes (beginning in Fall 2014)

E.L. Achieve provides professional development in a five-day Systematic ELD or Constructing Meaning Institute for up to 50 administrators, teachers, and teacher leaders. Two additional Site Administrator Support Days are described below.

In the five-day institute, a team of two E.L. Achieve presenters incorporates reading, presentation, discussion, and collaborative practice to apply newly learned skills. Each participant receives a comprehensive handbook with a research-based framework and vision of instruction, along with plenty of practical tools. A *Refining Our Practice* tool summarizes and chunks essential skills to guide participants through the institute and prepare them to take their learning to practice. Required intersession homework helps participants try out new learning and collect information to bring back for discussion and reflection.

The institute includes facilitated planning sessions to deepen teachers’ understanding and application of Common Core or other state standards through E.L. Achieve’s instructional approach. During these sessions, teachers create lessons that address both linguistic and content demands that build from a cognitive task or analysis of student work. District leaders begin to co-facilitate planning sessions to help build leadership capacity for continuing work.

This format offers a deep learning of essential skills while providing ample planning time for teacher application. Throughout the sessions, teachers share their learning and their evolving lesson ideas with their peers.

District or site leaders schedule classroom visits to observe how instruction incorporates the new learning.

**District:** Use *District Institute Checklist* to prepare for a well-organized event. Register grade-level or course-alike teams so each participant has a colleague with whom to collaborate. Include teacher and administrator leaders who will support implementation from the beginning. Require site administrator attendance for key sessions. Co-facilitate planning sessions. Schedule classroom visits.

### <sup>+2</sup> Site Administrator Support Days

As teachers grapple with incorporating newly learned skills into their practice, they will inevitably need support from their administrators. We work with district and site administrators to deepen their knowledge and use implementation data to strengthen classroom implementation.

The first session is scheduled following Institute Day Three, and the second session is scheduled after Institute Day Five. We facilitate district and site leaders (principals, coaches, etc.) in guiding collaborative teacher meetings, practicing lesson observation using *Refining Our Practice*, analyzing video lessons to notice how a target skill manifests throughout a lesson, and providing effective feedback using a *Lesson Observation Tool*. Once teams are calibrated, administrators and coaches take *Focused Learning Walks* to visit several classrooms and practice gathering data on teacher practice.

**District:** Plan outcomes with E.L. Achieve. Include key principals, site leaders, and district administrators. Debrief with E.L. Achieve and update *District Implementation Plan* to reflect new insights.

## Website Support

Institute participants are provided access to online resources available through the E.L. Achieve website. These resources include instructional templates, professional readings, instructional unit support, and a community forum.

**District:** Ensure that each institute participant registers for the initiative-specific website.



## 3. Initial Implementation

### Continuing Learning Webinars

Refining practice at the district, site, and classroom levels is an ongoing process. We offer a range of just-in-time [learning events](#). Our webinar series provides one-hour sessions revisiting key topics throughout the academic year. Districts may also contract for personalized sessions.

**District:** Strategically schedule group viewings and debriefs to maximize efficacy.

### Annual Symposium

The two-day Symposium is an opportunity for teams – district administrators, site principals, district and site coaches, and teacher leaders – to strengthen their district’s expert community and make sure efforts are paying off in increased English learner achievement.

Team members select from a range of sessions to deepen their practice in Systematic ELD and/or Constructing Meaning in order to meet the demands of the Common Core State Standards and heighten their ability to lead effective implementation at the classroom, site, and district levels. They also learn more about E.L. Achieve’s instructional resources and services.

**District:** Select and register site principals and key district administrators and teacher leaders. Work with team members to select sessions that best meet their needs. Facilitate conversations during general sessions. Lead planning session at end of Symposium. Follow through with implementing new insights.

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## ADDITIONAL ON-SITE SUPPORT SERVICES FOR INITIAL, DEEPENING, AND SUSTAINING IMPLEMENTATION

These additional support services begin during Initial Implementation. As districts move to Deepening and Sustaining phases, the services evolve to meet changing district needs.

### Facilitated Planning Sessions

E.L. Achieve staff and district leaders co-facilitate a full-day planning session to deepen teachers’ understanding and application of Common Core or other state standards and E.L. Achieve’s instructional approach. During these sessions, teachers create lessons that address both linguistic and content demands. Planning can build from a cognitive task or analysis of student work.

This format offers a deep review of the essential skills of the initiative while providing ample planning time for teacher application. Throughout the day, teachers share their learning and their evolving lesson ideas with their peers.

At the close of the session, district or site leaders schedule classroom visits to observe how instruction incorporates the new learning.

**District:** Co-plan session with E.L. Achieve team member. Identify teachers, principals, and any other site leaders. Co-facilitate session. Schedule additional support for leading facilitated planning sessions, as needed. Schedule classroom visits.

### Plan, Teach, Reflect

*Plan, Teach, Reflect* increases the capacity of site and district leaders to build a culture of collaboration through the facilitation of planning, teaching, and reflecting cycles with teacher teams around specific skills.

We model and provide guidance in facilitating: 1) content-specific lesson planning, 2) focused lesson observation (up to 10 observers), and 3) purposeful debriefing for the group to reflect on delivery of lesson elements and the quality of student interaction. The purpose is to increase the capacity of the principal, coach, or other leader to facilitate this type of learning with teacher teams.

Over two to five days of support, teachers and leaders are empowered to take charge of their learning and continued improvement.

**District:** Take the temperature of skills: teacher practice and expectations for students. Gauge climate: opportunities and willingness to collaborate. Support principals, coaches, and site leaders to lead future cycles.

## Administrator Implementation Support

Using implementation and student achievement data, E.L. Achieve works with districts to customize services that can include:

- Reviewing effectiveness of structures for student placement
- Revisiting and refining the monitoring of student progress (including analysis of student work, assessment data, classroom observation data, etc.)
- Conducting *Focused Learning Walks* to capture trend data on the implementation level of currently targeted skills. By visiting several classrooms for a brief period of time, leadership teams are able to gather information about teacher practice. After visiting classrooms, the teams are guided through a process to summarize data, identify needed support, and plan next steps.
- Coaching support of administrators to provide focused feedback (i.e., on lesson delivery, student engagement, pacing, *Refining Our Practice* skills, *Implementation Survey* results)

**District:** Invite trained site and district administrators and leads. Identify quarterly focus and take stock of needed administrator support using *Refining Our Practice: Leading Implementation*. Work with site and district leaders to identify successes and consider how to address challenges. Debrief with E.L. Achieve and refine the *District Implementation Plan*, as appropriate.

### 4. Deepening Implementation

#### Leadership Seminar

The purpose of the five-day Leadership Seminar is to develop a certified district leadership team with the capacity to lead implementation support services internally. Participants learn to support teachers in designing, refining, and delivering instruction, and to facilitate ongoing learning and collaboration sessions.

An effective team should include instructional leaders, emerging leaders, and experienced professional developers. The goal is for participants to gain a deeper knowledge of the initiative so they can support colleagues in building their *Refining Our Practice* skills and applying the vision of explicit language instruction. Applications can be found under [Leadership Seminar Events](#) on our events web page.

Once certified as part of the Leadership Team, leaders have access to E.L. Achieve’s password-protected Leading Implementation website.

#### Administrator Strand

Key site and district administrators attend a three-day Administrator Strand to dig deeper into the phases of implementation and to plan for next steps in continuing to move their E.L. Achieve initiative toward the district vision for English learners.

**District:** Identify district, site, and classroom leaders. Provide support in completing application process. Clarify district expectations for leadership team. Review certification requirements. Invite key administrators to Administrator Strand.

#### Internal Presenter Teams

Districts wishing to establish their own presenter teams identify potential presenters who may be supported through that lens during the Leadership Seminar. Following the Seminar, districts contract with E.L. Achieve to lead Apprentice Institutes and work with apprentices to prepare for each day.

Once certified, presenters may offer five-day Institutes within their district. E.L. Achieve staff is available to support presenters with coaching via email/telephone (no cost) and to continue co-presenting (coaching rate), as needed.

**District:** Identify strong leaders who are experienced presenters from district and/or site level. Communicate to E.L. Achieve the intention to develop an internal presenter team. Clarify district expectations for presentation team. Mentor through the certification process.

### 5. Sustaining Implementation

E.L. Achieve provides continuing learning and support through websites, webinars, and on-site services.

**District:** Ensure new staff is well trained and supported in district initiative(s). Use both implementation and student achievement data at regular intervals to address ongoing needs identified by *Refining Our Practice* tools. Maintain collaborative structures to equip leaders to provide ongoing support for the initiative(s).