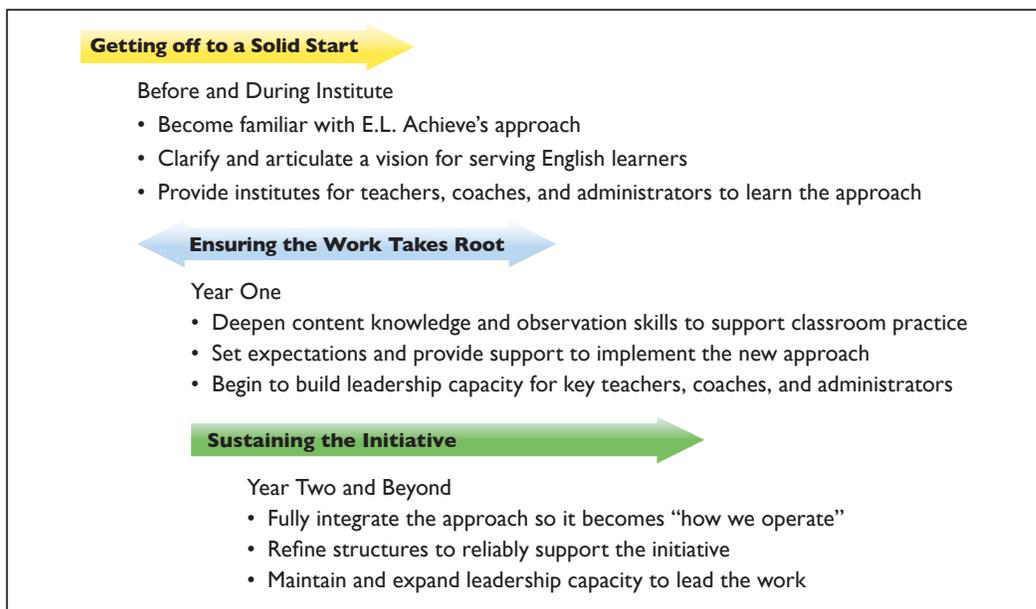


## Services for Partner Districts

E.L. Achieve’s mission is to assist educators in equipping English learners for academic achievement.

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. We support districts through the recursive phases of implementing professional development initiatives.



## BECOMING A PARTNER

Districts establishing a partnership with E.L. Achieve commit to participating in the following core services for building capacity at the district, site, and classroom levels.

### Introduction to Our Work

Team of district leaders learns about E.L. Achieve’s approach through a webinar or an in-person session

### Plan for Ongoing Implementation

Build background among stakeholders, orchestrate rollout, and continually adapt support based on evaluation data

### Initial Institute

Learn to implement the initiative



- Teacher Strand: Sufficient cohorts for district-wide implementation
- Instructional Leader Strand: District leaders, principals, and coaches responsible for implementation

### Annual Spring Symposium

Robust team of district administrators, principals, and teacher leaders gains deep knowledge and takes ownership to sustain the initiative

### Summer Leadership Seminar

Build district capacity



- Teacher Leader Strand: Sufficiently large team of teacher leaders who will facilitate ongoing learning and collaboration
- Administrator Leader Strand: District administrators and principals who will lead the initiative and use phases of implementation to plan next steps

### Website Support

Ensure all participants have access to online resources and support through a website subscription

## Getting off to a Solid Start

### Introduction to Our Work

In this background-building session, teams that include district administrators, principals, and key teacher leaders learn about E.L. Achieve's approach to working with districts to improve services for English learners. The introduction is an opportunity to determine whether our initiatives are a good fit for a district's identified English learner needs and program goals.

- 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).
- 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 to develop a plan for effectively launching a new initiative.

Once district leaders determine they are interested in moving forward, they designate a District Lead with signature authority. The District Lead ensures adequate resources are allocated to support professional learning and serves as the primary contact with E.L. Achieve. Very small districts may form a consortium to provide services.

To gauge readiness, invite teachers and administrators to take E.L. Achieve's *Readiness Survey*. Results will be compiled and used to inform planning with E.L. Achieve.

### Plan for Ongoing Implementation

Together, we consider district English learner data and the allocation of resources to map out how to 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.

### Initial Institute: Learn to implement the initiative

#### Teacher Strand



During the comprehensive 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 handbook with a research-based framework and vision of instruction, along with plenty of practical tools. A *Refining Our Practice* tool chunks essential skills to guide participants through the institute and prepare them to take their learning to practice.

The institute includes time for facilitated planning to deepen teachers' understanding of state standards through E.L. Achieve's instructional approach. Teachers plan lessons that address both linguistic and content demands, and that build from a cognitive task or analysis of student work. Teachers are equipped with the knowledge, skills, and tools to provide effective language instruction that meets and challenges students at their respective levels. In this way, they learn how to constructively build their students' language competence.

Fieldwork after each institute day guides participants in trying out new learning and collecting information to bring back for discussion and reflection. District leaders facilitate fieldwork sessions to help successfully launch the initiative.

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

#### Initial Institute Structure

- Instructional Leader Strand Day 1
- Teacher Strand Days 1 and 2
- Instructional Leader Strand Day 2
- Teacher Strand Days 3, 4, and 5
- Instructional Leader Strand Day 3

## Instructional Leader Strand

Prior to launching the teacher strand, district administrators, principals, and coaches are oriented to the initiative. They build awareness of the linguistic needs of English learners via the *Blueprint for Serving English Learners* and the vision of instruction with examples from Systematic ELD or Constructing Meaning. Leaders become familiar with a systems approach for purposeful and sustainable implementation. Site leaders are prepared to set up their schools to effectively launch the new initiative – from rolling out initial institutes to creating support structures and setting expectations.

Instructional leaders also participate alongside their team of teachers for selected one- to two-hour sessions on each day of the teacher strand. They learn the *what* and *how* of explicit language instruction, how to support teachers in doing their fieldwork, and what to look for in classroom practice.

During days two and three, leaders deepen their understanding of Systematic ELD or Constructing Meaning. They hone observation and facilitation skills using the *Refining Our Practice* rubrics. They analyze video lessons to notice how a target skill manifests throughout a lesson, and practice providing effective feedback using a *Lesson Observation Tool*. They visit classrooms, gather data, and practice calibrating their analyses to provide purposeful feedback.

## Annual Implementation Surveys

E.L. Achieve provides initiative-specific online surveys to assist districts with the work of evaluating the successes and challenges of classroom, site, and district implementation. Along with classroom observation data, the surveys provide a robust picture of implementation at all levels and offer data points over time.

### Implementation Surveys

- Systematic ELD
- Elementary Constructing Meaning
- Secondary Constructing Meaning

Your E.L. Achieve team is available to assist you in reviewing survey results, identifying trends, and thinking through next steps to strengthen high-quality implementation.

## Website Support

Systematic ELD and Constructing Meaning websites provide videos, instructional templates, professional readings, instructional unit support, and a community forum.

## Ensuring the Work Takes Root

## Annual Spring Symposium

E.L. Achieve's Symposia are two-day events for district teams – central office administrators, site principals, district and site coaches, and teacher leaders – to build a stronger community and more robust systems to serve English learners well.

Solid district plans and strong classroom practices are both important. But without purposeful site leadership, impact is limited to pockets of excellence. To continually strengthen capacity for system-wide improvement, we work with principals and other leaders to support student-centered, language-focused instruction.

Through job-alike sessions, a district expo, and time for strategic planning, we explore practices that positively impact English learner achievement.

Team members select from a range of sessions to deepen their practice in Systematic ELD and/or Constructing Meaning to meet the demands of the 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.

## Leadership Seminar: Build internal capacity to lead the initiative

The purpose of the seminar is to develop a certified district leadership team with the capacity to lead implementation support services internally. Leadership Seminar teams always include teacher leaders, principal leaders, and district administrators – and they capitalize on current, emerging, and experienced leaders and professional developers.

### Teacher Leader Strand – 5 Consecutive Days

During the seminar, teacher leaders learn to support others in designing, refining, and delivering instruction, and to facilitate ongoing learning and collaboration sessions. 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.

**Leadership Seminar**




- Teacher Leader Strand
- Administrator Leader Strand

### Administrator Leader Strand – 5 Consecutive Days

Concurrent with the teacher leader strand, this strand focuses on the work of administrators. They deepen their knowledge of the initiative alongside their teacher leaders. Separately, they consider how to best support the work and discuss questions, such as: What does effective language instruction look like? What are common misconceptions and pitfalls? What systems must be in place to support robust implementation? There is ample time devoted to customizing the work for each participant's unique context.

Using capacity-building tools (*Leading Implementation* rubrics for district and principal/site, *CM in the Classroom*, *Systematic ELD Lesson Observation Tool*, and *Implementation at a Glance* for each initiative), administrators learn to adapt school-specific support systems while monitoring the quality of implementation and student achievement data.

## Sustaining the Initiative

### Apprentice Institute

Districts may opt to establish their own team of certified presenters to provide initial institutes in-house. Potential presenters participate in the Leadership Seminar: Teacher Leader Strand and complete the requirements to become certified leaders. Districts contract with E.L. Achieve to lead apprentice institutes and work with potential presenters (apprentices) to become certified. Apprentices work with E.L. Achieve staff to collaboratively prepare to co-present each day of the institute. Apprentices receive focused feedback and support until they meet the requirements to confidently become certified presenters.

Once certified, presenters may offer five-day initial institutes within their district. E.L. Achieve staff is available to support presenters with virtual coaching (no cost) and to continue co-presenting (coaching rate), as needed. Certified presenters are supported in continual learning through an annual ongoing presenter certification process.

#### Apprentice Institute Structure

- Instructional Leader Strand Day 1
- Apprentice Strand Days 1 and 2
- Instructional Leader Strand Day 2
- Apprentice Strand Days 3, 4, and 5
- Instructional Leader Strand Day 3

**Advanced Institute**



To take learning from the five-day initial institute to a deeper level of classroom practice, we offer three-day advanced institutes. They can be held in the summer or spread across a couple of months.

Teachers engage in a deep review of the essential skills of the initiative while enjoying ample planning time for classroom application. Teachers are supported in refining their lesson design and delivery. They fine-tune their ability to identify and address linguistic and content demands, and more adroitly analyze student work.

**Advanced Institute Structure**

- Teacher Days 1, 2, and 3
- Instructional Leader Day 1

During the one-day instructional leader institute, district administrators, principals, and coaches focus on using assessment data to monitor language growth and academic achievement of English learners, recognize and support high-quality classroom practices, and continually increase the quality of implementation.

**Facilitated Planning**

Alongside district administrators, principals, and coaches, we co-plan sessions to deepen teachers’ understanding and application of state standards and the Constructing Meaning and/or Systematic ELD approach. Using *Refining Our Practice* rubrics as a guide, we work with teams to refine lessons for both content and language goals, lead and debrief lesson observations, and build capacity to successfully implement the initiative.

**Elementary ELD Overview for Classroom Teachers**

For districts implementing Systematic ELD, this two-day overview is a concurrent professional development for teachers who are not responsible for dedicated ELD but who serve English learners in their classrooms. The purpose is to build a shared understanding of the foundational elements of Elementary Systematic ELD and enable classroom teachers to support students’ Systematic ELD learning throughout the entire school day.

Classroom teachers walk away understanding the importance of providing English learners with explicit language and how to intentionally support students’ language growth. They learn several structured language practice routines to implement in their classrooms immediately.

When districts are planning to implement Constructing Meaning as part of their long-term approach to serving English learners, this can be a helpful intermediary step to engage classroom teachers while resources are focused on implementing Systematic ELD.

**Implementation Support**

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

- 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 to provide focused feedback (e.g., on lesson delivery, student engagement, pacing, *Refining Our Practice* skills, *Implementation Survey* results)

## Phases of Implementation

### Getting off to a Solid Start

Before and During the Institute

#### Goals

Leaders clarify and articulate a vision for serving English learners, including how the initiative will build on what is working, align with beliefs about teaching and learning, and productively address an unmet need.

Learn to implement the initiative with teams that include 1) classroom teachers and 2) district leaders, principals, and coaches responsible for implementation.

#### Services

- *Introduction to Our Work* – 2-hour webinar
- Virtual and/or on-site meetings to plan for successful implementation
- Initial institute – Teacher Strand (5 days) and Instructional Leader Strand (3 days)

#### Tools

- *Readiness Survey* to collect insights about current practice and existing needs
- *Implementation Plan* template to assist in planning, if requested
- Handbook and website
- *Refining Our Practice* map outlining the teaching skills of the initiative
- *Implementation at a Glance* outlining the work at the district, site, and classroom levels

### Ensuring the Work Takes Root

Year One

#### Goals

Teachers grow in confidence as they collaborate with colleagues to infuse the initiative strategies and tools into their classroom practice, analyze student work, and share insights.

Site and district leaders deepen their understanding of the initiative and work to build systems to gauge quality implementation and monitor student achievement. This information guides decisions for providing teachers with adequate support.

#### Services

- Symposium – annual two-day event for principals, district administrators, and teacher leaders to deepen knowledge and plan next steps
- Leadership Seminar – weeklong event to develop a certified district team (teacher leaders, principals, and district administrators) with the knowledge and skills to lead implementation
- Virtual and/or on-site support to plan for successful implementation

#### Tools

- *Support Kit* to engage students in whole-class and small-group structured interactions
- Handbook, *Instructional Units*, and website
- *Refining Our Practice* rubrics (hard copy and online)
- Classroom observation tool
- *Online Walk-through Data Collection* tool to collect trend data on classroom implementation

### Sustaining the Initiative

Year Two and Beyond

#### Goals

The initiative is integrated into district work and becomes “how we operate.”

Initial progress is maintained – and strengthened – through district expertise to lead implementation, sufficient resources, and reliable structures to support robust classroom practice and increase student achievement.

#### Services

- Symposium – district leaders refine and share insights to improve instruction and systems of support
- Leadership Seminar – maintain and grow certified district leadership team to ensure productive implementation
- Apprentice Institute – certified leaders work with E.L. Achieve to build district capacity to lead initial institutes
- Advanced Institute – customized to deepen the work
- Virtual and/or on-site support to continually refine implementation

#### Tools

- *Support Kit*, handbook, and website
- *Refining Our Practice* rubrics
- Classroom observation tool
- *Online Walk-through Data Collection* tool