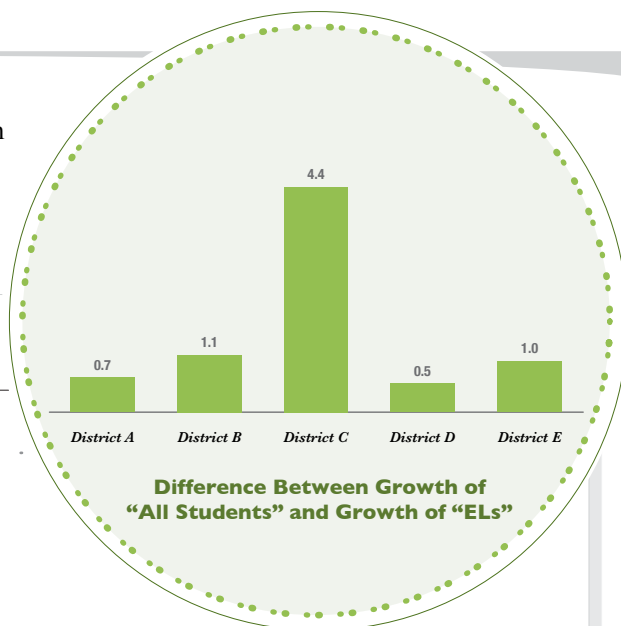
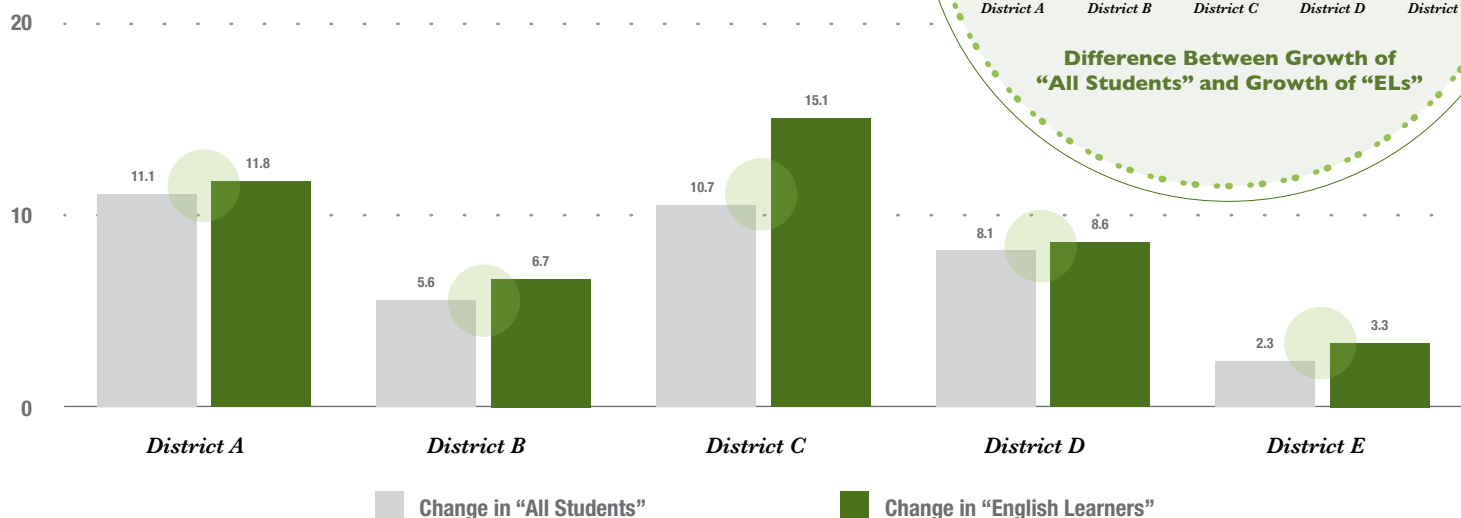


Systematic ELD schools are accelerating English learner outcomes

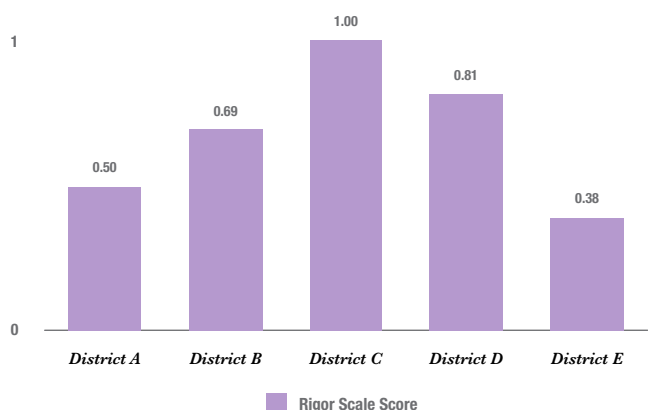
What is the relationship between English learner achievement and E.L. Achieve's capacity-building model? Attempting to answer this question prompted us to develop an Implementation Rigor Index and compare student achievement data across two school years (California Department of Education, Dashboard). Here's what we found in five of our *Elementary Systematic ELD* partner districts.

Student Achievement in English Language Arts

Change from 2015 to 2016



Implementation Rigor Index



Computed on a scale from 0-1.

In applying the Implementation Rigor Index, we used indicators to measure each partner district's level of engagement with E.L. Achieve's capacity-building model in three categories.

1. The district ensured the instructional needs of English learners were being addressed by providing:

- A full-year *Systematic ELD* curriculum (six units by proficiency and grade span)
- Training for a sufficient number of teachers through *Systematic ELD* institutes

2. The district developed leadership capacity by having teams participate in:

- 2016 Symposia
- 2015 and 2016 Seminars
- Administrator Support Days

3. General considerations:

- The district has developed and maintained a certified leadership team large enough to support quality implementation of the EL program
- Number of years the district has been implementing *Systematic ELD* units
- E.L. Achieve's qualitative assessment of overall district engagement

Notice the similarity between a district's rigor index (how much they engage in the capacity-building model) and the acceleration of their English learners in English Language Arts.

[Click here for the executive summary.](#)

Systematic ELD Schools are Accelerating English Learner Outcomes

E.L. Achieve was built on the premise that increasing English learner achievement requires a system-wide approach. We work with district leaders, principals, and teachers in gaining the skills, knowledge, and tools to be solidly prepared for the work. This includes supports such as comprehensive institutes for teachers and administrators, classroom tools and instructional materials, and implementation tools to ensure sustainable English learner academic achievement.

Because the work of increasing English learner success must be collective and sustained, we focus on a capacity-building model with our partner districts. This model is not a quick fix. It moves beyond traditional professional development and requires a willingness to invest in ongoing teamwork. After ten years developing this model as we worked with districts across the nation, we asked: **What is the relationship between English learner achievement and E.L. Achieve’s capacity-building model?**

Attempting to answer this question prompted us to develop an Implementation Rigor Index for *Elementary Systematic ELD* and compare student achievement data across two school years (California Department of Education, Dashboard).

Systematic ELD is a dedicated instructional block that is driven by students’ assessed English proficiency levels. The goal is to move students from one proficiency level to the next. *Systematic ELD* builds a solid foundation in English by teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

Systematic ELD provides a time for English learners to learn and practice language they need in order to navigate rigorous content instruction and a myriad of adult and peer interactions, such as discussions and collaborative work.

We used the following methodology to evaluate E.L. Achieve’s capacity-building model.

HOW DID WE SELECT FIVE DISTRICTS?

Partner districts were selected using three criteria:

1. They were current partner districts in California
 - A signed E.L. Achieve Partner District Assurance indicated an active partnership (Appendix B: Partner District Assurance)
2. They participated in core services as explained in Services for Partner Districts (Appendix C: Services for Partner Districts)
 - They provided at least one *Elementary Systematic ELD* Institute
3. They purchased *Elementary Systematic ELD* instructional units

These criteria yielded 15 school districts from which E.L. Achieve staff selected five districts. The selection process included qualitative indicators of engagement, such as providing professional learning and continued communication with E.L. Achieve.

WHAT STUDENT ACHIEVEMENT DATA DID WE USE FOR THIS STUDY?

We collected data on student achievement in English Language Arts from the California Department of Education [Dashboard](#) for “All Students” and “English Learners.”

The CA Dashboard *Change Indicator* is the difference in achievement results from the prior year to the current year. Each of the five partner districts demonstrated growth for “All Students” and growth for the “English Learners” subgroup from 2015–2016 (Chart 1).

Student Achievement in English Language Arts

Change from 2015 to 2016

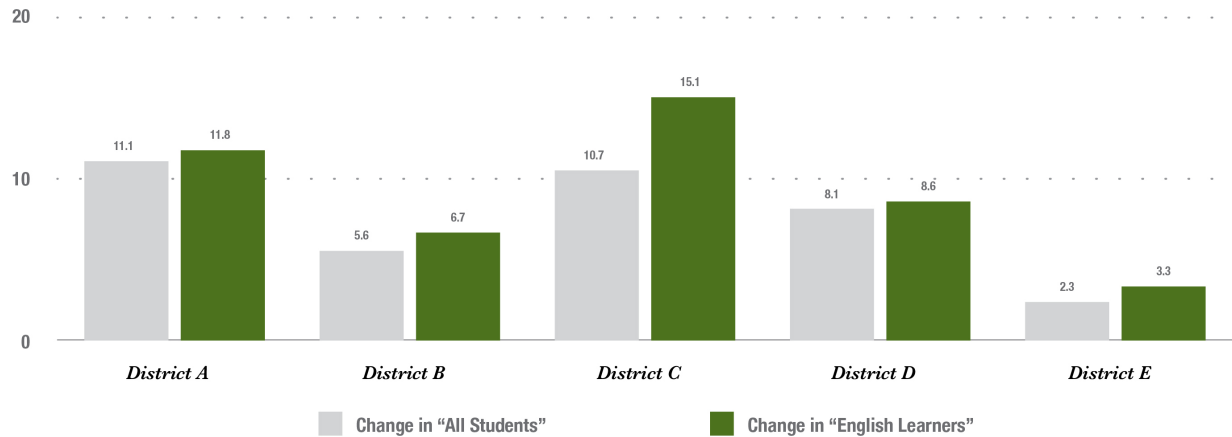
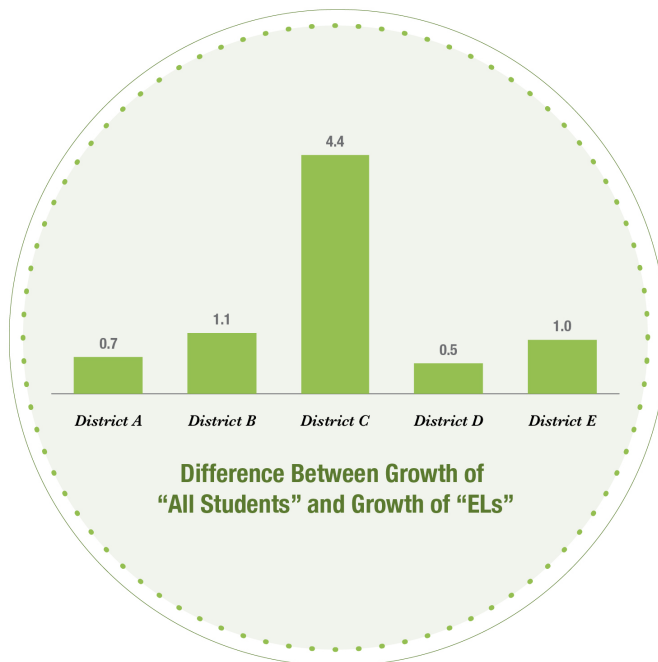


Chart 1: Change in ELA Achievement, 2015–2016

For each partner district, the “English Learners” subgroup growth over time was higher than the growth of the “All Students” group. This is fantastic news, as it demonstrates the acceleration of English learners in English Language Arts achievement and indicates these five districts are closing the achievement gap.

HOW DID WE DETERMINE THE LEVEL OF DISTRICT ENGAGEMENT IN THE CAPACITY-BUILDING MODEL?



Variance in the difference between growth of “All Students” and growth of “English Learners” ranged from 0.5 to 4.4 points (Chart 2).

Because we wanted to understand the impact of E.L. Achieve’s partnership with districts, we applied an **Implementation Rigor Index**.

The index was divided into three categories, and each category included indicators to measure each partner district’s engagement with the capacity-building model.

Chart 2: Difference Between Growth of “All Students” and Growth of “ELs”

Category 1. The district ensured the instructional needs of English learners were being addressed by providing:

- A full-year *Systematic ELD* curriculum (six units by proficiency and grade span) (0-1 index points)
E.L. Achieve invoices were used to determine the number of *Systematic ELD* units, the grade spans, and the proficiency levels of units purchased by each district.
A full curriculum requires districts to have units for all grade spans and proficiency levels, and to have a sufficient number of units to serve all their English learners.
To determine sufficient number of units:
 - The number of English learners was divided by 20 to calculate the number of units a district might need in a given year.
 - The number of units a district might need was divided by the number of purchased units to determine the percentage of units a district would need annually.
 - Sufficient materials was determined if a district needed 70% or less of their purchased units to meet student needs
- Training for a sufficient number of teachers through *Systematic ELD Institutes* (0-1 index points)
E.L. Achieve invoices were used to determine the number of *Systematic ELD Teacher Handbooks* purchased.
To determine if this was adequate to meet student need:
 - The total number of handbooks was divided by the number of teachers (CA Dataquest 2014-15), resulting in the percentage of trained teachers.
 - When the percentage of trained teachers was equal to or greater than the percentage of English learners, the district was considered to have an adequate number of teachers prepared to teach *Systematic ELD*.

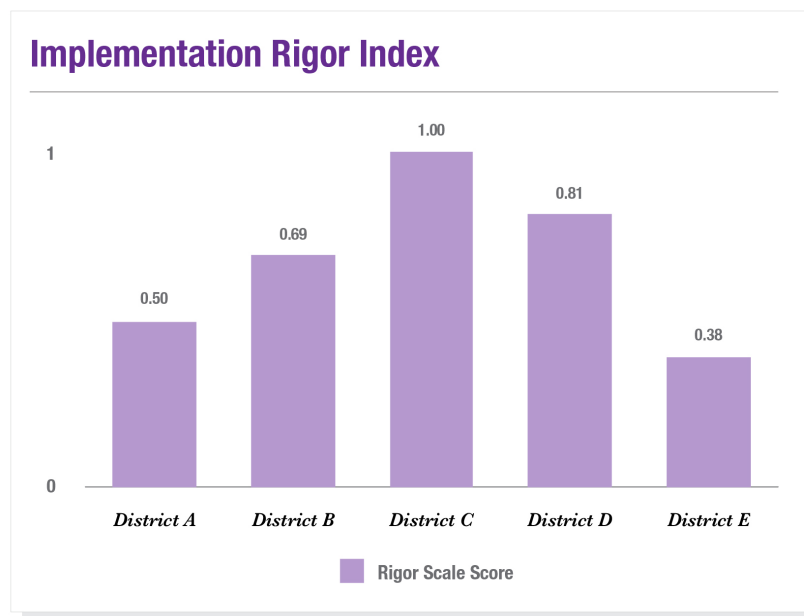
Category 2. The district developed leadership capacity by having teams participate in:

- 2016 Symposia (0-3 index points)
 - E.L. Achieve records were used to determine the number of attendees.
 - The number of attendees was divided by the number of English learners in the district. Points were awarded based on a ratio of attendees to total number of English learners.
- 2015 and 2016 Leadership Seminars (0-1 index points per year)
 - E.L. Achieve records were used to determine the participation of district teacher leaders and administrators in Leadership Seminars.
- Administrator Support Days (0-2 index points)
 - E.L. Achieve records were used to determine the number of days a district had contracted for on-site administrator support.

Category 3. General considerations:

- The district had developed and maintained a certified leadership team large enough to support quality implementation of the EL program
 - E.L. Achieve database was used to determine if a district had Elementary Systematic ELD certified leaders (0-1 index points).
 - E.L. Achieve database was used to determine if a district had Elementary Systematic ELD certified presenters (0-3 index points).
- Number of years the district had been implementing Systematic ELD units (1-2 index points)
 - E.L. Achieve records were used to determine the number of years a district had been implementing *Systematic ELD* units (5 years or more; less than 5 years).
- E.L. Achieve’s qualitative assessment of overall district engagement (0-2 index points)
 - E.L. Achieve’s team was consulted to provide an overall engagement score based on multi-year interactions.

Implementation Rigor Index scores were computed on a scale from 0–1 (Chart 3).



Computed on a scale from 0-1.

Chart 3: Implementation Rigor Scores

WHY IS THIS PROMISING?

In four of the five districts, the similarity between the district's rigor index (how much they engage in the capacity-building model) and the acceleration of English learners in English Language Arts is promising. The study links the work of capacity building with district administrators, principals, and teacher leaders to the growth of English learners. It supports the importance of districts engaging in system-level work as a means to impact student achievement at the classroom level.

E.L. Achieve and partner districts commit to following an incremental approach that breaks down the complexity of program implementation into key phases: planning, launching, initial implementation, deepening implementation, and sustaining implementation. During each phase, districts work to ensure that the most critical aspects of effective program implementation are in place and widely supported.

The results of this evaluation provide a strong model for districts to conduct targeted studies of their English learner programs. Districts can model the Implementation Rigor Index as a way to evaluate their work. They can use the phases of implementation to identify critical activities and create indicators to assess the level of implementation at district, site, and classroom levels. This self-evaluation will provide insight for refining implementation and improving services for English learners.

LIMITATIONS

For this evaluation, we considered how English learners were achieving on an English Language Arts (ELA) summative assessment after receiving some level of English Language Development (ELD) using Systematic ELD. Our study did not include any measures of the quality of ELD implementation (e.g., students' daily access to ELD, the length of ELD instructional episodes, use of Systematic ELD materials, or proficiency-level instruction).

To understand the variances in English learner achievement, we applied an Implementation Rigor Index to consider the possible impact of capacity building on student outcomes. While the Implementation Rigor Index considered indicators of effective implementation, we were limited to the data available to the E.L. Achieve team and did not measure quality of program implementation.

Other limitations of this evaluation include the need to account for additional indicators in the Implementation Rigor Index (e.g., per pupil spending, staff attrition), the lack of self-reported implementation data from districts, and potential researcher bias.

Even with the limitations of this study, there is sufficient evidence to suggest that a relationship between providing Systematic ELD and engaging in E.L. Achieve's capacity-building model may lead to an acceleration of English learner outcomes on ELA assessments.

APPENDIX A: DISTRICT DEMOGRAPHIC INFORMATION

Demographic Information						
	Change in ELA achievement for <i>All Students</i>	Change in ELA achievement for <i>English Learners</i>	Rigor Index	Total K-6 population (2015-16)	% of English learners (2015-16)	% of low-SES (2015-16)
District A	+11.1	+11.8	0.50	10,551	32.08	44.3
District B	+5.6	+6.7	0.69	4,697	27.76	79.3
District C	+10.7	+15.1	1.00	9,984	12.33	20.4
District D	+8.1	+8.6	0.81	5,060	23.58	38.9
District E	+2.3	+3.3	0.38	11,777	56.76	75.3

Assurances for Building District Capacity

Districts establishing a partnership with E.L. Achieve commit to build capacity at the district, site, and classroom levels.

Partner districts agree to:

- Participate in Core Services
- Provide implementation support
- Use E.L. Achieve resources as outlined below

The District Lead (Assistant Superintendent/Director of E.L. Services) will serve as the primary contact and collaborator with E.L. Achieve to lead the initiative from planning to sustaining implementation.

Our commitment to ongoing technical assistance means we will be available to provide support, share insights, and problem solve as needed.

Core Services

1. Initial Institute: Learn to implement the initiative

- **Teacher Strand (five days):** Training for each cohort of teachers and coaches to learn E.L. Achieve's approach, research-based framework, and vision of instruction for the initiative. Schedule approximately three weeks between Institute sessions to allow ample time for fieldwork/classroom application.
- **Administrator Strand (key teacher strand sessions, plus three dedicated days):** Build understanding of the initiative and learn straightforward tools to support, monitor, and evaluate the quality of implementation and student achievement. For each Institute, days are scheduled prior to Institute launch, after day two, and after day five, and include classroom observations.

2. Annual Spring Symposium (two days): Sustain the initiative

District teams annually attend to share experiences, deepen knowledge, and plan collaboratively how they will bring their insights and tools back to the district.

To ensure sufficient representation, teams must include district administrators, principals, and teacher leaders.

3. Summer Leadership Seminar (five days): Build internal capacity to lead the initiative

- **Teacher Leader Strand:** Teams of teacher leaders learn to facilitate ongoing learning and collaboration and support Institute-trained teachers to plan, teach, and refine instruction.
Prerequisite for developing a district-certified presenter team via the Apprentice Institute process.
- **Administrator Leader Strand:** Teams must include district administrators and principals who will lead the work. They deepen understanding of the initiative from an administrator's perspective and use phases of implementation to plan next steps.

Implementation Support

1. Plan for effectively launching and sustaining the initiative using *Refining Our Practice: Leading Implementation of E.L. Achieve Initiatives*. See appendix for *Leading Implementation Rubrics*.
2. Use teacher and administrator Implementation Survey data to evaluate the quality of implementation and support continuous improvement:
 - At the end of the Institute
 - At the end of year one
 - Annually

Purchase annual subscription to Systematic ELD and/or Constructing Meaning participant website to ensure all Institute participants have access to videos, tools, and a virtual, professional community of experts. Subscription fee for first academic year is waived. Website subscription fee is based on number of district teachers and administrators trained and is invoiced annually.

Assurances for Building District Capacity

E.L. Achieve resources

1. Use only E.L. Achieve-certified presenters for Institutes.
 - a. Refrain from allowing participants from other districts to attend Institutes, either for a fee or gratis.
 - b. Refer requests from other districts for seats in Institutes to E.L. Achieve.
2. Call upon E.L. Achieve team members or your Certified Leaders (those who have successfully completed Leadership Seminar) for implementation support. Make full use of website resources and tools to support district leaders.
3. Ensure appropriate use of E.L. Achieve materials:
 - a. Refrain from photocopying or sharing materials and electronic files without permission. This includes PowerPoint files, contents of the Handbook, instructional materials, and any document downloaded from password-protected website(s).

If district leadership would like to post documents on the district's password-protected intranet system, please submit a written request to E.L. Achieve.
 - b. District staff may not offer services using E.L. Achieve materials at conferences or to other districts, either for a fee or gratis.

If district leadership would like to present at a conference using E.L. Achieve materials, please submit a written request to E.L. Achieve.

E.L. Achieve will provide:

1. Comprehensive professional development for teachers and administrators for sustained district-wide use, from planning through launching and implementing Systematic ELD and/or Constructing Meaning.
2. Teacher resources for implementation, including instructional materials, tools, and student resources.
3. Access to newsletters, blogs, and continuing learning events, including webinars and annual two-day Symposia.
4. Free one-year subscription to Systematic ELD and/or Constructing Meaning participant website for all Institute participants, including videos, tools, and a virtual, professional community of experts.
5. Certified Leaders and Presenters gain access to additional websites with tools for supporting implementation and unlimited virtual technical assistance (email, web meetings, webinars) at no cost.
6. District leads receive unlimited virtual technical assistance (e.g., setting up structures, communicating ideas, monitoring tools to support phases of implementation) at no cost.

Initiative/s:



District Name: _____ City/State: _____

Program Lead: _____ Program Lead Title: _____
Name Director, Coordinator, or District TOSA/Coach

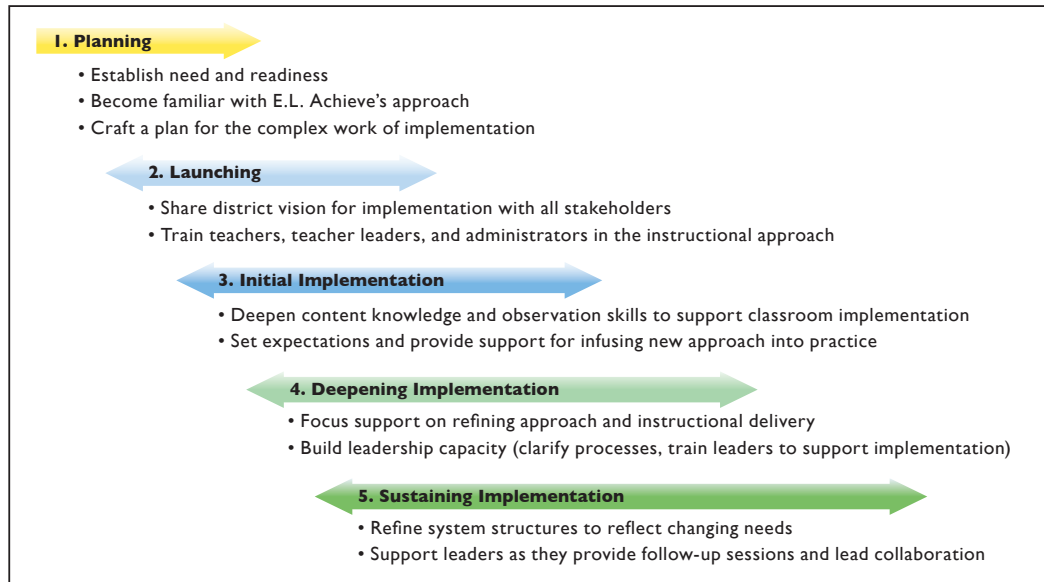
District Lead: _____ District Lead Title: _____
Name Assistant Superintendent or Director

District Lead Signature: _____ Date _____

E.L. Achieve Signature: _____ Date _____

Services for Partner Districts

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.

BECOMING A PARTNER

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

Leadership Overview

Team of district leaders learns about E.L. Achieve's approach

Plan for Ongoing Implementation

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

Initial Institutes

Learn to implement the initiative



- Teacher Strand: Sufficient cohorts for district-wide implementation
- Administrator Strand: District leaders and principals 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

I. Planning

Leadership Overview

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 Overview 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, we will work with them to plan for multi-year implementation and schedule an Initial Institute. 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 the E.L. Achieve District Support Lead.

Plan for Ongoing Implementation

We work in collaboration to design a multi-year plan using implementation planning tools: *Refining Our Practice*, *Leading Implementation* rubrics, *Implementation at a Glance*, and *District Assurance for Building Capacity*.

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.

2. Launching

Initial Institute: Learn to implement the initiative

Teacher Strand – 5 Days



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.

Administrator Strand: Key Teacher Strand sessions plus three dedicated days

Prior to launching the Teacher Strand, district administrators and principals 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. Administrators 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. Leaders are introduced to district- and site-specific rubrics for each phase of implementation. Each set of rubrics outlines concrete actions that provide support and lay out expectations for doing the work.

Administrators 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, administrators 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.

Initial Institute Structure

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

Implementation Surveys

E.L. Achieve provides a comprehensive suite of 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.

The first *Implementation Survey* will be given on the last day of the Institute for participants and on Day Three of the Administrator Strand for district and site leaders.

Your E.L. Achieve team will compile survey results and schedule time with you to review data and plan for next steps.

Implementation Surveys

- End of Institute
- End of year
- Annual

Website Support

During the first academic year, Institute participants are provided free access to online Systematic ELD or Constructing Meaning resources through the E.L. Achieve website. These include videos, instructional templates, professional readings, instructional unit support, and a community forum.

There is an annual district subscription beyond the first year for teachers and administrators who have participated in an Institute.

3. Initial Implementation

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 provide support for principals via rubrics that outline specific actions site administrators can take to accomplish desired results.

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.

Time is devoted to deepening individual learning and working in teams, so participants can adeptly integrate their new skills into leading Systematic ELD and/or Constructing Meaning well.

4. Deepening Implementation

Leadership Seminar: Build internal capacity to lead the initiative

The purpose 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.

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

Apprentice Institutes

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.

District and site administrators learn how to support emerging certified presenters during the two-day Apprentice Institute: Administrator Strand.

Apprentice Institute Structure

- Apprentice Days 1, 2, and 3
- Administrator Day 1
- Apprentice Days 4 and 5
- Administrator Day 2

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.

During the one-day Advanced Institute: Administrator Strand, district and site administrators focus on using assessment data to monitor language growth and academic achievement of English learners, and continually increase the quality of implementation.

Advanced Institute Structure

- Teacher Days 1, 2, and 3
- Administrator Day 1

Facilitated Planning



E.L. Achieve staff and district leaders co-plan sessions to deepen teachers' understanding and application of state standards and the Constructing Meaning and/or Systematic ELD approach. Alongside district leaders, we work with coaches and teachers to:

- Develop and refine lessons for units that address both linguistic and content demands. Planning can build from a cognitive task or analysis of student work.
- Lead and debrief lesson observations.

Facilitated planning increases teacher efficacy in the *Refining Our Practice* skills and builds capacity among site and district leaders to effectively lead 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.

Day One of the Overview focuses on understanding the urgency to meet English learner needs, the *Blueprint for Serving English Learners*, and structured language practice routines. Classroom teachers walk away understanding the importance of providing English learners with explicit language support. They learn several structured language practice routines to implement in their classrooms immediately.

Day Two is focused on the *Vision of Explicit Language Instruction*, proficiency levels, and Systematic ELD Units. Teachers dig into key Systematic ELD planning documents so that they can apply their understanding of the language build to intentionally support students' language growth.

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.

Administrator Implementation Support

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

E.L. Achieve Services for Partner Districts

	Planning	Launching	Initial	Deepening	Sustaining
Teachers		Initial Institute: Teacher Strand	Annual Spring Symposium	Leadership Seminar: Teacher Leader Strand Annual Spring Symposium Advanced Institute	
	Readiness Survey	End of Institute Teacher Survey	End of Year One Implementation Survey	Annual Implementation Survey	
	Website, virtual support, and additional on-site support services				
Site Principals & Leaders	<ul style="list-style-type: none"> Leadership Overview Plan for Ongoing Implementation 	Initial Institute: <ul style="list-style-type: none"> Administrator Strand Key Teacher Strand Sessions 	Annual Spring Symposium	Leadership Seminar: Administrator Strand Annual Spring Symposium Advanced Institute	
	Readiness Survey	End of Institute Principal Survey	End of Year One Implementation Survey	Annual Implementation Survey	
	Website, virtual support, and additional on-site support services				
District Leaders	<ul style="list-style-type: none"> Leadership Overview Plan for Ongoing Implementation 	Initial Institute: <ul style="list-style-type: none"> Administrator Strand Key Teacher Strand Sessions 	Annual Spring Symposium	Leadership Seminar: Administrator Strand Annual Spring Symposium Advanced Institute	
	Readiness Survey	End of Institute District Survey	End of Year One Implementation Survey	Annual Implementation Survey	
	Website, virtual support, and additional on-site support services				