

Education 300. Leadership Seminar on English Language Learners: Aligning Theory, Policy, and Practice.

Overview: English Language Learners (ELLs) constitute a large and growing population in US public schools -- with 5.1 million ELs nationwide, several states and school districts now have double-digit percentages or have experienced triple-digit growth in these students. Whether ELLs have long been present or are a recent development, educators, educational leaders, and policymakers often act with partial or unfocused understandings of these students' strengths and challenges, and operate without the latest knowledge of how to most effectively serve them educationally. This online webinar lecture series is intended to strengthen participants' understanding and knowledge base with an eye toward *practical application* for improving local and state ELL educational policies, systems and practices.

Purposes: Participants in this online webinar lecture series will have the opportunity to:

- strengthen their understanding of foundational issues in the effective education of ELLs
- explore established and emerging research evidence and practices on the most challenging areas facing educators and policymakers -- ELLs' linguistic development; academic growth and achievement; and assessment/accountability aimed at improving educator capacity and performance
- engage with some of the country's leading ELL applied researchers, policy consultants, technical assistance providers and professional developers to discuss cutting-edge approaches to addressing key challenges

Core Instructors: Kenji Hakuta, Robert Linqanti, and Guadalupe Valdés

Structure of the Series: The webinar lecture series is structured to systematically engage participants in theory/policy and practice related to each of the broad challenge areas (language, academic content, assessment and accountability): these six core sessions are "bookended" by an introductory overview that sets the context, and a closing session that synthesizes key lessons and explores implications for moving forward. An initial orientation session reviews series objectives, structure and expectations; technology platform and functionality; and administrative logistics to ensure a glitch-free learning experience.

How it Works: Webinars are an online interactive presentation that you can listen to over your computer. Each webinar is a combined slideshow and audio presentation, which requires that you have access to a computer with an Internet connection and a web browser. During the session you will see the presenter's slides and resources displayed and hear their commentary either through your computer's audio system or a telephone line. You will be able to participate in online polls, ask questions of presenters by typing in the chat window, and view related websites and resources.

Each session will include a set of reflective questions and discussion points related to the topic at hand

to share afterwards with your colleagues, staff, et al. Each subsequent webinar will provide a spotlight time for participants to share how they applied the previous webinar's ideas and information.

Target Audience: This online webinar lecture series is targeted at school district leaders (e.g., superintendents, curriculum & instruction directors, ELL program directors), state and local policymakers (e.g., SEA administrators, school board members), and teacher leaders/teacher educators (e.g., professional development directors; IHE preservice educators).

Dates: March 25 - May 20, 2010 (Thursdays, 10:30 a.m.-12:00 p.m. Pacific)

Webinar Content

Webinar 1. Series Orientation (March 25)

Introduction to webinar lecture series objectives, structure and expectations; review of technology platform and functionality; administrative logistics.

Webinar 2. Overview: Trends in federal, state and local policies and practice (April 1)

Leads: Kenji Hakuta, Robert Linqanti, Guadalupe Valdés.

Key questions: *Why is it my responsibility to address the needs of ELLs? How can I most effectively lead staff and collaborate with colleagues in my school and district to address these needs?*

Topics: Definitions of an ELL; civil rights law; ESEA (NCLB); state laws and policies; English language proficiency and subject matter content standards; teacher education, induction, and professional development; assessment and accountability policies and systems; addressing failing schools.

Webinar 3. Language: Theory and Policy (April 8)

Lead: Guadalupe Valdés.

Key questions: *What should my staff know about language, and how can this knowledge be used to develop organizational mission and trust among my staff and colleagues? What do policies require in terms of my responsibilities for developing English language proficiency for ELLs? What tools do I have at my disposal? What is the status of policies about bilingual education and the use of the native language of students in instruction?*

Topics: Multiple levels of language (sounds, words, phrases, sentences, meaning, discourse, social stratification); first and second language acquisition; bilingualism; academic language(s); myths about language; bilingual education and ESL/ELD, motivations behind and outcomes of restrictive language policies; language policy orientations: language as problem, right, and resource.

Webinar 4. Language: Instructional practice (April 15)

Lead: Robert Linqanti. Guest: Susana Dutro (CEO, E.L. Achieve). Resource: Karen D. Thompson (Doctoral Student, Stanford University).

Key questions: *What are the main differences between an English language arts and an English language development curriculum? What are my options on how can I best use my ESL/ELD instructional resources to promote student engagement, second language development, and academic achievement? How do I know if I am on the right track?*

Topics: Relationship of ESL/ELD to ELA standards, and academic language demands of other subject matter content standards; explicit ESL/ELD instruction, and its connection to sheltered content instruction; textbook standards as an approach to inter-relating ESL/ELD and academic content; implementing and monitoring strong ESL/ELD programs.

Webinar 5. Academic content: Theory and policy (April 22)

Lead: Kenji Hakuta. Guest: Maria Santos (Independent Consultant and former Superintendent for the Office of English Language Learners at the New York City Department of Education).

Key questions *How can I help my instructional staff develop a vision of supporting challenging academic content learning for all students, including ELLs? What can I learn from the new science of learning that brings trust and collaboration to my staff? Where does language fit in? What are policymakers saying about expectations for ELL achievement, and how can I make this a realistic goal for my staff?*

Topics: how people learn; modularity and multiple intelligences; situated learning and community funds of knowledge; state content standards, common core standards, academic language within content areas; skills and advantages of bilingualism.

Webinar 6. Academic content: Instructional practice (April 29)

Lead: Guadalupe Valdés Guest: Aída Walqui (Director, Teacher Professional Development Program, WestEd).

Key questions: *How can I support the effectiveness of all teachers who teach ELLs across the content areas? What can I demand of teacher education programs, and what can I provide in induction support and professional development? How do I keep the instruction and learning for ELLs at a sufficiently engaging and challenging level?*

Topics: Sheltered instruction, scaffolding strategies, and academic language development.

Webinar 7. Assessment and Accountability: Theory and policy (May 6)

Lead: Robert Linqanti. Guest: Gary Cook (Research Director, WIDA Consortium, University of Wisconsin-Madison).

Key questions: *How can I create trust and understanding among my staff to look at student data and act on this information? What unique issues are introduced when assessing ELLs? How can I best make sense of Title I and Title III assessment data for my ELLs, and what should I be looking for in terms of school improvement? How can I take advantage of accommodation practices? How do I build a culture that promotes and values reclassification of students as English-proficient?*

Topics: Kinds and degrees of reliability and validity; language and content assessments; formative and benchmark assessments; building trust through data. Setting expectations for language growth and proficiency; and academic progress and proficiency. Understanding strengths and limitations of Title I and Title III assessment & accountability, strengthening accommodations, addressing classification/reclassification issues.

Webinar 8. Assessment and Accountability: Instructional practice (May 13)

Lead: Kenji Hakuta. **Guests:** Francisca Miranda (Deputy Superintendent for Educational Services, Sequoia Union High School District, California) and Cathy Padilla (Principal, Jefferson Elementary School, Sanger Unified School District, California).

Key question: *How do I lead staff to make better use of formative assessments and other kinds of data especially for ELLs? How should I use student data to guide student placement decisions? How can I use my knowledge about ELL theory, policy and practice to advance a community of trust and positive attention to the needs of ELL students?*

Topics: Goal-setting and progress monitoring; formative and benchmark assessments; student placement, instructional services and settings.

Webinar 9: Key Learnings, Takeaways, and Implications for Moving the Field Forward (May 20)

Leads: Kenji Hakuta, Robert Linqanti, Guadalupe Valdés.

Key question: Topics: Asset-based views of ELLs; academic language development across the curriculum; dynamic assessment; cultivating internal accountability for ELL success, the professional development imperative.

Webinar 1: Course Orientation: Duffield, Fern; Hakuta, Linqunti, & Valdés (3/25)			
Webinar 2: Overview: Trends in federal, state, & local policy and practice: Hakuta, Linqunti, & Valdés (4/1)			
Perspective	Challenge Area		
	Language	Academic Content	Assessment/Accountability
Theory/Policy	Webinar 3: Valdés (4/8)	Webinar 5: Hakuta (4/22) <i>Guest: Aida Walqui</i>	Webinar 7: Linqunti (5/6) <i>Guest: Gary Cook</i>
Instructional Practice	Webinar 4: Linqunti (4/15) <i>Guest: Susana Dutro</i>	Webinar 6: Valdés (4/29) <i>Guest: Maria Santos</i>	Webinar 8: Hakuta (5/13) <i>Guests: Francisca Miranda, Cathy Padilla</i>
Webinar 9: Synthesis: Key Lessons, Takeaways, and Implications for Moving the Field Forward: Hakuta, Linqunti, & Valdés (5/20)			