

## **CALIFORNIA'S NEW ENGLISH LEARNER ROADMAP: LEVERAGING ASSETS AND ADDRESSING NEEDS FOR STUDENT SUCCESS**

TUESDAY, MARCH 27 AND WEDNESDAY, MARCH 28

GARDEN GROVE UNIFIED SCHOOL DISTRICT

10331 STANFORD AVENUE

GARDEN GROVE, CA

### MEETING AGENDA

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#### DAY I: TUESDAY, MARCH 27

- 8:30 am **Breakfast.** Light breakfast will be available in the staff development room of the annex building.
- 9:00 am **Convene Meeting.** Jennifer O'Day will convene the meeting with opening remarks, introductions, and an overview of the agenda. Superintendent Gabriela Mafi will welcome the group to Garden Grove Unified School District (GGUSD).

#### SESSION I

##### *Setting the English Learner and District Contexts*

- 9:20 am **Setting the Context.** The meeting will begin with an orientation to the needs and priorities for supporting English learners (ELs) in their pursuit of academic success. Kenji Hakuta will provide an orientation to California's new English Learner Roadmap, including the four principles that support the roadmap's vision and provide its foundation. Following this overview, GGUSD Superintendent Gabriela Mafi and Santa Ana Unified School District (SAUSD) Superintendent Stefanie Phillips will introduce the group to their districts, using the four principles of the roadmap as a lens for understanding their respective contexts, strengths, and challenges in serving EL students.
- 10:45 am **Break.**

#### SESSION II

##### *Improving Instruction to Address EL Needs through Academic Discourse*

- 11:00 am **Building Language Skills and Standards-Based Content Knowledge: The Role of Classroom Discourse.** The Common Core State Standards call for students to communicate and explain their reasoning to a greater extent than did previous standards. In mathematics, students must develop, access, and use language to acquire and

demonstrate proficiency in both conceptual understanding and procedural fluency. This new set of expectations has particular implications for ELs, especially those being instructed in English. Participants will engage in an exercise led by Jeff Zwiers from Understanding Language that illustrates the expectations that accompany the standards and how opportunities for classroom discourse can help develop both mathematical strength and language clarity.

12:00 pm **Lunch.**

12:45 pm **Fostering Improved Student Discourse.** GGUSD and SAUSD leaders have observed that EL students are not interacting or speaking enough with teachers and peers in a school setting to develop language and content proficiency. The group will explore approaches that enable teachers to better monitor student discourse in the classroom as well as practices that can foster conversation among students. GGUSD leaders will then present a problem of practice related to EL academic discourse with which they are currently wrestling.

2:00 pm **Consultancies.** Having heard the problem of practice posed by GGUSD leaders, meeting participants will break into small groups to reflect and provide feedback on that problem of practice. The groups will use the consultancy protocol employed in previous Collaborative meetings to guide these discussions. Following the conversations in small groups, the full group will then reconvene as district leaders reflect on their key takeaways from the consultancies.

2:45 pm **Break.**

3:00 pm **Report Out.** Following the conversations in small groups, the full group will then reconvene as GGUSD district leaders reflect on their key takeaways from the consultancies.

### SESSION III

#### *Hearing from the Students*

3:15 pm **Student Panel.** EL student success is shaped not only by academic instruction within the walls of a classroom, but by the personal opportunities and challenges both inside and outside of school. Language barriers, poverty, and racism (implicit and explicit) can profoundly impact EL readiness to learn. These persistent challenges have been exacerbated by policy changes related to immigration, as threats of deportation for students and their family members influence their mental and emotional health. At the same time, EL students bring many assets from their experiences, families and communities to the learning situation. Participants will have an opportunity to interact with current students to better understand their experiences and perspectives and to consider how districts can best respond to their needs.

4:45 pm **Summary and Reflection on the Day's Discussion.**

5:00 pm **Adjourn for the Day.**

6:30 pm **Reception Followed by Dinner** at Brodard Chateau.

## DAY 2: WEDNESDAY, MARCH 28

- 8:30 am **Breakfast.** Light breakfast will be available in the staff development room of the annex.
- 9:00 am **Collaborative Updates.** We will begin with a brief update on current Collaborative projects in support of our members.

### SESSION IV

#### *Addressing Social and Emotional Needs of ELs*

- 9:15 am **Exploring SEL Needs and Strategies for ELs.** Districts seeking to address students' social and emotional needs must work with students, teachers, and administrators to identify challenges and provide support to overcome those challenges. This session will draw on and deepen the input received from students on Tuesday afternoon, adding to it the perspectives of teachers—both through a teach panel and through examination recently released teacher survey results regarding the impact of recent immigration enforcement on students' social and emotional well-being. Participants will consider efforts underway in SAUSD and GGUSD to address a full range of ELs' social and emotional issues within their school systems. SAUSD leaders will then present a problem of practice related to working with data on social and emotional needs.
- 11:00 am **Break.**
- 11:15 am **Consultancies.** Having heard the problem of practice posed by SAUSD leaders, meeting participants will break into small groups to reflect and provide feedback on strategies for addressing that problem. The groups will use the consultancy protocol employed in previous Collaborative meetings to guide these discussions. Following the conversations in small groups, the full group will then reconvene as district leaders reflect on their key takeaways from the consultancies.
- 12:15 pm **Lunch.**

### SESSION V

#### *Considering Policy Implications*

- 12:45 pm **State Policy that Supports Effective Approaches for ELs.** California's EL Roadmap articulates a vision for the state's approach to honoring and working with its ELs, and the meeting conversation addresses some of the important considerations and strategies for doing so effectively. The group will consider what it would take from a policy perspective to actually move California in this direction. The conversation will also tie back to the Collaborative's December 2017 meeting about the statewide system of support, including the supports needed at Level 1 and Level 2 that can enable all ELs to thrive.
- 1:45 pm **Summary and Reflection on the Day's Discussion.**
- 2:00 pm **Adjourn Meeting.**