

Know Your Schools ~  
for NY Kids



## Leadership to Support English Learners

*NYSCOSS Fall Leadership Summit  
September 25, 2016*

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SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York

# Know Your Schools ~ for NY Kids



## About NYKids

*-based project that*

- **INFORM:** Provides **database** to compare schools across the state and produces and publishes **reports and resources** available online and in print
- **INSPIRE:** Conducts **research** to identify promising practices
- **IMPROVE:** **Teaches and facilitates** processes to support improvement by school leadership teams



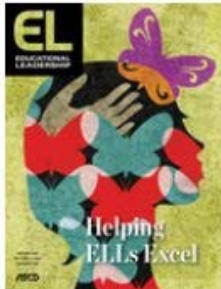
## Comparative studies that identify practices associated with consistently higher-than-predicted performance

- Elementary schools (2005)
- Middle schools (2007)
- High schools (2008)
- Middle schools science (2009)
- Elementary schools critical needs (2011)
- On-time graduation for at-risk groups (2013)
- Elementary English language learners (2016)

# Study Rationale

- The ELL population in NYS has grown over 20% in the last year
- ELLs make up over 8% of the NYS student population
- 2014: Blueprint For English Language Learner Success published, to accompany CCLS
- 2015: CR-Part 154, education mandates for ENL programming

# In the news...



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## Helping ELLs Excel

**Feature Articles**

Perspectives / Broken English and Other Embarrassments  
Marge Scherer

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<http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/toc.aspx>

<http://www.edweek.org/ew/collections/english-language-learners/>

September 24, 2016

EDUCATION WEEK

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**Teaching America's English-Language Learners**

### TEACHING AMERICA'S ENGLISH-LANGUAGE LEARNERS: A SPECIAL REPORT

How Well Are Schools Serving English-Language Learners?

# Sample Selection

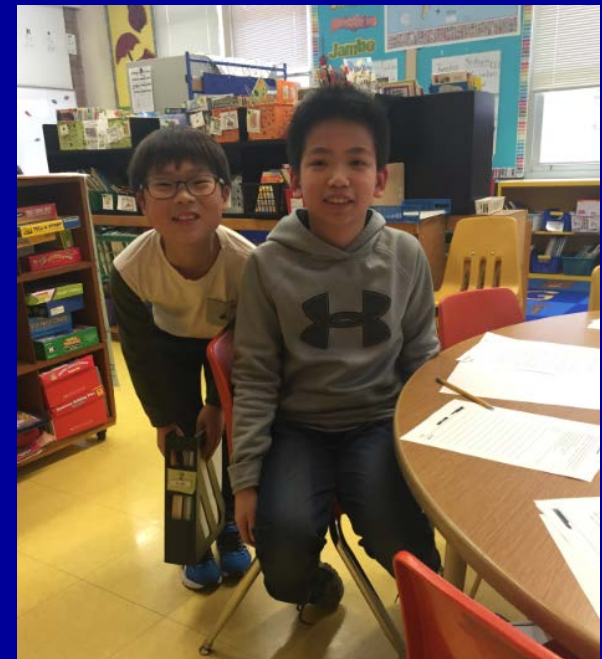
- ✓ Economic disadvantage and ELL performance on the Common Core ELA and Math 3rd-6th grade assessments in school years 2012-13 and 2013-2014 schools with at least .5 SD above predicted performance (i.e. statistically significant)
- ✓ Equal distribution among urban, suburban, rural schools serving larger and smaller; and different kinds of ELL populations
- ✓ Near typical wealth ratio

# The Sample

District	Schools	Total Enrollment	% Econ. Disadv.	% African-American	% Hispanic/Latino	% White	% Asian/Other Pacific Islander	% Multi-racial	% ELL**
Catskill CSD	Catskill ES	760	62	9	9	72	1	9	3
Guilderland CSD	Guilderland ES	548	18	5	4	67	21	4	11
Newburgh Englarged City SD	Fostertown ES	637	61	20	45	28	3	4	11
North Colonie CSD	Blue Creek ES	482	24	3	4	68	20	6	6
Rensselaer City SD	Van Rensselaer ES	622	73	9	7	63	14	6	8
Schuylerville CSD	Schuylerville ES	718	31	1	3	96	1	0	2
	New York State K-12	2,649,039	54	18	25	45	9	2	8

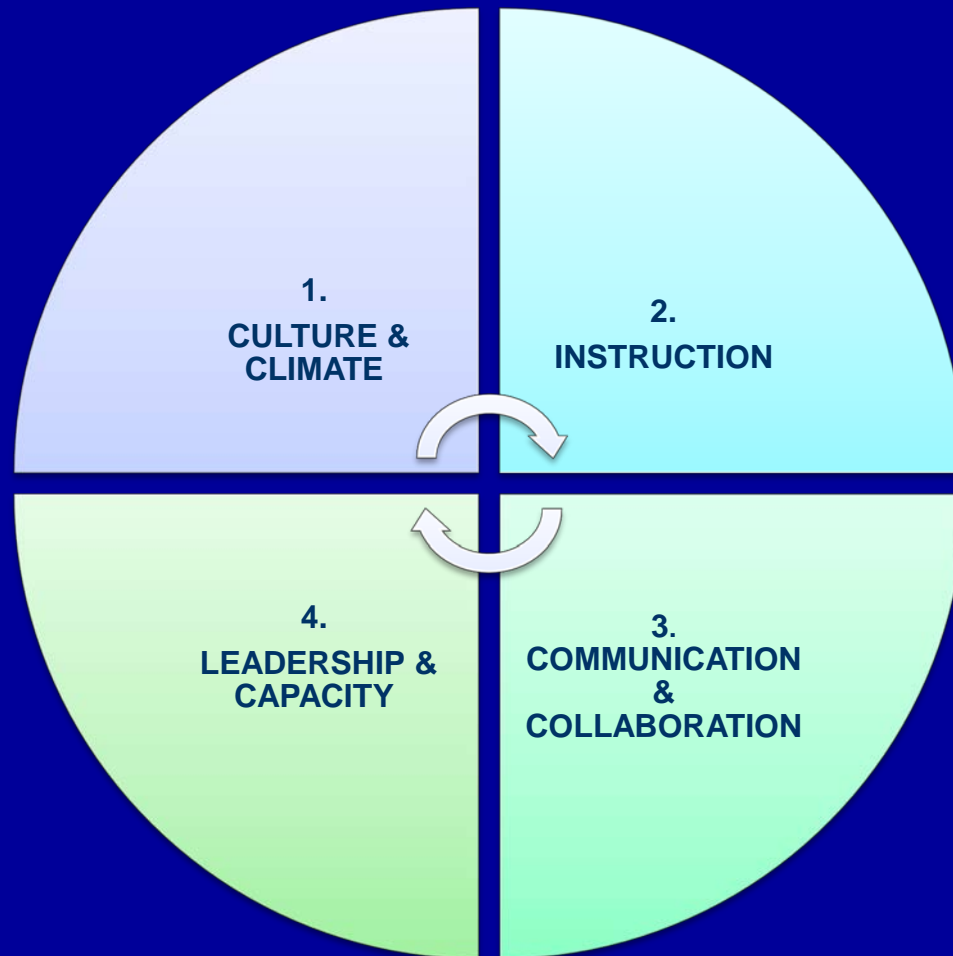
# Data Collected

- ✓ **Interviews**
  - **teachers**
  - **district and school leaders**
  - **support staff**
  - **students**
- ✓ **focus groups**
- ✓ **classroom observations**
- ✓ **student work samples**
- ✓ **documents**





# Findings



# Culture and Climate

positive behavior &  
char. ed program

celebrating diversity

teacher commitment to  
maintaining high  
expectations and  
equitable access to  
rigorous curriculum

1. CULTURE &  
CLIMATE

# Culture and

*I think the goal for them [the children] is to feel safe, to see themselves as students, to be able to problem solve, and feel that there's always someone there to help them do their academics or take care of their emotional needs.*

- Blue Creek Teacher

positive behavior &  
char. ed program

celebrating and  
acceptance diversity

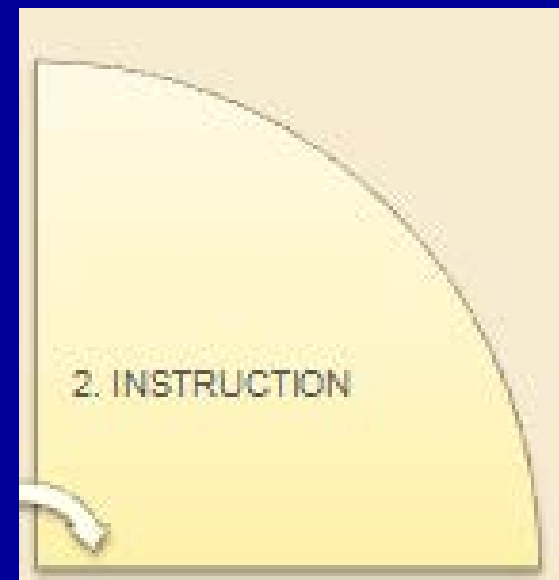
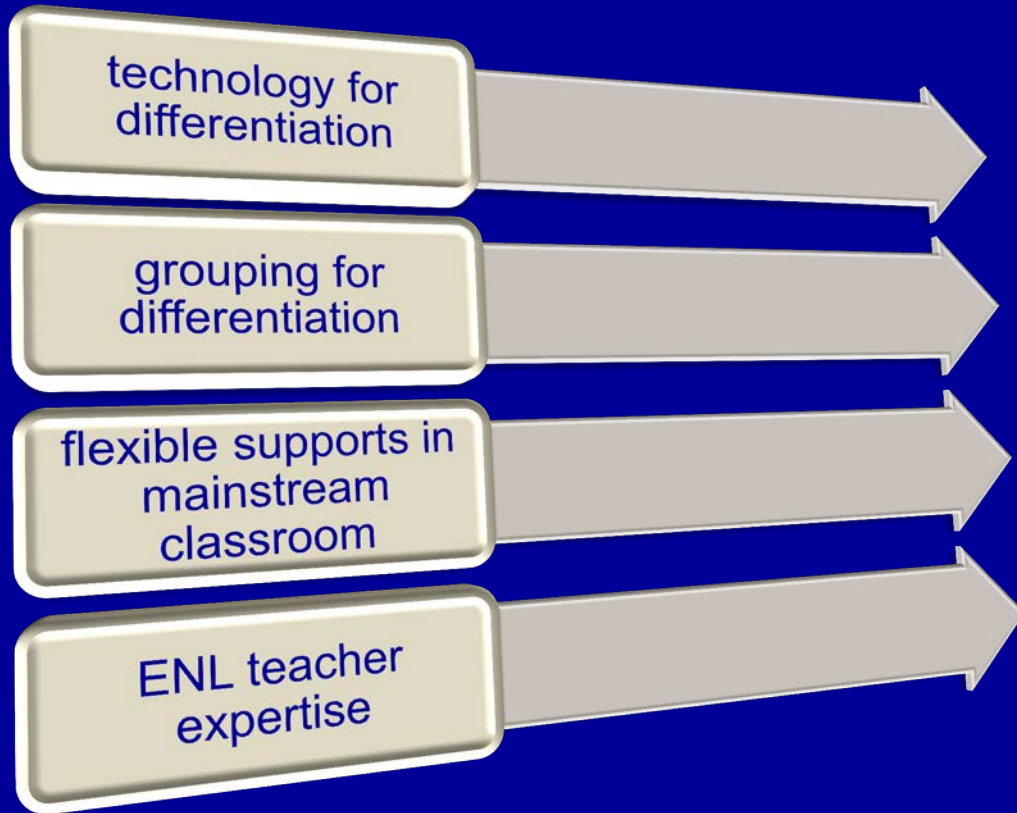
teacher commitment  
to diverse students  
(high expectations  
and equity)

1. CULTURE &  
CLIMATE

# Implications for District Leaders

- ✓ Provide opportunities for district-wide planning regarding how to support ELLs' social and emotional well-being
- ✓ Make explicit the mission to embrace and celebrate diversity in all aspects of work across and within schools
- ✓ Articulate the importance of high expectations for all students and provide supports to monitor how well those expectations are being met.

# Instruction



# Instr

This is a building  
that works  
together.

– Guilderland teacher

technology for  
differentiation

grouping for  
differentiation

flexible supports in  
mainstream  
classroom

ENL teacher  
expertise

2. INSTRUCTION

# Implications for District Leaders

- ✓ Support ongoing adult learning opportunities about instructional adaptations for ELLs (e.g. new technologies, differentiation techniques).
- ✓ Provide opportunities for school leaders and teachers to learn about co-teaching and inclusion models of instruction and culturally responsive pedagogies.
- ✓ Ensure that ENL teachers are fully included in decision-making and their expertise is utilized to the benefit of all staff.

# Communication & Collaboration

parent outreach

ENL teacher co-teaching & collaboration

community partnerships  
connections

3.  
COMMUNICATIONS  
&  
COLLABORATIONS



# Comm C

We don't have that  
issue of ENL being a  
separate entity...It's  
incorporated. We  
communicate.

– Van Rensselaer teacher

parent outreach

ENL teacher  
coteaching/collaboration

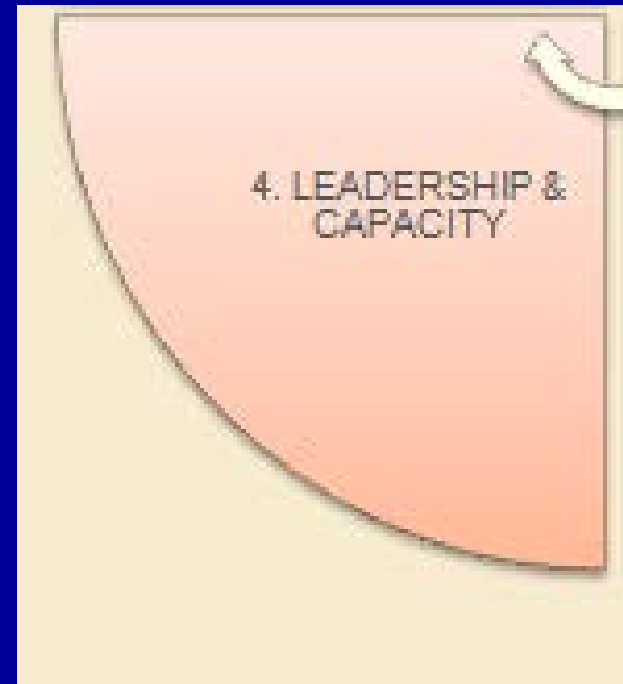
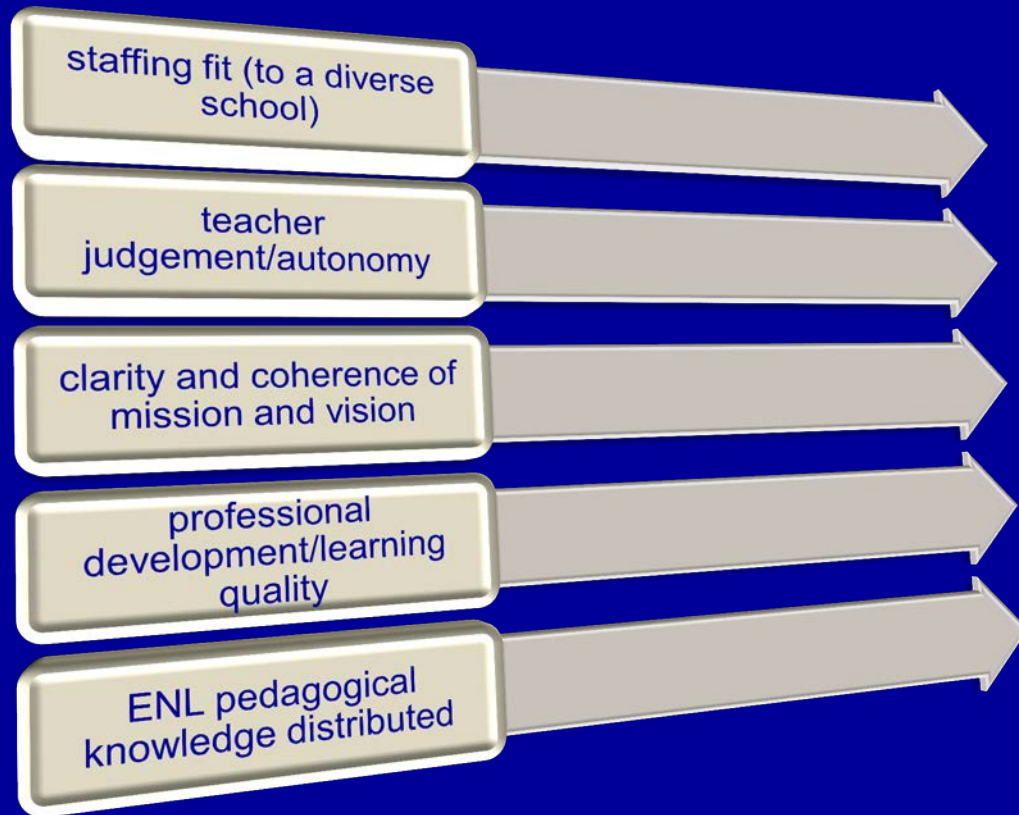
community  
partnerships/connections

COMMUNICATIONS  
&  
COLLABORATIONS

# Implications for District Leaders

- ✓ Engage in thoughtful and ongoing discussions about the vision of the district as one that embraces diversity and present this vision to the community
- ✓ Provide opportunities for school leaders and teachers to learn from others about promising practices for co-teaching and the use of culturally responsive pedagogies
- ✓ Forge partnerships with religious and cultural institutions and community agencies that bridge between ELL families and the district and ensure their needs are met.

# Leadership & Capacity



# Leadership & Capacity

I need to be able to delegate and *empower* and enable people to take on those leadership roles and run with it..

– Fostertown principal

staffing fit (to a diverse school)

teacher judgement/autonomy

clarity and coherence of mission and vision

professional development/learning quality

ENL pedagogical knowledge distributed

4. LEADERSHIP & CAPACITY

# Implications for District Leaders

- ✓ Ensure adequate financial and human resources to meet ELLs' and their families' needs.
- ✓ Select and promote staff who embrace and celebrate diversity
- ✓ Ensure that adequate ENL expertise is within each building and that collaboration among ENL specialists across the district can occur

- positive behavior/char. ed program
- celebrating and acceptance diversity
- teacher commitment to diverse students (high expectations and equity)

### 1. CULTURE & CLIMATE

### 2. INSTRUCTION

- technology for differentiation
- grouping for differentiation
- flexible supports in mainstream classroom
- ENL teacher expertise

### 4. LEADERSHIP & CAPACITY

### 3. COMMUNICATION & COLLABORATION

- staffing fit (to a diverse school)
- teacher judgement/autonomy
- clarity and coherence of mission and vision
- professional development/learning quality
- ENL pedagogical knowledge distributed

- parent outreach
- ENL teacher coteaching/collaboration
- community partnerships/connections

# Tally...

Take a moment to tally your self-assessment

Discuss with someone near you:

1. What are your take-aways?
2. How does this relate to work you are doing in your district?
3. What do you plan on doing next?

# Know Your Schools ~ for NY Kids



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