Leadership to Support English Learners

NYSCOSS Fall Leadership Summit
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About NYKids

- **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…

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

http://www.ascd.org/publications/educational-leadership/feb16/vol73/num05/toc.aspx
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
<table>
<thead>
<tr>
<th>District</th>
<th>Schools</th>
<th>Total Enrollment</th>
<th>% Econ. Disadv.</th>
<th>% African-American</th>
<th>% Hispanic/Latino</th>
<th>% White</th>
<th>% Asian/Other Pacific Islander</th>
<th>% Multi-racial</th>
<th>% ELL**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catskill CSD</td>
<td>Catskill ES</td>
<td>760</td>
<td>62</td>
<td>9</td>
<td>9</td>
<td>72</td>
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<tr>
<td>Guilderland CSD</td>
<td>Guilderland ES</td>
<td>548</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>67</td>
<td>21</td>
<td>4</td>
<td>11</td>
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<tr>
<td>Newburgh Enlarged City SD</td>
<td>Fostertown ES</td>
<td>637</td>
<td>61</td>
<td>20</td>
<td>45</td>
<td>28</td>
<td>3</td>
<td>4</td>
<td>11</td>
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<tr>
<td>North Colonie CSD</td>
<td>Blue Creek ES</td>
<td>482</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>68</td>
<td>20</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Rensselaer City SD</td>
<td>Van Rensselaer ES</td>
<td>622</td>
<td>73</td>
<td>9</td>
<td>7</td>
<td>63</td>
<td>14</td>
<td>6</td>
<td>8</td>
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<tr>
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<td>Schuylerville ES</td>
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<td>31</td>
<td>1</td>
<td>3</td>
<td>96</td>
<td>1</td>
<td>0</td>
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<tr>
<td>New York State K-12</td>
<td>New York State K-12</td>
<td>2,649,039</td>
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</tbody>
</table>
Data Collected

- Interviews
  - teachers
  - district and school leaders
  - support staff
  - students

- focus groups
- classroom observations
- student work samples
- documents
Findings

1. CULTURE & CLIMATE
2. INSTRUCTION
3. COMMUNICATION & COLLABORATION
4. LEADERSHIP & CAPACITY
Culture and Climate

- Positive behavior & character education program
- Celebrating diversity
- Teacher commitment to maintaining high expectations and equitable access to rigorous curriculum
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
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.
This is a building that works together.
– Guilderland teacher

- Technology for differentiation
- Grouping for differentiation
- Flexible supports in mainstream classroom
- ENL teacher expertise
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
We don’t have that issue of ENL being a separate entity...It’s incorporated. We communicate.

– Van Rensselaer teacher
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

- Staffing fit (to a diverse school)
- Teacher judgement'autonomy
- Clarity and coherence of mission and vision
- Professional development/learning quality
- ENL pedagogical knowledge distributed
I need to be able to delegate and empower and enable people to take on those leadership roles and run with it.

– Fostertown principal
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
1. CULTURE & CLIMATE
- positive behavior/char. ed program
- celebrating and acceptance diversity
- teacher commitment to diverse students (high expectations and equity)

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

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

4. LEADERSHIP & CAPACITY
- teacher commitment to diverse students (high expectations and equity)
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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