

Everybody's KIDS

News for all Pennsylvania educators
of English learners

Summer 2018



In This Edition

This edition of Everybody's Kids focuses on strengthening administrative leadership to facilitate the social and academic success of English Learners. Administrators play a key role in setting the tone for the culture, climate, and ethic of the school community. They make decisions on a daily basis that impact students' educational and developmental

experiences both inside and beyond school walls. Strong leaders lead by example as they navigate the various roles they play in connecting the cognitive, social, cultural, political and economic domains that inform the lived experience of American schooling for English Learners.



Save the Dates: Upcoming Professional Learning Opportunities Focused on Administrators

Quarterly Field Discussion:

Administrators' Forum | Webinar Series

August 22, 2018 | 12:30 – 2:00 p.m.

November 14, 2018 | 12:30 – 2:00 p.m.

February 13, 2019 | 12:30 – 2:00 p.m.

May 22, 2019 | 12:30 – 2:00 p.m.

2018-2019 Administrator Institute Administrative Leadership for English Learners, Part 1 | Webinar

September 18, 2018 | 10:00 – 11:00 a.m.

Administrative Leadership for English Learners, Part II

WIDA Leading Schools (two-day, in-person workshop)

September 25 – 26, 2018 | 9:00 a.m.

– 4:00 p.m.

Administrative Leadership for English Learners, Part III | Webinar

October 23, 2018 | 10:00 – 11:00 a.m.

For event details and to register visit
www.ESLportalPA.info/professional-development.

WHAT'S NEW

Finding Your Students' Superpowers: Using Access for ELLs' Score Reports

WIDA has a number of useful resources to assist you in interpreting scores and reports and communicating results. WIDA encourages educators to review the applicable resources below and incorporate them into a communication plan:

1. Make your first stop the [Finding Your Students' Superpowers: Using ACCESS for ELLs Score Reports](#) flyer. It's full of tips and links to resources for your district's score communication plan. As you review the score reports with your colleagues, we encourage you to make use of [WIDA's Can Do Descriptors Key Uses Edition](#) to gain a better understanding of what students can do and where they can progress. WIDA even has Can Do Descriptors Name Charts, where

educators can keep track of student progress all in one place!

2. The Understanding Language Proficiency lesson plans ([Elementary](#) / [Secondary](#)) and student activities will allow your students to review and reflect on their language strengths, goals, and learning styles.
3. When you're ready to discuss the score reports with your students and their families, download the [Parent/Guardian Guide to the Individual Student Report](#) (available in 13 languages!) and use the [Individual Student Score Notes](#) to help you to plan for meetings with parents.

Supporting English Learners' Success: A Practical Guide for Administrators

This easy-to-read practical guidebook contains helpful information to assist administrators in implementing successful Language Instruction Educational

Programs (LIEPs) in their buildings. The Guide contains detailed information on four broad components of any effective LIEP:

- 1) Understanding and Complying with State Regulations
- 2) Family and Community Engagement
- 3) Recruiting and Training Qualified Teachers and Staff
- 4) Facilitating Collaboration

Each section contains an overview of applicable policy and research followed by suggested strategies and best practices for implementation. The Guide concludes with a series of checklists that principals, in conjunction with the EL instructional team, can use to conduct self-assessments and gather data that can inform the development of action plans to improve or strengthen their school's LIEP program implementation. *Supporting English Learners' Success: A Practical Guide for Administrators* is set to be released in time for the start of the 2018-19 school year and will be published on the ESL Portal.

FEEDBACK FROM THE FIELD

Educator Spotlight: Michelle Saylor | Bellefonte Area School District | Bellefonte, PA

Superintendent Michelle Saylor has been named a 2018 Education Week "Leader to Learn from" for her leadership in Global Education and Language Learning. Saylor's vision is to use foreign-language learning as a lever to getting students and teachers alike to think about what global citizenship really means and the district's role in promoting it.

Saylor has worked to make connections between language and global awareness in other subjects. It's not a formal mandate, which Saylor thinks usually doesn't result in teacher buy-in. Instead, she looks for opportunities to encourage teachers' own interests and connections and to build their confidence in trying new things. Some classes now focus on globally themed texts, beginning with the diary of Malala Yousafzai, the world's

youngest Nobel laureate. Others have harnessed Skype and the internet to offer a two-way window into sister schools in Nigeria, India, and other countries.

In the summer, Bellefonte hosts a free, weeklong language camp where students are exposed to Spanish and Mandarin, but also Russian and American Sign Language. The camp focuses on basic vocabulary, as well as song, dance, and culture. About 60 students participate each year.

Education Week's video feature on Superintendent Saylor can be viewed at <https://leaders.edweek.org/profile/michelle-saylor-superintendent-global-education/>

We Want To Hear From You

Do you have an ELD success story regarding the implementation of a strategy, practice, program, or collaborative model that shows promise for EL education? If so, we want to hear from you! To share your knowledge and experience with Everybody's Kids, please email the following information to Andrea Kolb, ELD Managing Coordinator at the Center for Schools and Communities, at akolb@csc.csiu.org:

- Educator(s) name(s) and title(s)
- Name of school district and school building
- Detailed description of the strategy/practice/program/collaborative model and how it is being implemented
- Detailed description of positive outcomes/results for EL education

NOTE: Receipt of your submission is not a guarantee that it will be featured in Everybody's Kids.

RESEARCH & LEARNING OPPORTUNITIES

Creating an Ethic of Community: How School Leaders Make Decisions Related to Immigration Policy

In this Q&A, Dr. Emily Crawford-Rossi discusses her research study entitled “The Ethic of Community and Incorporating Immigrant Concerns into Ethical School Leadership.” Her in-depth case study documents how a school in Northern California responded to nearby immigration enforcement activity in 2008 and provides a thought-provoking discussion of what role school leaders have in addressing these issues and maintaining a safe learning environment for students. It was featured in Education Week in May 2017.

<http://www.colorincolorado.org/article/creating-ethic-community-how-school-leaders-make-decisions-related-immigration-policy>

Administrators in Action: Leadership in Equity for English Learners

Over the years, Denver’s schools struggled to serve English Learners, so much so that a federal court in 1984 ruled that the district was violating those students’ civil rights. In her administrative role, Deputy Superintendent Susana Cordova has intensified efforts to improve English Learner education, with a major focus on recruiting and developing teachers and principals who are adept at working with the district’s ELs, who comprise nearly 40 percent of the student enrollment. The district’s students speak more than 170 languages. Cordova’s commitment to students has not gone unnoticed: She was among 10 district leaders nationwide who was honored by the Obama administration in 2014 as “Champions of Change” in the Latino community and she has been named a 2018 Education Week “Leader to Learn from.”

<https://leaders.edweek.org/profile/susana-cordova-deputy-superintendent-equity-for-all-students/>

Pennsylvania Department of Education (PDE) Guidance on Educating English Learners

There are more than 61,000 English Learners speaking more than 200 different languages in Pennsylvania. Due to shifting demographics within the state and across the nation, many districts who have not historically taught ELs in their schools are now faced with meeting the needs of this unique population for the first time. PDE disseminates various documents related to policies and procedures related to the education of ELs in PA. The main webpage contains guidance related to identification and placement, designing the LIEP, current state policy as stated in the most recent Basic Education Circular (BEC), reclassification and monitoring, ELs with disabilities, English Language Development Standards (ELDS), Assessment accommodations, and more.

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/default.aspx>



CLASSROOM STRATEGIES, RESOURCES, & BEST PRACTICES

New Tool Helps Districts Assess Language Instruction Educational Programs (LIEPs)

A team of researchers at Education Northwest released an assessment tool in June 2018 that helps districts assess their English Learner program by addressing key components of the LIEP. The tool covers a wide range of topics, provides specific criteria that give districts a road map for elevating their English learner program, and has undergone successful pilots in Oregon and Washington. The 70 items that comprise the tool are organized into eight sections, which can take as little as 20 to 30 minutes to complete. The results can be used to benchmark progress over time, identify differences in how staff members perceive the LIEP, structure discussions about program development, inform parents and the community about the district's program, identify areas in need of improvement, and pinpoint areas of focus in state and federal plans.

<http://educationnorthwest.org/northwest-matters/tool-help-support-districts-efforts-assess-their-english-learner-program>

Administrators in Action: Four Steps to Strengthening Your EL Program

The end of the school year is an ideal time for administrators and leaders of English Learner (EL) programs to self-assess and revise initial instructional goals with a focus on improving outcomes for ELs. This period offers an opportunity to revisit initial plans and revise them for next year according to and considering student needs, assessment data, program evaluations and teacher feedback, as well as to plan professional development for the upcoming year. This blog post features four recommended steps for administrators to strengthen their EL programs in the greater context of more rigorous academic standards.

<http://www.colorincolorado.org/blog/administrators-action-four-steps-strengthening-your-el-program>

Eight English Learner Myths for Administrators

EL experts, Ruslana Westerlund and Kristina Robertson, have come across a variety of common myths that are shared by educators in districts of all sizes across the country. While some of these can be addressed at the classroom level to some extent, it takes a “big picture,” holistic approach to address them comprehensively and effectively for the maximum benefit of ELs. That is where the administrator comes in. The authors have compiled 8 common myths regarding ELs that they think administrators should reconsider, and offer supporting research for their responses to each myth, best practices, strategies, and recommended resources.

<http://www.colorincolorado.org/article/eight-english-learner-myths-administrators>

Identifying Your Leadership Skills on Behalf of English Learners

Administrators' leadership skills are crucial in effectively bringing about change, advocating, and collaborating on behalf of English Learners, and many educators of ELs have developed these skills without realizing it! This article highlights some diverse leadership experiences of EL educators and shares ideas for identifying and honing your own leadership capacity, including a reflective skill assessment.

<http://www.colorincolorado.org/article/you-are-already-leader-identifying-your-leadership-skills-behalf-ells>



Q&A CORNER



This edition's Q&A features Mrs. Patricia Berezansky, Director of Education for the United School District in Armagh, PA. Mrs. Berezansky joined the team at United School

District in August 1992 as a secondary mathematics teacher. Since then, she has worked as the Assistant High School Principal, Elementary School Principal and currently serves as the Director of Education. She is a member of the PDE English Language Development Stakeholder Group, where she offers her insights and expertise on various topics related to the education of English Learners. During her tenure at United School District, Mrs. Berezansky has worked with her colleagues to respond to the new EL population entering the district and she continues to design innovative ways to meet the educational needs of ELs in a low incidence rural PA school district.

Everybody's Kids had a chance to interview Mrs. Berezansky to learn more about her leadership and how she supports her team to meet the needs of ELs.

Everybody's Kids [EK]: How would you describe your educational philosophy when it comes to the education of English Learners?

Mrs. Patricia Berezansky [PB]: In summary, my educational philosophy is that all children should be given every opportunity to reach their individual potential. This is not different for ELs. Whether a student is new to our country and/or district, I want to help that child and their family to maximize the resources of our district to help them achieve academically and socially.

[EK]: What is the greatest challenge you have faced in leading education for ELs and how did you overcome that challenge?

[PB]: Working in a small rural Pennsylvania school district, we do not have many ELs in comparison to many larger and urban districts. So when we began to see ELs move into our district, we had a lot of catch-up learning to do. Thanks to the help of the local intermediate units and the PA Department of Education, I was given guidance and assistance to build a strong program for our students and families. This was truly a team effort, and I am thankful to have had such great people assist me in the process.

[EK]: What do you believe administrators need to know and be able to do in order to lead schools' efforts to ensure educational achievement for ELs?

[PB]: I believe that we must look at every child as an individual and assess their individual needs. Don't be afraid to ask questions and seek advice from others along the way. Another important component is to involve the parents and families. Building strong connections with the family will help the child transition to the school environment. We do not want language to be a barrier for them or their families. As a school administrator, you must also ensure that the entire faculty is educated in working with ELs and their families. From the secretaries who greet the new families, to the classroom teacher, ESL teacher and even the cafeteria workers, everyone needs to have training to ensure a warm, welcoming, and educationally productive environment for the student.

[EK]: What are the most promising practices you've experienced while working with faculty and staff to meet the needs of ELs?

[PB]: Communication is key. What I mean is that giving teachers time to collaborate is important. Teachers need to feel supported in their planning. Administrators need to be available to answer questions and to provide resources, but also remember to give the teachers the freedom to be creative in their instruction. Teachers will come up with unique ways to engage the students and to help them develop their language skills. I remember a fun experience one day this year when I saw one of our ELs walking the hall and I stopped to ask him what he was doing. He told me he was on a scavenger hunt. I smiled and asked how it was going; he said great and went on his way. I went to see his ESL teacher and she told me she had placed items around the school in various classrooms for him to find. This would give him practice reading and interpreting the directions, an opportunity to talk to other staff members along the way, and to have a little fun and socialize, too. Now that is creative! Teachers have creative ways to bring curriculum to life; we just need to support them and the students will benefit from it all.

What do you think?

For any comments, questions or suggestions for future issues contact:

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