



# **Oregon EL Strategic Plan**

EL Alliance Conference

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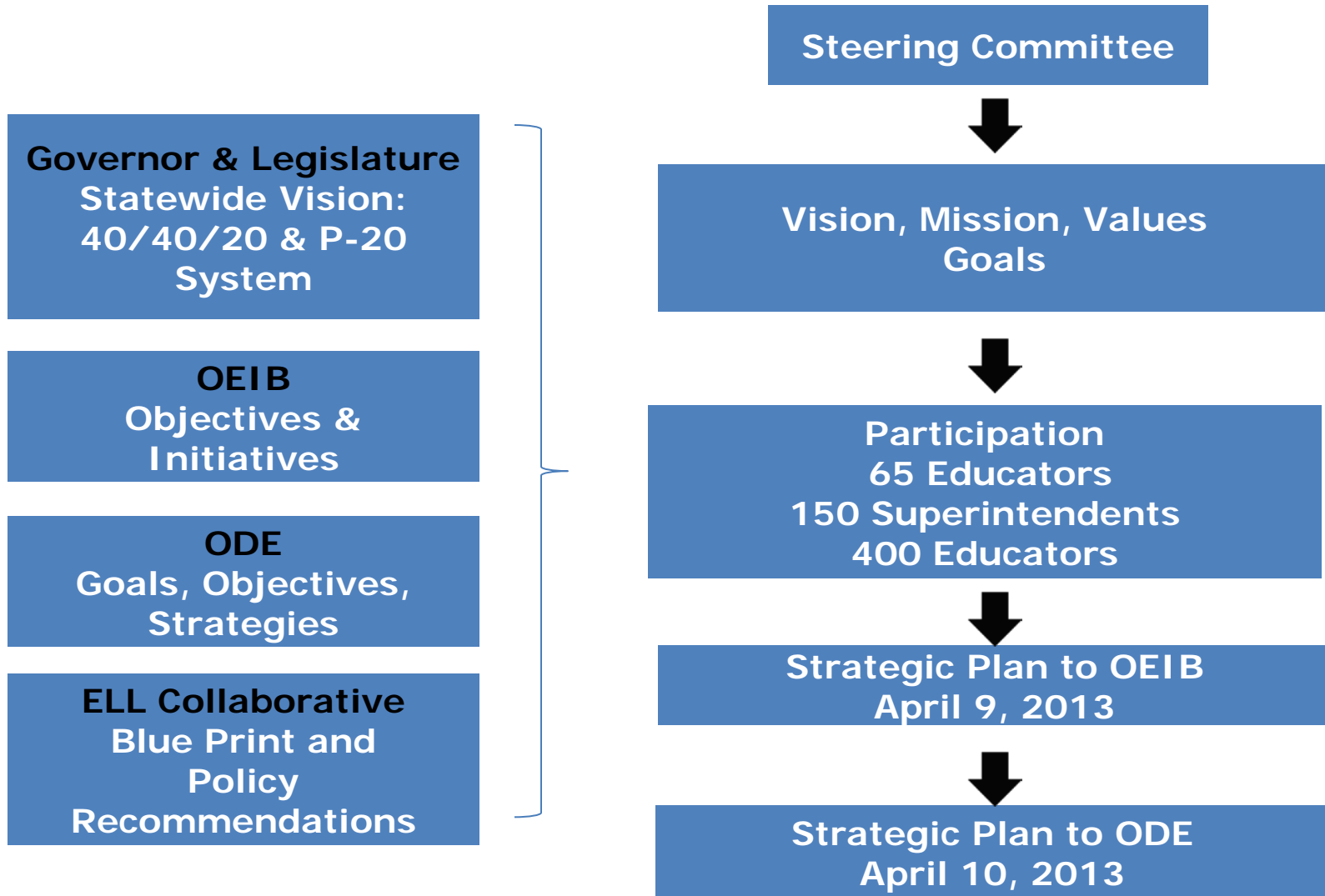


# **Charge**

**Focus educators across the P-20 system on using research informed practices and models to: eliminate the achievement gap, increase English Learner high school graduation rates and provide for English Learners to complete college.**

**Oregon  
English Learner  
Strategic Plan  
2013- 2016**

# Overview of strategic planning process



# Statewide Vision for English Learners

English Learners achieve their dreams and remain in Oregon to contribute to building our world-class public education system.

Nation's best educators flock to Oregon to serve students in a seamless public education system from cradle to career.

Businesses move to Oregon to hire multilingual English Learners to fill top positions.

Oregon contributes to worldwide efforts to improve education.

# Mission

Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

# Value Statements

- It is important to demonstrate acceptance and appreciation for all the cultures and languages.
- All English Learner students should have access to a rigorous curriculum and engaging learning opportunities.
- By providing exemplary educational programs for all of our English Learners they will exit our school system as graduates sought after.
- A variety of effective, research informed models can be used to educate English Learners.



# Value Statements

- Training and professional development is essential to the implementation of effective instructional programs.
- Multilingualism will strengthen our educational programs and prepare our students to compete in a 21st Century global economy.
- Parent education and the partnerships are essential components of educational.

## Goal 1

*Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners*

### Objectives

- Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas.
- Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners.

### Measures of Success

- Increases in EL graduation rates.
- Increases in literacy performance in grades 3, 6, and 11.
- Increases in English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increase in number of Bilingual programs and number of EL students participating in EL programs.

# Goal 1 - Year 1 Strategies

- Identify research-based program models (i.e., dual language model, early exit and late exit), quality indicators and a continuum of recommended services based on language proficiency levels.
- Develop a rubric representing the essential common elements of research-based model programs.
- Utilize the rubric to identify a list of programs across the state that demonstrates promise with input from districts.
- Establish a “resource repository”, focus on facilitating access to information. Identify who will be responsible for the repository.

# Goal 1 - Year 1 Strategies

- Develop networks for sharing best practices.
- Identify list of potential partners to assist in program research and implementation.
  - IHE
  - Research Groups (private or public)
  - Parent Groups
  - Business Partners as potential sponsors

## Goal 2

*Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.*

### Objectives

- Student performance measures indicate English Learner student success.
- All stakeholders understand and support the purpose, objectives and elements of the program models.
- At the classroom level effective practices are evident including methods for delivery of instruction and cultural awareness.
- At the school site/building level there are support systems in place that promote professional development and student learning.

### Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

## Goal 2

*Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.*

### Objectives

- At the Board and Community level there is strong commitment to the district vision for English Learners and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in programs.
- At the State and Policy level there is understanding of and support for program models, effective practices and cultural competence.
- Institutions of Higher Education provide comprehensive educational preparation programs for teachers of English Learners that are aligned to research based program models and help to “drive” policy.
- Current state networks (i.e. COSA, OSBA, ODE, OEIB) will coordinate efforts in order to maximize resources and not duplicate efforts.

### Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

## Goal 2 - Year 1 Strategies

- Develop a communication strategy for sharing effective research based program models with stakeholders.
- Develop a list of effective instructional practices associated with research based programs for ELs.
- Identify a recommended plan for professional development to be presented over three to five years utilizing research based information and teacher input.
- Districts share Oregon EL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce).

## Goal 2 - Year 1 Strategies

- Districts develop a “vision” regarding the education of ELs involving key stakeholders.
- Hold a State Wide EL Summit involving district level leaders and practitioners, with a focus on effective EL practices and models.
- Representatives from major educational state networks participate in a collaborative effort to identify areas and topics addressed by each group and areas of possible overlap.



## Goal 3

*School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.*

### Objectives

- Districts build partnerships with families and communities of historically underserved students.
- Districts provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school.
- Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the EL Strategic Plan.
- Districts increase their number of partnerships with private, public and community groups/agencies to collaboratively develop parent and community engagement strategies.

### Measures of Success

(as indicated by survey results)

- At least 80% of students, families and communities report that trust, integrity and competence have increased between districts and stakeholders.
- At least 90% of staff and parents report having a greater understanding about how to effectively assist EL students to succeed.
- At least 90% of those families and community partners surveyed feel that their input has been incorporated in a meaningful way into work being done to benefit English Learners.
- Districts and community partners are collaboratively implementing specific parent engagement strategies.

## Goal 3

*School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.*

### Objectives

- Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Learners.
- Build trust and capital with parents and community.
- Parents know what to do to help their child(ren) be successful in school.
- The community understands how best to contribute to the success of the plan.

### Measures of Success

- Parent and community member participation rates increase.
- Student attendance rates improve and mobility decreases.
- Partnerships including private and public sectors increase.
- Satisfaction rates and trust from parents and community members increases.
- A parent/community network exists and develops into parents teaching parents.

## Goal 3 - Year 1 Strategies

- Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication and encourage parent participation and meaningful engagement.
- Districts gather base line data on the current rate of parental participation in district training opportunities.
- At the state level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.
- Needs assessment is administered and results compiled by each district.

## Goal 4

*Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices*

### Objectives

- Identified experts in the area of English Learner best practices guide the development of models, practices, and programs for English Learners across the P-20 system.
- Experts guide the development of professional development delivery networks and identification of exemplary models.
- Experts guide the process for improving English Learner programming and the supports required.
- Experts guide the development of the accountability process for English Learner programming.
- Experts in Oregon work with experts across the country to continually improve teaching and learning for English Learners.
- Experts commission research around exemplars in Oregon

### Measures of Success

- Clarity about best practices.
- Expansion of best practice to every school district.
- Increases in EL student achievement.
- Increases in school district exemplary programs.
- Research consortiums developed.
- Seamless service to EL students and families.

## Goal 4 - Year 1 Strategies

- ODE leadership identifies key participants, official role, length of term and invites key participants.
- Team is commissioned by ODE and charged with the responsibility for Stewardship over the EL Plan.
- Team clarifies charge and scope of work, develops a work plan, and identifies success indicators.
- Team designs the framework for the annual progress report to OEIB on the progress of the initiatives in the EL Strategic Plan.
- Team works with necessary partners to ensure that the necessary capacity is developed and that common definitions are identified that are essential to the process for monitoring EL student progress as a subgroup throughout their P-20 education.

## Goal 4 - Year 1 Strategies

- Team expands this plan to include colleges and universities.
- Develop a structure and process that ensures the team knows and stays current on best practice.
- Team develops a “professional development network” framework and identifies a professional development framework inclusive of topics needing to be presented to “scale up” across the state.
- Team develops a strategy or method for recognizing exemplary programs that encourages others to replicate these successes.

## Goal 5

### *Develop a process for replicating exemplar programs across the state*

#### **Objectives**

- All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all EL students across the state.
- Provide a benefit for districts to serve as model sites and mentors.
- Provide all districts with resources and tools to replicate these exemplars.
- Intellectual capital is identified and multiplied across the state providing the state with a continual pool of experts.
- Experts about English Learner practices guide the development of models, practices, and programs.

#### **Measures of Success**

- Increase in exemplar programs across the state.
- Increase in leaders and district the provide mentorship.
- Increased incentives for providing exemplar programs.
- Increased opportunities to compare Oregon exemplars to “Pacific Consortium” exemplars and others across the country.

## Goal 5 - Year 1 Strategies

- Communicate state wide the desire to identify sites or districts to serve as exemplars and mentors. Develop a rubric of common elements of exemplary EL models.
- Determine a resource and process for incentivizing districts to serve as models and districts to replicate the models.
- Begin discussions at district and state levels regarding building networks and consortiums. (Consider size and density of EL population.)



## Goal 6

*Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners*

### Objectives

- Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users.
- Expand access to valid and reliable assessment tools that are appropriate to each program model.

### Measures of Success

- Assessments are clearly linked to the desired outcomes of selected program models.
- Assessments are developed that measure individual and group growth.
- Districts are able to access assessment tools from network resources.
- Program assessments can be aligned to SB 290.
- Data generated is appropriate to users and purposes at all levels in the P-20 System.

# Goal 6 - Year 1 Strategies

- Districts define assessment needs as related to: selected program models and their evaluation, student achievement, and student growth.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.

## Goal 6 - Year 1 Strategies

- Districts and ODE in collaboration “take stock” of assessments currently in use evaluate them for validity and reliability.
- Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).

## Goal 7

*Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners*

### Objectives

- All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.
- All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.

### Measures of Success

- New entering general education teachers have knowledge and skills relative to supporting needs of ELs.
- More general education teachers continue on to pursue ESOL endorsement.
- New entering administrators have knowledge and skills relative to supporting needs of ELs.

## Goal 7

*Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners*

### Objectives

- All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.
- Oregon increases the number of licensed bilingual teachers available to work in schools.
- Oregon offers-TSPC approved preparation for prospective and current educators focused on Dual Language education.

### Measures of Success

- Oregon has more “linguistically” and “culturally” aware (trained) general education teachers and administrators.
- More currently employed educators pursue ESOL endorsement for licensure renewal.
- Oregon’s supply of licensed bilingual teachers increases and better reflects Oregon’s changing demographics.
- More bilingual educators pursue ESOL endorsement.
- Districts implementing dual language classrooms have a supply of skilled educators to implement programs.

## Goal 7 - Year 1 Strategies

- EL work group is reconvened with new members added in Spring 2013.
- Proposal is revised, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed teachers.
- TSPC adopts ESOL proficiencies for new initial licensed teachers in Fall 2013.
- Proposal is refined, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed administrators.
- TSPC adopts ESOL proficiencies for new initial licensed administrators in Fall of 2013.

## Goal 7 - Year 1 Strategies

- OEIB, TSPC and ODE draft a bilingual component for the Oregon educator recruitment plan in Summer 2013 and gather feedback.
- EL work group reviews models of dual language offerings in other states and drafts proposal recommending TSPC licensure standards and requirements for teachers and administrators focused on Dual Language education.
- Goal 7 strategies and metrics are reviewed and refined.

## **Goal 8**

*The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.*

### **Objectives**

- Ensure access to and enrollment in universal preschool services for English Learner children by actively recruiting families and being responsive to their cultural and social needs.
- Perform increased and targeted family engagement across the state, building the message that parents are Oregon's first teachers. Use culturally relevant approaches.

### **Measures of Success**

- Increased number of quality programs serving ELs.
- Increased enrollment numbers for ELs.
- Evidence of culturally relevant outreach to community
- Evidence of willing community messengers.
- Parent surveys indicating success of programs and feedback regarding areas needing improvement.
- Increased awareness, understanding and satisfaction indicated on parent surveys and follow up.
- Increase in percentage of parents attending events and trainings as a result of outreach efforts.



## **Goal 8**

*The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.*

### **Objectives**

- English Learner assessments used for English Learner children and families to help children succeed. Data system developed through parallel track as roadmap for success.
- English Learner workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon's English Learner children for Kindergarten.
- Integrate English Learner and bilingual services and efforts statewide between preschool and K-12, building consistency across curriculums, programs, and services.

### **Measures of Success**

- Using developed database, track improvements or increases in English language proficiency, and literacy.
- Continue to use this process to build connection with K-12 system.
- Through outcome-based budgeting, ensure the number of bilingual staff matches Oregon's changing demographics.
- Evaluate program outcomes annually to make necessary changes.
- Service providers incentives and training are in place and positively impact student achievement.
- Consistent early learning EL curriculums and programs across the state.
- Blueprint for guiding EL students from preschool to Kindergarten.

## Goal 8 - Year 1 Strategies

- Take inventory of best practices and national models. Use to guide plan.
- Use grant programs and build partnerships for universal preschool services. Develop plan for Legislative support.
- Distribute information and outline a campaign for informing and recruiting families. Develop benchmarks to determine progress/success.
- Tie in best practice research, partnerships, and grant programs with culturally relevant outreach efforts.
- Develop and research a best practices communication plan.

## Goal 8 - Year 1 Strategies

- Determine and test awareness of programs with targeted groups.
- Identify ways to build coalitions and partnerships between schools and parents.
- Leverage coalitions and partnerships for conversations and forums on cultural needs and family awareness.
- Use evidence-based approaches to develop strategy and framework.
- Develop plans with pre-K service providers and Kindergarten teachers for EL Assessments.
- Include strategies to lessen achievement gaps earlier.

## Goal 8 - Year 1 Strategies

- Evaluate grants, contracts, and outcome-based budgeting to find resources.
- Develop training and incentives programs for service providers and teachers.
- Develop plan for bilingual staff initiative.
- Research national models, build upon, and identify Oregon specific models.
- Take inventory of programs and services and develop a plan for communication, improvement, and consistency across efforts.
- Share inventory with stakeholders and providers for further feedback and planning.