

Project Overview

1. What is *Leading with Learning*?

Funded by the U.S. Department of Education's Investing in Innovation (i3) program, *Leading with Learning* aims to improve English learner students' learning experiences and outcomes. The project includes blended professional learning for teachers, instructional coaches, and principals and consultative work with district leadership teams, all focused on the implementation of California's new ELA/ELD Framework, ELD Standards, and College and Career Ready Standards. Professional learning focuses on four key areas for improving educational outcomes for EL students:

- Fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts and content
- Engaging in text-oriented talk about language in complex texts and rich content tasks
- Observing students closely to provide planned and just-in-time scaffolding
- Creating positive and culturally responsive learning environments

2. Who is involved?

- **Transitional kindergarten through sixth grade students** in two California school districts: Fresno Unified and Sacramento City Unified
- **Teachers, coaches, and principals** in four high need schools per district (eight schools total during the three-year project)
- **District and WestEd content experts** co-facilitating the blended professional learning
- **District leadership teams and WestEd experts** working in partnership to create a systemic approach to effectively educating English learner students

3. What takes place?

- **Teachers' Course:** Intensive summer institutes for teachers, coaches, and principals with professional learning days scheduled during the school year (6 face-to-face days total) with online learning and resources
- **Coaches' Course:** Face-to-face and online professional learning sessions and resources for coaches (4 face-to-face days and 10 online sessions)
- **Principal Cohort and District Facilitators:** Collegial coaching days for grant school principals and district co-facilitators (10 days)
- **District Leadership Teams:** Collaborative work sessions for district teams focused on developing a systems approach to advocacy for English learner students (6 meetings)

4. What are the benefits?

Students...

- improve their understanding of content and academic English by interacting in meaningful ways with complex texts, engaging in complex thinking and collaborative discussions, and learning about how English works.

Teachers...

- learn about and implement effective instructional approaches for English learner students; create positive and respectful learning environments; and collaborate with their colleagues to plan lessons and reflect on their instructional practice

Coaches...

- learn about and implement effective coaching approaches for supporting teachers of English learner students, including modeling lessons, supporting collegial learning, and facilitating dialogue about pedagogy; and engage in a community of practice with other coaches within and across districts

Principals...

- learn about how to lead learning in diverse schools and collaborate with other principals and with instructional coaches to support teachers

District Co-Facilitators...

- learn about how to implement and expand effective professional learning focused on improving teaching and learning for EL students and collaborate with content experts within and across districts

District Leadership...

- create a district-wide vision for educating English learner students and develop systemic approaches to EL-focused professional learning and support for educators

Questions?

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