PROMISE in Action:
Research Studies on Leadership and Instructional Practices

Loyola Marymount University
Center for Equity & Excellence in English Learner Education & Research (CE^4R)
Our Research Team:

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Study 2: Classroom Practices & Teacher Perspectives
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LMU|LA
School of Education
Center for Equity and Excellence in English Learner Education And Research (CE^4R)
Study 1: Advocacy- Oriented Leadership for English Learner Achievement

Purpose:
- To generate an evidence base for powerful and transformative advocacy-oriented administrative leadership for English learners developed as a result of principals’ participation in research-based professional development.
Research Questions

- To what extent do Principals act upon their current knowledge, skills, and expertise of the PROMISE Core Principles as they relate to providing school leadership for English Language Learner success?

- How do these practices reflect current research on effective school leadership?

- What are principals’ perceptions of current practices for meeting the needs of English learners? What professional development is needed?
PROMISE INITIATIVE

Research – based core principle:
- Advocacy-Oriented Administrative/Leadership Systems

Research & evaluation component:
- What has occurred in the schools, specific to administrative leadership, as a result of engagement in the PROMISE model
There is a strong regional need to identify exemplar principals’ practices who have demonstrated expertise in effective leadership for EL (English Learner) students.

Survey Instrument draws from & is aligned with the PROMISE Core Principles, the California Professional Standards for Educational Leaders, and research based on educational leadership and effective schools - focused on an understanding of EL students.
Participants

- Year 1 (2006-2007)
  Site Principal Surveys – 14 total
  (2 PS, 5 ES, 3 MS, 4 HS)

- Year 2 (2007-2008)
  Site Principal Interviews – 14 total
  (2 PS, 5 ES, 3 MS, 4 HS)
  Site Principal Surveys – 14 total
  (2 PS, 5 ES, 3 MS, 4 HS)
Methods

Mixed methods approach:
- Quantitative Data – Descriptive statistics using survey instrument
- Qualitative Data – Anecdotal records, interviews, and responses to open-ended survey questions
# Preliminary Quantitative Survey Results

<table>
<thead>
<tr>
<th>CPSEL Standard</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean/SD</th>
<th>Mean of Freq.</th>
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<tr>
<td>1: Vision of Learning</td>
<td>14</td>
<td>3.67</td>
<td>5</td>
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<td>2: Student Learning &amp; Professional Growth</td>
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<td>5</td>
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<tr>
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<tr>
<td>4: Working with Diverse Families &amp; Communities</td>
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<td>5: Personal Ethics &amp; Leadership Capacity</td>
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<td>5</td>
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<tr>
<td>6: Political, Social, Economic, Legal, &amp; Cultural Understanding</td>
<td>14</td>
<td>2.67</td>
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<td>3.90(.71)</td>
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Study 2: Classroom Practices & Teacher Perspectives

PURPOSE:

To generate an evidence base for powerful and transformative teaching for English learners developed as a result in teachers’ participation in research-based professional development.
RESEARCH QUESTIONS

- What are teachers’ current practices in instruction of ELs?
  How do these practices reflect current research on effective instruction of ELs as measured by the OPAL (Observation Protocol for Academic Literacies)?

- What are teachers’ perceptions of current practices for meeting the needs of ELs?
  What professional development is needed?
CONCEPTUAL FRAMEWORK

- Sociocultural Issues in English Learner Education
- Teacher Expertise for English Learners: Research on Effective Teaching Practices for English Learners
Mixed methods approach:

- Quantitative Data – Descriptive statistics using the OPAL
- Qualitative Data – Anecdotal records, interviews, and observations
PARTICIPANTS

Year 1 (2006-2007)
Classroom Observations - 74 total
(19 ES, 28 MS, 27 HS)
Teacher Interviews - 34 total
(12 ES, 12 MS, 10 HS)

Year 2 (2007-2008, anticipated)
Classroom Observations – 140-150
Teacher Interviews – 65-75
THE OPAL
(Observation Protocol for Academic Literacies)

- A research-based tool for observing teacher practices, classroom interactions, and educational contexts from sociocultural and language acquisition perspectives
- Aligned with California Standards for the Teaching Profession and reflective of PROMISE Core Principles
- Utilizes a six-point rating scale (1-6, Low to High)
**OPAL: Four Domains**

**CONTENT**

The curriculum is cognitively complex, coherent, relevant, and challenging.

**Sample Indicator**

1.1 Engages students in problem solving, critical thinking and other activities that make subject matter meaningful

<table>
<thead>
<tr>
<th>Grades</th>
<th>OPAL Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall (K-12)</strong></td>
<td>Mean = 2.17</td>
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<tr>
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<td>6-8</td>
<td>2.09</td>
</tr>
<tr>
<td>9-12</td>
<td>2.41</td>
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</tbody>
</table>
OPAL: Four Domains

CONNECTIONS
Teachers are mindful about providing opportunities for students to link content to their lives, histories, and realities in order to create change.

Sample Indicator
2.3 Provides opportunities for students to make connections and transfer skills between their primary language and target language

OPAL Mean Ratings
Overall (K-12)
Mean = 2.63

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>K-5</td>
<td>6-8</td>
<td>9-12</td>
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<tr>
<td>2.54</td>
<td>2.54</td>
<td>2.79</td>
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</table>
OPAL: Four Domains

COMPREHENSIBILITY
Instruction allows for maximum student understanding and teachers utilize effective strategies to help students access content.

Sample Indicator
3.1 Uses scaffolding strategies and devices (i.e. outlines, webs, semantic maps, compare/contrast charts, KWL) to make subject matter understandable

OPAL Mean Ratings
Overall (K-12)
Mean = 3.07

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>K-5</td>
<td>6-8</td>
<td>9-12</td>
</tr>
<tr>
<td>3.32</td>
<td>2.84</td>
<td>3.14</td>
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</table>
OPAL: Four Domains

INTERACTIONS
Varied participation structures allow for interactions that maximize engagement, leadership opportunities, and access to the curriculum.

Sample Indicator
4.2 Uses flexible grouping to promote inter-group harmony through positive interactions and accommodations for individual and group learning needs.

OPAL Mean Ratings
Overall (K-12)
Mean = 2.64

<table>
<thead>
<tr>
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<tbody>
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<td>K-5</td>
<td>6-8</td>
<td>9-12</td>
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<tr>
<td>2.56</td>
<td>2.60</td>
<td>2.75</td>
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</tbody>
</table>
Interview Findings: TEACHERS’ PERSPECTIVES- *PD that impacted classroom practice*

- Project GLAD
- UCLA Bridges to Understanding
- Project WRITE for Spanish
- Frontloading
- Planning with Colleagues
- PLCs
- TCI (Teacher’s Curriculum Institute) History Alive
- Highpoint Training
- Marzano Strategies
- CA Mathematics Council AVID
- Differentiated Instruction
Interview Findings: PERCEIVED GROWTH AS A TEACHING PROFESSIONAL

- Recognition of additive model
- Focus on instructional strategies
- Increased peer collaboration & team building
- Core Principles provide focus for work with EL’s
- Opportunity for teacher voice and insight
- 23.5% of interviewees – limited or no knowledge of initiative
[RECOMMENDATIONS/IMPLICATIONS]

- Systemic Reform and Program Design
- Curriculum and Instruction
- Integrating Student and Community Engagement into Instructional Practices
Systemic Reform and Program Design

- Establish process for systemic reflection of structures so as to define purpose for teaching and learning (empowerment v. disempowerment)
- Clearly define and articulate program design and course progression within and between schools (i.e. transitional bilingual, dual language, SEI, etc.)
Curriculum and Instruction

- Examine curriculum (core materials) to determine relevancy and effectiveness, particularly for English learners
- Increase awareness of grade-level standard progression so as to maintain high expectations and avoid repetition of content
- Increase access to materials and resources in primary language
- Reflect on and/or examine teaching practices to determine their role in helping students understand instructional themes or topics
Integrating Student and Community Engagement into Instructional Practices

- Identify student and community “funds of knowledge” to make build on and make connections to instructional concepts
- Provide opportunities for students to apply concepts and skills as they relate to conditions in their community
- Involve students in setting and evaluating short and long-term learning goals
- Use scaffolding strategies as rehearsals for oral and written language output
Integrating Student and Community Engagement into Instructional Practices

- Question and support students in extending oral and written output – “embroider language” at students (i+1)
- Ensure that classroom management and organization allow for positive classroom interactions
- Create opportunities to document and reflect on how often students are given the opportunity to engage in academic discourse with peers and adult models
- Explore and implement strategies for increasing interactions with collaborative learning opportunities and differentiated grouping