

Brief Insights | Expanding Educational Opportunity

Highlights from a Multilingual/English Learner-Focused Research, Practice, Policy Partnership

The Center for Equity for English Learners (CEEL) at Loyola Marymount University collaborated with Camino Nuevo Charter Academy (CNCA) in a Research, Practice, Policy Partnership to investigate problems of practice and enhance literacy leaders' focus on supporting classroom teachers to meet the needs of multilingual/English learners (ML/EL). CEEL and CNCA have a history of previous partnerships through professional learning and joint application for grants.



Research Question: What are literacy leaders' perceptions about how the revised Planning-Observation-Debrief (POD) cycle tools support teachers' focus on scaffolding ML/ELs' access to reading and writing complex text?

Project Focus

- 1 THE INTEGRATION OF ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS WITH ENGLISH LANGUAGE ARTS (ELA) AND OTHER CONTENT STANDARDS
- 2 THE INTELLECTUAL PREPARATION TO SUPPORT STUDENTS' ACCESS TO READING AND WRITING COMPLEX TEXT
- 3 THE IMPORTANCE OF KNOWING THE LANGUAGE PROFICIENCY OF ML/ELS IN THE CLASSROOM AS A FIRST STEP TO SUPPORTING THEIR EDUCATION
- 4 THE ONGOING WORK TO ASSIST TEACHERS IN MAKING INSTRUCTIONAL DECISIONS THAT CENTER ML/ELS

Emerging Findings

- **Knowledge of ELD Standards:** Teachers at CNCA need more training on ELD standards, but many experienced a breakthrough when presented with the connections between ELD and ELA standards. Intellectual preparation that incorporates ELD standards along with content standards enhances lesson planning and delivery.
- **Valued Partnership:** The literacy leaders see themselves as collaborators with the teachers they coach, and they in turn learn more about ML/EL needs from observing classrooms. This partnership assists in better integration of ELD and content standards in lesson planning and delivery.
- **Data-Driven Instruction:** Data resources such as the new "EL Baseball Card" provide teachers with a snapshot of their students' language proficiencies, allowing a more intentional focus on individual language needs.
- **Leveraging Experience:** Literacy leaders and experienced teachers have expertise that can be utilized within the school system to continue professional development efforts.

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ML/EL Success Pyramid



Joint Construction of Knowledge and Practice

CEEL's and CNCA's analysis revealed a need to facilitate small, focused changes to address ML/EL needs in a sustainable manner. We identified four recommendations to support CNCA in their efforts to "return to their roots" and center ML/EL education.

Emphasize the need to regularly reference student data to inform lesson planning

Balance an overview of ELD standards with ongoing, bite-sized training and practical examples

Support teachers by organizing a selection of ELD standards to be implemented in upcoming instructional units

Provide differentiated professional development for literacy leaders to support teachers at various levels of mastery in integrating ELD and content standards

