

**INITIATIVE #2:**

***Systemic Approaches to Capacity Building***

**Primary Objective:**

- Student performance measures indicate ELL student success

**Secondary Objective:**

- 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
- At the Board and Community level there is strong commitment to the district vision for English Language 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 Language 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 & capacity building
- Student performance data & review of identified measures of program effectiveness
- Evidence of allocated resources & policy standards that support instructional program for ELLs

**Challenges:**

- Stakeholder groups need a differentiated approach to capacity building while addressing the need to maintain consistency with common elements of program development and design

| <b>Year 1<br/>Action Steps</b>   | <b>Year 2<br/>Action Steps</b>   | <b>Year 3<br/>Action Steps</b>   | <b>Year 4<br/>Action Steps</b>  |
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| After effective research based program models are identified a variety of methods for communicating this information to stakeholders are identified. | Utilize identified methods to disseminate program information within districts and state-wide (i.e. web-sites, professional publications, parent and staff workshops.) | Expand efforts to communicate program information to all stakeholders. | Continue to disseminate program information & identify additional opportunities to share information with stakeholders. |

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| Develop a list of effective instructional practices associated with research based programs for ELLs.  | Convert list of effective practices to an “observation checklist” used by site administrators to support teachers working with ELLs.       | Continue to utilize “observation checklists” to provide feedback to teachers about instructional practices and the level of cultural awareness evidenced in lessons. Continue to promote use of checklists statewide via websites, conferences & other professional meetings. | Continue to utilize checklists and review and refine list of practices contained on the check-lists.   |
|  | Develop a similar approach for identifying elements of cultural awareness evident in classroom instruction. Widely distribute information. | Continue to utilize “observation checklists” to provide feedback to teachers about instructional practices and the level of cultural awareness evidenced in lessons. Continue to promote use of checklists statewide via websites, conferences & other professional meetings. | Continue to utilize checklists and review and refine list of practices contained on the check-lists.   |
|  |  |   | Conduct a statewide survey to assess the actual level of use of these instruments and gather input relative to additions and deletions.  |
| Utilizing research based information & teacher input (needs assessment survey), identify a recommended plan for professional development to be presented over three to five years. | Begin implementation of Professional Development Plan and seek teacher feed-back regarding effectiveness and applicability of training.    | Implement Year 2 of Professional Development Plan. Administrators assist by follow up that focus feedback on effective use of training strategies. Seek teacher feedback regarding effectiveness of training.   | Implement Year 3 of Professional Development Plan & continue classroom observations & feedback by administrators. Begin to refine & plan for future professional development activities. |

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| Districts to share Oregon ELL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce).  | Continue to revisit and share Oregon ELL Strategic Plan with stakeholders.   | Continue to revisit and share Oregon ELL Strategic Plan and widely publicize District Vision & Strategic ELL Plan.        | Develop and implement a system to identify progress made towards achievement of vision and action steps as well as areas needing to be addressed and/or modified. |
| Districts involve stakeholders to develop a district “vision” regarding the education of ELLs.   | Communicate across district & diverse stakeholders’ groups. Districts develop strategic ELL plans.   | Continue to revisit and share Oregon ELL Strategic Plan and widely publicize District Vision & Strategic ELL Plan.        | Develop and implement a system to identify progress made towards achievement of vision and action steps as well as areas needing to be addressed and/or modified. |
| Hold a State Wide ELL Summit involving district level leaders & practitioners, with a focus on effective ELL practices and models.   | During the later part of the school year, hold a State Wide ELL Summit with a focus on ELL effective practices & models. Highlight district programs identified under Initiative I as programs of promise. | Continue holding annual ELL Summit with continuing focus on effective practices & programs identified as showing promise. | Ongoing.  |
|  | Districts work collaboratively with each other & universities to identify participants for a state-wide consortium that will develop an “Instructional Framework.”   | Identified participants of the state wide consortium develop an “Instructional Framework.”                                | Instructional Framework is shared across the state and input is gathered and document is edited accordingly.  |
| Representatives from major educational state networks to participate in a collaborative effort to identify areas/topics addressed by each group and areas of possible overlap. | The state network representatives identify resources available to each group & develop a plan for how these resources & services can best be shared and maximized.   | Implementation of first phases of plan for the inter-agency sharing of resources & services.                              | Ongoing implementation of plan.   |