

# Leading from the principal's seat- closing the achievement gap

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# It's not an impossible task....

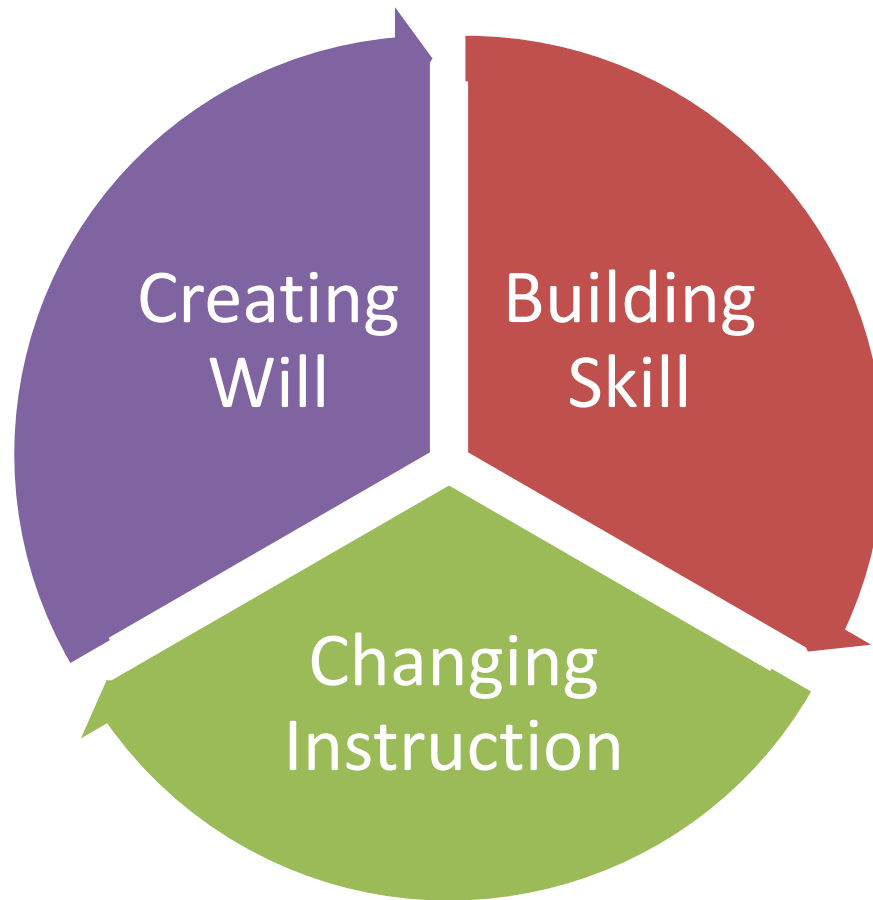
- Thank you for your work...

*Grant Corliss  
Will, Mike St  
Sinapi, Ene  
Romero, Stev  
Matsuo, John  
Brauer, John  
Brodniak, Da*



*derle, Roger  
lliams, Fran  
Robin Farup-  
a Aguilar, John  
Welch, Becky  
ompson, Carmen  
Lindsay Garcia.*

But meeting the challenge is the most  
important work we do!







# The heart and the head



Creating  
Will

Build the demand

- John Hattie and belief
- Data and the counter story
- Who are the kids and families
- Tell their story (or invite them to tell it!)
- Equity work

# Ensure the focus is clear

- Strategic Plan
- School improvement plans
- Professional goals and classroom feedback

This is what we do!

# Questions to ponder....

- Are staff urgent about closing the gap?
- Are their hearts in in?
- Do their heads agree?
- Where does this work show up? (Is it a main course or a side dish?)
- Is it possible, with other things on the plate, to avoid doing this work?
- Are YOU invested and focused?

# The hands and the feet



Principal, teachers and classified!

- Focused AND Integrated Language Development
- Sheltering Instruction
- Bilingual Education

Track the research

- Bilingualism and Intelligence
- Timelines
- “Errors” and other silly things we say



Suzanna Dutro and Systematic ELD

Writing Rubrics/Language Focused

GLAD

Collier and  
Thomas

Karen  
Beeman

QIA

ELPA 21-  
new  
standards

Literacy  
Squared-  
Kathy  
Escamilla

SIOP

Constructing  
Meaning

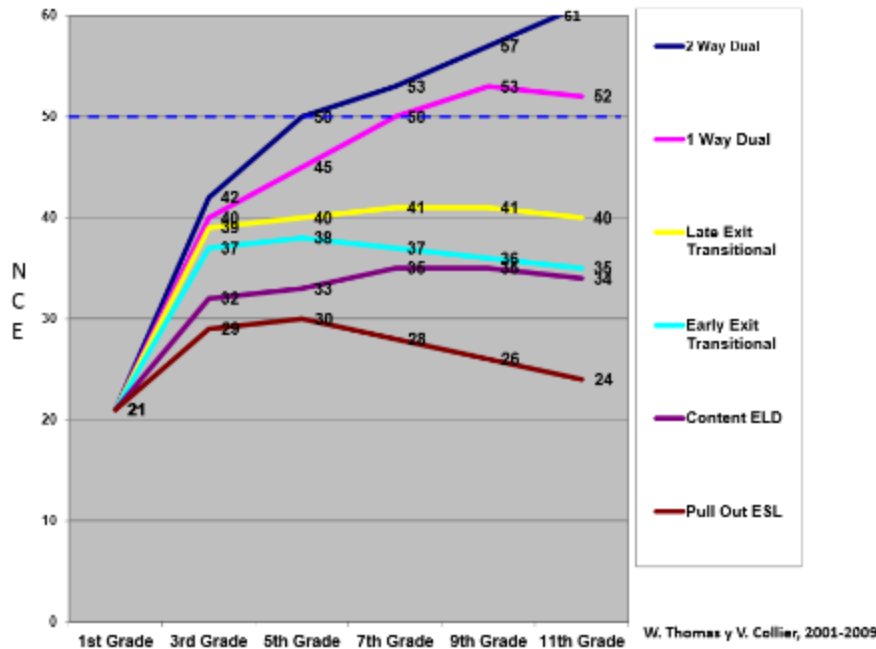
ADEPT

Academic Conversations- Zweirs

Native  
Language  
Literacy

# “Errors” and other silly things we say...

English Learners' Long-Term Achievement by Program Model



Instruction=Instrucción

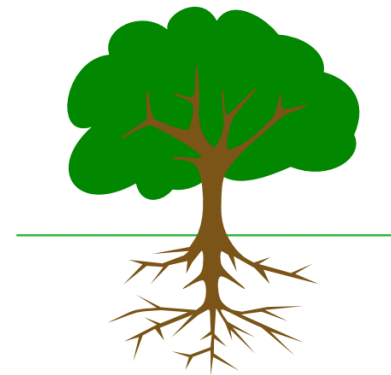
Quality=Calidad

Cantidad=Quantity

Fotosíntesis=Photosynthesis

Context=Contexto

A E I O U (Y)



# Questions to ponder...

- Where is the skill level of *each* individual on your staff? (chart it)
- What instructional skill are you working on now? Are the skills you have already learned solid?
- Considering the kids you serve, have you chosen the right focus? What does the research say? What does your data say?

# The eyes and the ears



Into the classrooms....

- What are the kids doing and saying?
  - Standards and skills
  - Language production
  - What is their experience?
- What scaffolds are in the classroom?

What is in your feedback?

# Questions to ponder...

- Do I understand language levels and what students need to be producing in class?
- Do I know what language scaffolds and structures need to be in place to support students?
- Am I monitoring classroom instruction frequently enough and providing feedback?
- Is my feedback honest, urgent and data rich?

Head, heart, hands, feet,  
eyes and ears...





# WE can meet this challenge!

